AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND

ENTREPRENEURIAL DEVELOPMENT, KUMASI

LEADERSHIP STYLES OF SCHOOL ADMINISTRATORS OF SENIOR HIGH

SCHOOLS AND ITS EFFECTS ON ACADEMIC PERFORMANCE IN THE KUMASI

METROPOLIS

ALEXANDER KINGSLEY NYAME

(7181770005)

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

DECEMBER, 2021

DECLARATION

CANDIDATE'S DECLARATION

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

SIGNATURE………………………………….

DATE…………………………………………..

SUPERVISOR'S DECLARATION

I hereby declare that, the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by Akenten Appiah-Menka University of Skills Training And Entrepreneurial Development

SUPERVISOR'S NAME: DR. KOFI ASIAMAH YEBOAH

SIGNATURE……………………………….

DATE……………………………………….

ACKNOWLEDGEMENT

I owe a debt of gratitude to God, Almighty for the grace, wisdom and strength that saw me through the completion of this project work. To my supervisor Dr. Kofi Yeboah Asiamah who patiently read through my script and made the necessary corrections where needed. Indeed I am grateful to you. I also thank all the lecturers of the Department of Educational Leadership who shaped my destiny towards earning this degree.

I would be most ungrateful if I fail to show gratitude towards the kindness or good service rendered to me. "A workman deserves his praises". Therefore, I acknowledge and appreciate the efforts of all who helped me to reach this point in my life; as well as those who have contributed in one way or the other to make my dream a reality. Then to the cream of friends who kept pestering me to work towards the ultimate, I say 'Ayekoo'. Words are however inadequate to express my indebtedness and appreciation to my dear and precious wife together with the children who encouraged and urged me on. To them (immediate family) I say God bless you.

DEDICATION

To my wife, Mrs. Adutwumwa Osei-Wusu and my children, Naana Dwumfour

Nyamekye Nyame and Papa Arko Nyamekye Nyame

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

The study investigated the leadership styles of school administrators of senior high schools and its effects on academic performance in the Kumasi Metropolis. Among the issues studied included the roles heads play the practices they employ to improve students' academic performance, the relationship between school administrators' leadership styles and students' academic performance and differences in leadership styles used by low and high performing Senior High School heads within the Kumasi Metropolis. The study was a cross sectional survey and was based on the use of questionnaires. Primary and secondary data were also used. In selecting respondents, the researcher employed convenience and simple random techniques to select 200 respondents, 150 students and 50 teachers from selected senior high schools in the Kumasi Metropolis. The study revealed that heads play and employ several roles to help improve academic performance of students. These include showing high levels of support and concern, inspires students and teachers to do their best, use persuasive and influential tactics to accomplish academic goals. The study revealed that there was no significant association between the leadership style of heads and the academic performance of students. It was revealed that the most dominant leadership styles of high ranking senior school was transformational leadership, followed by democratic and autocratic leadership styles. Among low ranking senior high schools the most dominant leadership style were laissez-faire, democratic and autocratic leadership styles. Among the recommendations were that heads should be trained on leadership styles. Ghana Education Service should organize workshops and training programmes for heads on leadership from time to time.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world (Aikaman & Unterhalter, 2015). Many studies on human capital development concur that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. The principal institutional mechanism for developing human capital is the formal education system of primary, secondary, and tertiary training (Clifford, 2014). Since education is an investment, there is a significant positive correlation between education and economic-social productivity. When people are educated, their standards of living are likely to improve, since they are empowered to access productive ventures, which will ultimately lead to an improvement in their livelihoods. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society, but also to impart values, ideas, attitudes and aspirations important for natural development.

It is generally agreed that effective leadership is essential in all organisations, whether business, government, religious or educational. The concept of leadership style has been applied to education as a way of examining the behaviour of principals and heads (Bush & Oduro, 2016). According to Onguko, Muhammed and Webber (2018), the major criteria for appointing teachers to the headship positions in African countries is based on their teaching experience and exemplary classroom practice. Educational leaders play an important role in ensuring that teaching and learning are more effective and giving quality education to students. Good leaders should be able

to influence their subordinates towards the achievement of organisational objectives. The success of a school depends largely on the quality of its leadership (Bush & Oduro, 2016). Owens and Valesky (2017) define leadership as the process of influencing activities of an individual or a group towards goal achievement in a given situation based on the situational leadership theory.

In recent times, much attention has been generated over the role of the headmaster/headmistress in relation to school administration. Much attention has been drawn particularly to the leadership styles of the headmaster/headmistress and the overall impact on teaching and learning. Good leadership styles are regarded as key components for achieving and determining the quality of teaching and learning in schools (Wallace Foundation, 2017; Short & Greer, 2017). Good strategies implemented by the highest authority in the school may have a direct impact on the process of both teaching and learning in academic institutions. Also, there are other researchers (Thomas, 2012; Day & Robert, 2013) who are of the opinion that leadership holds the key to understanding and improving academic institutions. It is imperative that schools have effective and efficient leaders as their impact on educational institutions are substantial (Roberts, 2013).

Most educational experts consider administrators as the driving force and main source of the school's development and academic growth of students (Dinham, 2015). Meanwhile, the successes of an administrator have been thought to be due to the various methods that are used in their administrative processes. Kruger, Witziers and Sleegers (2017) report that the head teacher's leadership style influences the efficiency and also the effectiveness of the school. This is because school effectiveness is ultimately determined by the impact of the head teacher on student learning. The head teacher takes care of the final arrangements for the education of

2

students in a school. His/her role cannot be taken for granted if he/she is expected to give the right kind of education to students, hence this sets the focus of the study.

The quality of leadership makes the difference between the success and failure of a school (Castangno, 2018). Castangno further explains that research and inspection clarify the extent to which the quality of leadership is crucial to improvement. In highly effective schools, as well as schools which have reversed a trend of poor performance and declining achievement, it is the head teacher who sets the pace, leading and motivating pupils and staff to perform to their highest potential (Musungu & Nasongo, 2019).

Other school factors that the head teacher ought to address due to their influence on students' behaviour and scholastic achievement include an amount of teaching, degree of academic emphasis, teacher expectation, styles of teaching and classroom management, size of the school, patterns of discipline and characteristics of school climate (Armstrong, 2015). Kythreotis, Pashiardis and Kyriakides (2015) stress that heads in effective schools should be charged with the daunting task of improving instruction and training, managing teachers, among other school resources. Teachers are nominally required to follow the directions given by the heads of which they are liable for disciplinary action. Toward this end, Jacobson (2017) is of the view that input-output studies should be done using learning achieved as seen from student examination performance.

Although the availability of learning resources is significant factors in educational performance, some bright students have performed poorly in the absence of good management and organisation in various schools (Barker, 2017). According to Castangno (2018), there is no doubt that every head teacher's dream is to get his school ranked among the best in national examinations results. A closer investigation

3

reveals that good performance does not just happen, but rest on good teaching and overall effective headship (Musungu & Nasongo, 2019).

Since independence in 1957, Ghana's education system has undergone several changes. Successive governments have reviewed the education system to make it more relevant to national needs. This is evident in the numerous reforms and review committees that have been set up by successive governments to examine the existing system and make recommendations for improvements (Steve, 2016).

1.2 Statement of the Problem

The relationship between headmaster/headmistress' leadership style and students performance has been a subject of controversy by many researchers. The controversy is centered on whether or not the style of leadership of heads of school influences the level of performance among students. Common observation in the school system shows that the style of leadership of a principal could perhaps have serious impact on students performance.

Academic performance of Senior High Schools in Ghana has been attributed to several factors which include teachers, parents, socio-economic and school managers' leadership style. Studies have shown that the leadership style of Headmasters/Headmistresses and management influence students academic performance (Mwape, 2017). Many high school Heads do not provide instructional leadership, discriminate among teachers and do not involve their subordinates in day-to-day administrative duties and as a result do a lot of things themselves. The effects of such leadership behaviours are detrimental.

To enhance the capabilities and the leadership skills of heads of second-cycle schools in Ghana, various institutions and organizations such as the Ghana Education Service (GES) and the Conference of Heads of Assisted Secondary School (CHASS)

have often conducted training and capacity building workshops. In spite of all these efforts it has been observed that most schools' climate is still not conducive and teachers' morale waning. Such a situation is undesirable bearing in mind that school climate plays an important role in enhancing teacher performance and improvement of student achievement (Mwape, 2017). Also it is observed that, the climate in recent times has not been congenial resulting in under-performance of students in the West Africa Senior Secondary Certificate Examination (WASSCE), lukewarm attitude of teachers towards work, and high rate of indiscipline among students.

However, with the right leadership style, the headmaster/headmistress can transform teaching and learning in their schools. The headmaster/headmistress as a leader encourages fruitful interaction with staff, students and other related stakeholders in achieving the collective goal and vision of their schools. Unfortunately, though some people attribute the poor academic performance or falling standards to school leadership, it appears not much have been done in terms of research in this area to ascertain this in the country, Gyeabour (2012) looked at effects of leadership style on teaching and learning, Owusu (2012) investigated teachers' and students' perception on headmasters' leadership effectiveness in some Senior High Schools (SHS) in Ghana among others on leadership styles on teachers performance but there is little of headmasters/mistresses leadership styles on students performance in the Kumasi Metropolis. It is to fill the void in research in this area that this study seeks to find out how the leadership style of school heads affect students performance in senior high schools in the Kumasi Metropolis.

1.3 Objectives of the Study

The main objective of the study is to examine leadership styles of school administrators of senior high schools and its effects on academic performance in the Kumasi Metropolis. The specific objectives are to;

1. Investigate the roles and practices heads play and employ to improve students' academic performance

2. Examine the relationship between school administrators' leadership styles and students' academic performance

3. To explore differences in leadership styles used by low and high performing Senior High School heads within the Kumasi Metropolis.

1.4 Research Questions

The following questions served as a guide to the study.

1. What are the roles and practices heads play and employ to improve students' academic performance?

2. What is the relationship between school administrators' leadership styles and students' academic performance?

3. What is the difference in leadership styles used by low and high performing Senior High School heads within the Kumasi Metropolis?

1.5 Hypothesis

Ho: There is no correlation between heads' leadership styles and the level of students' academic performance.

H1: There is a correlation between heads' leadership styles and the level of students' academic performance.

1.6 Significance of the Study

This study is significant because it could help the Ministry of Education, to appreciate the extents of the school heads' appropriateness. It could go a long way to assisting in timely decision making concerning the schools and the heads by the Ministry of Education and the other stakeholders. This study would be of great importance in diverse ways.

This research on headmasters and mistresses leadership styles that relates to the students' academic performance will help the society in an insight of a unique model for leadership and that in turn boost students' academic performance. The model proposed in the research will, hopefully, facilitate and simplify the practitioner's implementation process for the leadership not only in schools but also in the industry. The research findings will also help to enlighten and provide the insights for quality leadership styles and types as such; it is expected to benefit both researchers and practitioners.

This study analysis how much influence the leadership style of the headmaster/headmistress can affect the teaching and learning process. The results of this study are expected to shed more light on why leadership is essential in educational institutions. It will also serve as a diagnostic tool to identify which leadership style is required to improve the quality of teaching and learning in schools.

Finally, this study is also expected to guide policy makers in the educational sector in designing programmes and policies to develop the leadership skills of headmasters/headmistresses to promote quality teaching and learning.

The findings of this study will highly contribute to knowledge, which might justify stakeholders' expectations of heads of schools in the Kumasi Metropolis. The

researcher believed that the starting point to improve the heads leadership styles as well as the improvement of the students' academic performance is to have good leadership. The findings will reveal ways heads in the Metropolis could adjust their leadership style to create an environment conducive for learning and in turn high academic performance expected to be achieved by the students.

1.7 Delimitation of the Study

This study is limited to only senior high schools in the Kumasi Metropolis. The scope of this study is limited to the leadership styles of the headmasters/headmistresses and not their general administration styles.

1.8 Limitation of the Study

Since this study is limited to only schools in the Kumasi Metropolis, it may affect the generalization of the findings. Questionnaires will be the main instrument used for the data collection and biases associated with its use cannot be ruled out. The questions that bother on the type of leadership styles being adopted by the headmasters/headmistresses might elicit some subjective responses due to the biases of the respondents.

Some students and teachers may be influenced by their colleagues whereas others might also answer based on their like or dislike for the headmaster/headmistress. These may have some effects on the responses obtained and eventually impact the validity of the findings.

1.9 Organization of the Study

The study is organized into five chapters. Chapter one of the study is the introduction, which contains the background to the study, statement of the problem, research questions and significance of the study, delimitation and limitation of the study and organisation of the study. Chapter two looks at the review of literature related to the study. It reviews theories and empirical studies conducted by some notable scholars related researches conducted by some notable scholars. Chapter three of the study is the methodology. It focuses on the research design to be used, the population, sample and sampling procedure, instruments for data collection, the data collection procedure and data analysis. Chapter Four analyses the results of the study and discusses the findings. Chapter Five is devoted to summary, conclusions, recommendations as well as suggestions for further study.
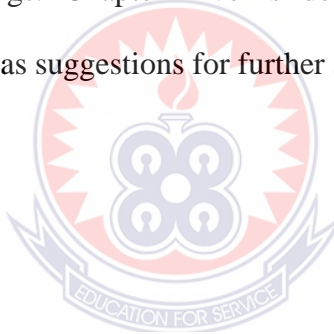
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focused on a review of the literature related to a study of leadership styles and school performance. The review aims to focus on the definition, nature, evolution and conceptualization of leadership. It also focused on leadership theories and styles with special reference to styles that relate to educational institutions. Leadership practices and leadership styles of heads in the realm of secondary education in Ghana were highlighted.

2.2 Leadership Defined

Different scholars have interpreted the concept of leadership differently. There is also the challenge of one's theoretical perspective influencing to a large extent the way in which leadership is understood and defined. In addition, its definitions, taxonomies and topologies are numerous, at one time; leadership was noted as having over 350 definitions (Bennis & Nanus, 2015). It is actually difficult to achieve only one definition that is acceptable to all (Cheng, 2013).

According to Adlam (2013), leadership is a rather complex concept. This is due to the fact that several approaches have been employed to provide meaning to the term leadership and its effectiveness. The following are some of the definitions that have been rendered; leadership is the process of influencing the activities of an organized group towards goal setting and goal achievement (Stogdill, 1986). Lipman and Blumen (1994) defines leadership as the initiation of a new structure or procedure for accomplishing an organization's goals and objectives and according to Kenzevich (2015), leadership is a force that can initiate action among people, guide activities in a

10

given direction, maintain such activities and unify efforts towards common goals. Jacques and Clement (2011) define leadership as a process in which an individual provides direction for other people and carries them along in that direction with competence and full commitment.

