

UNIVERSITY OF EDUCATION, WINNEBA

EXPLORING THE INFLUENCE OF HEADTEACHERS LEADERSHIP STYLES
AND TEACHER PERFORMANCE: THE CASE OF DUNKWA SENIOR
TECHNICAL SCHOOL



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

SEPTEMBER, 2016

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE.....

DATE.....

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. SAMUAL ASARE AMOAH

SIGNATURE.....

DATE



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DEDICATION

To my mother Miss Naomi Plange. My wife Mrs. Faustina Mensah Enchill for her support. My Children Angela Kyerema Enchill, Samuel Entsi Enchill and Kingsley Oliver Enchill, I appreciate your encouragement and support.



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ABSTRACT

The study focused on teachers in the Dunkwa Senior High Technical School in the Upper Denkyira East Municipality. The main study was to identify the leadership styles and the relationships with teacher performance. The specific objectives were to explore the factors that influence leadership styles, the effects on teacher motivations, to examine the performance of teachers. The mixed methods of research were used as the research design where the data was analysed qualitatively and quantitatively. Questionnaires were used to collect data from 70 teachers in the school. Interview guide was also used collect data from the head master on leadership style and the relationships with teacher performance. Descriptive statistics and correlation analysis was used to analyse the data. The analysis of the data indicated that the head master of the school mostly adopt the democratic leadership in his administration. In some instances, the head master adopts autocratic leadership. It was also found that the performance of teachers from the perspective of teachers and the head master is satisfactory. Again, democratic and autocratic leaderships have relationships with teacher motivation. The correlation results showed that democratic leadership has moderate relationship with teacher motivations. Moreover, it was found that age, educational attainment and experience influence leadership styles. The conclusion was that leadership styles of head teacher in Dunkwa Senior Technical School affect the performance of teachers. It was recommended that other factors such as in-service training, incentives, and bonuses should be the focus of head masters in an attempt to enhance teacher performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In every field of endeavor, education is considered as a tool or pillar, recognised as a basic necessity for human development and poverty reduction. It is among the strategies for achieving gender equality, health, peace and stability as stated by the Organisation for Economic Co-operation and Development (OECD, 2002). The Ministry of Education in 1994 acknowledged that literacy rate can be increased with effective educational systems. Education was seen by the Ministry as a conduit for achieving the Millennium Development Goals (MDGs). However, the realisation of these targets depends on effort of governments to put measures in place that seeks to improve the system. Good educational policies could help address some of the problems faced in the educational sector. Ghana's educational system since independence has experienced fast growing changes in search for effective administrative systems. This is to ensure that there is quality education to produce quality work force. To response to this, the Ghana School Feeding Programme (GSFP), free distribution of school uniforms and laptops to basic schools, study leave programmes for teachers (Owusu, 2014), and the initiation of the new salary structure (Single Spine Salary Structure) among others were implemented.

However, the issue of leadership styles among heads of schools could serve as important factor to facilitate achievement of national educational goals (Owusu, 2014). Thus, teachers and school managers who are the pivot of achieving educational goals becomes important area to attract attention in all educational policies. Leadership is

described synonymic as power, authority, management, administration, and supervision (Boateng, 2012) indicating the influence it has on school administration and teacher performance. According to Northouse (2007) leadership is a process whereby a group of individuals are influenced by an individual to reach a consensus in attaining a common goal. Leadership within educational context of school management is seen as the power or authority acquired by heads of schools to influence the activities of organised groups like staffs (teachers) towards achieving a common goal within the distinctive atmosphere of academia (Boateng, 2012). Leadership, from the perspective of Mankoe (2007) is required wherever two or more people with a common goal come together to undertake an intervention with the ultimate aim of achieving the stated goal.

Studies such as Wehrich, Cannice, & Koontz (2008) confirmed that leadership is perhaps one of the most important aspects of school management. It contributes greatly to effective school administrative systems and performance. The issue of leadership brings into discussion, two forms of leadership styles; transformational and transactional leadership. These leadership styles are commonly found in the educational setting, more especially, the Senior High Schools. The transformational leadership style achieves three basic objectives. The first objective is that, transformational leaders honestly consider the needs of workers, make them powerful in performing their roles, and motivate them to achieve great success. The second objective is that transformational leadership set visions, inspire trust and confidence in working with their staffs. Thirdly, they offer intellectual encouragement (which has to do with giving encouragement staffs to think about old problems in new ways) (Castanheira & Costa, 2011).

Transactional leadership on the other hand, utilise rewards and penalty components of contractual leadership as Bass and Avolio (2000) cited in Boateng (2012) identified these rewards as management-by-exception-active, and management-by-exception-passive. Contingent reward looks at the expectations of employees and the reward they would receive if they met their performance expectations. Management-by-exception-active leaders attend to subordinate mistakes and failures to meet standards. However, management-by-exception-passive leadership waits for the problem to occur and become uncontrollable before intervening. Other researchers have identified three levels of leadership styles namely autocratic, democratic and Laissez-faire leadership styles (Wiles, 1990 cited in Adeyemim, 2010). While the autocratic leadership is does not give equal chance to anyone in decision making, the democratic leadership does so and Laissez-faire leadership style gives total autonomy to group decision with less or no leader's participation.

This study is yet to explore the kind of leadership styles heads of school exhibit in Senior High Schools in Ghana. It has been discussed in literature that the kind of leadership style (being it transformational or transactional) has effects on teacher performance. Studies in the early 90s (Yukl, 1994) confirmed that the major cause of poor performance of teachers was attributed to poor leadership styles. Shafie, Baghersalimi, & Barghi (2013) show a strong positive correlation of leadership style and employee performance. A study by confirmed that transformational leadership style contributes to teacher performance and efficiency (Chemobo, Kimani, Musiega, & Willy (2014). In the light of this, this study explores the effects of leadership styles among head masters in secondary schools on teacher performance in Ghana.

1.2 Statement of the Problem

One of the attributing causes of poor institutional effectiveness and performance is the kind of administrative leadership styles adopted by heads or managers (Yilmaz, 2008). Heads of schools (principals, head masters) leadership behaviors are accepted to be one of the reasons for poor teacher performance that occur in the school and these problems prevent school from reaching its objectives (O'Driscoll & Beehr, 2009).

Senior High School administration in Ghana is faced with a lot of challenges most of which emanate from deficiencies in management styles of heads of these institutions. There have been times when teachers had to stage open protests to register their displeasure about head teachers' management styles which they often described as administrative and managerial incompetency. This situation has often led to low morale and performance among teachers (Owusu, 2014). School heads are seen as not sociable and distant people who are seen once in a while either at a meeting or for specific programmes (Owusu, 2014).

Recently, Dunkwa Senior High Technical School in the Upper Denkyira East Municipality is experiencing unusual poor performance. Practically, Teachers output compared with previous administration is reducing. The administrative structure of the school is weakening and this may be attributed to many factors. This study examines whether leadership style is a major contributing factor teachers' poor performance.

1.3 Research Objective

The main objective of the study is to explore the effects of leadership styles on the performance of Senior High School teachers. Specifically, the following objectives are guided by the study.

1. To examine the various kinds of leadership styles adopted in school administration in Dunkwa Senior Technical School.
2. To examine the performance of teachers in the Dunkwa Senior Technical School.
3. To assess the relationship between leadership style and teacher performance in the Dunkwa Senior Technical School.
4. To examine the factors influencing leadership styles in the Dunkwa Senior Technical School.

1.4 Research Questions

The study is guided by the following research questions.

1. What leadership style is used in school administration in Dunkwa Senior Technical School?
2. What is the state of teacher performance in the Dunkwa Senior High Technical School?
3. What is the relationship between leadership styles and teacher performance in the Dunkwa Senior Technical School?
5. What factors influence leadership styles in the Dunkwa Senior Technical School?

1.5 Significance of the Study

The Ghana Education Service (GES) at the various Metropolitan, Municipal and District Assemblies (MMDAs) perform essential functions at the local level. They seek to the development of good educational system. This is done through supervision to schools and implementation of programmes that would achieve academic performance. Thus, findings from this study would make the GES become aware of the need to integrate leadership seminars as important policy of achieving academic performance.

At the national level there have been many government policies which seek to ensure effective school administrative systems. Such policies and programmes include the Ghana School Feeding Programme (GSFP), free distribution of school uniforms and laptops to basic schools, study leave programmes for teachers, and the initiation of the new salary structure among others. Thus, any study that looks at leadership styles in school and its influence on teacher performance is definitely justifiable since it would alert educational policy makers to include leadership style as an important element in their national agenda.

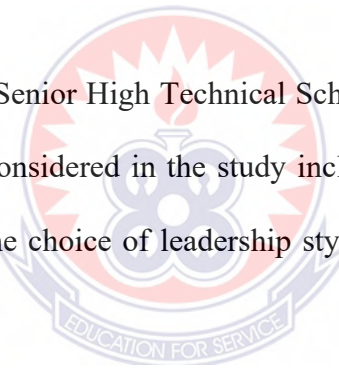
Secondary schools in Ghana are under the supervision of Ghana Education Service at the local level and Ministry of Education at the national level. Thus, there seem to be a common guidelines or procedures in the school administration systems. However, the leadership style of one school is likely to be different from other schools. Findings from this study would caution other schools to appreciate the need to give much attention to leadership styles as important aspect of improving teacher performance.

The study is expected to provide a platform or database for further research by either the GES or individuals into the above stated area. This would also help to test the efficacy of recommendations from this study to promote good leadership styles in Senior High Schools.

This study can create or raise the awareness level of stakeholders (teacher associations, P.T.A) on the need to demand good leadership styles from heads of schools since it has much influence on teacher performance. Finally, decision makers can use the study findings and recommendations as an empirical justification for their decisions.

1.6 Scope of the Study

The case study is Dunkwa Senior High Technical School (DSTS) in the Upper Denkyira East Municipality. Issues considered in the study include the kinds of leadership styles, the factors that influence the choice of leadership style and the effects it has on teacher performance.



1.7 Organisation of the study

The study is to be grouped into five chapters. Chapter one outlines the introduction of the study, which consists of the background to the study, statement of the problem, research questions, objectives of the study, scope of the study, justification of the study and organisation of the study. Chapter two reviews the theoretical framework of the study where issues such as theories of leadership styles would be reviewed.

Chapter three presents and discusses the research approach and methodology. It describes the research design, data requirements and sources, population and sampling

techniques and data collection techniques employed in carrying out the study. The chapter also gives a brief profile of Dunkwa Senior High Technical School.

Chapter four contains the analysis of the data collected from the field and results from the analysis. Finally, Chapter five states the major findings of the study. Based on the findings, a conclusion is made and the chapter ends with appropriate recommendations and suggestions to the entire study.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the theoretical and empirical analysis of leadership styles and performance. It also looks at factors that determine leadership styles. Again, it discusses the relationship between leadership style and teacher performance.

2.2 Definitions

2.2.1 Definition of leadership

Many definition of leadership has been given by researchers. According to Sharma & Jain (2013)) leadership is a process in which an individual influence others to achieve an objective and move the organization in a situation that makes it more consistent and logical. Northouse (2007) on the other hand defined leadership as the process whereby a leader in an organization influences other individuals to achieve a common goal. The execution of leadership roles or process depends on the skills and knowledge of the leader. Emphasising on these definitions, leadership as a process is seen in two perspectives. These include process leadership and trait leadership. Sharma and Jain (2013) explained that the process leadership as the skills or knowledge needed to influence its subordinates to work towards achieving a goal. The knowledge or skills can be influenced by the person's traits like ethics and character.

Leadership is defined in this study as the skills or knowledge one requires to motivate its subordinates in the school environment to work hard towards achieving success. The success can be achieved if the teacher performance is enhanced. This means that the teacher may need to be motivated so as to perform well. Leadership is one of the key issues to achieve that. Thus, the definition of leadership within the context of this study is to achieve teacher performance.

2.2.2 Definition of leadership style

Leadership style refers to the pattern or the collection of leadership behavior that characterize a given leader. Leadership style represents a range of behavior of a leader where he or she adopts a particular leadership style in order to succeed. It's also involves those variables that a leader will do in an organization such as planning, structuring of tasks, controlling and his relationship with staff under his jurisdiction. Ezenwa (2005) see it as acts of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals and objectives.

Leadership style is defined in this study as the approach a leader adopts to make his or her subordinates have focus in achieving a common goal. The approach may include being a democratic, autocratic laissez-faire, transformational and transactional leader. Any of these has implications on performance.

2.3 Theoretical Approach

On the issue of selecting which type of leadership style is appropriate for this study, two widely used leadership theories were considered. These included the transformational and transactional leadership theories as discussed below.

2.3.1 Transformational leadership theory

The transformational leadership theory, according to Warrilow (2012) is primary about constructing positive change in subordinates to take care of one another's concern and take action in the interests of the group in general. The theory was introduced in 1978 by a researcher called James Macgregor Burns. Since then the theory has become widely used in organisational psychology and management (Jung & Sosik, 2002 cited in Odumeru & Ifeanyi 2013).

