

UNIVERSITY OF EDUCATION, WINNEBA

THE LEADERSHIP STYLES OF HEADS OF PUBLIC BASIC SCHOOL AND THEIR  
EFFECTS ON PERFORMANCE IN BASIC SCHOOLS IN THE WEST MAMPRUSI  
DISTRICT



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

SEPTEMBER, 2016

**DECLARATION**

**STUDENT'S DECLARATION**

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

SIGNATURE: .....

DATE: .....

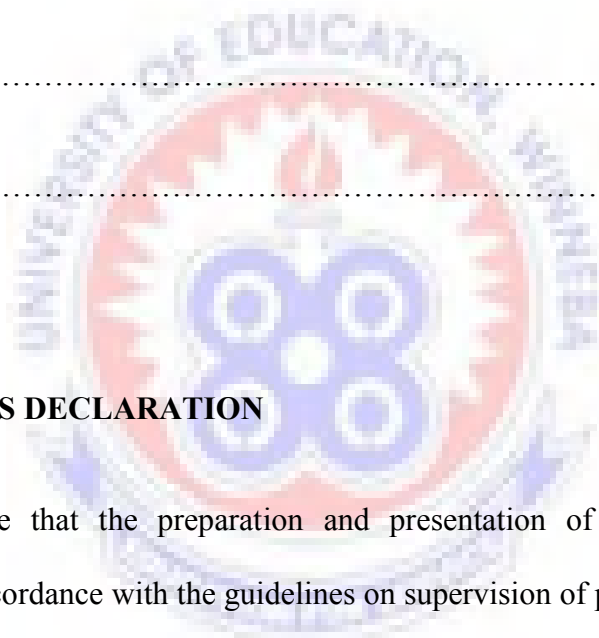
**SUPERVISOR'S DECLARATION**

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

NAME OF SUPERVISOR: PROF. FRANCIS OWUSU MENSAH

SIGNATURE.....

DATE: .....



## **ACKNOWLEDGEMENTS**

I thank the head teachers and assistant head teachers of public basic schools in the Mamprusi West District who participated in the study. My Special thanks go to my supervisor Prof. Francis Owusu Mensah, who supervised successfully, in spite of his heavy schedule. I also thank the District Director of Education for Mamprusi West District for giving me permission to conduct this study successfully.



## **DEDICATION**

To my parents, Mr. and Mrs. Issahaku, my wife, Abubakari Adiza, my children, Fuseini Shamima and Fuseini Nihad and my siblings, Issahaku Hawa, Issahaku Ayishatu, Issahaku Hudu and Issahaku Abdul-Fataw.



## TABLE OF CONTENTS

| CONTENT                                       | PAGE |
|---|------|
| TITLE PAGE                                    |      |
| DECLARATION                                   | ii   |
| ACKNOWLEDGEMENTS                              | iii  |
| DEDICATION                                    | iv   |
| TABLE OF CONTENTS                             | v    |
| LIST OF TABLES                                | viii |
| ABSTRACT                                      | ix   |
| CHAPTER ONE: INTRODUCTION                     | 1    |
| 1.1 Background to the Study                   | 1    |
| 1.2 Statement of the Problem                  | 4    |
| 1.3 Purpose of the Study                      | 7    |
| 1.4 Objectives of the Study                   | 7    |
| 1.5 Research Questions                        | 8    |
| 1.6 Significance of the Study                 | 8    |
| 1.7 Limitations of the Study                  | 9    |
| 1.9 Delimitations of the Study                | 9    |
| 1.10 Organization of the Study                | 10   |
| CHAPTER TWO: REVIEW OF THE RELATED LITERATURE | 11   |
| 2.1 Introduction                              | 11   |
| 2.2 Conceptual Framework                      | 11   |
| 2.3 Definitions of Leadership                 | 12   |