According to Oyetunyi (2016), this perception of leadership signals a shift from bureaucracy (in which the leader tends to direct others and make decisions for them to implement) to non-bureaucracy where the emphasis is on motivation, inclusion and empowerment of the followers. Along the same lines, Hannagan (1995) and Botha (2010) define leadership as the process of motivating people to achieve specific goals. Hannagan, however, falls short of mentioning those motivational procedures that leadership offers to effect organizational change.

Basing his definition on the contemporary context, Dubrin (2016) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals. For the purposes of this study, this definition will be applied more than others, for it has a lot to do with change, inspiration and motivation, the ingredients of which are critical for school performance. Further to that, Oyetunyi (2016) infers that the leader's task is to build the followers confidence in their jobs so as to be effective and that it is a leader's responsibility to communicate the picture of what the organization should be, to convince followers and to channel all activities towards accomplishing it. Along the lines of the contemporary approach, but from a more recent perspective, Sashkin and Sashkin (2003) define leadership as the art of transforming people and organizations with the aim of improving the organization.

11

2.3 Importance of Leadership

Educational practitioners have recognized leadership as vitally important for education institutions, since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before (Nkata, 2015). The rapid growth of educational institutions and the ever-increasing enrollment require improved management. Mass education at different levels will also require new leadership approaches in order to enhance efficiency and effectiveness. Schermerhorn, Hunt and Osborn (2010) maintain that leadership is the heart of any organization, because it determines the success or failure of the organization. Oyetunyi (2016) posits that in an organization such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, students' discipline, and school climate, to mention but a few. Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and performance of schools, is the only prerequisite for effective standards. Blazing the trail and dominating the field in this direction, scholars and researchers like Mullins (2002), Steyn (2005) and Maicibi (2015) note that the study of school leadership is necessary to make school activities effective. This argument is further augmented by Sashkin and Sashkin (2013) who contend that leadership matters, because leaders help reduce ambiguity and uncertainty in organizations. School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance. Linda (2010) has this to say on the influence of school leadership and management on teachers' attitudes to their jobs: "Research findings indicated that there is a positive relationship between teacher morale,

12

academic achievement, job satisfaction and motivation on the type of leadership in schools". Indeed, heads have the capacity to make teachers' working lives so unpleasant, unfulfilling, problematic and frustrating that they become the overriding reason why some teachers do not perform as expected and some have to exit the profession.

2.4 Leadership Perspectives

In terms of leadership perspectives, Cheng (2011) proposed a layer perspective of leadership in response to the complexity and multiplicity in the current context of educational management. He asserted that leadership could be conceptualized as a layer including three levels of leaders and three domains of leadership influence. The three levels of leaders he suggested are namely individual, group and the institution head/individual staff, or a group of staff members, or all members in the educational institution may provide whole-institution leaders. Cheng (2011) further postulates that in the layer conception, the leadership process is an influencing process from the whole leader layer to the various constituencies or stakeholders.

2.5 Situational / Contingency Approaches to Leadership

There are diverse, complex situations in schools that demand diverse leadership skills (Oyetunyi, 2016). The head teacher with adequate skills will assess the situation and choose the appropriate leadership style that will be effective for a situation rather than try to manipulate situations to fit a particular leadership style. Dunklee (2004) claims that leadership in schools is a situational phenomenon as it is based on the collective perception of people working in the schools, linked to the

norms and is affected by the rate of interaction among members of the school. The essence of a contingency approach as reported by Oyetunyi (2016) is that leaders are most effective when they make their behavior contingent upon situational forces, including group member characteristics. In other words, the type of group and some other factors determine the behavior of the leader. Thus, situational/contingency theory emphasizes the importance of situational factors, such as the nature of the task and the characteristics of subordinates. This means that the best style of leadership is determined by the situation in which the leader works (Tannenbaum & Schmidt, 1973).

Under the situational/contingency leadership approaches, there are five models/theories namely: the Tannenbaum and Schmidt Leadership Continuum, Fiedler's Contingency Theory, the Path-Goal Leadership Model, the Vroom-Yetton-Jago Normative Contingency Model and the Hersey-Blanchard's Situational Theory (Oyetunyi, 2016). It was therefore imperative to establish whether the contingency leadership theory exists in schools.

2.5.1 The Tannenbaum and Schmidt's Leadership Continuum

This model highlights two major ways in which a leader can influence his/her followers. It is believed that a leader either influences his/her followers by telling them what to do and how to do it, or by involving them in planning and the execution of the task (Hersey & Blanchard, 2008). Two related explanations of the leadership continuum are examined: the boss-centered versus employee-centered and the autocratic-participative-free-rein continuum. Tannenbaum and Schmidt's Leadership Continuum (in Oyetunyi, 2016) is one of the most significant situational approaches to leadership. They suggest that managers choose a leadership pattern among a range

of leadership styles. The choice is made along a continuum of boss-centered versus employee-centered and autocratic-participative-free-rein leadership. For the leader to choose the most appropriate style, he/she needs to consider certain forces in the manager, the subordinates and the situation (Dumay, Boonen & Van Damme, 2013).

2.5.2 The Vroom-Yetton-Jago Normative Contingency Model

Oyetunyi (2016) quotes Vroom and Jago (1988) who assert that this model, like the path-goal theory, describes how a leader should behave in certain contingencies to enhance effectiveness. It is based on one aspect of the leader's behavior and focuses on the subordinates' involvement in decision-making. The authors assume that a leader may exhibit different leadership styles; this is particularly important when it relates to the decision-making process. The leader should be able to know when to take charge and when to allow the group to take decisions (Oyetunyi, 2016). Vroom and Jago (1988) assert that there is no leadership style that is appropriate for all situations. It therefore follows that a leader develops a series of responses ranging from autocratic to democratic and laissez-fair consultative and applies the leadership style that is appropriate to the decision situation.

The assumption is that the leader has to adapt his/her style to the situation. These authors suggest five decision-making styles, each requiring a different degree of participation by the subordinates. The styles are based on two variable factors: individual or group decisions and time-driven or development-driven decisions. Time-driven factors require a leader to make effective decisions as quickly as possible and development-driven factors are used when a leader is focused on developing subordinate's capabilities in the area of decision-making (Oyetunyi, 2016). The study therefore intended to establish whether leaders in schools, exhibit different leadership styles depending on the decision-making processes in schools.

15

2.5.3 Path-goal Leadership Model

According to Hoy and Miskel (2013), the fundamental principle of this model is that leadership behavior should be motivating and satisfying to the extent that it increases goal attainment by subordinates and clarifies the behavior that will lead to these goals/rewards. The authors of this model use it to explain how a leader's behavior influences the performance and satisfaction of the subordinates. Unlike some contingency leadership models, this model does not have a leader trait and behavior variable. It therefore, allows for the possibility of adapting leadership to the situation.

2.5.4 Charismatic Approach

Hoy and Miskel (2013) and Lussier and Achua (2011), state that Max Weber initiated the charismatic leadership approach in 1947. According to these scholars, Weber used the term 'charisma' to explain a form of influence based on the followers' perceptions that a leader is endowed with exceptional characteristics. Oyetunyi (2016) defined charisma as the process of influencing major changes in the attitudes and assumptions of organizational members and building commitment for the organization's objectives. In the same vein, Lussier and Achua (2011) describe charismatic leaders as leaders who have distinguished qualities to inspire and motivate subordinates more than they would in a normal situation. Hoy and Miskel (2013), quotes House and his colleagues who contend that personality characteristics do not make a leader charismatic. But rather they contribute to the development of charismatic relationships. On the other hand, Sashkin and Sashkin (2003) observe that charismatic leaders seek control by controlling others; they initiate a kind of relationship that is meant to cause other people to be dependent on them. Oyetunyi (2016) posits that charismatic leaders are not concerned about the followers and the

organization but about themselves, and so many of them make life unbearable for those who deal with them.

2.6 Theories of Leadership

Leadership has evolved over time and has taken different forms. Views on leadership theories have been changing over the years. Oyetunyi (2016) asserts that the leadership paradigm has changed over the last decades; and that it has transited from the traditional leadership approaches to the new perspectives. Schermerhorn, Hunt and Osborn (2000) and Hoy and Miskel (2013) categorize trait, behavioral and situational or contingency theories under traditional leadership perspectives, and charismatic and transformational leadership theories under the new leadership perspectives.

As such, the following leadership theories provide scholars with a vision and introduce leadership behaviors that may assist heads and leaders of educational institutions to better manage their institutions in different situations.

2.6.1 Trait Theory

Trait theories are part of the traditional leadership theories that focus on the transactional process in which a leader gives something to followers in exchange for their satisfactory effort and performance in the task (Cheng, 2012). Trait theories investigate the personal characteristics of successful leaders. These theories consider the innate qualities or traits characteristic of good leaders. Such theories are based on the opinion that leaders are right and leadership is rooted in the authority of their righteousness (Oyetunyi, 2016). Like the theories associated with great men, the trait perspective assumes that great leaders are born with distinguished

traits/characteristics that make them different from other people. Successful school leaders were described by Omar (2015) in terms of their personal attributes, interpersonal abilities, and technical management skills. Personal attributes include humor, courage, judgment, integrity, intelligence, persistence, work ethic, vision, and being opportunity conscious; interpersonal abilities include being outgoing, team builder and compassionate. Technical management skills include producing results, resolving conflicts, analyzing and evaluating problems, the ability to enhance the work environment, and goal oriented (Bensimon, Neumann & Birnbaum, 2016). Stogdill (in Sashkin & Sashkin, 2017) also found that leaders were a bit more intelligent, outgoing, creative, assertive, responsible and heavier than average people, although he contradicted himself later by concluding that a person does not become a leader because of a combination of traits since the impact of traits differs according to situation. However, while the early emphasis on individual personality and talent is no longer viewed as the sole determinant of a good leader, an appropriate combination of personal characteristics is seen as an important contribution to effective leadership.

According to Rowley (2017), the following characteristics are generally viewed as being important: intelligence, initiative and self-assurance. From the study of traits/characteristics, it can be inferred that the trait theory framework can be used to identify potential leaders.

2.6.2 The Behavioural Theory

Behavior theories examine whether the leader is task oriented (initiating structure), people oriented (consideration), or both. Studies conducted at the University of Michigan and Ohio State University in 1945, established two major

18

forms of leader behavior namely: employee-centered/consideration and production-centered/initiating structure (Hersey & Blanchard, 2018). The study therefore intended to explore whether this exists amongst leaders in schools.

An employee-centered leader is sensitive to subordinates' feelings and endeavors to fulfill their concerns. On the other hand a production-centered leader has, as the major concern, accomplishment of the task. While it is desirable that a leader be high on both considerate and initiating structure, Hoy and Miskel (2013) assert that it may be difficult to match a leader's behavior with effectiveness if appropriate behavior cannot be linked to different situations, as situational factors affect the effectiveness of the leader's behavior. It is the bid to give consideration to situational factors that led to the birth of situational/contingency theories. Under the behavioral theories are leadership styles expounded in Blake and Mouton's leadership grid and Likert's Management System. Likert's research in Oyetunyi (2016) which studied various firms and organizations, including schools and universities, involving many managers and employees, heads and teachers; revealed four basic styles of management on a continuum from system one to four: System I: Authoritative-Coercive; System II: Authoritative-Benevolent; System III: Consultative; and System IV: Participative.

The managerial grid also known as leadership grid (Oyetunyi, 2016) was developed to clarify the dynamics of the three dimensions of organizational leadership: concern for production as in John (2016), concern for people and motivation behind the leader's behavior. Khan (2015) also adapted their managerial grid into an academic style and applied it to higher education. Their model suggests five styles of academic administration: 1) care-taker, 2) authority-obedience, 3) comfortable-pleasant, 4) constituency-centered and 5) team oriented. The optimum

19

style is identified as team administration, which is characteristic of leaders who scored high on both concern for institutional performance and concern for people (Bensimon, Neumann and Birnbaum 2010).

2.6.3 Contingency theories

Contingency theory is an approach to leadership in which leadership effectiveness is determined by the interaction between the leader's personal characteristics and aspects of the situation. In other words, contingency theories assume that the relationship between leadership style and organizational outcomes is moderated by situational factors, and therefore the outcomes cannot be predicted by leadership style, unless the situational variables are known (Cheng & Chan, 2015). Control is contingent on three factors namely the relationship between the leader and followers, the degree of the task structure and the leaders' authority, position or power. From this approach, effective leadership requires adapting one's style of leadership to situational factors. Situational variables in Fiedler's (1967) contingency model and in House's (1971) path-goal theory prescribe a task-oriented leader who would do whatever is necessary to help staff to achieve a desired goal. According to the theory, the task-oriented leader will be more effective in extremely favorable or extremely unfavorable situations. When the situation is moderately favorable, the person-oriented leader will be more effective. Balancing work concerns and human concerns is difficult under ideal circumstances. Fiedler (1967), who called these dimensions task-orientation and relationship-orientation, believed that leaders would be able to focus on either one or the other, but not both simultaneously. Fiedler (1967) saw task-orientation and relationship-orientation as two ends of a continuum, and believed it logically impossible to be at both ends of the continuum. His research on

contingency theory ascertained that leaders who described their least preferred co-worker in positive terms were human relations oriented, whereas those who described the least preferred co-worker in negative terms were task-oriented (Mazzarella & Smith, 2019).

2.7 Leadership Styles

Leadership styles are as many and diverse as there are definitions and concepts of leadership. Different researchers and academicians alike have come up with different leadership styles. Every leader in every organization performs certain roles/tasks for the smooth operation of the organization and improvement of organizational performance. The manner in which the leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style (Oyetunyi, 2016). According to the author, leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with, whilst others pay more attention to their relationship with subordinates than the job. Some of the leadership styles adopted by leaders include but not limited to the following.

2.7.1 Instructional Leadership Style

Instructional leadership style is generally defined as the management of curriculum and instruction by a school principal. This term appeared as a result of research associated with the effective school movement of the 1980s, which revealed that the key to running successful schools lies in the principals' role. However, the concept of instructional leadership is recently stretched out to include more distributed models which emphasize distributed and shared empowerment among

21

school staff, for example distributed leadership, shared leadership, and transformational leadership.