Bass (1990) cited in Sharma & Jain (2013) explained transformational leadership as the situation where one chooses to become a leader but not born with it. In other words, people learn leadership skills. According to Robbins and Coulter (2007) a transformational leader is a person who arouse and motivates (alter) subordinates to get surprising results. The leader pays notice to the interest and needs of his or her followers. A transformational leader also transforms subordinate understands of concerns by assisting them to consider the old problems as new problems and they are capable of stimulating them to make more effort to achieve a common goal.

Transformational leadership boost subordinates morale, serve as motivation and improve performance through various techniques. The techniques include linking the

subordinates' sense of identity to a project and the combined identity of an organization; the leader, making him or herself as a role model to be emulated by subordinates', demanding subordinates to take larger possession for their work, and appreciating the strengths and weaknesses of subordinates, so the leader can align subordinates with activities that improve their performance (Odumeru & Ifeanyi, 2013).

Warrilow (2012) grouped transformational leadership styles into four components. These include leadership with charisma influence, inspirational motivation, intellectual stimulation and personal attention. Leadership with charisma influence is the extent by which the leader behaves in a very good way and display confidence to his followers. Leadership with inspirational motivation is the degree of which leaders instigate a vision that develops subordinate's interest and hope about future goals. Leadership with intellectual stimulation is the extent to which the leader encourages creativity among subordinates by providing a framework which serves as a guide for them to see how they link to the leader and the organization. This leadership style assist subordinates to overcome challenges in the way of achieving organizational goals. Leadership with personal attention is the kind of leadership where the leader pays heed to each subordinate needs and concerns and work towards it to make them satisfied. The leader also acts as a mentor to subordinates and respects the views and appreciates the contribution from everyone in the group. This enhances subordinates need for self-fulfillment, and self-worth.

The transformational leadership theory recently has been recognised in academic works as a powerful tool for managers in the military and business. Studies that have used the transformational leadership theory have confirmed that it has strong relationship

with employee performance in areas which include employee satisfaction, higher level of productivity, lower turnover rates and creativity (Eisenbeiß & Boerner, 2013).

2.3.2 Critique of the transformational leadership theory

Despite the significant contributions of the transformational leadership theory, Yukl (1999) has raised seven weaknesses of the theory. First, the transformational leadership theory is full of doubt about its influences and processes. The theory less emphasised on explaining the interacting variables between transformational leadership and positive work outcomes. Another weakness of the theory lies with its emphasis on leadership process. Yukl (1999) argues that leadership becomes very effective when leaders have direct influence over subordinates which is less emphasised in the transformational leadership theory. It rather focuses on influencing groups or organizational processes. These processes include how the task is organised to make use of resources, how group activities are coordinated, the degree of agreement among members of the group towards achieving a goal or setting priorities, trust among members, the degree of group members identification, the confidence and ability of group members to achieve a goal, the effective and efficient use of resources, and external coordination with other parts of the organization.

Yukl (1999) complained that the transformational leadership theory fails to thoroughly explain these mentioned processes. Transformational leadership is viewed as a key determinant of organisational effectiveness, but the causal effects of leader behaviour on the organisational processes that ultimately determine effectiveness are rarely described in any detail in most studies on transformational leadership (Yukl, 1999).

The third criticism is that transformational leadership theory does not explicitly differentiate among the behaviors of individuals. Yukl (1999) argued that the incompletely overlapping content and the high inter-correlation found among the transformational behaviours raise doubts about their construct validity. For example, intellectual inspiration is operationally defined as causing a subordinate to question traditional beliefs, to look at problems in a different way, and to find innovative solutions for problems. The content is varied and unclear. There is not a clear description of what the leader actually says or does to influence the cognitive processes or behaviour of subordinates.

Another critique is that the theory fails to address important key elements in transforming behaviours. These include developing, inspiring and empowering. The inspiring has to do with infusing the task with meaning and understanding. The developing is about encouraging subordinates self confidence and skills. The empowering has to do with providing diplomacy to subordinates.

The theory does not sufficiently specify some situational variables which are outlined by Yukl (1999) as follows; an entrepreneurial culture, stability of environment, dominance of boundary-spanning units over the technical core and organic structure. Another important weakness of the transformational theory is that it does not clearly state the detrimental effects on subordinates and top management or the organization. Stevens (1995) cited in Odumeru & Ifeanyi, 2013) mentioned that the theory is very biased in favour of top management of an organization at the expense on subordinates. Followers can be transformed to such a high level of emotional involvement in the work over time that they become stressed and burned out. Individual leaders can exploit followers by

creating a high level of emotional involvement when it is not necessary (Yukl, 1999). If members of an organisation are influenced by different leaders with competing visions, the result will be increased role ambiguity and role conflict. Leaders who build strong identification with their subunit and its objectives can improve member motivation, but excessive competition may arise among different subunits of the organisation. When inter unit cooperation is necessary to achieve organisational objectives, the result can be a decline in organisational effectiveness. The possibility that transformational leadership has negative outcomes needs to be investigated with research methods designed to detect such effects.

Lastly, like most leadership theories, transformational leadership theory assumes the heroic leadership stereotype. Effective performance by an individual, group, or organization is assumed to depend on leadership by an individual with the skills to find the right path and motivate others to take it. In most versions of transformational leadership theory, it is a basic postulate that an effective leader will influence followers to make self-sacrifices and exert exceptional effort. Influence is unidirectional, and it flows from the leader to the follower. When a correlation is found between transformational leadership and subordinate commitment or performance, the results are interpreted as showing that the leader influenced subordinates to perform better. There is little interest in describing reciprocal influence processes or shared leadership. Researchers study how leaders motivate followers or overcome their resistance, not how leaders encourage followers to challenge the leader's vision or develop a better one (Yukl, 1999).

A lot of discussions have been done on the important role of transformational leadership theory in research and the weaknesses. This requires an alternative theory to

support this research. Thus, the transactional leadership theory becomes an alternative theory to the transformational theory. These are discussed in the next section.

2.3.4 Transactional leadership theory

The theory underpinning this study is the transactional leadership theory. It is also called the managerial leadership theory. The theory focuses on the significant role on supervision and performance based on rewards and punishments, thereby allowing subordinates to motivate themselves in achieving a common goal of an organization. Transactional leaders do not look to change the future; rather they look to merely keep things the same. These leaders pay attention to subordinates' task in order to find mistakes. This type of leadership is effective in crisis and emergency situations, as well as when projects need to be carried out in a specific fashion (Hargis et al, 2001).

Within the context of Maslow's hierarchy of needs, transactional leadership works at the basic levels of need satisfaction. 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 (Hargis et al, 2001). Transactional leaders are effective in getting specific tasks completed by managing each portion individually.

Transactional leaders are concerned with processes rather than forward-thinking ideas. These types of leaders focus on contingent reward or contingent penalization (also known as contingent negative reinforcement). Contingent rewards are given 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. An example of contingent reward is praise. Contingent punishments are given when performance quality or quantity falls below production standards or goals and tasks are not met at all (Hargis et al, 2001).. 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. Active management-by-exception means that the leader continually looks at each subordinate's performance and makes changes to the subordinate's work to make corrections throughout the process. Passive management-by-exception leaders wait for issues to come up before fixing the problems. With transactional leadership being applied to the lower-level needs and being more managerial in style, it is a foundation for transformational leadership which applies to higher-level needs (Hargis et al, 2001).

2.3.5 Autocratic, democratic and laissez-faire leadership styles among leaders in schools

Researchers have also identified three other styles of leadership (John, 2002; Hoy and Miskel, 1992). These include the Autocratic, Democratic and Laissez-faire Leadership Styles. 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. He or she does not delegate authority nor permit subordinates to participate in policy-making.

The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan and Bennis 1999 cited in Adeyemi, 2011). In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004). Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Talbert and Milbrey, 1994) cited in Adeyemi (2011).

A lot of discussions have been done on the various leadership styles. This study sought to identify the type of leadership styles in Dunkwa Senior High Technical School and how it affects teacher performance.

Studies have proof that leadership style is influenced by demographic characteristics such as age, gender, experience, and educational attainment. Al-Ababneh (2012) established a relationship between leadership style and educational attainment, sex and ages of leaders. He found a statistically significant difference between demographic characteristics and leadership styles. The results further show that the overall means for males in autocratic style was (3.46), in democratic style was (3.91), and in laissez-faire style was (3.73), and these were significantly higher than the means for females in these styles (2.57), (3.01), and (2.91) respectively, that showed a much less positive approach

to all three styles. The overall mean for those holding degrees in autocratic style was (3.48), in democratic style was (3.91), and in laissez-faire style was (3.75), and they were significantly higher than the means for non-degree holders in these styles (2.67), (3.26), and (3.02) respectively. This study sought to find out the factors that influence the choice or adoption of leadership styles among head of schools in Ghana.

2.4 Teacher performance in schools

Performance is the act of accomplishing or executing a given task (Robert and Tim, 1998) cited in cited in Adeyemi (2011). It is also described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives (Olaniyan, 1999). Teachers' job performance is the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999). It is also described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes (Okeniyi, 1995). However, Meindl (1995) cited in cited in Adeyemi (2011) argued that job performance is determined by the worker's level of participation in the day to day running of the organization.

It is noted that employees behave differently under different situations. Principal can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfying or meeting them. Supporting this argument, Adepoju (1996) asserted that variables of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of

students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system.

In this regard, the teachers' performance could be measured through annual report of his/ her activities in terms of performance in teaching, lesson preparation, and lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers (Adepoju, 1996).

2.5 Empirical review

2.5.1 Studies on leadership styles of head teachers

Transformational leadership style has significant positive effect on teacher efficiency. Schools facilities used as intervening variable had a significant effect on teacher efficiency. Transformational leadership style was a significant predictor of teacher's efficiency. Transformational leadership styles accounted for 30.1 percent of variance in efficiency (Chembo, Kimani, Musiega, & Willy (2014).

Every leader who wants to give quality leadership must first have a vision, mobilize resources to achieve that vision and use the resources prudently to achieve and improve upon what is achieved (Zhu, Chew and Spangler, 2005). Leadership in this context is, therefore, not limited to human aspects of influencing or inspiring commitment towards the goal alone. This view suggests that effective management skills should be a requirement for quality of leadership. This is contrary to the views of an

empirical work reported by Owen (2005) cited in Alabi and Alabi (2014) who suggests that management skills, such as planning and organization, failed to register in a list of leadership qualities mentioned by a group of 700 top leaders and followers interviewed. In defining quality leadership, Montgomery (2005) cited Alabi and Alabi (2014) stressed visibility of the leader and nine other elements which include need for a two-way trust, teamwork, clear objectives, equally clear communication, self-belief, backup with adequate resources, insistence on good performance, humility, and controlled aggression towards the opposition.

From his perspective, an effective leader has to articulate a vision and communicate that vision clearly for members and stakeholders to buy into it. To him, vision, self-belief, results focus, courage, integrity, teamwork, communication, attentiveness, and commitment cannot form a conclusive whole. Additionally, Owen (2005) also emphasizes that key behaviours expected of top leaders include ability to motivate others, vision, honesty and integrity, decisiveness and ability to handle crisis and conflicts. Yukl et al. (2000) cited in Alabi and Alabi (2014) have identified 14 categories of leader behaviour, including planning and organizing, problem solving, clarifying, informing, monitoring, motivation, consulting, and recognizing. Others are supporting, managing conflict and team building, networking, delegating, developing and mentoring, and rewarding.

Another study by Fleener and Bryant (2002), used a 360-degree feedback instrument that solicits ratings from several sources (e.g., self, boss, peers, direct reports), to collect effectiveness data for the managers in a study. Fleener and Bryant used a 22-scale benchmark on six derailment main scales to measure problem areas that can stall a

career which included problems with Interpersonal relationships – insensitive, cold, aloof, arrogant; difficulty in molding a staff – over-manages, unable to staff effectively; difficulty in making strategic transitions – unable to think strategically; lack of follow-through – overly ambitious, untrustworthy; overdependence – over-dependent on advocate or mentor; strategic differences with management – unable to adapt to a boss with different style.

The results of the Fleener and Bryant (2002) show that, for self-ratings, all of the derailment scales are significantly related to the Denison scores. However, all of the indicators with the exception of ‘problems with interpersonal relationships and difficulty molding a staff’ are consistent. However, these attributes are characteristics of leaders and do not necessarily describe conditions necessary for effective leadership. Leadership effectiveness is seen as ability to move people to achieve results in a consistent manner (CCL, 2000) cited in Alabi and Alabi (2014).