|   |    |
|---|----|
| 2.4 Different Theories of Leadership          | 14 |
| 2.4.1 The Trait Theory                        | 15 |
| 2.4.2 The Behavioural Theory                  | 16 |
| 2.4.3 The Contingency or Situational Theory   | 17 |
| 2.4.4 The Transformational Theory             | 19 |
| 2.5 Types of Leadership Styles                | 22 |
| 2.5.1 Laissez-Faire Leadership Style          | 22 |
| 2.5.2 Autocratic Leadership Style             | 24 |
| 2.5.3 Democratic Leadership Style             | 26 |
| 2.6 Exemplary Leadership Practices            | 28 |
| 2.6.1 Modelling the Way                       | 29 |
| 2.6.2 Inspiring a Shared Vision               | 29 |
| 2.6.3 Challenging the Process                 | 30 |
| 2.6.4 Enabling Others to Act                  | 31 |
| 2.6.5 Encouraging the Hearts                  | 32 |
| 2.7 School Leadership and Teacher Performance | 33 |
| 2.8 Improving School Leadership in Ghana      | 34 |
| 2.9 Qualities of Successful School Leaders    | 37 |
| 2.10 Student Academic Performance             | 38 |
| CHAPTER THREE: METHODOLOGY                    | 41 |
| 3.1 Introduction                              | 41 |
| 3.2 Research Design                           | 41 |
| 3.3 Population                                | 41 |

|   |    |
|---|----|
| 3.4 Sample Size and Sampling Procedure                                | 42 |
| 3.5 Instrument for Data Collection                                    | 42 |
| 3.5.1 Validity of the Research Instrument                             | 42 |
| 3.5.2 Reliability of Instrument                                       | 43 |
| 3.6 Data Collection Procedure   | 43 |
| 3.7 Data Analysis   | 44 |
| 3.8 Ethical Consideration   | 44 |
| CHAPTER FOUR: FINDINGS AND DISCUSSION                                 | 46 |
| 4.0 Introduction  | 46 |
| 4.1 Demographic Characteristics of Respondents                        | 46 |
| 4.2 Answers to the Research Questions                                 | 48 |
| CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND<br>RECOMMENDATIONS | 61 |
| 5.0 Introduction  | 61 |
| 5.1 Summary of the study  | 61 |
| 5.1.1 Main findings   | 62 |
| 5.2 Conclusions   | 63 |
| 5.3 Recommendations   | 64 |
| 5.4 Suggestion for Further Study                                      | 64 |
| REFERENCES  | 65 |
| APPENDIX A  | 69 |
| QUESTIONNAIRE FOR RESPONDENTS   | 69 |

## LIST OF TABLES

| TABLE |   | PAGE |
|-------|---|------|
| 2.1   | BECE performance of selected public Basic Schools   | 39   |
| 4.1   | Demographic Characteristics of Respondents  | 47   |
| 4.2   | Respondents Opinion of their Democratic Leadership Style                                    | 50   |
| 4.3   | Respondents Opinion of their Laissez-faire Leadership Style                                 | 52   |
| 4.4   | Respondents Opinion on the Perceived Effects of the Leadership Styles on School Performance | 55   |
| 4.5   | Respondents opinions on some of the causes of Leadership Failure                            | 57   |





## **ABSTRACT**

The purpose of the study was to explore the leadership styles of head teachers and its perceived effects on performance in basic schools in the West Mamprusi District. The objectives of the study were to find out the leadership styles of head teachers in public basic schools, establish the perceived effect of the leadership style of heads of schools on school performance and to determine the causes of leadership failure in public basic schools. The study adopted descriptive survey design and used a questionnaire to collect quantitative data. The target population for the study was all head teachers and assistant head teachers in the Mamprusi West District. All the 64 head teachers and their assistants in the West Mamprusi District participated in the study. The study found, among others, that the head teachers displayed democratic and laissez-faire leadership styles by including teachers in decision making all the time and involving teachers in making academic policies for the school, gave full mandate to staff to make academic decisions without interference and also gave staff the freedom to do anything in the best interest of the school respectively. The head teachers' leadership style promoted interpersonal relationship between head teacher and teachers and inspired teachers to improve upon their instructional capabilities. It is recommended based on the findings that the Ministry of Education should collaborate with the Ghana Education Service to organize regular training workshops on leadership styles that promote teaching and learning.

## **CHAPTER ONE**

### **INTRODUCTION**

The study investigated perceived leadership styles adopted by heads of public basic schools and their effects on the performance of the schools in West Mamprusi District. The chapter covers the background of the study, statement of the problem, purpose of the study, the significance of the study, limitations and delimitations of the study, research questions, and organization of the study.