The concept of instructional leadership emerged and developed in the United States within the effective school movement of the 1980s. The research resulting from this movement revealed that a principal is critical to success in children's learning within poor urban elementary schools. (Halinger, 2019). This research revealed that the personality characteristics of the ideal principal are strong mindedness, directness, top-down management and charisma.

During the 1990s, a strong instructional leadership model was still at the center of the educational leadership discussion, because of its effectiveness in the schools. However, since then this concept has been criticized for focusing too much on the individual principal's heroic role. As a result, the scholars started to explore leadership models to supplement these critics and point out the distributed nature of instructional leadership, such as transformational leadership, teacher leadership, shared leadership, and distributed leadership, all of which understand educational leadership as broader perspectives practice that includes school communities (Spillane, 2014). Moreover, the accountability movement of the 21st century sheds new light on instructional leadership, since this paradigm puts more emphasis on the learning outcomes for students, (Halverson, Hall, Mackay & Morgan, 2016).

Researchers have further defined instructional leadership to include different approaches. First, the concept of instructional leadership could be divided into an "exclusive" and an 'inclusive' approach (Halpin, 2016). Researchers who count instructional leadership as "exclusive" regard the principal as the sole holder of responsibility when it comes to setting goals for the school, supervision, and in

developing instruction that enhances academic achievement. This perspective tends to focus only on the role of principals as instructional leaders (Hallinger& Murphy, 2015).

However, other researchers have recently expanded the concept of instructional leadership to include not only principals, but also other school staff. They take an "inclusive" approach to instructional leadership. Especially, Marks and Printy (2015) have pointed out the importance of the collaboration between principals and teachers to develop curriculum and instruction for improving pupils' performance. Thus, they conceptualized this inclusive approach as "shared instructional leadership" and understood the role of principals as that of "leaders of instructional leaders". Hallinger (2015) argued on transformational leadership approach in which leadership is shared with school staff; this approach is said to empower staff. Transformational leadership is a good supplement to the instructional leadership approach that focuses solely on principals and top-down strategies. For this reason, Hallinger has proposed the integration of instructional and transformational leadership approaches.

Second, researchers have classified modes of instructional leadership according to "direct" and "indirect" activities. The former is considered a "narrow" mode and the latter a "broad" mode of instructional leadership. This distinction is due to the fact that a direct perspective focuses only on immediate actions related to instruction, such as classroom observation and curriculum development, whereas an indirect perspective broadly focuses on indirect activities, such as creating the school climate, as well as direct activities.

2.7.2 Laissez-Faire Leadership Style

Leader with a Laissez-faire leadership style is a leader that has no clear goal and also gives no professional leadership to his group, he has no pattern of working, supervising and initiating notions. Laissez-faire leadership refers to the type that allows free contribution of ideas and opinions without interference by the leader. Obi (2013) argues that such style predispose to unproductive activities very often and could be detrimental tool welfare on the whole schools principals where therefore, assessed by their subordinate for credible performance based on application of leadership style. Laissez-faire leadership 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.

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 (2019) as the most effective style, especially where followers are matured and highly motivated.

2.7.3 Autocratic Leadership Style

Autocratic leadership refers to a system that gives full empowerment to the leader with minimal participation from the followers. The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision making reside in the autocratic leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between himself or herself and the subordinates to participate in policy making (John, Nancy and Filip, 2014).

24

Yukl (2014) 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 effectively strange, especially when the leader is short on time and when followers are not productive. Autocratic-self-defense is a leader who insights things done his own way without the goal of the organization or without recourse to the organization pattern laid down. Authoritarian or autocratic-nomothetic style is a leader who stresses the attainment of goal of the organization to the neglect or the expense of the individual needs of the members of the group (James & Cannolly, 2016).

2.7.4 Transformational Leadership Style

Transformational leadership is a style of leadership where a leader works with teams to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group (Kasule, 2015). Transformational leadership serves to enhance the motivation, morale, and job performance of followers through a variety of mechanisms; these include connecting the follower's sense of identity and self to a project and to the collective identity of the organization; being a role model for followers in order to inspire them and to raise their interest in the project; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of

followers, allowing the leader to align followers with tasks that enhance their performance (Knezevich, 2015).

The concept of transformational leadership was initially introduced by James V. Downton, the first to coin the term "Transformational leadership", a concept further developed by leadership expert and presidential biographer James MacGregor Burns. According to Burns, transformational leadership can be seen when "leaders and followers make each other advance to a higher level of morality and motivation." Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions, and motivations to work towards common goals. Unlike in the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals. Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Burns theorized that transforming and transactional leadership were mutually exclusive styles. Later, researcher Bernard M. Bass expanded upon Burns' original ideas to develop what is today referred to as Bass' Transformational Leadership Theory. According to Bass, transformational leadership can be defined based on the impact that it has on followers. Transformational leaders, Bass suggested, garner trust, respect, and admiration from their followers.

Bernard (2015), extended the work of Burns (1978) by explaining the psychological mechanisms that underlie transforming and transactional leadership. Bass introduced the term "transformational" in place of "transforming." Bass added to the initial concepts of Burns to help explain how transformational leadership could be measured, as well as how it impacts follower motivation and performance. The extent

26

to which a leader is transformational, is measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected. These outcomes occur because the transformational leader offers followers something more than just working for self-gain; they provide followers with an inspiring mission and vision and give them an identity. The leader transforms and motivates followers through his or her idealized influence (earlier referred to as charisma), intellectual stimulation and individual consideration. In addition, this leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful. Finally, in contrast to Burns, Bass suggested that leadership can simultaneously display both transformational and transactional leadership.

2.7.5 Transactional Leadership Style

Transactional leadership is a style of leadership that focuses on supervision organization, and performance; transactional leadership is a style of leadership in which leaders promote compliance by followers through both rewards and punishments (Knezevich, 2015). Unlike transformational leaders, those using the transactional approach are not looking to change the future, they look to keep things the same. Leaders using transactional leadership as a model pay attention to followers' work in order to find faults and deviations. This type of leadership is effective in crisis and emergency situations, as well as for projects that need to be carried out in a specific way (Law & Glover, 2013).

Within the context of Maslow's hierarchy of needs, transactional leadership works at the basic levels of need satisfaction, where transactional leaders focus on the

27

lower levels of the hierarchy. Transactional leaders use an exchange model, with rewards being given for good work or positive outcomes. Conversely, people with this leadership style also can punish poor work or negative outcomes, until the problem is corrected. One way that transactional leadership focuses on lower level needs is by stressing specific task performance. Transactional leaders are effective in getting specific tasks completed by managing each portion individually (Law & Glover, 2013).

Transactional leaders are concerned with processes rather than forward-thinking ideas. Transactional leaders are generally split into three dimensions: contingent reward, management-by-exception: active, and management-by-exception: passive. The type of leader who focuses on contingent reward, also known as contingent positive reinforcement, give rewards when the set goals are accomplished on-time, ahead of time, or to keep subordinates working at a good pace at different times throughout completion. Contingent rewards are also given when the employee engages in any desired behavior (MacDonald, 2017). Often, contingent punishments are handed down on a management-by-exception basis, in which the exception is something going wrong. Within management-by-exception, there are active and passive routes. Management-by-exception: active means that the leader continually monitors each subordinate's performance and takes immediate corrective action when something goes wrong. Management-by-exception: passive leaders do not monitor employee performance and wait for serious issues to come up before taking any corrective actions. In addition to the three dimensions of leadership above, another form of transactional leadership is recognized, the laissez-faire dimension. Laissez-faire leadership indicates a lack of leadership and a complete hands-off approach with employees (MacDonald, 2017).

2.8 Leadership Style and their Influence on Academic Performance

This section discusses the influence of leadership styles on students' academic performance.

2.8.1 Transformational leadership style and students' academic performance

A review of the literature on some of the leadership styles that breed success within educational organizations discovered that transformational leadership was more effective than transactional leadership. According to Rosenbach & Taylor, (2017), transformational leadership is a multifaceted construct involving three clusters: charisma (creating and upholding an organizational vision), member intellectual stimulation, and individual consideration. Transformational leadership enhances an organization by raising the values of members, motivating them to go beyond self-interest to embrace organizational goals, and redefining their needs to align with organizational preferences.

Theorists and researchers believe transformational leadership is essential for organizations to improve academic performance (MacDonald, 2017).

Although most researchers (Brown & Rutherford, 2011, Daresh, 2017) concluded that principals have relatively little direct impact on attainment, Rosenbach & Taylor, (2017) found that principals are frequently seen as responsible for students' academic success. The researchers proposed that principals indirectly influenced students' academic success through teacher commitment and faith in their group's potential.

2.8.2 Transactional leadership style and students' academic performance

Leadership occurs when there are interactions between a leader and their followers in which the leader has the ability to influence followers through actions like offering a contingent reward, negotiating the exchange of rewards for effort, promising rewards for good performance, praising achievements, etc. Management-by-Exception (passive): Only intervenes if standards are not fulfilled, while Management-by-Exception (active) monitors and looks for departures from norms and standards and takes corrective action (Waters, Marzano, & McNulty, 2016).

Transactional leadership focuses on monitoring and controlling subordinates. It also involves contingent rewards based on the behaviors of subordinate. Transactional leadership encompasses positive exchange of expected performance and rewards between subordinates and leaders. Transactional and transformational are two competing leadership paradigms. Transactional leadership has shown to be effective in achieving short term goals, but transformational leadership is more effective in achieving long term goals (Waters et. al, 2016).

Transactional leadership is as a result of an exchange of relationship between leader and followers. Transactional leadership is grounded in the social exchange theories, which recognize the reciprocal nature of leadership. The transactional leadership process builds upon exchange whereby the leader offers rewards (or threatens punishments) for the performance of desired behaviors and the completion of certain tasks (Eagly, et. al, 2017). The attraction of combinative aspects of leadership behavior lies in its simplicity and its apparent effectiveness in improving followers' satisfaction of the leader. However, much more research is needed to further explore this domain of leadership behavior.

However, these leadership behaviors provide motivation and support to enable the staff to develop their achievement. In the context of Higher Education Institutions, there seems to be a lack of empirical studies that link leadership behavior of the university leaders to achieve performance (Niles, 1997; Nordin, 2011).

According to Burns, (2013), leadership must be aligned with a collective purpose and effective leaders must be judged by their ability to make social changes. He suggests that the role of the leader and follower be united conceptually and that the process of leadership is the interplay of conflict and power. Burns delineates two basic types of leadership: transactional and transformational. Transactional leaders approach followers with the intent to exchange one thing for another, for example, the leaders may reward the hardworking teacher with an increase in budget allowance. On the other hand, the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of this leadership is a mutual relationship that converts followers to leaders and leaders into moral agents.

The concept of moral leadership is proposed as a means for leaders to take responsibility for their leadership and to aspire to satisfy the needs of the followers. Burns' position is that leaders are neither born nor made; instead, leaders evolve from a structure of motivation, values, and goals.

Transformational leadership encompasses a change to benefit both the relationship and the resources of those involved. The result is a change in the level of commitment and the increased capacity for achieving the mutual purposes (MacDonald, 2017).

2.8.3 Autocratic Leadership Style and Student Academic Performance

The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision making reside in the autocratic leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between him or her and the subordinates to participate in policy making. "Principal motivates the teachers by threat" has an insignificant and negative correlation with student academic performance (Karori, Mulewa, Ombuki & Magosi, 2013). Teachers do not work properly in the tension and threat environment. This environment is harmful that lowers down academic performance of students (Dumay, Boonen, & Van Damme, 2013). Autocratic leadership style has a significant and negative correlation with academic performance because decisions are imposed on subordinates (Karori, Mulewa, Ombuki & Magosi, 2013). In schools, subordinates are ordered to do and they have no option to refuse. Most of the arts and science teachers may not adjust themselves to such type of leadership; therefore, academic performance lowers down instead of improving. Teachers are pressurized to do official work in addition to teaching; this has an insignificant and negative correlation with academic performance. Teachers do not teach properly in the situation of extra burden. This type of leadership creates tension in the school and lowers down the academic performance (Dumay, Boonen, & Van Damme, 2013).

2.8.4 Laissez-Faire Leadership Style and Student Academic Performance

Laissez-faire leadership is a style of leadership which acts upon the policy of non-interference. Furthermore, subordinates are free to do their work in the preplanned criteria. Laissez-faire is a French expression which literally means 'let

people do what they wish'. The leadership provides complete freedom to group or individual decision without the leader's participation or direction. Subordinates are free to do what they want. The principal just watches what is going on in school. Principal therefore enjoys no authority. Each teacher does something for the school whenever he feels inspired to do so (Asare, 2011).

This leadership style is significantly and positively correlated with academic performance of both the arts and science students. The responsible teachers do their work honestly but it is not better for the lazy teachers. Many teachers do not teach properly and waste their time. Only the responsible teachers work properly and effectively in this environment. In this leadership style teachers can leave the school without the prior permission, and this has an insignificant but positive correlation with academic performance. It is possibility that irregularity and irresponsibility occurs and resultantly, the lower level of academic performance is achieved (Crum & Sherman, 2012).
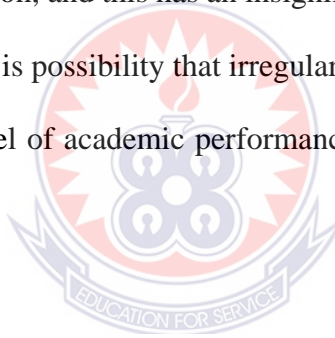
2.9 Students' Academic Performance

The term 'academic performance' has been described as the scholastic standing of a student at a given moment. It refers to how an individual is able to demonstrate his or her intellectual abilities (Griffith, 2016). This scholastic standing could be explained as the grades obtained in a course or groups of courses taken (Daniels & Schouten, 2015). Animola, (2010) commented on the scholastic standing of students and argued that performance is a measure of output and that the main outputs in education are expressed in terms of learning, that is, changes in knowledge, skills and attitudes of individuals as a result of their experiences within the school's system. Thus, in determining academic performance, Daniels and Schouten (2015)

emphasized the use of grades in examinations and reported that grades could serve as predictive measures as well as criterion measures. Findings made by AI-Shorayye (2013) and Adeyemi (2015) gave credence to this point. Academic performance therefore is largely identified by a range of statistical indicators. They reported that performance is the level of attainment of a person in an examination, that is, how an individual is able to demonstrate his or her abilities in an examination. Performance has been regarded as a measure of educational output (Adeyemi, 2015). This fact buttresses Obemeata's (2012) argument that the performance of students in public examinations in many Ghanaian schools has been poor as a result of shortage of teachers, inadequate funding of schools and the broad senior high school curriculum. Supporting these findings, Amaniampong (2010) expressed that this poor performance of students has been a great concern to curriculum planners and stakeholders in the education sector.