2.5.2 Leadership style of head teachers and teacher performance

The importance of leadership was first researched in the 1920s with studies using surveys reporting that favourable attitudes toward supervision helped to achieve employee performance (Bass, 1990). Several studies were conducted during the 1950s and 1960s to investigate how managers could use their leadership behaviours to increase employees’ performance (Northouse, 2004). These studies confirmed the significance of leadership in making differences in employees’ performance (Bass, 1990). Yousef (2000) showed that leadership behaviour was positively related to job satisfaction and performance and therefore managers needed to adopt appropriate leadership behaviour in

order to improve it. Leadership styles affects a range of factors such as job satisfaction, performance, turnover intention, and stress (Chen and Silverthorne, 2005) and so contribute to organisational success (Rad and Yarmohammadian, 2006). Yousef (2000) argued that theories developed and tested in Western organisations are still valid for non-Western countries. Hence, the significant impact of leadership style on performance does not differ between west and east and can be considered an important factor in the success or failure of any organisation (Erkutlu & Chafra, 2006).

Specifically, it is suggested that the autocratic leadership leads to lower levels of job satisfaction and performance, while democratic leadership leads to higher level of job satisfaction and performance. The level performance under laissez-faire leadership is also less than under democratic leadership (Bass, 1990). Savery (1994) found that democratic leadership style related positively to employees' performance and commitment in federal organisations in Western Australian, while in contrast, Rad and Yarmohammadian (2006) found no relationship between leadership behaviours and performance in Isfahan University Hospitals in Iran, where a participative leadership style was prevalent. Furthermore, Erkutlu and Chafra (2006) found that laissez-faire leadership style in a boutique hotel led to negative results in organisational performance such as low satisfaction, high stress, and low commitment by followers.

Davies (2003) noted that leadership style and quality of leadership do affect performance (job performance) in an organization. Davis (2003) revealed that the more the head teacher or principal engage in behavior that were personally empowering, the more teachers saw that they had choices they could make in completing their work and the greater impact they will perceive they were achieve through their efforts. These

intrinsic rewards were found to be more beneficial for motivating teacher and reducing stress.

Ibukun (1997) stated that principals' can encourage effective performance of their teachers by identifying their needs and trying to satisfy them. The leadership style of the principals is demonstrated in his activities which make him to be recognizing as a leader of a group. It is argued that when there are good education plans, good school programme, adequate staff and facilities what is more important is a good administrative leadership to coordinate all these for the progress and achievement of the school (Davis, 2003). Okafor (1991) noted that most of the success and failure in secondary school administration and other institutions depend largely on the influence of leaders on their subordinate.

Subramanaim (2011) cited in Shamaki (2015) pointed out that the important of studying leadership style is because of the significance in an institutions success, and achievement of educational goal. Research has shown that principals' leadership style is related to teacher performance (effectiveness, efficiency and productivity) of organizations. Efficiency involves doing things correctly in the organization, that is, decisions are made to reduce costs, increase production and improve product quality (Taheri, 1999). Ziaee (2003) concluded that applying participative style in educational centers had the most performance and autocratic style had the least teacher performance, and applying consultative and submissive styles in management of training institutes are remarkably efficient. Mosaddegh Raad (2005) came to the conclusion that a participative management style has been dominant in view of principals and the staff in the research sample.

Sterman (2010) concluded that free nature leadership style usually creates better spirit and leads to better product quality. While the autocrat leader, who is aggressive, unfriendly and controlling, he usually harms the spirit and performance of people. Rajabi (2012) examines the relationship between principals' leadership styles and performance of employees and the results achieved indicated that the principal used autocratic leadership style less and applied more participative and educational leadership styles.

Another finding was that participative leadership style is in positive association with the success of employees. Kumar (2012) confirmed that leadership style of principals has a direct relationship with their efficiency and effectiveness. Ibrahim and Shakya, (2013) examined the relationship between principals' leadership style and job performance of teachers in secondary schools in Dubai concluding that the school principals in secondary schools use participative leadership style more while using less autocratic leadership style as a result boost favorable performance of the teachers.

Ingersoll (2001) maintained that teachers were more satisfied when they were part of the school decision making and when they had control over their classrooms. Iqbal (2010) revealed that teachers working under a democratic style of leadership were more satisfied than teachers working under other styles of leadership. Omeke and Onah (2011) established that democratic leadership style exerts positive influence on teachers' performance. Employees are satisfied with democratic leadership because their opinions, comments and suggestions are needed for decision-making. Nsubuga (2008) revealed that most school manages used the democratic style of leadership. The school head uses the democratic leadership style to build trust, respect and commitment because the style

allows people to have a say in decisions that affect their goals and how they do their work.

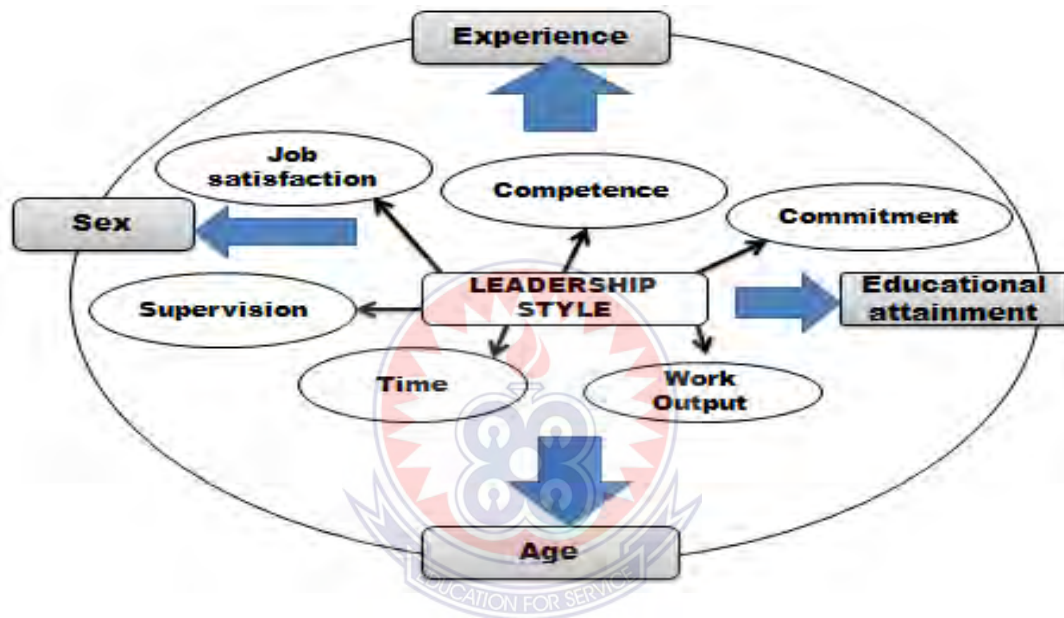
Nakola (2011) established that Principals who were perceived to be exhibiting democratic style had a considerably highly motivated staff as they consulted with them on the proposed actions, decision and encouraged participation from them. Kasinga (2010) indicated that the democratic style of leadership was the most applied one by Principals in secondary schools in Nairobi province. Okoth (2000) revealed that democratic head teachers produced higher mean score grades as compared to autocratic head teachers. Thus, leadership style is a better predictor of teachers' performance.

Nsubuga (2008) study revealed negative correlation between the laissez-faire leadership style and the school performance in secondary schools. It established that head teachers who use the leadership style tend to fail to follow up on those they have delegated tasks to and consequently performance declines. Nthuni (2012) study revealed that teachers who were led by head teachers who practiced laissez faire style of leadership were demotivated to a large extent based on leadership factors singled out by the researcher.

2.6 Conceptual framework

The conceptual framework indicated in Figure 2.1 explains the factors influencing leadership styles among heads of schools. It also explains the relationship between leadership styles and teacher performance. From the framework, leadership style is influenced by factors which include job satisfaction, competence, commitment,

supervision, time and work output. The types of leadership styles (transactional, transformational, autocratic, democratic and laissez-faire) determine teacher performance. The framework again explains that the type of leadership style is influenced by socio-economic factors like age, gender, experience and educational attainment.



Source: Author's construct, 2015

Figure 2.1: Conceptualizing democratic and autocratic leadership style and teacher performance.

2.7 Summary of literature

Chapter two discussed the various types of leadership styles. It identified five leadership styles. These included transformational leadership style, transactional, laissez-faire, democratic and autocratic leadership. The chapter also discusses how leadership style is influenced by sex, age, educational attainment and experience (number of years in

the business or position). It also discusses the relationship between leadership styles and teacher performance.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodological procedures in conducting the study. The chapter begins with a profile of Upper Denkyira East municipality. It presents the research design, the approach to the research, the population, sample size and sample procedures. The chapter also presents the data collection methods and the tools used in analysing the data.

3.2 Profile of Upper Denkyira East Municipality

The Municipality was established in 2007 by the Legislative Instrument (LI 1877) from the then Upper Denkyira District and inaugurated in February 2008. It lies within latitudes 5° 30' and 6° 02' north of the equator and longitudes 1° W and 2° W of the Greenwich Meridian. It shares common boundaries with Adansi South in the North, Assin North Municipality in the East, Atti-Morkwa District in the West and Upper Denkyira West District in the North-West. The Upper Denkyira East Municipality covers a total land area of 501.9 square kilometers, which is about 17 percent of the total land area of the Central Region. Figure 3.1 shows the map of the municipality.

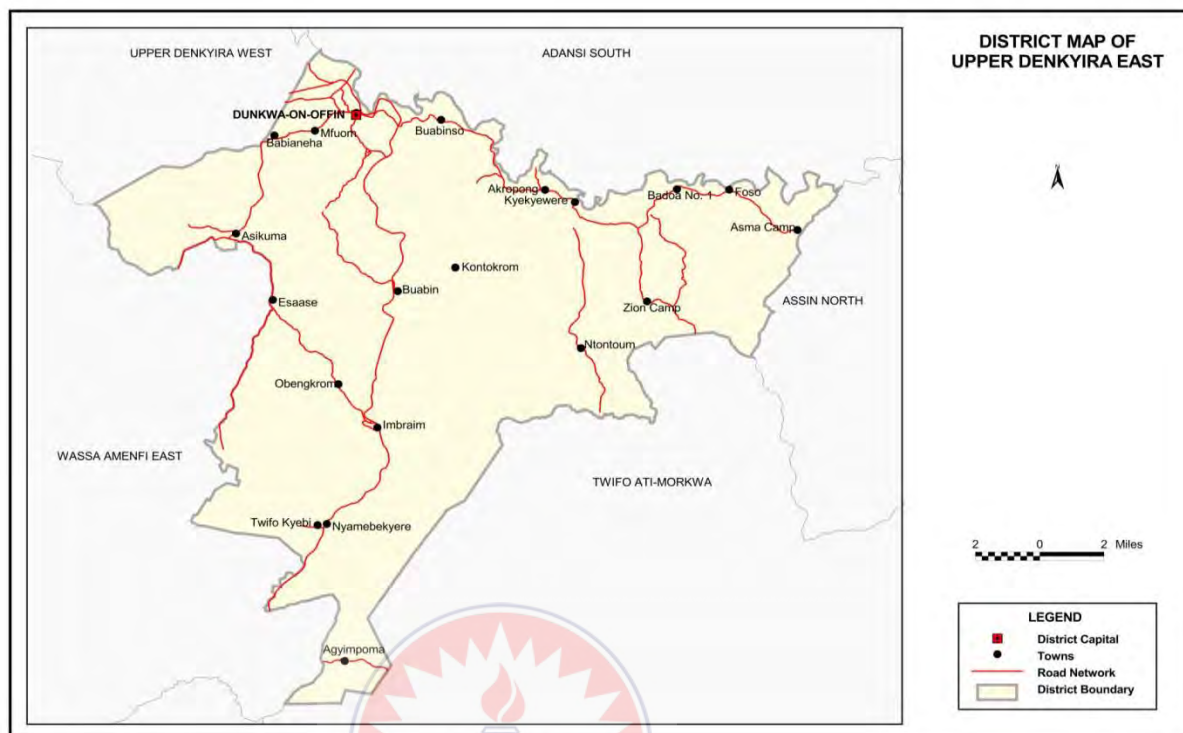


Figure 3.1: Map of the district

Source: GSS, 2014

The Administrative Capital is Dunkwa-On-Offin. (GS, 2014). The Municipality has 338 educational institutions, comprising 126 Nurseries/Kindergarten, 132 Primary, 77 JHS and 3 SHS. With this number of schools, the percentage of the population within 5 km of a primary school stands at about 87 percent.

3.3 Research design

3.3.1 Survey

The survey research and descriptive research are often used in studies where the population is large. Since this study involves data collection from participants on the

field, where the responses are tabulated and converted into percentages, it becomes appropriate to use survey as the study design (Leedy and Ormrod, 2002). Two main survey designs are used in research namely the cross-sectional survey and longitudinal survey. The cross-sectional survey was used in this study since it involves collecting data at one particular point in time. It is also economical compared with the longitudinal survey (Babbie, 2002).

3.3.2 Research approach

The three common approaches to conducting research are quantitative, qualitative, and mixed methods (Williams, 2007). The use of one or more of these approaches in research depend on the type and nature of the research and the objectives to be achieved. Researchers select the quantitative approach to respond to research questions requiring numerical data, the qualitative approach for research questions requiring textual data, and the mixed methods approach for research questions requiring both numerical and textual data (Williams, 2007). The mixed method research approach was used in this study. It was used since according to Johnson and Onwuegbuzie (2004), the quantitative approach may have some weaknesses which can be addressed by the qualitative approach. The study used the quantitative approach to perform statistical analysis such as correlation between leadership style and teacher performance. The qualitative data was also used to explain how the relationship occurs.