#### **1.1 Background to the Study**

Globally, educating citizens of a nation remains the most vital strategy for the development of the society throughout the developing world (Aikman & Unterhalter, 2005). Many studies on human capital development acquiesce that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. The principal mechanism for developing human capital is the formal education system of primary, secondary and tertiary training (Nsubuga, 2003). The acquisition of knowledge and skills in the formal education setup therefore is the bedrock of human development and the nation as a whole. A nation which does not pay much attention to her education and wishes to develop is like trying to move a locomotive engine without fuel.

Since education is an investment, there is a significant positive correlation between education and economic-social productivity. When people are educated, their standards of living are likely to improve; they are empowered to access productive

ventures, which will eventually lead to an improvement in their lives. The role of education therefore, is not just to impart knowledge and skills that enable the people to function as economic and social change agents in society, but also to impart values, ideas, attitudes, aptitudes, beliefs and aspirations that are important for natural development (Todaro, 1996). According to Todaro, the more people access education, the more rapid the development of a nation. Education in its simplest definition is the process by which people acquire knowledge, skills, habits, values, attitudes, aptitudes and moral behavior that will help these people to be useful to themselves and their society. Teachers and the schools are the professional educators and are the main agents of education. They provide methods, curriculum, evaluation, techniques and certification (Talabi, 2003).

In Ghana, formal education at the basic level is based on two years Pre-school, six years primary and three years Junior High School, which are managed by the Ghana Education Service (GES) of the Ministry of Education (MOE). Many people in Ghana consider education as a means of improving their status and therefore strain all nerves to educate themselves or their children. This explains in part, the interest generated in education in Ghana since colonial times. Ghanaians value education; Governments attach importance to education. Due to the immense benefits derived from education that successive governments of Ghana have sought to use education as the implementation tool for their developmental policies and programmes. Ghana as a nation also regards education at the basic level as very important in her quest to develop democratic process and thus prepare citizens to participate in the decision making process both at the local and the national levels.

In as much as the nation has attached much importance to educating her citizenry,

sight should not be lost on the fact that effective and efficient leadership plays a vital role in proper education of the people of Ghana. If the nation wants her education to thrive, there should be leaders who will lead the schools effectively by working tenaciously to create safe and orderly learning environments, set clear instructional objectives, expect high performance from teachers and students through increased time on task and develop positive home school relations (Jacobson & Bezzina, 2008). Without such leaders in the nation's educational system, all the efforts made by successive governments to have a successful educational policy implementation will be thwarted.

The GES is the body under the MOE whose responsibility is to ensure that approved national policies and programmes relating to pre-tertiary education are implemented. Some of the duties of the GES are to:

- i. service and oversee Basic, Senior High, Technical, Special and Teacher Training Education.
- ii. ensure human resource development of its members.
- iii. maintain professional standards and the conduct of its personnel.
- iv. submit to the Minister, through the Council, recommendations for educational policies and programmes.

The leadership of the GES comprises the Director General of Education who is the head, two Deputy Directors-General, Divisional/Regional Directors and Metropolitan/Municipal/District Directors. There are also 4-frontline Assistant Directors (ADs) at the district level. The 4-frontline assistance directors at the district level are; AD Supervision (Inspection), AD Budget Control, Finance and Administration (BCF`&A), AD Statistics, Planning, Research, Monitoring and Evaluation (SPRME) and AD Human

Resource Management and Development (HRMD) (Sekyere, 2006).

The head teachers are the immediate leaders who are responsible for the day to day activities in their schools and that their individual leadership styles will go a long way to affect the schools performance either positively or negatively. Findings from a number of studies on quality related issues in education in Ghana over the last twenty years suggest that the quality of leadership and management in basic education is generally poor, especially in deprived rural areas (Oduro & Dachi, 2008; p.17). This is because, the kind of leadership style adopted by the heads teachers at a particular moment may not be appropriate and partly due to the way head teachers are appointed by the GES. This is why I decided to find out the effects of the leadership styles of head teachers on the school performance.