Ofori (2012) attributes the causes of dwindling performance of students in Ghanaian schools to the poor financial position of government which has made the funding of schools inadequate. This situation has placed a greater burden on the Parents Teachers Associations which is saddled with the funding of most capital projects in schools. The introduction of the Structural Adjustment Programme by government in the early 1990s led to the rising cost of textbooks and stationery in Ghana. Hence, the running grants to schools were often delayed and grossly inadequate in view of the rising cost of living (Ige, 2010). Principals play a significant role in determining the academic performance in senior high schools due to their varied tasks and roles together with their constant supervision of their teachers determined to a great extent the level of teacher input and students' academic achievement (Budohi, 2014). Many of them have failed in school leadership because

of many management problems relating to institutional planning, human relations, discipline, instructional supervision and community relations experienced which ultimately impact on students' academic performance. Studies carried out by many scholars indicate that students' academic achievement is mainly dependent on environmental factors and personal factors of the students (Okumbe, 2018). Students' personal factors include intelligence, discipline and personal goals. Environmental factors include the principals' leadership style, quality and quantity of teachers and learning materials (Olaniyan, 2014) finance (Okumbe, 2018) and home environment (Griffith, 2016). Commenting on the inadequacy of physical facilitates in schools, Animola (2010) remarked that there were over-crowded classrooms especially in urban schools and the absence of laboratory facilities in many rural schools thereby inhibiting effective teaching and learning processes. This situation tends to have adverse effect on students' academic performance in schools.

Towards this end, Amaniampong, (2010) conducted a study on schools and teacher variables associated with students' academic performance in selected senior high schools and found that students' performance in the major subject of the school curriculum was at a low level. Similar finding were made by other researchers (Aghenta, 2010; Ige, 2010). It needs to be mentioned, however, that the pattern of scoring in the senior secondary certificate examinations was such that: A1 to C6 are credit grades. As such, students are required to obtain credit grades in 5 subjects including English Language and Mathematics in order to qualify for admissions into higher institutions in Ghana (WAEC, 2020). In essence failure to master their leadership roles and lack of proper induction/training on school leadership are probably the most frequently cited reasons why most principals fail to improve on student's academic performance and objectives. Effective leadership style is

essentially a tool which principals should use to raise teachers' job efficiency and consequently improve the dwindling academic performance of students in both national and external examinations.

2.10 Empirical Study

A considerable amount of research has been conducted into the impact on staff of different leadership styles. In a research study conducted by Evans (2018), four leadership styles were identified in the British secondary schools. These included the interpersonal and the managerial styles and the political style, which he subdivided into the adversarial and authoritarian styles. The interpersonal head was described as typically "mobile" and "visible", with reference to consulting with individuals rather than holding meetings. Such heads of schools tend to sound one idea and gather opinions (Evans, 2018). Such heads frequently reiterate to staff the importance of bringing complaints and grievances to them first. They use the open door policy. This style of leadership is particularly effective at satisfying teacher's individual needs and usually staff turnover is low but decision-making is not focused and teachers may feel very frustrated and insecure. This kind of leadership may create a sense of exclusiveness from decision-making on the part of the teachers who are members of the SMT. This might bring about the isolative culture in schools, which is frequently referred to as the "us" and "them" hierarchical structure in schools. The adversarial leadership style is typified by confrontational dialogue between the head and the teachers. They speak of the rows, battles and challenges. In this kind of scenario leadership is very much a public performance, the emphasis is upon persuasion and devotion (Evans, 2018). Adversarial heads are always preoccupied with issues that reflect quality ideology rather than administration procedures. They typically focus on

36

quality of education provided and whether the institution is fulfilling its purpose (Linda, 2016). Authoritarian leadership is distinct from adversarial leadership by focusing on asserting rather than persuasion. In this kind of leadership, Ball found that teachers are typically acquiesced because they feel intimidated or confront heads. This kind of leadership is associated with disputed decisions. In some cases there were limited chances of success on the part of the teachers since one of the key features of authoritarian leadership is posing challenges to policy and decision-making (Evans, 2018).

In a recent study by Dumay, Boonen and Van Damme, (2013), they sought to estimate the effects of principal leadership on students' achievement growth in mathematics over a period of 6 years. The sample for their research included 1,915 students in 85 primary schools. Inclusion criteria for their study were only students who did not repeat a grade and did not move from one school to another between grades 1 and 6. Students' competencies in mathematics were assessed at seven different occasions. Results showed that the direct effects of both principal leadership and teacher collaboration on students' learning growth in math over a long period was very small and statistically non-significant. Results from multilevel latent growth show that the impact of principal leadership on students' achievement growth is mediated by teacher collaboration and collective efficacy.

Mumbe (2015) conducted a study to investigate the head teacher's leadership style and job satisfaction of teachers in primary schools in Busia, sub-district of Uganda. In this study, the researcher concluded that the democratic style affected the teacher's job satisfaction positively and motivated teachers to work harder towards the achievement of school objectives. The autocratic leadership style on the other hand was found to have a negative impact on the teachers' job satisfaction.

37

Conversely the laissez-faire leadership style did not affect the teachers' job satisfaction. In this study it was also concluded that teachers in Busia town were in favor of the democratic leadership style. This study not only focused on the head teacher's leadership style and performance, but also on the relationship between the head teacher's leadership style and job satisfaction of teachers. In addition, the study focused on primary schools, not secondary schools. This therefore necessitated a study to focus on secondary schools. Hence the need to design a study specifically to investigate the impact of the heads leadership style on the performance of secondary schools.

In another study by Boateng (2012), the researcher aimed at assessing the leadership styles and effectiveness of principals of vocational technical institutions in Ghana in order to identify their strengths and leadership development needs. To do this, a total of 284 individuals were sampled using the stratified sampling procedure from a population of 516 to allow the two major domains of staff – academic and staff- administrative to be appropriately represented in the population for the study which consisted of all administrative and academic staff from all the ten polytechnics in Ghana. The simple random technique was then used to select individual members from the two subgroups.

The instrument for the study was based on the Multi-Factor Leadership Questionnaire (MLQ) Form 5X designed by Bass (1985) and revised in 1997. The instrument was based on collected information on the perception of staff on how frequent their principals exercised the behavioral factors of the three types of leadership styles: transformational, transactional, and laissez-faire leadership. The principals were perceived to be effective in the overall performance of their leadership roles using a combination of transformational and transactional leadership

styles in the execution of their duties. However, they were perceived to be more transactional than transformational in most cases. Of the five components of transformational leadership, the principals exhibited "Intellectual stimulation" the most while Individual consideration was least exhibited. On the transactional leadership components, contingent reward was exhibited frequently if not always and passive management was exhibited sometimes. However, the results revealed that principals do not use laissez-faire leadership style.

Asare (2012) sought to investigate the theoretical construct and practical relevance of effects of leadership on performances of organizations in Ghana. To do this, the researcher investigated the various types of leadership styles practiced in Ghana and proceeded to establish the extent of association between leadership styles and organizational outputs. The target population of this study was made up of employees who occupy management positions and subordinates in 26 establishments selected from the reported by the 2003 National Industrial Census of Ghana. Using a simple probability sampling procedure, a minimum of two leaders (managers and supervisors) and a minimum of two subordinates from each of the selected establishment were sampled into the study. This procedure resulted in 50 leaders, and 50 subordinates for the study. Organizational performance had four subscales namely organizational effectiveness, financial performance, business performance and employee performance. It was found out that transformational leadership and transactional leadership styles were positively related with organizational performance whilst laissez faire leadership wasn't significantly related with organizational performance.

In another study by Yanney (2014), the researcher investigated the impact of leadership behaviors and strategy on the performance of SMEs in the manufacturing

39

sector of Ghana. Their main objectives were to examine the impact of leadership behaviors on the performance of SME's in the manufacturing sector and to compare the relative importance of leadership and strategy to the performance of the SMEs. This study followed the mixed study approach where both quantitative and qualitative approaches to data collection and analysis to examine the relationship between leadership, strategy and organizational performance are utilized. The population consisted of 641active SMEs in the manufacturing sector within the industrial areas of Accra. Among these, five (5) small and five (5) medium scale enterprises (SMEs) were selected at the study sample. From each of the 10 organizations, 6 workers were further selected randomly as respondents to the research instruments. The results of a multiple regression indicated that, leadership style accounted for about 36% of the variations in organizational performance. Again, transformational and transactional leadership styles accounted for 82% of the variations in organizational performance of small and medium scale enterprises (SMEs) in the manufacturing sector of Ghana, holding all other factors constant. This study underscores the importance of leadership styles in organizational performance.

The empirical review has clearly shown the important roles of leaders in schools and other organizations. It realized however that most literature and reviews centered on teachers job satisfaction and performance with reference to leadership styles. Others also looked at some leadership styles like laissez faire and transformational leadership styles. This study however tried to find out the leadership styles of administrators and how it impacts on students academic performance.

2.11 Conceptual Framework

The ideal conceptualization of leadership and performance in secondary schools is built on the idea that leadership is power and influence that directs people to effectively perform as illustrated in Figure 1.
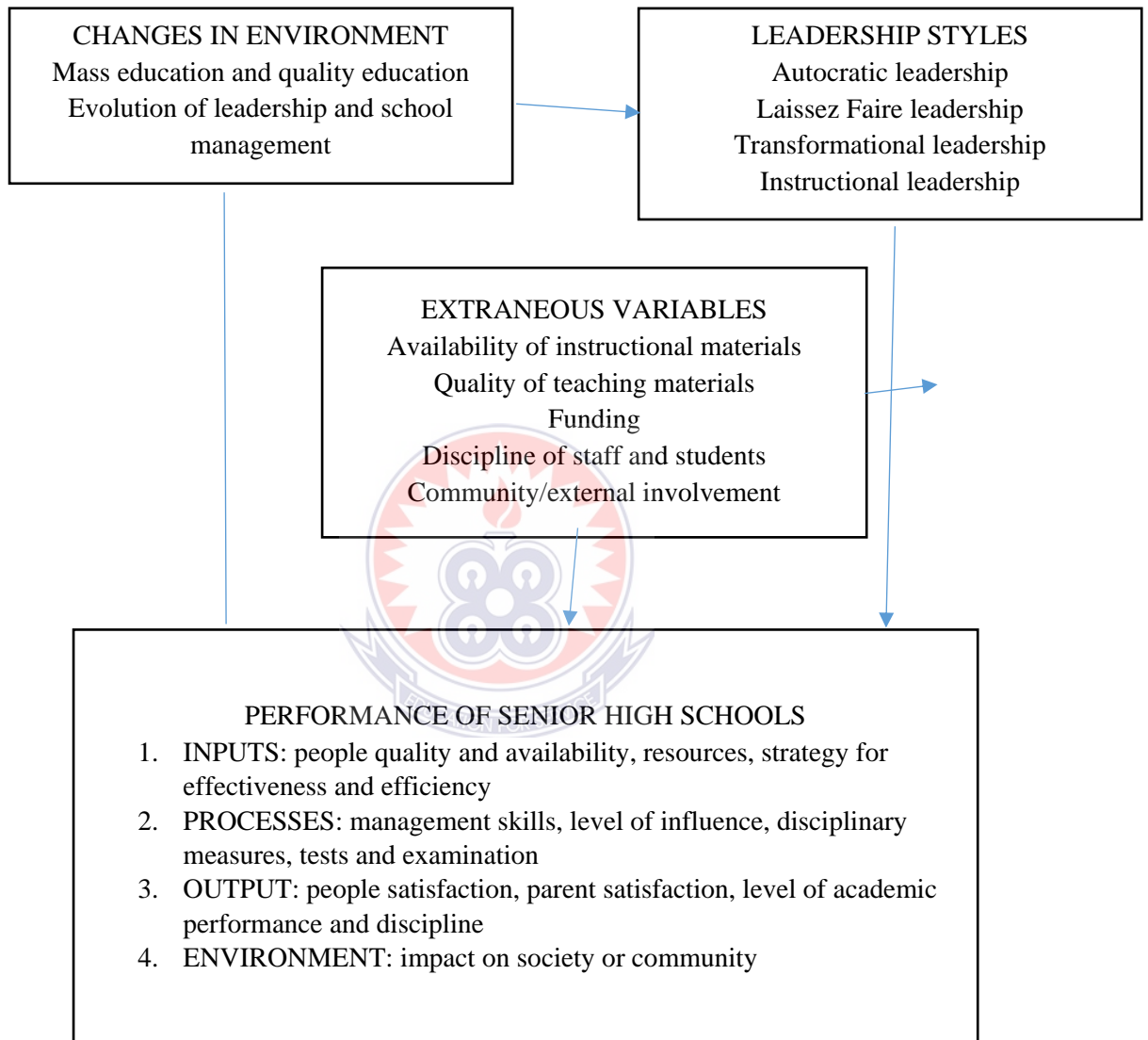
Figure 2.1: Conceptual framework on leadership and performance in senior high schools (Nsubuga (2008) and modified from Mullins (2002) and Armstrong (2001).)

The conceptual framework on leadership and performance is comprised of background variables, which denote the changes in the environmental conditions that

41

affect leadership. These environmental conditions are globalization, privatization and the liberalization of education, education reforms and participation and the involvement of other stakeholders. In addition, the amount of school resources available and disciplinary problems may also influence the leadership styles of school heads. School discipline influences changes in leadership strategies, because a school where learners are undisciplined requires stricter leadership compared to a school where discipline is good.

In attempting to investigate the influence of leadership styles on school performance in senior high schools in Ghana, there are, however other intervening variables that affect school performance. These extraneous variables are the availability of instructional materials, funding and teaching methods. The outcome of student academic performance which is part of the overall school performance, can be in the form of passing examinations, tests, exercises, what the students can practically do, and how the society perceives the student in terms of the satisfaction they derive from the education obtained by the learners.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, the methods and procedures for data collection and analysis are presented. This is followed by focusing on the research design, population under investigation, sample size and sampling techniques, data collection methods and instruments, measures used to ensure validity and reliability of the instruments, research procedures, methods of data analysis and ethical considerations.