The mixed methods approach helped to achieve the research objectives posed in the first chapter. For instance, the nature of research objective one (1) requires narrative data various kinds of leadership styles adopted in school administration in Dunkwa

Senior Technical School. Thus, the data is quantitative in nature. Also, the nature of research objective two (2) requires quantitative data to examine the factors that determines leadership styles in the Dunkwa Senior High Technical School. Again, the nature of research objective three (3) requires numerical data (quantitative analysis) to examine the relationship between the variables.

3.3 Population of the study

The school has a population of about 90 employees of the Ghana Education Service. This comprised of the head master, the assistant head master academic, the assistance head master administration, secretaries at the office, and entire teachers in the classroom.

3.4 Sample size

The study sampled the headmaster and the assistants as well as the teachers of the school. The teachers were 70 and the three leaders of the school (the head and assistant). Therefore, the sample size for the study is all teachers in the school. All the teachers were selected because the study sought to find out how leadership styles affect all of them. Also, the population is not large to determine the sample size from it. This gives a full representation of the respondents.

3.5 Sample techniques

The nature of the study population and sample size requires a non-probability sampling technique. The study used purposive sampling to select the teachers in the school. Primary source of data was collected from the respondents. Data on leadership

styles and its relationships on teacher performance were reviewed. Also, data collected from the field included teachers' demographic information, their perception about leadership styles in the school and how it affects their performance. This formed the basis for chapter four of the study. The objectives of the study were achieved with the primary source of data.

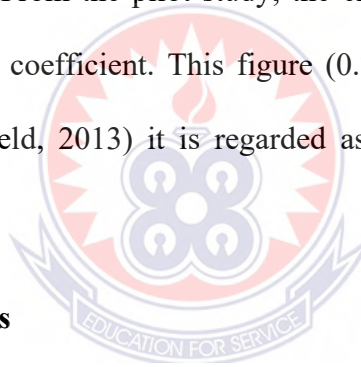
3.6 Data collection tools

The permission for inclusion and ethical issues were identified in the letter. The letter was given to the head master for approval to use the school for the study. The data from the field was collected using questionnaires and interview. The questionnaires were close ended (quantitative data) and open ended (qualitative data). With the close ended questions, options were provided for the respondents to tick. With the open ended questions, respondents were asked to write their views based on the question asked. The questionnaires were developed by the researcher based on data gathered from the internet. The research objectives were used as a guide in designing the questionnaires. The five point Likert scale was use to solicit information from the participants. With the Likert scale, 1 was assigned as strongly disagree, 2 assigned as disagree, 3 assigned as undecided or neutral, 4 assigned as agree and 5 assigned as strongly agree. The questionnaires were self administered. Participants' were distributed to teachers to answer them. An overview of the study objectives were discussed with teachers before the questionnaires were given out. Respondents were given two weeks to fill the questionnaires. Before the questionnaires were collected from the participants', the researcher asked those questions they found problems and they were addressed. Interview

was used in addition to solicit relevant information from the head teacher and the assistants using interview guide.

3.7 Pilot study

The researcher conducted a reconnaissance survey before the mains data collection was carried out. Twenty (20) of the questionnaires were administered to some selected participants' fortunately; there was not much problem with the questions. The pretest encouraged the researcher to carry on with the main data collection. The results from the pilot study gave the researcher the confidence that the information is really available to be collected. From the pilot study, the cronbach alpha figure of 0.755 was obtained as the reliability coefficient. This figure (0.755) is accepted in research since according to research (Field, 2013) it is regarded as a good measure of reliability in research.



3.8 Ethical considerations

Ethical consideration forms an important integral part of research. The participant has the right to decide whether to respond to the questionnaires or not. This right should be respected during the data collection stage. The following were taken into consideration during the data collection stage;

- The name of the participant was not asked. This was done so that participants' would have confidence in the researcher. This made them to avail themselves in responding to the questions.

- I showed my introductory letter from my department to the participants. My Identification Card was also shown to the participants.
- The questionnaires were simplified in tables to make it easy to answer. This was done to take less time from the participants' so that they may not feel reluctant. The researcher perceived that participants have other things to do and therefore the questionnaires should not take more of their time.

3.9 Method of data analysis

The quantitative data was analyzed using descriptive statistics such as percentages, frequencies, means and standard deviations. Inferential statistics such as the correlation analysis was performed to assess the relationships between leadership styles and teacher performance. Since the study variables involve Likert Scaling, the Pearson Moment Correlation was not used. Rather, the Spearman correlation was used. The Spearman correlation was used to assess the relationships between leadership styles and teacher performance. It was used to assess the relationships between leadership and socio-political factors such as age, behaviour, experience, education, gender and political influence. The guidelines provided by Cohen's (1988:79-81) for determining the strength of the relationships (small, $r=.10-.29$; medium, $r=.30-.49$; large, $r=.50-1.0$) was used in this study.

The study also used a non-parametric statistics such as Chi-Square to determine the statistical mean difference among male and female teachers on factors that determine leadership styles in the school. The descriptive and inferential statistics were performed with the aid of Statistical Package for Social Science (SPSS) version 21. The data

collected from the field was coded into the SPSS to generate frequency tables. The Excel Microsoft was used in addition to generate charts using the results from the SPSS.

3.9.1 Variables to be measured in the study

Since the study seeks to establish the relationship between leadership styles and teacher performance, the following variables are identified (Table 3.1).

Table 3.1: Variables in the study

| Broad categories | Specific Variables |
|---------------------|---|
| Leadership styles | Autocratic, democratic, Laissez-faire, transactional and transformations leadership styles |
| Teacher performance | Time reported to school, time spent in school, time left school, teacher preparation for lesson, teacher work output, teacher competence, loyalty, integrity, human relation, class control, supervision, job satisfaction, commitment, stress etc. |

Source: Author's Construct, 2016

Furthermore, the qualitative data was analysed thematically where the response from the participants were grouped into sections. The direct quoted from the respondents were used to support the results from the quantitative analysis is to establish clear understanding of how leadership style affects the performance of teachers.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

In this chapter data collected from the field are analysed. The data is presented in frequency tables and figures and explanations have been given. Four major issues have been discussed in this chapter. The first issue is the discussion leadership styles adopted in school administration in Dunkwa Senior Technical School. The second issue is the discussion of performance of teachers. The third issue is the discussion of the relationships between leadership styles and teacher performance. The fourth issue is the discussion of the factors influencing leadership styles in the Dunkwa Senior Technical School. The demographic characteristics of teachers have also been discussed.

4.2 Demographic characteristics of teachers

4.2.1 Gender of teachers

Table 4.1 shows the demographic characteristics of the teachers at the Dunkwa Senior Technical School in the Upper Denkyire East District. It was found that greater number of respondents representing about 74.3 percent were males. The remaining about 26.7 percent of the respondents were females. This means that more male teachers were teaching in the Dunkwa Senior Technical School compared with females. The majority of male teachers in the secondary school may influence the head teacher to adopt the autocratic leadership since he/she might think that male teachers are difficult to handle.

Table 4.1: Demographic characteristics of teachers

| Characteristics | Frequency | Percent |
|-----------------------------------|-----------|---------|
| Gender | | |
| Male | 52 | 74.3 |
| Female | 18 | 25.7 |
| Total | 70 | 100.0 |
| Age (years) | | |
| 31-40 | 37 | 52.9 |
| 41-50 | 28 | 40.0 |
| 51-60 | 5 | 7.1 |
| Total | 70 | 100.0 |
| Educational attainment | | |
| Tertiary | 41 | 58.6 |
| Professional | 29 | 41.4 |
| Total | 70 | 100.0 |
| Years teachers have taught | | |
| 3-5 | 29 | 41.4 |
| 6-9 | 14 | 20.0 |
| More than 10 | 27 | 38.6 |
| Total | 70 | 100.0 |

Source: Field survey, 2016

4.2.2 Highest educational attainment of teachers

As indicated in Table 4.1 more than half (58.6 percent) of teachers had attained the tertiary level of education. Out of this percentage, about 35 percent of them had attained the master's degree in one of the educational programmes. The remaining about 4.41 percent of the teachers had attained the professional level of education. It was found that no teacher in the secondary was having senior school or diploma certificates as the highest educational attainment. This shows that Dunkwa Senior Technical School has well qualified teachers to improve teaching and learning. The study therefore argues that the educational background of teachers in the school is high. It is therefore possible that

teachers would improve on their performance in the classroom with the certificate they hold. Yet, the performance of a teacher may be depended on certain factors such as the leadership style of the head master of the school.

4.2.3 Ages of teachers

As indicated in Table 4.1 more than half (52.99 percent) of the teachers were between the ages of 31 to 40 years. The age of teachers comprised of about 52.9 percent of males and 48.1 percent of females. Also, 40 percent of the teachers were between the age grouping 41-50 years. These ages was made up of only males in the school. Again, about 7.1 percent of the teachers were between the ages 51-60 years which comprised of only males in the school (See Table 1 in appendix 2). The results show that males were older than females in the school. With majority of teachers within the age grouping 31-40 years, it can be analysed that they had not reached the retirement age. Also, it is assumed that the teachers are energetic to improve on their performance holding other things constant.

4.2.4 Number of years of teaching in the school by teachers

As indicated in Table 4.1 about 41.4 percent of the teachers had taught in the school for 3 to 5 years. This was made up of about 59 percent of males and 41 percent of females. Also, one-fifth (20 percent) of the teachers in the school had taught for 6 to 9 years which comprising all males. This means that no female had taught in the school for a periodic of 6 to 9 years. Again, about 38.6 percent of the teachers had taught in the school for more than 10 years comprising 77 percent of males and 33 percent of females.

From the results it can be argued that male teachers had spent more years in the school than females. Therefore, males had more experience in the teaching field than females. The experience of teachers may have a relationship with the performance of teachers. This is due to the fact that teachers with long years of stay in the teaching profession had faced the difficulties and challenges and may have the experience to address such problems. This may not be pertained to a teacher who had spent few years in the teaching profession.

4.3 Analysis of Research Question One: What leadership style is used in school administration in Dunkwa Senior Technical School?

The Likert scale was used to assess the perception of teachers on leadership practices used by the head master in the Dunkwa Senior Technical School. A Likert scale of 1 show that the leadership practices is “always” adopted by the head master. A scale of 2 means it is “often”, 3 means it is “occasionally”, 4 means it is “rarely” and 5 means it is “never” adopted by the head master. The mean score indicated the average response of the teachers concerning the frequency of the head master’s adoption of leadership practices in the school. That is, the mean value shows the type of liker scale whether is falls into always, often, occasionally, rarely or never. The standard deviation as indicated in Table 4.2 shows the degree of disparity of the mean scores. There are 16 likert items in Table 4.2.

4.3.1 Leadership practices adopted by head master

Teachers in the Dunkwa Senior Technical School were asked to give their views on the leadership styles which have been adopted by school administration in the school. Table 4.2 shows the response from the teachers. It was found that about 48.6 percent of the

teachers mentioned that school administrators occasionally ensure and maintains definite standards of performance. This was followed by about 34.3 percent of teachers who said that school administrators maintain standard of performance. However, about 4.3 percent of them said that school administrators never often maintain standard of performance. The mean score of 2.49 indicates that the teachers said that standard of performance is often done in the school.

Table 4.2: Response on leadership practices in the school

| Practices | Always (1) | Often (2) | Occasionall y (3) | Rarely (4) | Never (5) | Mean | S.D |
|--------------------------------|---------------|---------------|----------------------|---------------|---------------|------|-------|
| Standard of performance | 9 (12.9%) | 24 (34.3%) | 34 (48.6%) | 0 (0.0%) | 3 (4.3%) | 2.49 | .880 |
| Expectation from teachers | 18 (25.7%) | 23 (32.9%) | 20 (28.6%) | 6 (8.6%) | 3 (4.3%) | 2.33 | 1.086 |
| Rule with iron hand | 0 (0.00%) | 15 (21.4%) | 34 (48.6%) | 15 (21.5%) | 6 (8.6%) | 3.14 | .856 |
| Coordination of staff effort | 12 (17.1%) | 26 (57.1%) | 25 (35.7%) | 7 (10%) | 0 (0.0%) | 2.39 | .889 |
| Deadlines | 28 (40.0%) | 15 (21.4%) | 14 (20.0%) | 10 (14.3%) | 3 (4.3%) | 2.21 | 1.238 |
| Work without schedules | 3 (4.3%) | 12 (17.1%) | 21 (30%) | 18 (25.7%) | 16 (22.9%) | 3.46 | 1.151 |
| Criticizes poor work | 13 (18.6%) | 23 (32.9%) | 24 (34.3%) | 6 (8.6%) | 4 (5.7%) | 2.50 | 1.073 |
| Seek new ways | 26 (37.1%) | 21 (30%) | 23 (32.9%) | 0 (0.0%) | 0 (0.0%) | 1.96 | .842 |
| Personal welfare of staffs | 6 (8.6%) | 6 (8.6%) | 41 (58.6%) | 10 (14.3%) | 7 (10.0%) | 3.09 | .989 |
| Personal forum for staff | 0 (0.00%) | 18 (25.7%) | 12 (17.1%) | 20 (28.6%) | 20 (28.6%) | 3.60 | 1.160 |
| Refusal to ensure transparency | 3 (4.3%) | 20 (28.6%) | 31 (44.3%) | 3 (4.3%) | 13 (18.6%) | 3.04 | 1.122 |
| Friendly and approachable | 16 (22.9%) | 21 (30%) | 12 (17.1%) | 15 (21.4%) | 6 (8.6%) | 2.63 | 1.287 |
| Treat staff equally | 12 (17.1%) | 13 (18.6%) | 13 (18.6%) | 23 (32.9%) | 9 (12.9%) | 3.06 | 1.318 |
| Willing to make changes | 15 (21.4%) | 21 (30%) | 18 (25.7%) | 10 (14.3%) | 6 (8.6%) | 2.59 | 1.222 |
| Slow to accept new ideas | 3 (4.3%) | 20 (28.6%) | 18 (25.7%) | 20 (28.6%) | 9 (12.9%) | 3.17 | 1.116 |
| Respect for staffs | 12 (17.1%) | 12 (17.1%) | 30 (42.9%) | 10 (14.3%) | 6 (8.6%) | 2.80 | 1.150 |

Source: Author's construct, 2016

It was also found that closer to two-thirds (32.9 percent) of the teachers were of the view that the head master of the school often make staff know what is expected of them. Also, more than one-fourth (28.6 percent) of the teachers added that the head teacher occasionally make teachers know what is expected from them. Only about 8.6 percent of them did not believe that the head teacher make teachers know what is expected of them. The mean score of 2.33 showed that expectations from teachers are known to them by school administrators. Such a management practice by the head of the school is a step in the right direction to let teachers know what they are supposed to do and what they are not supposed to do. It is a step to unearth the potentials in the teachers towards achieving improvement in performance of the teacher and the students in general.

Despite the fact that the head teacher makes things known to teachers on what they are expected to do, closer to half of the teachers (48.6 percent) said that the head teacher rule with iron hands. This means that the head teacher is does not tolerate certain bad attitudes from teachers. That is he maintains discipline in the school and deal with any teacher that show up any unaccepted behaviour. The mean score of 3.14 showed that the teachers confirmed that the head teacher occasionally rules with iron hand. This type of behaviour from the head teacher does not apply to all the teachers in the school but those that remain stubborn.

Coordination of activities is very important in any organisation or institution. As indicated in Table 4.2 it was found that more than one-third (35.7 percent) of the teachers said that the head master ensure that the activities of teachers are coordinated. An interview with the head teachers confirmed that for the beginning, middle and closing of

the school, he insists that whatever a teacher is supposed to do is done. The mean score of 2.39 indicates that the teachers confirmed that the head master often coordinate the activities of teachers. This is practice is likely to ensure consistency in the type of activities teachers undertake in the school. It is also a conduit to ensure effective operations of school administration.

The meeting of deadline is a key issue to determine the performance of teachers. The ability of a teacher to work and meet deadlines saves a lot. As indicated in Table 4.2 it was found that 40 percent of the teachers mentioned that the head teacher always emphasis on meeting of deadlines. The mean score of 2.21 shows the teachers confirmed that the head master often put pleasure on the teachers to finish their task on time. An interview with the head master revealed that he makes sure that any activity a teacher is supposed to do should be monitored. Through the monitoring, the head master and his team insist that the teacher accomplish the task on time. Interestingly it was found that the head teacher often works without schedules. This was said by 30 percent of teachers that said that it is occasionally and supported by 17 percent of the teachers that said that it is often. However, not all the teachers agreed to it that the head master works without schedule. About 26 percent of the teachers said that the head teacher rarely work without schedule. The mean score of 3.46 indicates teachers confirmed that the head teacher occasionally work without schedules. This leadership character is not supportive to teacher performance in the school. One of the female teachers complained that:

“In most cases, the head teacher asks us to do sometime without giving a prior notice. I see such a practice as not encouraging. If a teacher needs to do anything

in the school, a formal or informal notice should be given so that he/she may prepare for it”(Response from Teacher 15).

Poor work done is not encouraged in any institution because it does not improve performance. As indicated in Table 4.2 about 32.9 percent of teachers, mentioned that the head teacher often criticizes poor work from teachers. Also, about 34.3 percent of them said that the head teacher occasionally criticize poor work. The mean score of 2.50 showed teachers confirmed that the head teacher in most cases criticizes poor work from teachers. Though, this management practice is likely to ensure that teachers do the right things, most of the teachers were not in support of how the teacher undertake such an action. One of the male teachers complained that:

“I know that poor work does not ensure improvement in performance. But the head teachers in an attempt to correct such a behavior of the teacher do so in public. This causes disgrace to the teacher” (Response from Teacher 19).

The study further revealed that about 37.1 percent of teachers mentioned that the head master always seek for new and better ways to ensure improvement in the school system. This response was supported by about 33 percent of teachers that said that the head master occasionally look for new ideas. The mean score of 1.96 indicates that teachers confirmed that the head teacher and its administrators most at times ensure that teacher are abreast with new ideas in the area of discipline. An interview with the head master revealed that training programmes are organised for the teacher once in every year to help them gain new ideas in teaching. The head master also encourages teachers to pursue further studies to upgrade themselves. The teachers confirmed that:

“We are encouraged by the school administrators to pursue further studies. Due to this intervention, majority of the teachers had pursued second degrees. The school administrator support us to attend classes while at the same time teach in the school” ”(Response from Teacher 2).

As indicated in Table 4.2, about 58.6 percent of the teachers said that the school administrators look for the personal welfare of staff and non-staff in the school. The mean score of 3.09 showed teachers confirmed that the welfare of teachers is a concern to the school administrator. An interview with the head master indicated that a welfare account is created for teachers. Teachers contribute GH¢10.00 every month into the account. The contributions from each teacher are used to cater for them in a case one of the teachers is bereaved or administer at the hospital. Moreover, the mean score of 3.6 indicated that teachers confirmed that meetings or forum are occasionally organised by the school administrators for teachers. Through such a meeting or forum, teachers are able to channel their grievances to the school for solutions. In interview with the head master revealed that such a forum is done twice in a term.

One of the important keys to ensuring performance is accountability and transparency. The teachers were asked if school administrators make accounts of the utilisation of school fund to them. As indicated in Table 4.2, it was found that about 44.3 percent of the teachers mentioned that they school administrators explain how the school account is managed and utilised. However, only few of them representing about 4.3 percent did not agree that the school administrators make accounts of school funds to them. The mean score of 3.04 showed that teachers confirmed there is transparency and accountability in the school. It was also found that with the mean score of 2.63 shows

those teachers confirmed that there was friendly relationship between the head master and teachers in the school.

Furthermore, teachers were asked whether the head master treat teachers equally in the school. The response was that about 18.6 percent of them said that they are often given equal treatment in the school. However, about 33 percent of them did not agree that teachers are treated equally in the school. The mean score of 3.06 indicated that teachers are not all the time treated equally in the school. This may depend on the kind of relationship between a particular teacher and the head master. A Chi-square test was performed to examine the significance difference of males and females regarding treatment from the head master. The result was significant at .000 at a Pearson Chi-square of 25.703 (See Table 3 in appendix 2). This means that there is significant difference in the treatment given to males and females by the head master. This may have implications on the attitude and performance of teachers in the school. This is because they may feel that some of the teachers are favoured than others.

Again, it was found that 30 percent of the respondents said that the head master often accepts positive changes that seek to improve performance of the school. The mean score of 2.59 indicated that positive changes are often accepted by the school administrators. It was again found that with a mean score of 3.17 it means that teachers confirmed the head master accepts new ideas from teacher and inculcates into school plans for implementations. Also it was found that there is respect for teachers in the school. Teachers among themselves as well the school administrators respect the view of one another especially during staff meetings. The mean score of 2.80 indicated that teachers confirmed that the views from the teachers are often accepted and discussed in

meetings. A Chi-square test was performed to examine the significance difference of males and females regarding the acceptance of views from the teachers. The result was significant at .000 at a Pearson Chi-square of 29.167 (See Table 4 in appendix 2). This means that there is significant difference in the ways views from males and females are accepted and considered for discussion. This indicates that there is gender bias in leadership practices that can have implications on teacher performance in the school. This is because they may think that some of teachers are favoured than others.

4.3.2 Type of leadership style in the school

From the discussions so far on leadership practices among school administrators, the teachers were asked to describe the type of leadership the head master had adopted in the school. The response from the teachers is indicated in Table 4.3.

Table 4.3: Response on types of leadership styles adopted by the head master in the school

| Response | Frequency | Percent |
|-----------------------------|-----------|---------|
| Transformational leadership | 7 | 10.0 |
| Transactional leadership | 3 | 4.3 |
| Autocratic leadership | 20 | 28.6 |
| Democratic leadership | 40 | 57.10 |
| Total | 70 | 100.0 |

Source: Field survey, 2016

It was found among the leadership styles that the head master in the Dunkwa Senior High Technical School adopts democratic leadership. This was said by more than half (57.1 percent) of the teachers. This notwithstanding, autocratic leadership is sometimes used by the head master on teachers in the school which was mentioned by

28.6 percent of the teachers. An interview with the head master revealed that he adopts both the democratic and autocratic leadership. It was found that the democratic leadership was mostly used by the head master to establish cordial relationships between the school and teachers. Autocratic leadership is also adopted by the head master to correct certain behaviours among teachers in the school.

As indicated in Table 4.4, teachers were asked to rate the leadership styles adopted by the head master in the Dunkwa Senior High Technical School. It was found that about 32.9 percent of teachers mentioned that democratic and autocratic leadership style is satisfactory. However, about 41.4 percent said they were somehow satisfied. Also, 17.1 percent of the teachers were not satisfied about the type of leadership style in the school while 4.3 percent of them were highly unsatisfied.

Table 4.4: Response of teachers on their satisfaction of leadership style in the school

| Response | Frequency | Percent |
|-----------------------|-----------|---------|
| highly unsatisfactory | 3 | 4.3 |
| unsatisfactory | 12 | 17.1 |
| somehow satisfactory | 29 | 41.4 |
| satisfactory | 23 | 32.9 |
| highly satisfactory | 3 | 4.3 |
| Total | 70 | 100.0 |

Source: Field survey, 2016

4.4. What is the state of teacher performance in the Dunkwa Senior High Technical School?

The Likert scale was used to assess the perception of teachers on performance in the Dunkwa Senior Technical School. A Likert scale of 1 show that the performance of teachers in the school was “very less satisfied”. A scale of 2 means teacher performance is “less satisfied”, 3 means teacher performance is “not satisfied”, 4 means teacher performance is “satisfied” and 5 means teacher performance is “highly satisfied”. The mean score indicated the average response of the teachers concerning their level of performance in the school. That is, the mean value shows the type of liker scale whether is falls into very less satisfied, less satisfied, not satisfied, satisfied and highly satisfied. The standard deviation as indicated in Table 4.5 shows the degree of disparity of the mean scores. Teachers in the school were asked to give their views about their performance regarding teaching and learning. They were asked to indicate whether they are satisfied or not satisfied with teachers reporting time to school, time they leave school, time they spend in school, work output, teacher competence, preparation for lesson, human relations, class control and teacher loyalty. Table 4.5 shows the performance of teachers in the senior high school.

4.4.1 Time teachers reported to school

As indicated in Table 4.5 it was found that about 78.6 percent of senior high school teachers were satisfied in the time they report to the school. This means that the time they report to school is satisfactory. However, about 4 percent were not satisfied about the time teachers report to school. The mean score of 4.3 signifies that teachers

report early to school. This indicates that there is progression in the academic performance in the senior high school. This also signifies that teaching and learning at senior high school start early and it is very effective base on the responds given. Therefore, it can be argued that the senior high school teachers have the capacity to work effectively to finish their lessons for the particular day, which improve the academic performance of the students.

4.4.2 Time spent in school

As indicated in Table 4.5 it was found that about 64.3 percent of senior high school teachers were satisfied with the time they spent at the school while 17.1 percent were highly satisfied. However, about 8 percent were not satisfied about the time teachers spent to school. The mean score of 4.3 signifies that teachers agreed that the time spent in school is very satisfactory. This indicates that teachers work hard to improve the academic performance in the senior high school. This also signifies that teachers have more for the teaching and learning at senior high school and have very effective time base on the responds given. Therefore, it can be argued that the senior high school teachers have the capacity to work effectively to finish their lessons for the particular day, which improve the academic performance of the students.