3.1 Philosophical Underpinning of the Research

The underpinnings of the methodology is a philosophical stance in relation to the purpose of research in general (Marsh *et al*., 2002). Therefore, a research philosophy is a belief about the way in which data about a phenomenon should be gathered, analyzed and used; it consists of the following components: ontology, epistemology, and methodology (Galliers, 1991). A researcher's stance on ontology and epistemology will inspire the entire research process and govern the particular theoretical perspective; for example, positivism or interpretivism (Marsh *et al.,* 2002). The theoretical perspective will be implicit in the objectives of the research and dictate the researcher's choice of methodology. Finally, this methodology or plan of action will in turn inform the choice of research methods employed, for instance the questionnaires or interviews. To Marsh and Furlong (2002) these standpoints of a researcher are pivotal to the research, as "they shape the approach to theory and the methods" utilized.

3.1.1 Ontology and Epistemology

Ontology, relates to the nature of reality, that is, what things, if any, have existence or whether reality is "the product of one's mind" (Burrell *et al*., 1979). The researcher's view of reality is the corner stone to all other assumptions, that is, what is assumed here predicates the researcher's other assumptions (Hay, 2002). Two basic distinctions can be made here: firstly, there is no real world but the world is socially and discursively constructed and hence dependent from a particular time or culture-hence the expression anti foundationalism. Secondly, there is a real (without quotation marks) world that is independent from our knowledge and upon these foundations life is built – hence the expression foundationalism, which is in tandem with this research (Marsh *et al.,* 2002).

Epistemology then concerns the study of the nature of knowledge, that is, "How is it possible, if it is, for us to gain knowledge of the world?" (Hughes *et al.,* 1997). It is concerned with "the nature, validity, and limits of inquiry" (Rosenau, 1992). One's epistemological position reflects the "view of what we can know about the world and how we can know it. Again there are two major distinctions to be made here: Firstly, it is possible to acquire knowledge about the world unmediated and with no interferences. This implies that objectivity is possible, because everyone observes things in the same way. Foundationalist would take this point of view. Secondly, observation is never objective but always "affected by the social constructions of 'reality'' (Marsh *et al.,* 2002). Anti-foundationalist would employ this point of view. For them there is no real world to observe, as everything or action obtains meaning only by actors and not by sheer existence.

To summarize, there are two completely opposite positions with regard to ontology and epistemology that have absolutely nothing in common, the research is

situated on a foundationalist ontological believe and an objective epistemology. These are reflected in the positivism research paradigm (Bryman*et al.,* 2007, Hughes *et al.,* 1997, Travers, 2001).

3.1.2 Positivism and Interpretivism

The interpretivist believe that it is not possible to make objective statement about the real world because there is no such thing as a real world but it is only socially and discursively constructed (Bryman*et al.,* 2007). Researchers would observe aspects of the social world and seek to discover patterns that could be used to explain wider principles (Babbie, 2005). The ontological position here is clearly anti-foundationalist. Because the world is only socially constructed so are social phenomena, which positivists claim to be able to examine by sheer observation. Suiting the claims of not possible objectivity, interpretivist usually employ qualitative research methods. Unlike positivists they look to understand social behaviour rather than explain it and focus on its meaning.

The opposite position is taken by positivist; positivism adopts foundationalist ontology and an objective epistemology (Bryman *et al.,* 2007). This is a traditional viewpoint and the positivist believes that it is possible to observe everything that happens and understand it as such without any mediation, thereby denying any appearance/reality dichotomy. According to Travers (2001) a central tenet of positivism is that researchers can take a 'scientific' perspective when observing social behaviour, with an objective analysis possible. The philosophical assumptions underlying this research come from the positivist tradition.

3.2 Research Approach

The researcher applied a quantitative approach in examining leadership styles of school administration of senior high schools (Creswell & Plano-Clark, 2007; Teddlie & Tashakkori, 2009; Leedy & Ormrod, 2001). The use of the quantitative research approach is justified by the numeric approach to data measurement. The greatest advantage of quantitative research according to (Marshall, 1996) is that data produced under this method are and can be verified via reliability and validity testing hence guaranteeing generalization of the findings to a large population (Robson, 2002).

More, so according to Malhotra and Birks (2003), quantitative research is suitable for measuring both attitudes and behavior. Quantitative research can be used to create models that predict whether or not someone holds a particular opinion or would act in a certain way based on an observable characteristic. The study therefore sought to and examined leadership styles of school administrators of senior high schools.
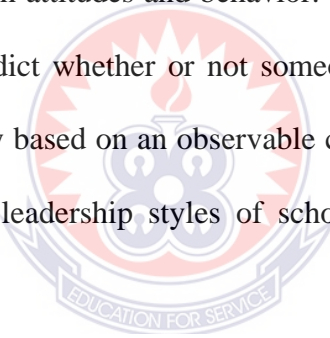
3.3 Research Design

The cross sectional survey was the research design for this study. A cross-sectional survey collects data to make inferences about a population of interest (universe) at one point in time (Borg & Borg, 1993). Cross-sectional surveys have been described as snapshots of the populations about which they gather data (Anhwere, 2013). The cross-sectional survey was a suitable design since the research concentrated on studying a cross section of the target population by administering the survey instrument once to a representative sample of the population, yielding data on the measured characteristics as they existed at the time of the data collection. The

benefit of a cross-sectional study design to this study was that it allowed the researcher to compare many different variables thus academic performance and leadership styles of heads at the same time at a relatively cheap and less time-consuming manner. Survey design allowed the researcher to collect data from a great number of respondents and compare differences between the subjects.

3.4 Population

The population for this study was all teachers and students from Senior High Schools in the Kumasi metropolis. The accessible population however, was all teachers and students who had been in the respective schools for at least two years. Two years' experience was used as the criteria as it was assumed that that would help respondents have a fair idea of their heads in the two year period. Respondents were chosen from 10 selected schools in the metropolis. The total population of Senior High Schools in the Kumasi Metropolis is 49 out of which 10 were selected as result of time and financial constraints. Specifically, the accessible population consisted of teachers and students. Table 3.4 shows the breakdown of the accessible population of schools.

Table 3.1: Breakdown of Accessible Population of Teachers and Students

Name of School	No. of Teachers	Students
Yaa Asantewaa SHS	103	2167
Prempeh College	121	2645
T.I Ahmadiyya	98	2200
Opoku Ware SHS	120	2680
Asanteman SHS	107	2010
Agric Nzema SHS	75	1356
Pentecost SHS	77	1200
Kumasi Sec. Tech School	98	1700
Uthmaniya SHS	81	1500
Adventist SHS	100	1800

Source: GES Kumasi Metropolis, 2021
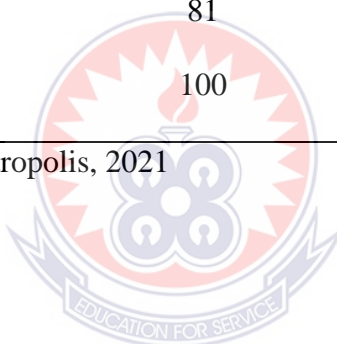
3.5 Sampling

The sample for study was teachers and students of Senior High Schools in the Kumasi Metropolis. Teachers and students of five best and worst senior high schools in the Kumasi Metropolis were selected for the study. In all there were nine hundred and eighty (980) teachers with 19,200 students.

3.6 Sampling Techniques

The purposive, convenience and simple random techniques were employed to select 200 participants from 10 selected senior high school in the Kumasi Metropolis. This comprised of 50 teachers and 150 students. First, 10 schools were purposively selected out of about 49 schools based on the WAEC rankings for 2020 WASSCE

48

results. The best five performing schools and the worst five performing schools were selected for the study. This criteria was used in order to find out how the various heads of performing and non-performing schools were doing leading to the performance of their schools academically. For each school, 5 teachers and 15 students were sampled using the random sampling approach. Convenience sampling technique was used in selecting teachers in the selected school. The convenience sampling technique was used as a result of the double track system because not all teachers were present in the schools so those readily available were contacted and selected for the study. With the simple random technique, the researcher wrote numbers from 1-60 on a piece of paper and randomly given to students, students who selected a 5th number thus (5th, 10th, 15th etc) were selected for the study. This was done till fifteen students were selected for each participating school.

3.7 Research Instruments

The main instrument used for data collection was the questionnaire. Two sets of questionnaires were used in the study. One questionnaire was for student respondents and the other was for teacher respondents. The student's questionnaire was made up of three sections. Part A comprised of demographic variables. Part B comprised of questionnaire items that solicited information on effective leadership styles adopted by the heads of schools. The last section consisted of student and teacher opinions and their contributions to effective learning. To measure leadership styles of heads of schools, fourteen (14) items were used based on the Likert with these scale points Strongly Agree (5), Agree (4), Not Sure (3), Disagree (2) Strongly Disagree (1). The measures were self-developed by the researcher. The questionnaire was very effective and convenient in soliciting information from respondents as they

49

were allowed the luxury to answer the questionnaires without any pressure or influence from the researcher. The questionnaire was used to gather data in this study so as to help gather relatively large amounts of information from a large number of people within a short period of time and in a relatively cost effective way. The use of questionnaires also proved appropriate for the current study so as to help participants to respond to items as truthfully as possible and avoid giving socially desirable answers (Amin, 2015). Again the results of the questionnaires can usually be quickly and easily quantified by the researcher which could help in making generalizations to the population studied (Creswell, 1998).

Kakinda (2010) writes that 90% of the research in the social sciences is conducted using questionnaires. However, the questionnaires were found to be disadvantageous in that many people who received them did not return them timeously. According to Amin (2015), the disadvantage of the questionnaire is a low rate of return.
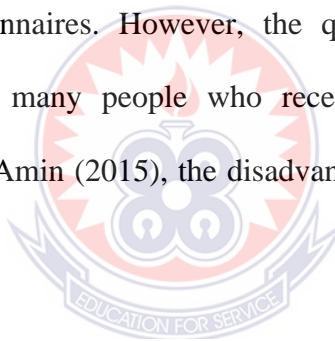
3.8 Pilot Test

The questionnaire was pre-tested using a sample of 35 teachers and students of Toase Senior High School to ascertain the validity and reliability of the survey questionnaire. Toase Senior High School was used as it is a class or grade B school and found outside the Kumasi Metropolis (GES Kumasi Metropolis, 2021). The school was also selected it has been performing over the years and their performance in the WASSCE puts them highly above non-performing schools and below the best performing schools in the metropolis. This was to help evaluate and further refine the questionnaire in order to ensure the relevance of the questions being asked and avoid

any possible ambiguity as well as error in measurement. This was to get a fair idea on how respondents will respond to the questionnaires without cognisance of the fact that performing and non-performing schools were being used for the study. The data obtained from the 35 respondents were analysed with the SPSS version 20 to test for the cronbach's alpha, a measure of internal consistency or reliability of test items. The results of the Cronbach's alpha analysis indicated that the questionnaires were reliable with a coefficient value of .80 for the teachers questionnaire and .82 for the student questionnaire as such the two questionnaires were deemed fit for the study. According to Creswell coefficient with value of .70 and above is considered reliable and fit for a study (Creswell, 1998).

These constructs were subjected to reliability test in order to determine the internal consistency of the variables. The reliability test shows that Cronbach's alpha values of the factors range from 0.70 to 0.81. These values are considered to be satisfactory indication of reliability scale because they are above the recommended 0.70 proposed by Hair et al., (2006). The result in Table 3.7 below indicates that there is good internal consistency.

3.9 Instrument Validity

Validity refers to the quality of interpretations and unitary concepts backed up by various types of evidence (Mason, 2010). The study adopted both the content and face validity. The content validity relates to the degree to which the instrument assesses the value structure in full. A content-valid device is typically developed through a logical review of the method by raters (experts) who are familiar with the research topic. All of the questions were adapted from the objectives to meet this criterion, corrections from my supervisor also helped ensured validity.

3.10 Reliability

Reliability, according to Bashir, Afzal, and Azeem (2012), could be assessed in three primary forms; test-retest dependability, alternate-form reliability, and internal consistency reliability, This study adopted the test-retest method. For this method, 35 questionnaires were pretested with selected staff and students of Toase Senior High School. The factor analysis was then be used to estimate the alpha value to determine the reliability of the questionnaire. The result in the Table 3.10 indicates that there is good internal consistency.

Table 3.2: Reliability Test

Construct	Cronbach Alpha
Roles and practices heads play to improve students' academic performance	0.80
Relationship between school administrators' leadership styles and students' academic performance	0.71
Difference in leadership styles used senior high school heads	0.82

Source: field survey, 2022

3.11 Data Collection Procedure

It took the researcher and two research assistants two weeks to elicit data from respondents. The assistants were trained on questionnaire administration and collection while the purpose of the study was explained to them. Importance was given to demographic data and objectives of the study and how not to influence respondents especially students in choosing a particular answer. The training was done in a day. The researcher initially sought permission from the heads of the selected schools and informed them of the purpose of the study to seek their approval

before scheduling a day for the administering of the questionnaires. Permission was granted after the first week of visit to the schools. The questionnaires were given to the teachers and students to be filled at their convenient time. In order to deal with the problem of low response rate, the researcher trained research assistants who were responsible, for amongst other duties reminding the respondents to fill out the questionnaires and to return them in the required timeframe. Where for any reason, the respondents were unavailable; the questionnaires were left in the custody of one of the heads (domestic) to help administer with instructions on how to administer and retrieve the questionnaires to devoid the work of bias and partiality. Respondents especially students were admonished not to compare answers.

3.12 Data Analysis Procedure

The data collected from the questionnaires were edited, coded and keyed into the computer. The data was processed using computer application software known as Statistical Package for Social Sciences (SPSS) Version 20.0. The output of the analysis were presented using descriptive statistics such as frequencies, percentages and means. The research questions one and three were analysed using tables, pie charts, figures and percentages to find out the responses from respondents in relation to the question asked based on the liket scale.

Responses from respondents (teachers and students) were compared by grouping the responses obtained from the questionnaires in relation to the questions asked and the responses derived (strongly agree, agree, not sure, disagree and strongly disagree). The frequency and percentage of both teachers and students were compared in relation to the statements given as well as the objectives of the study. Inferences were made between the responses and compared with the literature.

On the second objective, percentage, cross tabulations and Chi-square test of independence were explore the significance of relationship between leadership styles of heads and academic performance of students. The chi-square was used to compare the actual value against critical value found in the chi-square distribution. In short the p-value was examined at a significance level of 0.05%.