Table 4.5: Response on performance of teachers in the school

| | Very less satisfied (1) | Less satisfied (2) | Not satisfied (3) | Satisfied (4) | Highly satisfied (5) | Mean | S.D |
|---------------------------------|----------------------------------|--------------------------|-------------------------|------------------|----------------------------|------|------|
| Time report to school | 0 (0.0%) | 0 (0.0%) | 3 (4.3%) | 55 (78.6%) | 12 (17.1%) | 4.13 | .448 |
| Time spent in school | 0 (0.0%) | 0 (0.0%) | 8 (11.4%) | 45(64.3%) | 17(24.3%) | 4.13 | .588 |
| Time left school | 0 (0.0%) | 0 (0.0%) | 18(25.7%) | 40(57.4%) | 12(17.1%) | 3.91 | .654 |
| Teachers preparation for lesson | 0 (0.0%) | 0 (0.0%) | 12(17.1%) | 43(61.4%) | 15(21.4%) | 4.04 | .624 |
| Teachers work output | 0 (0.0%) | 0 (0.0%) | 6(8.6%) | 52(74.3%) | 12(17.1%) | 4.09 | .503 |
| Teachers competent | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) | 41(58.6%) | 29(41.4%) | 4.41 | .496 |
| Teachers relation | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) | 37(52.9%) | 33(47.1%) | 4.47 | .503 |
| Teacher supervision | 0 (0.0%) | 0 (0.0%) | 20(28.6%) | 41(58.6%) | 9(12.9%) | 3.84 | .629 |
| Class control | 0 (0.0%) | 0 (0.0%) | 0 (0.0%) | 61(87.1%) | 9(12.9%) | 4.13 | .337 |
| Job satisfaction | 0(0.0%) | 7(10%) | 15(21.4%) | 48(68.6%) | 0(0.0%) | 3.59 | .670 |
| Teacher commitment | 0(0.0%) | 6(8.6%) | 12(17.1%) | 36(51.4%) | 16(22.9%) | 3.89 | .860 |
| Teacher loyalty | 0(0.0%) | 6(8.6%) | 10 (14.3%) | 48(68.6%) | 6(8.6%) | 3.77 | .726 |

Source: Field survey, 2016

4.4.3 Time left school

As indicated in Table 4.5, it was found that about 57.4 percent of senior high school teachers were satisfied with time they left school while 17.1 percent of them were highly satisfied. This means that the time they left from school is satisfactory. However, about 26 percent were not satisfied about the time teachers left from school. The mean score of 3.91 signifies that teachers' time to left the school is satisfactory. This indicates that there is progression in the academic performance in the senior high school. This also

signifies that teaching and learning were done on time in order to suit their departure of that particular day at senior high school and it is very effective base on the responds given. Therefore, it can be argued that the senior high school teachers are capable to work effectively to finish their lessons for the particular day, which improve the academic performance of the students.

4.4.4 Teacher preparation for lesson

As indicated in Table 4.5 it was found that about 61.4 percent of senior high school teachers were satisfied on the preparation towards their lesson at the school while 21.4 percent of them were highly satisfied. However, about 17.1 percent were not satisfied about their preparation for the lesson. The mean score of 4.04 signifies that teachers confirm that their preparation toward lesson in the school is satisfactory. This indicates that there is progression in the academic performance in the senior high school. This also signifies that teaching and learning were organize properly to suit their students ability of that particular day at senior high school and it is very effective base on the responds given. Therefore, it can be argued that the senior high school teachers are well prepared to work effectively to finish their lessons for the particular day, which improve the academic performance of the students.

4.4.5 Teacher work output

As indicated in Table 4.5 it was found that about 74.3 percent of senior high school teachers were satisfied with their work output in the school while 17.1 percent of them were highly satisfied. However, about 8.6 percent were not satisfied about the work output from the teachers in the school. The mean score of 4.09 signifies that teachers

confirmed that work output in the school is satisfactory. This indicates that there is progression in the academic performance in the senior high school. This also signifies that teachers work hard to strengthen the teaching and learning in order to suit their students standard of learning at the senior high school and it is very effective base on the responds given. Therefore, it can be argued that the senior high school teachers have capacity to work effectively to finish their lessons for the particular day, which improve the academic performance of the students.

4.4.6 Teacher human relation

As indicated in Table 4.5 it was found that about 52.9 percent of senior high school teachers were satisfied with their human relations in the school. All the teachers said that the human relations they exhibit in school are satisfactory. The mean score of 4.47 signifies teachers concluded that human relation in the school is satisfactory. This indicates that there is progression in the academic performance in the senior high school. This also signifies that students are free to relate and ask questions during the teaching and learning which also help them to learn in classroom effectively in the school and it is very effective base on the responds given. Therefore, it can be argued that the senior high school students have capacity to work effectively for their days, which improve their academic performance in the school.

4.4.7 Teacher class control

As indicated in Table 4.5 it was found that about 87.1 percent of senior high school teachers were satisfied with the ways they control class in the school. About 87.1 percent of the teachers said they were satisfied about how class is controlled during

lesson. This indicates that there is progression in the academic performance in the senior high school. This also signifies that teaching and learning were done on time in order to suit their students of that particular day at senior high school and it is very effective base on the responds given. Therefore, it can be argued that the senior high school teachers are capable to work effectively to finish their lessons for the particular day, which improve the academic performance of the students.

4.4.8 Teacher job satisfaction

As indicated in Table 4.5 it was found that about 68.6 percent of senior high school teachers were satisfied with their job in the school. About 69 percent of the teachers said that the teaching job at the school is satisfactory. However, about 21.4 percent were not satisfied about the teaching job in the school. The mean score of 3.59 signifies that teachers were satisfied with the teaching job. This indicates that there is progression in the academic performance in the senior high school. This also signifies that teaching and learning were done on time in order to suit their departure of that particular day at senior high school and it is very effective base on the responds given. Therefore, it can be argued that the senior high school teachers are capable to work more effectively to finish their lessons for the particular day, which improve the academic performance of the students.

4.4.9 General performance of teachers in the school

From the above analyses, teachers were asked to give their general perception about the performance in the school. As indicated in Table 4.6 it was found that about

91.4 percent of senior high school teachers were satisfied with their job in the school (Figure. All the teachers said that the teaching job at the school is satisfactory. This indicates that there is progression in the academic performance in the senior high school. This also signifies that teaching and learning were done on time in order to suit the students at senior high school and it is very effective base on the responds given. Therefore, it can be argued that the senior high school teachers are capable and give their best to work more effectively to finish their lessons for the particular day, which improve the academic performance of the students.

Table 4.6: General perception of teachers on teacher performance in the school

| Response | Frequency | Percent |
|----------------------|-----------|---------|
| somehow satisfactory | 3 | 4.3 |
| satisfactory | 64 | 91.4 |
| highly satisfactory | 3 | 4.3 |
| Total | 70 | 100.0 |

Source: Field survey, 2016

4.5 What is the relationship between leadership styles and teacher performance in the Dunkwa Senior Technical School?

The Likert scale was used to assess the perception of teachers on the relationship between leadership styles and teacher performance in the Dunkwa Senior Technical School. A Likert scale of 1 show that the leadership styles “always” leads to teacher performance. A scale of 2 means it is “often”, 3 means it is “occasionally”, 4 means it is “rarely” and 5 means it is “never” lead to teacher performance (Table 4.7).

The teachers were asked of their perception on the effects of leadership styles and performance in the school. As indicated in Table 4.7 autocratic and democratic leadership were the two leadership styles mostly used by the head master in the school. It can be analysed in Table 4.7 that more than half (57.14 percent) of the teachers believe that autocratic leadership leads to teacher performance. This figure (57.14 percent) comprised of those that said that autocratic leadership was always (7.14 percent), often (25.7 percent) and occasionally (24.3 percent) lead to teacher performance.

Table 4.7: Response on the effects of leadership style on teacher performance

| Leadership style | Always (1) | Often (2) | Occasionally (3) | Rarely (4) | Never (5) |
|-----------------------------|---------------|-----------|---------------------|------------|-----------|
| Autocratic leadership | 5(7.14%) | 18(25.7%) | 17(24.3%) | 15(21.4%) | 15(21.4%) |
| Democratic leadership | 21(30.0%) | 14(20.0%) | 25(35.7%) | 10(14.3%) | 0(0.00%) |
| Laissez faire leadership | 14(20.0%) | 10(14.3%) | 25(35.7%) | 10(14.3%) | 11(15.7%) |
| Transactional leadership | 10(14.3%) | 8(11.4%) | 12(17.0%) | 25(35.7%) | 15(21.4%) |
| Transformational leadership | 18(25.7%) | 12(17.0%) | 24(34.8%) | 8(11.4%) | 8(11.4%) |

Source: Field survey, 2016

However, the remaining about 21.4 percent of teachers said autocratic leadership rarely improves teacher performance. From this analysis, it can be argued that autocratic leadership from the response has relationship with the performance of teachers. A teacher explained that:

“Autocratic leadership to some extent is good for teachers that are stubborn. There are some teachers when you try to make good relationship with them they intend to misbehave. Therefore it is good for the head master to adopt autocratic leadership in his administration” (Response from Teacher 5).

In addition to the above analysis, it was found that majority of the teachers representing about 86 percent mentioned that the democratic leadership is the next leadership style to improve teacher performance in the school. Only about 14 percent did not support that democratic leadership lead to improve performance. The study therefore argues that democratic leadership from the perception of teachers improves performance. This implies that democratic leadership can lead to improve job satisfaction, release stress on the teacher, lead to achievement of school goal, improve choice of teachers, empower teachers in school administration, helps teachers to meet their needs in the classroom, improve teacher efficiency and effectiveness and increase teacher participation in decision making.

The Spearman correlation was performed to assess the statistical relationship between teacher performance and the types of leadership style (Table 4.8).

Table 4.8: Results from the Spearman correlation between leadership styles and teacher performance

| | | Performance | Autocratic leadership | Demographic leadership |
|--|-------------------------|-------------|-----------------------|------------------------|
| Performance of teachers | Correlation Coefficient | 1.000 | .245* | .357** |
| | Sig. (2-tailed) | . | .041 | .002 |
| | N | 70 | 70 | 70 |
| Spearman's rho Autocratic leadership style | Correlation Coefficient | .245* | 1.000 | .396** |
| | Sig. (2-tailed) | .041 | . | .001 |
| | N | 70 | 70 | 70 |
| Demographic leadership style | Correlation Coefficient | .357** | .396** | 1.000 |
| | Sig. (2-tailed) | .002 | .001 | . |
| | N | 70 | 70 | 70 |

*. Correlation is significant at the 0.05 level (2-tailed).

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

It was hypothesised that leadership style does not affect the performance of teachers. This hypothesis was rejected at a significant value of equal to or less than .05. Teacher performance was the dependent variables while democratic, autocratic, laissez faire, transactional and transformational leadership were the independent variables. As indicated in Table 4.8 the correlation result with significant value of .041 shows there is a positive correlation between autocratic leadership and teacher performance. This means that the more head master adopts the autocratic leadership style, the more teacher performance is improved. Again, the significant value of .002 means that there is a positive relationship between democratic leadership and teacher performance. This implies that the more the head master adopts democratic leadership, the more there is improvement in teacher performance. It can be analysed that both democratic and autocratic leadership improves teacher performance. However, the correlation coefficient

of the two leadership styles differs from one another. The correlation coefficient for autocratic leadership was .245 and that of democratic leadership is .357.

To examine the strength of the relationships between the leadership styles and teacher performance, the guideline proposed by Cohen (1988) was used. According to the guideline correlation coefficient between .10 and .29 is regarded as weak relationship. Also a correlation coefficient between .30 and .49 is regarded as moderate relationship while a correlation coefficient between .50 and 1.0 is regarded as strong relationship. With these guidelines, the study concludes that the relationship between democratic leadership style and teacher performance is very moderate. However, the relationship between autocratic leadership style and teacher performance is weak. The correlation $r = (.357)$ when squared and multiplied by 100 is 12.74. This means that the democratic leadership style helps to explain about 13 percent of the variance teacher performance. Findings from this study support other related studies such as Northouse (2004), Yousef (2000), Rad and Yarmohammadian (2006), Adeyemi (2011), Mba (2004) that democratic and autocratic leadership improve teacher performance.

4.6 What factors influence leadership styles in the Dunkwa Senior Technical School?

The Likert scale was used to assess the perception of teachers on factors influence leadership styles in the Dunkwa Senior Technical School. A Likert scale of 1 show that teachers were very less satisfied on the factor that influenced leadership styles in the school. A scale of 2 means the factor is “less satisfied”, 3 means it is “not satisfied”, 4 means it is “satisfied” and 5 means it is “highly satisfied”. The mean score indicated the

average response of the teachers concerning their level of performance in the school. That is, the mean value shows the type of liker scale whether is falls into very less satisfied, less satisfied, not satisfied, satisfied and highly satisfied. Teachers were asked to give their views on the factors influencing leadership styles in the school. They were also asked to indicate whether they do agree or disagree on how age, behavior, experience, educational background, gender and political influence as factors that influence leadership styles in the school.

4.6.1 Age of the head master and choice of leadership style

It was found that the age of the head teacher have influence on the leadership styles in the school. As indicated in Table 4.9 about 32.2 percent of the teachers said that the age of the head teacher have effect on the leadership style in the school. However 22 percent said that the age of the head teacher has no effect on the leadership styles. The mean score of 2.95 signifies the age of the head master can influence his choice of leadership style. This indicates that the adoption of either autocratic or democratic depends the age of the person.

Table 4.9: Factors influencing leadership style

| | Strongly disagree | Disagree | Somewhat agree | Agree | Strongly agree | Mean |
|--|-------------------|---------------|----------------|---------------|----------------|------|
| Age of the head teacher | 13 (22%) | 8 (13.6%) | 13 (22%) | 19 (32.2%) | 6 (10.2%) | 2.95 |
| The behavior of the teacher | 7 (11.9%) | 0 (0.00%) | 4 (6.8%) | 27 (45.8%) | 21 (35.6%) | 4.05 |
| Experience of the head teacher | 0 (0.00%) | 0 (0.00%) | 7 (11.9%) | 43 (72.9%) | 9 (15.3%) | 4.03 |
| Educational background of the head teacher | 7 (11.9%) | 9 (15.3%) | 16 (27.1%) | 21 (35.6%) | 6 (10.2%) | 3.17 |
| Gender | 10 (16.9%) | 22 (37.3%) | 5 (8.5%) | 19 (32.2%) | 3 (5.1%) | 2.71 |
| Political influence | 16 (27.1%) | 26 (44.1%) | 17 (28.8%) | 0 (0.00%) | 0 (0.00%) | 2.02 |

Source: Field survey, 2016

4.6.2 Behavior of the teacher in the school and choice of leadership style

As indicated in Table 4.9 it was found that the behavior of teachers has influence on the leadership styles in the school. About 72.9 percent of the teachers said that the behavior of other teachers may have effect on the leadership style in the school. However, about 12 percent did not agree that the behaviour of a teacher may influence the choice of leadership style. The mean score of 4.05 signifies that the teachers' behaviour may influence the head master to adopt the autocratic leadership on that teacher. An interview of the head teachers revealed that some teachers are stubborn. With such a character, it would not be appropriate to for the head master to adopt the

demographic leadership style rather the autocratic leadership to sharpen the behavior of teachers.

4.6.3 Experience of the head master and choice of leadership style

As indicated in Table 4.9 it was found that the experience of the head master can influence his choice of leadership style in the school. About 88 percent of the teachers mentioned that experience was one of the factors that influence the adoption of leadership style by the head master. The mean score of 4.03 indicated that experience is a predictor of the adoption of leadership style. An interview with the head master indicated that the more they spend in the teaching profession, the more they are able to study the teaching and non-teaching staffs. When such an examination of teachers is done, they deduce from it and adopt a management style that can deal with a particular issue in the school.

4.6.4 Educational background of the head master and choice of leadership style

As indicated in 4.9, about 46 percent of teachers said that the educational background of the head master can influence his adoption of a particular leadership style in the school. However, about 23 percent of them were of a different view. Also, about 27 percent of them were not certain about whether the educational background of the head master can influence the adoption of leadership style. From the result given, it can be deduced that educational background may influence the adoption of leadership style but other factors may also determine that.

4.6.5 Gender

As indicated in Table 4.9 it was further realised that about 37 percent of the teachers were of the view that gender can influence the adoption of leadership style. However, slightly more than half (54.2 percent) of the teachers were of the view that gender does not influence leadership style of a person. The mean score of 2.71 shows that from the perception of the respondents, gender cannot influence leadership style.

4.6.6 Political influence

As indicated in Table 4.9 it was also found that none of the teachers mentioned that politics influence leadership style as indicated in Table 4.6 as zeroes. About 72 percent of them said that political influence cannot determine the choice of leadership style. Again, about 29 percent of them were not that certain whether politics can influence leadership style. The mean score of 2.02 indicates that political influence cannot determine leadership style.

The Spearman correlation was performed to assess the relationship between age, behaviour, experience, education, gender and political influence on leadership style. It was hypothesised that age, behaviour, experience, education, gender and political did not influence leadership style. This decision rule was rejected at a significance of less than .05. As indicated in Table 4.10 age, experience and educational background of the head master were statistically significant with leadership style. This result is confirmed with a significant values of .042, .023 and .021 respectively. The other variables such as the behaviour of a teacher, gender, and political influence were not statistically significant with leadership style.

The positive correlation coefficient of .266 implies that the more aged the leader, the more he is influenced to adopt any of the leadership style. The positive correlation coefficient of .296 implies that the more the experience of the leader, the more he is influenced by the leadership styles. Again, a positive correlation coefficient of .300 means that the higher the educational background of the leader, the more he is influenced to adopt any of the leadership styles. This result indicates that age, experience and education show a statistical relationship with leadership styles.

To examine the strength of the relationships between the leadership styles and teacher performance, the guideline proposed by Cohen (1988) was used. According to the guideline correlation coefficient between .10 and .29 is regarded as weak relationship. Also a correlation coefficient between .30 and .49 is regarded as moderate relationship while a correlation coefficient between .50 and 1.0 is regarded as strong relationship. With these guidelines, the study concludes that the relationship between age, experience and leadership style is weak. However, the relationship between education and leadership style is moderate. The findings from this study support the study by Al-Ababneh (2012) who established a relationship between leadership style and educational attainment, ages and experience of leaders.

Table 4.10: Spearman correlation of factors that determines the choice of leaderships style

| Spearman correlation | Leadership style | Age | Behav | Exp | Edu | gender | Political influence |
|----------------------|-------------------------|-------|--------|--------|--------|--------|---------------------|
| Leadership style | Correlation Coefficient | 1.000 | .266* | -.083 | .296* | .300* | .003 |
| | Sig. (2-tailed) | . | .042 | .533 | .023 | .021 | .984 |
| Age | Correlation Coefficient | .266* | 1.000 | .269* | .654** | .489** | .396** |
| | Sig. (2-tailed) | .042 | . | .040 | .000 | .000 | .002 |
| Beha | Correlation Coefficient | -.083 | .269* | 1.000 | .455** | .386** | .066 |
| | Sig. (2-tailed) | .533 | .040 | . | .000 | .003 | .620 |
| Exp | Correlation Coefficient | .296* | .654** | .455** | 1.000 | .471** | -.064 |
| | Sig. (2-tailed) | .023 | .000 | .000 | . | .000 | .630 |
| Edu | Correlation Coefficient | .300* | .489** | .386** | .471** | 1.000 | .237 |
| | Sig. (2-tailed) | .021 | .000 | .003 | .000 | . | .071 |
| Gender | Correlation Coefficient | .003 | .396** | .066 | -.064 | .237 | 1.000 |
| | Sig. (2-tailed) | .984 | .002 | .620 | .630 | .071 | . |
| Political influence | Correlation Coefficient | .133 | -.155 | -.287* | -.226 | -.125 | .408** |
| | Sig. (2-tailed) | .317 | .241 | .028 | .085 | .345 | .001 |

*. Correlation is significant at the 0.05 level (2-tailed).

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

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS, CONCLUSIONS AND SUGGESTION FOR FURTHER STUDIES

5.1 Introduction

This chapter discusses the summary from the results and discussion chapter. The four achievements of the four objectives with the primary source of data have been summarised in this chapter. The recommendations to improve teacher performance and recommendations for further studies have been discussed. A conclusion is given for the entire research.

5.2 Summary of Major Findings

The purpose of this study was to examine the effects of leadership styles on the performance of teachers in the Dunkwa Senior Technical School. The total population of teachers in the school was 90. Out of this, a sample size of 73 was selected. This was made up of the entire teachers and 3 school leaders. The purposive sampling technique was used to select the respondents from the population using questionnaires and interview guide. The data was analysed qualitatively and quantitatively using direct quotes, descriptive statistics and correlation analysis.

5.2.1 Leadership styles adopted in school administration in Dunkwa Senior Technical School.

The study identified five leadership styles in the Dunkwa Senior High Technical School in the Upper Denkyire East District. These include the democratic leadership,

autocratic, laissez faire, transformational and transactional leadership styles. Among the leadership styles, autocratic and democratic leadership's were mostly used by the head master in his school administration. More than half of the teachers mentioned that the head master mostly use the democratic leadership in his administration. This means that the head master perform the following activities in the school; ensure standard of performance, let staff members know what is expected from them, does not rule with iron hand, see to it that teachers activities are coordinated, emphasis on meeting deadlines, works with schedules, politely recommend and criticize poor work, seek for new and better ways for teachers, looks out for personal welfare of teachers, make accounts of school funds to teachers, create friendly environment for teachers, and respect each other views. It was found that majority of the teachers were satisfied with the democratic type of leadership in the school.

5.2.2 Teacher performance in the school

The response from the teachers indicates that their performance in the school is satisfactory. It was found that majority of the teachers report early to school to conduct morning classes with the students. Also, teachers teach according to the time given to them in the classroom. That is, they do not joke with the instruction hours. Teachers also leave the school within the specific time given. Majority of them wait for the appropriate time of closing before they leave the school. Teachers prepare well for lesson. That is they prepare their scheme of work before the term begins.

An interview with the head master revealed that teachers output of work is satisfactory. Teachers were able to control the students in their class and ensure effective

supervisions. Moreover, teachers were satisfied with their jobs. It can be deciphered from the given results that the performance of teachers could be improved through the activities they engaged themselves in. It is confirmed by 91 percent of the teachers that their performance in the school is satisfactory. The performance of teachers can also be attributed to the type of leadership style in the school.

5.2.3 Relationship between leadership styles and teacher performance

It was revealed that the leadership styles have relationships with the performance of teachers. With the autocratic leadership about 57 percent of the teachers mentioned that it has relationship with teacher performance. Also, with the democratic leadership, majority of the teachers representing about 86 percent were of the view that it has relationship with teacher motivation. With laissez faire leadership, about 70 percent of them mentioned that it has relationship with teacher motivation. With transactional and transformational leadership only few of the teachers were of the view that they have relationships with teacher motivation. Though the perceptions of teachers on the relationships between leadership style and teacher motivation have been discussed, a correlation analysis was performed to assess the strength and direction of the relationships. The correlation result with significant value of .041 shows there is a positive correlation between autocratic leadership and teacher performance. This means that the more head master adopts the autocratic leadership style, the more teacher performance is improved.

Again, the significant value of .002 means that there is a positive relationship between democratic leadership and teacher performance. This implies that the more the head master adopts democratic leadership, the more there is improvement in teacher performance. The correlation coefficient for autocratic leadership was .245 and that of democratic leadership is .357. To examine the strength of the relationships between the leadership styles and teacher performance, the guideline proposed by Cohen (1988) was used. With the guidelines, the study concludes that the relationship between democratic leadership style and teacher performance is very moderate. However, the relationship between autocratic leadership style and teacher performance is weak.

5.2.4 Factors influencing leadership styles in the Dunkwa Senior Technical School

The study assessed the factors that influence the leadership styles in the Dunkwa Senior Technical School from the perception of teachers. It was found that the age of the head teacher have influence on the leadership styles in the school. The mean score of 2.95 signifies the age of the head master can influence his choice of leadership style. This indicates that the adoption of either autocratic or democratic depends the age of the person. It was found that the behavior of teachers have influence on the leadership styles in the school. About 72.9 percent of the teachers said that the behavior of other teachers may have effect on the leadership style in the school. The mean score of 4.05 signifies that the teachers' behaviour may influence the head master to adopt the autocratic leadership on that teacher.

The mean score of 4.03 indicated that experience is a predictor of the adoption of leadership style. The Spearman correlation was performed to assess the relationship

between age, behaviour, experience, education, gender and political influence on leadership style. It was identified that age, experience and educational background of the head master were statistically significant with leadership style. This result is confirmed with a significant values of .042, .023 and .021 respectively.

5.3 Conclusions

The study was conducted in the Dunkwa Senior Technical School in the Upper Denkyire East District. It sought to achieve four objectives. The first objective was to identify the leadership styles adopted by the head master in school administration. The second objective was to examine the performance of teachers in the school. The third objective was to assess relationship between leadership style and teacher performance. The fourth objective was to assess the factors that influence leadership style in the school. It was found that the head master mostly adopt the democratic leadership in his administration. The correlation analysis showed that democratic leadership had the strongest relationships with leadership styles in the school. This was followed by democratic leadership. It was also found that the age of a person; education and experience have influence on leadership styles in the school. It was recommended that head masters should adopt other mode of leadership so as to enhance teacher performance.

5.4 Recommendations

The following recommendations are given to address important findings in this study.

- There should be focus on the other types of leadership styles in the school

As discussed earlier, studies have shown that the transactional, democratic, autocratic, laissez faire and transformational leadership have relationships with teacher motivation. The findings from this study support that the democratic leadership has the strongest relationship with teacher motivation. It is therefore recommended that the other types of leadership styles should be considered where necessary. The conditions of services in Dunkwa Senior Technical School may be different from other secondary school. In some school the autocratic or transformation leadership may work. In other schools the democratic or the laissez faire leadership may work. It is therefore important for heads of schools to study the teacher behaviour in order to determine the appropriate type of leadership style that could improve the performance of teachers.