3.13 Ethical Considerations

The current research followed ethical guidelines regarding the use of participants in research. First and foremost, approval was sought from the project supervisor in relation to the questionnaire to be used for data collection. After approval was given, an introductory letter was taken from the Department of Educational Leadership to seek for institutional approval. Participants were informed about the study's aim. Participation was voluntary and they were informed of freedom to withdraw and confidentiality of the information being obtained and willingly given. Participants were also assured that their responses would not be linked to their identities and that information gathered will be kept privately and will be used within the confinement of the research. The consent of participants were sought before participants were made to complete the questionnaire.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF RESULTS

4.0 Introduction

The chapter presents and analyses the results of the study. The findings are then discussed with reference to the literature discussed. In all a total 200 participants made up of 50 teachers and 150 students were sampled and given the questionnaire. The analysis begins with the demographic characteristics of the respondents followed by analysis of the main data related to the research questions.

4.1 Demographic Data of Respondents

Demographic information of respondents comprised of their gender, highest level of education, rank and number of years at post for teachers and gender and form or class of students. Responses from respondents are presented in Table 4.1 below.

Table 4.1: Demographic Data of Respondents

Variable	Frequency	Percentage
Gender (Teachers)		
Males	32	64
Females	18	36
Level of Education		
Degree	31	62
Masters	19	38
Number of Years at Post		
Below 3 years	8	16
4-7 years	26	52

8-11 years	9	18
Above 11 years	7	14
Gender (Students)		
Males	81	54
Females	69	46
Class		
Form 2	60	40
Form 3	90	60

Source: field survey, 2021

Table 4.1 shows that out of 50 teacher respondents, 32 (64%) were males and 18 (36%) were females. This shows that majority of the respondents were males. This indicates that females teachers are fewer than males, although about 61.20% of the workforce are women (MOE, 2020). This may be as a result of male dominance that hinders opportunities of many women in SHS (Limerick & Lingard, 2015). Furthermore, some women also decide not to apply to work at the senior high school level which may arise from lack of necessary aspiration as well as lack of confidence that they would make it (Coffey & Delamont, 2012).

Results of Table 4.1 also indicate that 31, (62%) of respondents were Bachelor's Degree holders while 19 (38%) were also holders of Master's Degree. It must be mentioned that, at the time of gathering data for the study, some of the respondents were reading various courses leading to the award of Master's Degrees. In the GES, the basic requirement to teach at the SHS level is degree. Any additional qualification would place the person at an advantage position for higher office. The table also shows that eight (16%) of respondents had less than 3 years at their present

post, 26 (52%) had spent between 4-7 years, 9 (18%) had spent between 8-11 years at post and 7 (14%) of the respondents had spent above 11 years at present school.

On the gender of students, table one reveals that 81(54%) of students were males while 69 (46%) were females. More so, 90 (60%) of students were in form 3 while 60 (40%) were in form 2.

4.2 Research Question One: What are the Roles and Practices Heads Play and Employ to Improve Students' Academic Performance?

The first objective of the study was to find out the roles and practices heads play and employ to improve student academic performance. This question had the primary intent of knowing from the respondent their general views on the roles and practices of heads. The respondents were therefore expected to express their views on the issue. To accomplish this objective, the descriptive statistics for each of the study indicators or items were determined. Table 2 depicts the responses of respondents.

Table 4.2: Roles and Practices Heads Play and Employ to Improve Students' Academic Performance

Statements	Respondents	Frequency (n) Percentage (%)	Responses				
			SA	A	NS	D	SD
Shows high levels of support	Teachers	N	11	17	5	17	0
and concern		%	22	34	10	34	0
	Students	N	61	53	9	22	5
		%	41	35	6	15	3
Inspires students and teachers	Teachers	N	0	31	19	0	0
to do their best		%	0	62	38	0	0
	Students	N	18	110	22	0	0
		%	12	73	15	0	0

Uses persuasive and influential tactics to accomplish academic goals	Teachers	N	0	38	12	0	0
		%	0	76	24	0	0
	Students	N	0	102	31	17	0
		%	0	68	21	11	0
Adopts effective measures in soliciting support from influential and powerful people towards academic work	Teachers	N	0	33	11	6	0
		%	0	66	22	12	0
	Students	N	0	85	44	21	0
		%	0	57	29	14	0
Monitors students' progress	Teachers	N	18	23	0	9	0
		%	36	46	0	18	0
	Students	N	27	79	11	33	0
		%	18	53	7	22	0
Sets specific, measureable goals and holds students and teachers accountable for results	Teachers	N	5	33	2	10	0
		%	10	66	4	20	0
	Students	N	22	58	33	37	0
		%	14	39	22	25	0
Adopts effective measures to ensure monitoring and supervision	Teachers	N	11	39	0	0	0
		%	22	78	0	0	0
	Students	N	47	94	9	0	0
		%	31	63	6	0	0
Puts measures in place to ensure discipline among students	Teachers	N	17	21	0	12	0
		%	34	42	0	24	0
	Students	N	51	99	0	0	0
		%	34	66	0	0	0

Ensure timely supply of teaching/ learning material and library books	Teachers	N	0	38	0	12	0
		%	0	76	0	24	0
	Students	N	0	105	12	33	0
		%	0	70	8	22	0
Ensures that teachers are punctual to school	Teachers	N	17	33	0	0	0
		%	34	66	0	0	0
	Students	N	0	112	30	8	0
		%	0	75	20	5	0

Source: field survey, 2021

From table 4.2, on the question of whether the heads show high levels of concern for them, 41% strongly agreed that their heads occasionally do, 35% agreed their heads do, 15% disagreed that their heads do and 3% strongly disagreed that their heads show high levels of concern for them. From the teachers' point of view, 22% of them strongly agreed that their heads show high levels of concern for them, 34% agreed their heads do that however, 34% of teachers disagreed that heads show high levels of concern for them.

On the statement whether the head inspires them to do their best academically, 12% of the students strongly agreed with the statement that their heads inspires them to do their best academically, the majority of 73% agreed that their heads do that and 15% were not sure whether their heads do that. From the teachers' point of view, 62% strongly agreed with the statement that their heads inspire them to do their best academically while 38% agreed their heads does that. These encouraging responses from the respondents indicate that they are motivated to work hard to ensure high academic performance as expressed by Waters et al (2014) that heads should motivate

and encourage all staff members to feel that they are part of a team with common mission of ensuring academic success.

On the question of use of persuasive and influential tactics by heads to accomplish academic goals, the majority of 68% of the students agreed that their heads use persuasive and influential tactics to accomplish academic goals, 11% disagreed with the statement that their heads do that while 21% of student respondents were not sure their heads do that. On the part of teacher respondents, the majority of 76% agreed that their heads use persuasive and influential tactics to accomplish academic goals, 24% however disagreed with the statement that their heads always do that.

On the issue of how the heads adopt effective measures in soliciting support from influential and powerful people toward academic progress, 57% of the students agreed that their heads adopts effective measures in soliciting support from influential and powerful people towards academic progress, 24% were not sure their heads do that while 19% disagreed their heads do that. From the teachers' point of view, 66% agreed that their heads adopts effective measures in soliciting support from influential and powerful people towards academic progress, 22% were not sure of the statement while 12% disagreed with the statement that their heads always do that. Rutherford (2006) indicates that an important role of the school head is to solicit support and opinion from appropriate quarters to promote academic growth.

On the question of setting specific, measurable goals and holding students and teachers accountable for results, 14% of the students strongly agreed that their heads set specific, measurable goals and hold students and teachers accountable for results, 39% agreed that their heads do that, 22% were not sure their heads do that, 25% however disagreed with the statement that heads set specific, measurable goals and

hold students and teachers accountable for results. From the teachers' point of view, 10% strongly agreed that heads set specific, measurable goals and hold students and teachers accountable for results 66% agreed their heads do that, while 4% were not sure. However, 20% of teacher respondents disagreed with the statement that heads set specific, measurable goals and hold students and teachers accountable for results.

On the question of whether heads ensure timely supply of teaching and learning materials and library books, 70% of the students agreed that heads ensure timely supply of teaching and learning materials and library books, 8% were not sure their heads do that, 20% however disagreed with the statement that heads ensure timely supply of teaching and learning materials and library books. From teachers' point of view, 76% agreed that heads ensure timely supply of teaching and learning materials and library books, 24% however disagreed that heads ensure timely supply of teaching and learning materials and library books. Musungu and Nasongo (2019) are of the view that as part of their roles, the heads of schools secure the appropriate syllabi for their teachers and ensure that timetables, course contents and textbooks are in readiness for use by both teachers and students.

On monitoring students' progress, 18% of students strongly agreed that heads monitor students' progress, 53% agreed with the statement while 7% were not sure whether their headmasters do. 22% however disagreed with the statement that. Teachers on the other hand revealed that 36% of teachers strongly agreed that heads monitors students' progress, 46% on the other hand agreed with the statement 18% of respondents however disagreed with the statement that heads monitor students' progress.

On the question of whether heads adopt effective measures to ensure monitoring and supervision, 31% of the students strongly agreed that their heads

adopts effective measures to ensure monitoring and supervision, 63% agreed with the statement that their heads do that six respondents were not sure whether their heads do that. From the teachers' point of view, 22% strongly agreed that their heads adopts effective measures to ensure monitoring and supervision while 78% agreeded their heads do that. Sammons et al (2017) indicate that the head teacher is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards, and monitoring and assessing their progress and maintaining students' records.

On the question of whether heads put measures in place to ensure discipline among students, 34% of the students strongly agreed that heads put measures in place to ensure discipline among students while 64% agreed that their heads do that. On the part of teachers, 34% strongly agreed that heads put measures in place to ensure discipline among students while 42% agreed that their heads always do that while 24% disagreed with the statement that heads put measures in place to ensure discipline among students. Responses are in line with Shushila (2016) who indicated that it is the school head's duty to ensure discipline in the school by seeking the cooperation of the students through the Students' Representative Council (SRC) and the Disciplinary Committee.

4.3 Research Question Two: What is the relationship between school administrators' leadership styles and students' academic performance?

The second objective of the study was to find out the relationship between school administrators leadership styles and students'' academic performance. This question had the primary intent of knowing whether leadership styles have a relationship students' academic performance. To answer the question, the perceived leadership styles of heads of the selected institutions were examined.

4.3.1 Perceived Leadership Styles of Heads

This section is to find out the leadership styles adopted by heads of the selected institutions. In ranking the leadership styles of school heads as shown in table 3, 78% of the students indicated their heads often use autocratic style. On the part of the teachers, 46% indicated their heads often use autocratic style. Here, there is a disparity between students' and teachers' opinion.

Table 4.3: Perceived Leadership Styles

Leadership Style	Respondents	Responses Often used	Occasionally used	seldom used
Autocratic	Students	78	0	0
	Teachers	46	0	0

Source: field survey, 2021

In ranking the leadership styles of their heads as shown in table 4.3, 17% of the students indicated their heads occasionally use democratic style, while 54% of the teachers indicated their heads occasionally use democratic style. Here too, disparity exists in the responses given by students and teachers on one side.

Table 4.4: Leadership Styles of Heads

Leadership Style	Respondents	Responses Often used	Occasionally used	seldom used
Democratic	Students	0	17	0
	Teachers	0	54	0

Source: field survey, 2021

In ranking the leadership styles of their heads as shown in table 4.4, 5% of the students indicated their heads seldom use laissez-faire style.

Table 4.5: Leadership Styles of Heads

Leadership Style	Respondents	Responses		
		Often used	Occasionally used	seldom used
Laissez-faire	Students	0	0	0
	Teachers	0	0	5

Source: field survey, 2021

From the various leadership styles it is realized from the study that there are disparities between students and teacher though similarly related in their responses. It was realized that majority of students were of the view that their heads used autocratic form of leadership style while majority of teachers believed that heads use democratic leadership styles. Laissez-faire was the least of the leadership styles used by heads.

From table 4.5, on the question of the extent to which they agree that the leadership styles of the school heads accounts for the academic performance of their schools, 15% of the students answered they strongly agree, 52% agreed, 10% answered not sure, 13% answered they agree to a little extent and 10% answered they do not agree. The teachers, in answering the question on the extent to which they agree that leadership styles of their school heads affect academic performance, 58% answered they agree, 27% answered they agree to a little extent and 15% answered they do not agree.

Table 4.6: How Leadership Styles Account for Academic Performance

Respondents	Responses			
	SA SD	A	NS	D
Students	15% 10%	52%	10	13%
Teachers	58% 0	27%	0	15%

Source: field survey, 2021. Key SA=Strongly Agree, A=Agree, NS= Not Sure, D=Disagree and SD=Strongly Disagree

In order to conclude on the relationship between leadership styles and academic performance of students, a chi-square test of independence was used to explore the significance of relationship between leadership styles of heads and academic performance of students. From table 7, a p-value of 0.24 ($\chi2 = 9.35$, df = 6) implies that there is no significant association between the leadership style of heads and the academic performance of students. This is because the p-value of 0.24 was higher than the acceptable error margin of 0.05. The implication is that any leadership style could be used to improve academic performance of students.

Table 4.7: Chi Square Test of Independence on Relationship between Leadership Styles and Academic Performance of Students

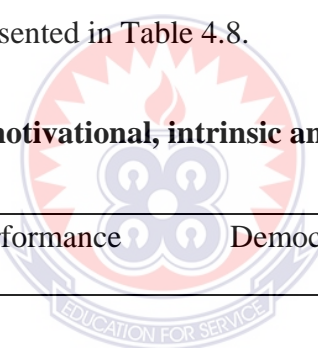|	N	mean	x^2	df	P-value	R
Autocratic	200	16.29	9.35	6	0.24	.49
Democratic	200	28.21				
Laissez-faire	200	1.09				

[**] Significant at .05 level of significance.

Responses and the results agrees with the finding of Miller and Rowan (2016) that leadership style was not a powerful determinant of student achievement at neither the elementary nor the secondary level. The results could be attributed to the fact that academic performance is influenced by a number of factors ranging from students' brilliance, need for achievement and teacher motivation to academic environment in the school. Miller and Rowan (2016) therefore conclude that once a head teacher establishes good basis for academic activities through his or her leadership style, the remaining relies on students' efforts.

To further examine the relationship between leadership styles and academic performance correlation analysis between variables were determined. The summarized results are presented in Table 4.8.

Table 4.8: Correlations motivational, intrinsic and extrinsic factor

Particulars		Performance	Democratic	Transformational
Performance	Pearson Correlation	1	.581	.746
Democratic	Pearson Correlation	.581	1	.858
Transformational	Pearson Correlation	.746	.858	1

Source: field survey, 2022

Table 4.8 represents positive correlation between academic performance and democratic leadership, between academic performance and transformational leadership. Pearson r represents .581, .746 and .858. All value is positive and represents very strong correlation between academic performance and democratic leadership. Again, it also represents very strong correlation between transformational leadership and academic performance.

Table 4.9: ANOVA table motivation and job satisfaction

Source	DF	Sum of squares	mean squares	F-Sat
Performance	1	1512.3	1512.3	0.7428
Leadership Styles	9	26468.055	2036.043	
Total	10	27980.399		

Source: field survey, 2022

P-value is 4.67 and F-statistics value from Table 4.9 is 0.74288. So, it can be said that leadership styles and academic performance ensure the maximum performance of students. The mean of the population will be same as sample. So, leadership styles play an important role in the performance of schools.

Hypothesis Testing

The following hypothesis were tested.

Ho: There is no correlation between heads' leadership styles and the level of students' academic performance.

H1: There is a correlation between heads' leadership styles and the level of students' academic performance.

Table 4.10 Correlation between leadership styles and increase in level of academic performance of students.

N(paired values of X and Y)	Liassez faire styles increasing the level of academic performance = X	Transformational style increases the level of academic performance = Y	X2	Y2	XY
Strongly Agree	50	125	14400	15625	15000
Agree	60	95	6400	7225	6800
No opinion	80	40	3600	1600	2400
Disagree	10	10	100	400	200
Strongly Disagree	00	00	00	00	00
N = 5	$\sum x = 200$	$\sum Y = 200$	$\sum x^2 = 24500$	$\sum Y^2 = 24850$	$\sum XY = 24400$

Test statistic	=		Pearson's Product moment correlation coefficient
Degree of freedom (df)	=	3	
Number of pairs	=	5	
Level of significance	=	0.05	
Critical value	=	2.35	
γ	=	0.97	
Calculated value	=	6.86	

Source: field survey, 2022

The computation of γ using the raw value of 0.97 indicated a strong positive correlation between leadership styles of laissez faire and transformational styles of heads and increase in the level of academic performance of students in the secondary school certificate examinations. From the above, it becomes necessary to make inference about the population as to whether the correlated coefficient obtained is an indication of a real relationship between positive principal leadership styles and academic performance of students in their final exams.

The test statistic used to realize this objective is the t-test.

```
N       =       Number of pairs     =       5
Y       =       0.97
Level of significance           =       0.05
Degree of freedom               =       n – 2
                                =       5 – 2
                                =       3
```

Decision rule: Reject Ho if t – computed is greater than t – critical, otherwise do not reject(accept).

t – critical from the table = 2.35
Computation of t from sample: For detailed computation and transformation of Pearson'sProduct moment Correlation to t – test.

Decision: t – computed 6.86 > t – critical (2.35).

Therefore, we reject Ho and accept the alternate hypothesis which states that there is a significant relationship between principals' laissez faire leadership styles and level of students' academic performance students.

The finding of the objective one shows that the null hypothesis was rejected after the computational analysis. The finding of this computational analysis reveals a strong positive correlation between the leadership styles of transformational leadership styles and students' academic performance at senior high schools. The findings in respect of the

hypothesis agreed with the findings of Adeyemi, (2018) and Adeyemi and Bolarinwa (2018). The strong positive correlations found in this study attests to the fact that the more transformational a head is, the better the academic performance of the students.

4.4 Research Question Three: What is the Difference in Leadership Styles used by Low and High Performing Senior High School Heads within the Kumasi Metropolis?

The final objective was to find out from respondents the differences in leadership styles used by low and high performing senior high schools in the Kumasi Metropolis. The overall responses of the teachers on leadership styles of their school heads was also collated and given a percentage distribution. This was to examine the most dominant leadership style of school heads in both the high ranked and the low ranked schools. There were similarities in the responses of both the teachers and the students in the ratings of the leadership styles of their school heads. Teachers and students from the low ranked schools perceived their school heads to be laissez-faire leaders whereas the teachers and students of the high ranked schools perceived their heads to be transformational leaders. The details of the responses are presented in Figure 4.1.

Figure 4.1: Dominant Leadership Style used by Heads of High Ranking Schools

Source: field survey, 2021.

From figure 1, the most dominant leadership style in high ranked schools was transformational (51%), followed by democratic (30%) and autocratic (10%). The laissez faire type was rated the lowest (4%) by respondents. It can be concluded that the transformational leadership is the most dominant leadership style in high ranked schools in the Kumasi Metropolis.
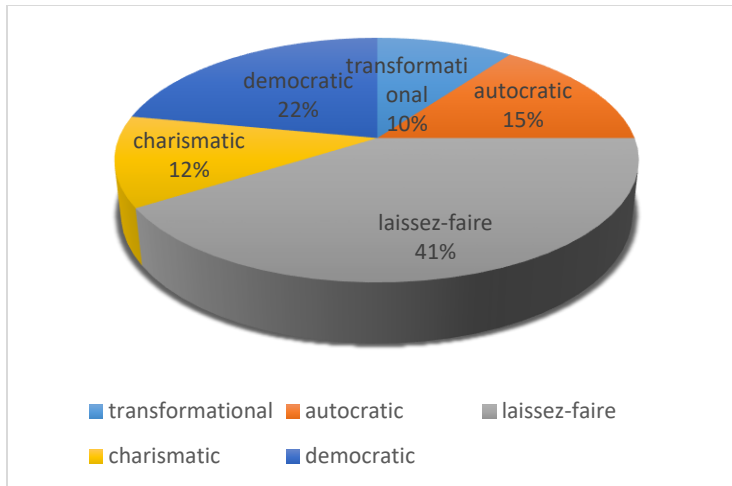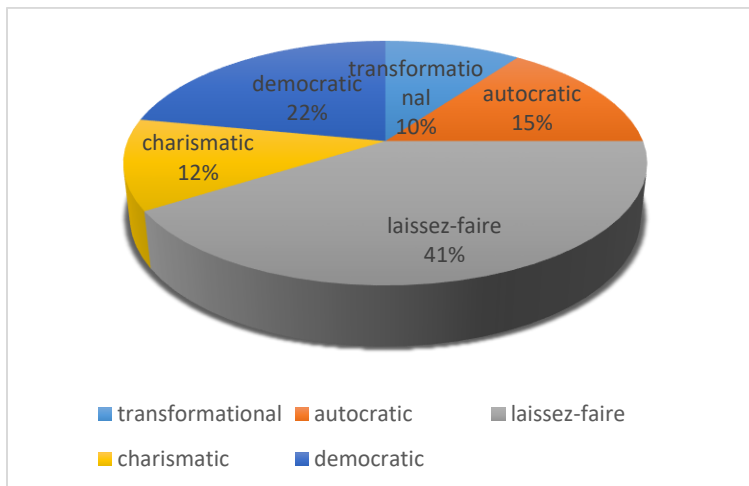

Figure 4.2: Dominant Leadership Style used by Heads of Low Ranking Schools

Source: field survey, 2021.

According to fig figure 2, the dominant leadership style in low-ranked schools was laissez faire (41%), followed by democratic leadership (22%). Autocratic, transformational leadership, charismatic leadership followed with 15%, 10 and 12% respectively. It can be concluded that the laissez faire type of leadership dominates in low ranked schools, in contrast with high ranked schools where transformational leadership dominates.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of major findings of the study and the conclusions drawn from the study. The first part focuses on the summary of the study and the key findings. The key findings are reported based on the objectives of the study. These are followed by the conclusions and recommendations of the study.

5.1 Summary of the Study

The study investigated the leadership styles of school administrators of senior high schools and its effects on academic performance in the Kumasi Metropolis. Among the issues studied included investigating the roles and practices heads play and employ to improve students' academic performance, examined the relationship between school administrators' leadership styles and students' academic performance and explored differences in leadership styles used by low and high performing Senior High School heads within the Kumasi Metropolis. The study was a cross sectional survey and was based on the use of questionnaires. Primary and secondary data were also used. In selecting respondents, the researcher employed convenience and simple random techniques to select 200 respondents, 150 students and 50 teachers from selected Senior High Schools in the Kumasi Metropolis.

5.1.1 The Roles and Practices Heads Play and Employ to Improve Students' Academic Performance

The first objective of the study was to find out the roles and practices heads play and employ to improve student academic performance. It was realized that heads play and employ several roles to help improve academic performance of students. Among such are showing high levels of support and concern, inspires students and teachers to do their best, use persuasive and influential tactics to accomplish academic goals, adopt effective measures in soliciting support from influential and powerful people towards academic work, set specific, measureable goals and holds students and teachers accountable for results among others.

5.1.2 The Relationship between School Administrators' Leadership Styles and Students' Academic Performance

The study revealed the existence of several leadership styles however it was realized that there was no significant association between the leadership style of heads and the academic performance of students. The implication is that any leadership style could be used to improve academic performance of students.

5.1.3 Differences in Leadership Styles Used By Low and High Performing Senior High School Heads within the Kumasi Metropolis

The study revealed similarities in the responses of both the teachers and the students in the ratings of the leadership styles of their school heads. It was revealed that the most dominant leadership styles of high ranking Senior School was transformational

leadership, followed by democratic and autocratic leadership styles. Among low ranking Senior High Schools the most dominant leadership style were laissez-faire, democratic and autocratic leadership styles.

5.2 Conclusion

In conclusion, leadership is vital in raising and maintaining educational standards, providing clear leadership for staff and students, running the school effectively, and helping develop the ethos and vision for the school as a whole. The study revealed that heads of schools employ several roles to improve students' academic performances, these roles include showing high levels of support and concern, inspires students and teachers to do their best, use persuasive and influential tactics to accomplish academic goals, adopt effective measures in soliciting support from influential and powerful people towards academic work, set specific, measureable goals and holds students and teachers accountable for results.

The study however found that any leadership approach could be used to enhance the academic achievement of Senior High Schools in the Kumasi Metropolis. The leadership styles adopted by heads were dependent on the experiences and perceptions of the head teacher. Conditions in schools therefore influence the style of leadership to be adopted by heads. Nevertheless, most students, teachers and heads prefer democratic leadership style. The study therefore concludes that leadership styles of heads influence the interactions between heads and teachers as well as between heads and students, which eventually influence school academic outcomes.

5.3 Recommendations

Based on the findings of the study and conclusions drawn, it is recommended that because laissez-faire leadership was associated with low ranked schools, in appointing heads of Senior High Schools, efforts should be made to ensure that those appointed are not the laissez-faire type. This can be done through background checks or quick screening before appointments are issued out.

Again, heads already on posts are to be trained on how their leadership styles relates with outcomes in teaching and learning so as to help them adapt appropriate ways in dealing with issues at hand. Another important thing to be mindful of is that, most head of schools are teacher trained with little or no background in management which is a core component of heir post. Leadership related issues are mostly embedded in administration related subjects. This therefore calls for the need to enroll heads of schools in administration and management to help them make the most out of the opportunities opened to them.

It is recommended that the heads should continue with their leadership roles and practices such as delegation of work, supervision and monitoring of work of teachers, setting clear, measurable and achievable goals for both staff and students and motivate them to attain them, explain the mission and vision of their schools to the staff and students, make policies that ensure full community participation in school management, timely and adequate supply and provision of teaching and learning materials and school infrastructure and ensure immediate resolution of conflicts and grievances. When all these practices and measures are put in place it would help improve teaching and learning in the schools thereby ensuring high academic performance.

76

The study further recommends that the Ghana Education Service should organize workshops and training programmes for heads on leadership from time to time. Heads could be taken through the qualities of a good leader, modern trends in educational leadership and academic performance, sharing vision with staff, how to accommodate difficult staff members and involve staff in schools' administration. This would enable the heads to practice participatory leadership as heads, teachers and students prefer.

The study suggests that the heads should continue to use their leadership to ensure discipline in the schools. This could be done by stipulating and making clear the rules and regulations of the schools to the students as well as their associated rewards and punishments. Well-behaved and disciplined students and teachers alike should be awarded to motivate others to emulate good behaviour. Similarly, those who disobey school rules should be punished to deter others from doing same.
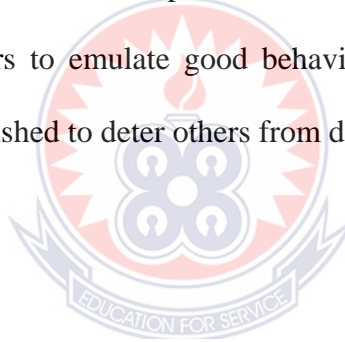
REFERENCES

Adeyemi, T.O. (2015). *Fundamentals of educational management*. Lagos: Atlantic Associated Publishers.

Adlam, R. (2013). *This complex thing, leadership, in police leadership in the twenty-first century.* Winchester: Waterside Press

Aikman, S., & Unterhalter, E. (2015). *Beyond access: Transforming policy and practice for gender equality in education*. Oxford: Oxfam Publishing

Armstrong, M. (2010). *A handbook of human resource management practice* (10th ed.). London: Kogan Page.

Asabiji, S. N. (1999, Jan. 29). District Education Directors urged to sign contract agreement with GES. *Daily Graphic*, p. 16.

Asare, M. A., (2011). *The effects of leadership styles of heads of senior high schools on teachers' job performance in selected schools in the Kumasi Metropolis.* Unpublished Master Thesis presented to Kwame Nkrumah University of Science and Technology Institute of Distance Learning.

Bennis, W & Nanus, B. (2015). *Leaders: The strategies for taking charge.* New York: Harper and Row.

Bensimon, E. M., Neumann, A., & Birnbaum, R. (2016). Higher education and leadership theory In: M. Christopher Brown. *Organization governance in higher education*. (5th ed.). (pp.241-231). Boston: Pearson Custom Publishing.

Botha, R. J. (2010). *Excellence in leadership: demands on the professional school principal. University of South Africa:* College of Human Science, School of Education.

Brown, M., & Rutherford, D .(2011). *Changing roles and raising standards: New challenges for heads of department, school leadership and management*

Burns, J. M. (2013). *Leadership.* New York: Harper and Row.

Cole, G. A. (2002). *The administrative theory and worker' motivation*, ABU Zaria, Nigeria: Zante Institute of Administration Press Ltd.

Bush, T., & Oduro, G. (2016). New principals in Africa: Preparation, induction and practice. *Journal of Educational Administration*, 44(4), 359-375.

Castangno, A. (2008). Improving academic achievement, but at what cost? The demands of diversity and equity at Birch Middle School. *Journal of Cases in Educational Leadership,* 11(1), 1-9.