- There should be frequent in-service training for teachers

Though findings from this study have shown that leadership styles determine teacher motivation, in-service training for teacher should be organised. This is because such training could enhance the performance of teachers in the school.

- Teachers should be given the opportunity to upgrade themselves

The head masters in the various secondary schools should give opportunity for teachers to pursue further studies. When teachers are able to pursue further studies, they would be able to acquire experience in various disciplines which may enhance their performance.

- There should be serene environment for teachers in the secondary schools

Teacher should be provided with sufficient infrastructure to boost their morale. It was found that few of the teachers have the opportunity for using staff bungalow. This is because of the inadequate staff bungalow in the school. It is therefore recommended that accommodation should be provided for teachers to enhance their performance.

5.5 Recommended area for further studies

The study has fully achieved the research objectives. The types of leadership styles have been identified. The teacher performance areas have also been identified. Again, the factors that influence leadership styles have been discussed. The study therefore recommends that there should be a study on leadership style, infrastructure arrangements, location settings and teacher performance. This is because; the leadership style may depend on the location of the school, the type of staff in the school and the infrastructure that could support the school administration.

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Appendix I

Tables from the analysis

Table 1: age * gender Cross tabulation

Count

| | | gender | | Total |
|-------|-------|--------|--------|-------|
| | | male | female | |
| age | 31-40 | 19 | 18 | 37 |
| | 41-50 | 28 | 0 | 28 |
| | 51-60 | 5 | 0 | 5 |
| Total | | 52 | 18 | 70 |

Table 2: gender * years of teaching in the school Cross tabulation

Count

| | | years of teaching in the school | | | Total |
|--------|--------|---------------------------------|-----|--------------|-------|
| | | 3-5 | 6-9 | more than 10 | |
| gender | male | 17 | 14 | 21 | 52 |
| | female | 12 | 0 | 6 | 18 |
| Total | | 29 | 14 | 27 | 70 |

Table 3a: gender * treat all staff members as his equals Cross tabulation

| | | treat all staff members as his equals | | | | | Total | |
|--------|-----------------|---------------------------------------|-------|--------------|--------|-------|--------|----|
| | | always | often | occasionally | rarely | never | | |
| Gender | male | Count | 12 | 7 | 7 | 23 | 3 | 52 |
| | Expected | 8.9 | 9.7 | 9.7 | 17.1 | 6.7 | 52.0 | |
| | Count | | | | | | | |
| | % within gender | 23.1% | 13.5% | 13.5% | 44.2% | 5.8% | 100.0% | |
| | % of Total | 17.1% | 10.0% | 10.0% | 32.9% | 4.3% | 74.3% | |
| | female | Count | 0 | 6 | 6 | 0 | 6 | 18 |
| | Expected | 3.1 | 3.3 | 3.3 | 5.9 | 2.3 | 18.0 | |
| | Count | | | | | | | |
| | % within gender | 0.0% | 33.3% | 33.3% | 0.0% | 33.3% | 100.0% | |
| | % of Total | 0.0% | 8.6% | 8.6% | 0.0% | 8.6% | 25.7% | |

| | | | | | | | |
|-------|-----------------|-------|-------|-------|-------|-------|--------|
| Total | Count | 12 | 13 | 13 | 23 | 9 | 70 |
| | Expected Count | 12.0 | 13.0 | 13.0 | 23.0 | 9.0 | 70.0 |
| | % within gender | 17.1% | 18.6% | 18.6% | 32.9% | 12.9% | 100.0% |
| | % of Total | 17.1% | 18.6% | 18.6% | 32.9% | 12.9% | 100.0% |

Table 3b: Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 25.703 ^a | 4 | .000 |
| Likelihood Ratio | 32.460 | 4 | .000 |
| Linear-by-Linear Association | 1.065 | 1 | .302 |
| N of Valid Cases | 70 | | |

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 2.31.

Table 4a: gender * free, supportive and have respect for differences Cross tabulation

| | | free, supportive and have respect for differences | | | | | Total | |
|-----------------|-----------------|---|-------|--------------|--------|--------|--------|----|
| | | always | often | occasionally | rarely | never | | |
| gender | male | Count | 12 | 6 | 24 | 10 | 0 | 52 |
| | Expected Count | 8.9 | 8.9 | 22.3 | 7.4 | 4.5 | 52.0 | |
| | % within gender | 23.1% | 11.5% | 46.2% | 19.2% | 0.0% | 100.0% | |
| | % of Total | 17.1% | 8.6% | 34.3% | 14.3% | 0.0% | 74.3% | |
| | female | Count | 0 | 6 | 6 | 0 | 6 | 18 |
| Expected Count | 3.1 | 3.1 | 7.7 | 2.6 | 1.5 | 18.0 | | |
| % within gender | 0.0% | 33.3% | 33.3% | 0.0% | 33.3% | 100.0% | | |
| % of Total | 0.0% | 8.6% | 8.6% | 0.0% | 8.6% | 25.7% | | |
| Total | Count | 12 | 12 | 30 | 10 | 6 | 70 | |
| | Expected Count | 12.0 | 12.0 | 30.0 | 10.0 | 6.0 | 70.0 | |
| | % within gender | 17.1% | 17.1% | 42.9% | 14.3% | 8.6% | 100.0% | |
| | % of Total | 17.1% | 17.1% | 42.9% | 14.3% | 8.6% | 100.0% | |

Table 4b: Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|---------------------------------|---------------------|----|--------------------------|
| Pearson Chi-Square | 29.167 ^a | 4 | .000 |
| Likelihood Ratio | 33.147 | 4 | .000 |
| Linear-by-Linear Association | 5.215 | 1 | .022 |
| N of Valid Cases | 70 | | |

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is 1.54.



Appendix II: Questionnaires
Questionnaire for teachers

DEPARTMENT OF EDUCATIONAL LEADERSHIP

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI CAMPUS, UNIVERSITY
OF EDUCATION, WINNEBA

This survey instrument is designed to seek empirical data for the conduct of the above stated purely academic exercise. Your support and co-operation is very much anticipated and your responses will be treated with maximum confidentiality.

DEMOGRAPHIC DATA

1. What is your gender?

1. Male
2. Female

2. What is your age?

1. 15-20
2. 21-25
3. 26-30
4. 31-40
5. 41-50
6. 51-55
7. 56-60
8. 60 and above

3. What is your highest educational attainment?

1. Basic education
2. Secondary/technical/vocational level of education
3. Tertiary level of education
4. Professional
5. No education

4. How many years have you been teaching in the school?

- a. 1-3 b. 3-5 c. 6-9 d. more than 10

TEACHER PERFORMANCE IN THE SCHOOL

5. Please what can you say about the performance of teachers in the school? Please choose among the following options by ticking (✓)

| | Very less satisfied (1) | Less satisfied (2) | Not satisfied (3) | Satisfied (4) | Highly satisfied (5) |
|-------------------------|----------------------------|-----------------------|----------------------|------------------|-------------------------|
| Time reported to school | | | | | |
| Time spent in school | | | | | |
| Time left school | | | | | |

| | | | | | |
|--------------------------------|--|--|--|--|--|
| Teacher preparation for lesson | | | | | |
| Teacher work output | | | | | |
| Teacher competence | | | | | |
| Teacher human relations | | | | | |
| Teacher supervision | | | | | |
| Teacher class control | | | | | |
| Teacher job satisfaction | | | | | |
| Teacher commitment to work | | | | | |
| Teacher loyalty | | | | | |

6. What can you say about the general performance of teachers in the school?

- a. highly unsatisfactory
b. Unsatisfactory
c. Somehow satisfactory
d. Satisfactory
e. highly satisfactory

LEADERSHIP STYLES IN THE SCHOOL

7. Please choose among the following options by ticking (✓)

1= Always

2= Often

3= Occasionally

4= Rarely

5= Never

| Item | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Head teacher maintains definite standards of performance | | | | | |
| Head teacher lets staff members know what is expected of them | | | | | |
| Head teacher rules out with an iron hand | | | | | |
| Head teacher sees to it that the work of staff members is coordinated | | | | | |
| Head teacher emphasizes the meeting of deadlines | | | | | |
| Head teacher works without schedules | | | | | |
| Head Teacher criticizes poor work | | | | | |
| Head teacher seeks new and better ways | | | | | |
| Head teacher looks out for the personal welfare of members | | | | | |
| Head teacher does little things to make it pleasant to be a member of staff | | | | | |
| Head teacher does personal forums for staff members | | | | | |
| Head teacher keeps to himself | | | | | |
| Head teacher refuses to explain his/her actions | | | | | |
| Head teacher is friendly and approachable | | | | | |
| Head teacher treats all staff members as his equals | | | | | |
| Head teacher is willing to make changes | | | | | |
| Head teacher makes all staff members to feel at ease when | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| talking to them | | | | | |
| Head teacher is slow to accept new ideas | | | | | |
| Head teacher is free, supportive and have respect for differences | | | | | |

8. How would you describe the type of leadership styles adopted by the heads?

- a. Transformational leadership
- b. Transactional leadership
- c. Autocratic leadership
- d. Democratic leadership
- e. Laissez faire leadership

9. Please why do you say so?

.....

10. What can you say about the general leadership styles in the school?

- a. highly unsatisfactory
- b. Unsatisfactory
- c. Somehow satisfactory
- d. Satisfactory
- e. highly satisfactory

RELATIONSHIPS BETWEEN LEADERSHIP STYLES AND TEACHER PERFORMANCE

11. Please choose among the following options by ticking (√)

| Item | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Autocratic leadership | | | | | |
| Improve job satisfaction | | | | | |
| Release stress of teacher | | | | | |
| Improves teacher performance | | | | | |
| Lead to achievement of school goals | | | | | |
| Improve choices of teachers | | | | | |
| Empower teachers in school administration | | | | | |
| It helps to meet teachers need | | | | | |
| Improve teacher efficiency and effectiveness | | | | | |
| Increase teacher participation in decisions | | | | | |
| Democratic leadership | | | | | |
| Improve job satisfaction | | | | | |
| Release stress of teacher | | | | | |
| Improves teacher performance | | | | | |
| Lead to achievement of school goals | | | | | |
| Improve choices of teachers | | | | | |
| Empower teachers in school administration | | | | | |
| It helps to meet teachers need | | | | | |
| Improve teacher efficiency and effectiveness | | | | | |
| Increase teacher participation in decisions | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| Laissez faire leadership | | | | | |
| Improve job satisfaction | | | | | |
| Release stress of teacher | | | | | |
| Improves teacher performance | | | | | |
| Lead to achievement of school goals | | | | | |
| Improve choices of teachers | | | | | |
| Empower teachers in school administration | | | | | |
| It helps to meet teachers need | | | | | |
| Improve teacher efficiency and effectiveness | | | | | |
| Increase teacher participation in decisions | | | | | |
| Transactional leadership | | | | | |
| Improve job satisfaction | | | | | |
| Release stress of teacher | | | | | |
| Improves teacher performance | | | | | |
| Lead to achievement of school goals | | | | | |
| Improve choices of teachers | | | | | |
| Empower teachers in school administration | | | | | |
| It helps to meet teachers need | | | | | |
| Improve teacher efficiency and effectiveness | | | | | |
| Increase teacher participation in decisions | | | | | |
| Transformational leadership | | | | | |
| Improve job satisfaction | | | | | |
| Release stress of teacher | | | | | |
| Improves teacher performance | | | | | |
| Lead to achievement of school goals | | | | | |
| Improve choices of teachers | | | | | |
| Empower teachers in school administration | | | | | |
| It helps to meet teachers need | | | | | |
| Improve teacher efficiency and effectiveness | | | | | |
| Increase teacher participation in decisions | | | | | |

FACTORS INFLUENCING LEADERSHIP STYLES IN THE SCHOOL

12. Please which of the following do you think can influence the type of leadership style in the school? Please choose among the following options by ticking (√).

| | Strongly disagree (1) | Disagree (2) | Somewhat agree (3) | Agree (4) | Strongly agree (5) |
|--|--------------------------|-----------------|-----------------------|--------------|-----------------------|
| Age of the head teacher | | | | | |
| The behaviour of the teacher | | | | | |
| Experience of the head teacher | | | | | |
| Educational background of the head teacher | | | | | |

| | | | | | |
|---------------------|--|--|--|--|--|
| Gender | | | | | |
| Political influence | | | | | |

INTERVIEW GUIDE FOR HEAD MASTERS

1. Please how many years have been in this school as the head master?
2. Please describe your relationship with teachers in the school?
3. Please what can you say about the performance of teachers in the school?
4. Please what do you do to improve teacher performance in the school?
5. Please what kind of leadership styles do you adopt?
6. Please what influence you to adopt such a leadership style?
7. How does the leadership style improve teacher performance in the school?
8. Please do you have any other comments?