Cheng, C. & Chan, M. T. (2015). Implementation of School-Based Management: A Multi-Cheung Wong & Evers C. W. London: Routledge Falmer.

Cheng, Y.C. (2013). *Leadership and strategy. The principles and practice of educational management*. (Ed.), Tonny Bush and Les Bell. London: Paul Chapman Publishing.

Cliford, R. C. (2014). *Overcoming poverty with education*. Oregon: Communication Across Barriers.

Crum, K. S., & Sherman, W. H. (2012). Facilitating high achievement: High school headmaster/headmistress' reflections on their successful leadership practices. *Journal of Educational Administration, 46*(5), 562-580.

Daresh, J. C. (2017). *What it means to be a principal: Your guide to leadership.* California: Corwin Press Inc.

Day, D. V., & Robert, G. L. (2013). Executive leadership and organizational performance: suggestions for a new theory and methodology. *Journal of Management, 14,* 453-464.

Dinham, S. (2015). Principal leadership for outstanding outcomes. *Journal of Educational Administration*, *43*(4), 338-356.

Dubrin, A. J. (2016). *Leadership: Research, findings, practice and skills*. (2nd ed.). Boston Houghton Mifflin Company.

Dunklee, D. R. (2000). *If you want to lead, not just manage: A primer for principals.* Los Angeles: Corwin Press Inc.

Eagly, A. H., Karau, S. J. (2017). Role congruity Theory of prejudice toward female leaders. *Psychological Review, 109*, 573-598.

Edmonds, R. (1979). Effective schools for urban poor. *Educational Leadership, 37*(1), 15-24.

Evans .R. (2018). *The pedagogic principal.* Edmonton: Qual Institute Press.

Fiedler, F. E. (1967). *A theory of leadership effectiveness.* New York: McGraw-Hill.

Fuller, B. (1987). School effects in the Third World. *Review of Educational Research, 57,* 255-292.

Halpin, A. W. (2016). *Theory and research in administration*. New York: Macmillan.

Hersey, P., Blanchard, K. H. (2008). *Management of organizational behaviour: Utilizing human resources* (3rd ed.). New York: Prentice Hall INC.

Hoy, W. K & Miskel, C. G. (2013). *Educational administration: Theory, research and practice*. New Jersey: McGraw-Hill.

Karori C. W., Mulewa K. A., Ombuki C. & Magosi J. A. (2013). Effects of head teachers' leadership style on the performance of examinations in public primary schools in Kikuyu District, Kenya. *International Journal of Education Research and Reviews*, *1*(4), 53-65.

Knezevich, P (2015). *School management and organization.* New York: Harper and Row.

Kruger, M., Witziers, B., & Sleegers, P. (2017). The impact of school leader variables on school level factors: Validation of a causal model. *School Effectiveness and School Improvement*, *18*(1), 1-20.

Kythreotis, A., Pashiardis, P., & Kyriakides, L. (2010). The influence of school leadership styles and culture on students' achievement in Cyprus Primary Schools. *Journal of Educational Administration, 48*(2), 218-233.

Linda, E. C (2010). *Managing to motivate a guide for school leaders.* London: Cassell.

Lipman, & Blumen. J. (1994). *The connecting edge: Leading in an independent world.* San Francisco, CA: Jossey-Bass.

Lussier, R. N., & Achua, C. F. (2011). *Leadership: Theory, application, skill development* (3rd ed.) Mason, Ohio: Thomson Higher Education.

Jacobson, S. (2011). Leadership effects on student achievement and sustained school success. *International Journal of Educational Management, 25*(1), 33-44.

James, C., & Cannolly, U. (2016). *Effective change in schools*. New York: Routledge Falmer.

Kasule, R. (2007). *Effects of leadership styles on teacher productivity in private secondary schools in Wakiso District*. Unpublished Masters Dissertation. Kampala: Makerere University.

Law, S., & Glover, D. (2013). *Educational leadership and learning: Practice, policy, and research.* Buckingham: Open University Press.

MacDonald, N. (2017). *Educational management.* USA MacDonald's Institute of Archeological Research.

Maicibi, N. A. (2015). *Pertinent issues in employees management*. M Kampala. P.K. Graphics (U) Ltd.

Mazzarella, J. A. & Smith, S. C. (1989). Leadership styles in school leadership: Handbook for excellence, edited by Stuart C., Smith & Philip. Piele. USA: *ERIC Clearing House on Education Management*, 28-51.

Mullins, J. (2002). *Management and organizational behavior*. (6th ed.). Italy: Lombarda Rotolito

Mumbe, O. G (2015). Leadership and teacher job satisfaction of primary schools in Busia sub district of Uganda: Unpublished Masters Dissertation. Kampala: Makerere University.

Musungu, L. L., & Nasongo J. W. (2009). Role of the headteacher in academic achievement in secondary school in Vihiga Disrict, Kenya. *Journal of Social Sciences*, 1(3), 84-92.

Nkata, J. L. (2015). *A road map to participation in management of schools*. Kampala: Masah Publishers Ltd.

Oduro, G. K. T. (2004). *Distributed leadership in schools: what English head teachers say about the pull and push factors*. An unpublished paper presented at the British Educational Research Association Annual Conference, University of Manchester, 16-18 September 2004.

Okumbe, J. A., (2018). *Educational management: Theory and practice.* Nairobi. University Press.

Omar, H. (2015). *Leadership styles and styles adaptability of deans and department chairs at three research universities*. Unpublished PhD Thesis. Washignton State University.

Onguko, B., Muhammed, A., & Webber, C. F. (2018). Mapping principal preparation in Kenya and Tanzania. *Journal of Educational Administration*, 46(6), 715-726.

Oyetunyi. C.O. (2016). *The relationship between leadership style and school climate: Botswana secondary schools.* Unpublished PhD Thesis. University of South Africa

Roberts, N. C. (2013). *Transforming leadership: A process of collective action.* San Francisco: Jossey-Bass.

Rowley, J. (2017). Academic leaders: Made or born. *Journal of Industrial and Commercial Training,* 29(3), 78-87

Rutter, M. Maugham, B., Mortimore, P., Ousten, J., & Smith, A. (1979). *Fifteen thousand hours: Secondary schools and their effects on children.* London: Open Books.

Sashkin, M. & Sashkin, M. (2003). *Leadership that matters.* San Francisco: Berrettkoehler Publishers Inc.

Schermerhorn, J. R., Hunt, J. G., & Osborn, R. N (2010). *Organisation behaviour.* New York. Wiley and Sons Inc.

Short, P. M, & Greer, J. T. (2017). *Leadership in empowered schools: Themes from innovative efforts.* Upper Saddle River, NJ: Merrill.

Steve, T. (2013). The unending cycle of education reform in Ghana. *JERA/RARE*, 1, 45-52.

Steyn, G. M. (2005). The changing principalship in South Africa.n schools Educare, 31, 251- 274.

Stogdill, R. M. (1986). *Handbook of leadership: A survey of theory and research, revised and expanded.* New York: Macmillan.

Tannenbaum, R. & Schmidt, W. H. (1973). How to choose a leadership pattern. *Harvard Business Review, 6,* 162-181.

Theunynck, S. (2013). *Education for all: Building the schools*. Washington, D.C: World Bank.

Thomas, K.W. (2012). Conflict and negotiation process in organizations. *Handbook of Industrial Psychologists Press*.

Vroom, V. H., & Jago, A. G. (1988). *The new leadership managing: Participation in organization.* New Jersey: Prentice Hall.

Wallace Foundation. (2017). *A wallace perspective: Getting headmaster/headmistress mentoring right: Lessons from the field*. New York City: Wallace Foundation.

Waters, J. T., Marzona, R, J., & MacNulty, B. (2004). Leadership that sparks learning. *Journal of Educational Leadership, 61*(7), 48-51.

Yukl, G. A. (2014) Managerial leadership: A review of theory and research. *Journal of Management, 15*(2), 51-289.

APPENDIX I

QUESTIONNAIRES FOR TEACHERS

I am a student researcher embarking on a study to examine school administrators of senior high schools and its effects on academic performance in the Kumasi Metropolis. This research seeks to identify the type of leadership style being used by your school heads and its impact on the teaching and learning process.

Your opinions are very valuable for this project. I therefore entreat you to respond to the questions as honestly as possible. Your responses and your identity will be kept confidential.

Section A: Demographic Data

1. Gender: Male ☐   Female ☐

2. Number of years in current school:

 Below 3 yrs   ☐

 3-7 yrs   ☐
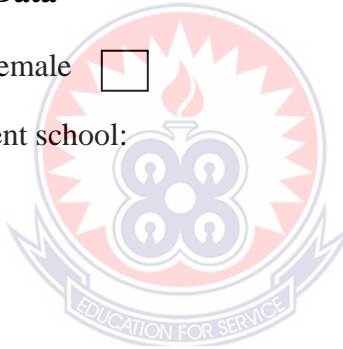
 8-11 yrs   ☐

 Over 11 yrs   ☐

3. Highest academic qualification:

 Degree   ☐

 Master   ☐

Others(specify)……………………

Section B: **Roles and Practices of Heads**

Please tick the appropriate response to each statement regarding the roles and practices of heads in your school using the following responses **SD= strongly agree, A=Agree, NS=Not Sure, D=Disagree, SD=Strongly disagree.**

Statements	SA	A	NS	D	SD
1. Shows high levels of support and concern					
2. Inspires students and teachers to do their best					
3. Uses persuasive and influential tactics to accomplish academic goals					
4. Adopts effective measures in soliciting support from influential and powerful people towards academic work					
5. Monitors students' progress					
6. Protects instructional time					
7. Sets specific, measureable goals and holds students and teachers accountable for results					
8. Adopts effective measures to ensure monitoring and supervision					
9. Ensures adequate provision of school infrastructure					
10. Puts measures in place to ensure discipline among students					
11. Ensures timely supply of teaching/ learning material and library books					
12. Sets high expectations for students and teachers					
13. Promoting professional development of teachers					
14. Providing incentives for teachers and students					
15. Supervises instruction					
16. Ensures that teachers are punctual at school					
17. Ensures that measures are in place to create conducive school environment for teaching and learning					
18. Ensures that resources are available for teaching and learning					

19. How do teachers Perceive the Leadership Style of Headmasters/Headmistresses of your school?

Autocratic   [   ]

Democratic   [   ]

Instructional   [   ]

Transactional   [   ]

Laissez faire   [   ]

20. Is there a relationship between principals' leadership styles and student academic performance in your school?

Yes   ☐

No   ☐

21. Does leadership styles of heads account for academic performance of students?

Yes   ☐

No   ☐

How do you expect your head to behave?

Please tick the appropriate response to each statement regarding the behaviour of your head of school using these responses **SD= strongly agree, A=Agree, NS=Not Sure, D=Disagree, SD=Strongly disagree.**

Responses	SA	A	NS	D	SD
21. Involvement in decision making					
22. creative					
23. Enough motivational package					
24. visionary and inspirational					

Indicate the behavior of staff relative to the following. Please *CIRCLE* one of the options from A to D below. *(A – Very High B – High   C – Low   D – Very Low)*

	Question	*Very High*	*High*	*Low*	*Very Low*
25	Respect for the heads authority	**A**	**B**	**C**	**D**
26	Desire to accept responsibility	**A**	**B**	**C**	**D**
27	Willingness to carryout heads instructions	**A**	**B**	**C**	**D**
28	Desire to work hard	**A**	**B**	**C**	**D**
29	Performance of duties	**A**	**B**	**C**	**D**
30	Desire to engage in co-curricular activities	**A**	**B**	**C**	**D**
31	The level of discipline	**A**	**B**	**C**	**D**
32	Desire to raise the image of the school	**A**	**B**	**C**	**D**
33	The level of mutual respect	**A**	**B**	**C**	**D**
34	Desire to participate in decision making	**A**	**B**	**C**	**D**

APPENDIX II

QUESTIONNAIRE FOR STUDENTS

In partial fulfillment of a master's degree in educational leadership at the Akenten Appiah Menka University of Entrepreneurial Training, this researcher is embarking on a study to examine school administrators of senior high schools and its effects on academic performance in the Kumasi Metropolis. This research seeks to identify the type of leadership style being used by your school heads and its impact on the teaching and learning process.

As a student or teacher, your opinions are very valuable for this project. I therefore entreat you to respond to the questions as honestly as possible. Your responses and your identity will be kept confidential.

Section A: Demographic Data

1. Gender: Male ☐   Female ☐

2. Class: Form 1 ☐   Form 2 ☐   Form 3 ☐

Section B: Roles and Practices of Heads

Please tick the appropriate response to each statement. **SD= strongly agree, A=Agree, NS=Not Sure, D=Disagree, SD=Strongly disagree.**

Roles and Practices	SA	A	NS	D	SD
1. Shows high levels of support and concern					
2. Inspires students and teachers to do their best					
3. Uses persuasive and influential tactics to accomplish academic goals					
4. Adopts effective measures in soliciting support from influential and powerful people towards academic work					

90

5. Monitors students' progress					
6. Protect instructional time					
7. Sets specific, measureable goals and holds students and teachers accountable for results					
8. Adopts effective measures to ensure monitoring and supervision					
9. Ensures adequate provision of school infrastructure					
10. Puts measures in place to ensure discipline among students					
11. Ensure timely supply of teaching/ learning material and library books					
12. Sets high expectations for students and teachers					
13. Ensures that teachers are punctual to school					

14. How do Students Perceive the Leadership Style Of Headmasters/Headmistresses of your school?

       Autocratic [   ]   Democratic [   ]   Instructional [   ]   Transactional [   ] Laissez faire [   ]

15. Is there a relationship between principals' leadership styles and student academic performance in your school?

      Yes   ☐   No   ☐

Indicate the behavior of staff relative to the following. Please *CIRCLE* one of the options from A to D below. *(A – Very High   B – High   C – Low   D – Very Low)*

	Question	*Very High*	*High*	*Low*	*Very Low*
16	Respect for the heads authority	A	B	C	D
17	Desire to accept responsibility	A	B	C	D
18	Willingness to carryout heads instructions	A	B	C	D
19	Desire to work hard	A	B	C	D
20	Performance of duties	A	B	C	D
21	Desire to engage in co-curricular activities	A	B	C	D
22	The level of discipline	A	B	C	D
23	Desire to raise the image of the school	A	B	C	D
24	The level of mutual respect	A	B	C	D
25	Desire to participate in decision making	A	B	C	D