## **1.2 Statement of the Problem**

The leadership styles of heads of public basic school in Ghana have become a problem which requires serious discussion by educators, researchers and stakeholders in education in recent times. In spite of many efforts made by various governments of Ghana to improve quality, structure, access, content and management efficiency and effectiveness in public basic schools, there are some problems to deal with especially concerning leadership. In recent times, the governments of Ghana with support from development partners such as United States Agency for International Development (USAID), Japanese International Co-operation Agency (JICA) and Department for International Development (DFID) have sought to improve education access, quality, content and management effectiveness and efficiency in Ghanaian public basic schools.

This has led to an increase in national budgetary allocation to the education sector since the year 2000 (Sekyere, 2006).

With much emphasis on science, technical and mathematics education, many programmes are organized to ensure that students get the needed knowledge and skills to be able to function scientifically, technically, and mathematically. The GES Curriculum Development Programme is encouraging the acquisition of such knowledge. Among such programmes is Science, Technology and Mathematics Education (STME) workshops that are organized every year for students especially in the Junior High Schools in Ghana. This creates the opportunities for the students to exhibit the skills they have acquired in Science, Technical and Mathematics.

Every year, some of the budgetary activities at the education directorates are geared towards capacity building of heads or managers of schools. Some of these activities are most directed to Ghana Educational Vision 2015 (MOEYS,2003) which seeks to ensure that by the year 2015, all children of school going age particularly girls and children in difficult circumstances and those belonging to ethnic minorities are enrolled in our schools and have access and complete free and compulsory primary education of good quality. It also seeks to expand and improve comprehensive early childhood care and education especially for the most vulnerable and disadvantaged children. For instance, the Capitation Grant (CG) and the School Feeding Programme (SFP) are being implemented and have significantly improved the enrolment in our schools (Danso, 2011). The capitation grant is to relieve parents who complain of fees paying so that they can enroll their children of school going age from age 4. This policy started in the year 2005 with each child receiving three Ghana cedis (GH¢3.00). Since much

importance is placed on this policy, this grant was increased from GH¢3.00 to GH¢4.50 in the year 2009 (MOEYS, 2008)

Despite the immense contributions by various governments in Ghana towards education, there are still more important education related issues to grapple with. Between 1987 and 1998, UNESCO's group on Education Sector Analysis evaluated various aspects of educational quality under the following four main themes: improving management efficiency and management, improved access and equity, improved quality education and others including the relevance of education to national needs. In the analysis, it was found that the quality of education was “generally low, lower in rural schools than in urban ones, and in public than in private schools” (UNESCO, as cited in Oduro & Dachi, 2008.). In pinpointing hindrances to achieving quality education the report focused on the following: the absence of efficient and effective leadership and management, inadequate number of qualified teachers, a lack of management information system; gaps in teaching and professional competence; irrelevant aspects of the school curriculum and poor enrolment of girls. From the above findings from the report, it is very clear that efficient and effective leadership in our educational system is paramount to achieving high school performance but this is usually not seen among our school heads.

In order to improve the quality of learning at the basic school level through head teacher behaviour, the In-Service Unit of the Teacher Education Division (TED) of the GES developed the Head Teachers' Handbook (Ministry of Education, 1994). The question is “Does this book stipulate the kind of leadership style heads of department should adopt in order to achieve high academic performance in their schools?” How

many head teachers even use this Handbook as a reference book in their day to day management and administrative work in their schools? This is yet another question to be answered. Ghana has experienced many educational reforms but none of them focused on developing head teachers leadership proficiencies even through leadership research informs us that head teachers have a major effect on virtually every aspect of school life. Their decision making and influence reverberate throughout the school and the community (Mai-tin, Warren & Trinetia, 2008). Due to the lack of leadership training for head teachers before their appointment they resort to any leadership style that suits them which might affect the academic performance of the school either positively or negatively. Hence this research into the leadership styles practiced by the head teachers and their perceived effect on the level of the school performance.

### **1.3 Purpose of the Study**

The purpose of the study was to explore the leadership styles adopted by school head teachers and its perceived effects on performance in basic schools in the West Mamprusi District.

### **1.4 Objectives of the Study**

Specifically, the study sought to:

- 1) find out the leadership styles of head teachers in public basic schools in the Mamprusi West District.
- 2) establish the perceived effects of the leadership style of heads of schools on school performance.



- 3) determine the causes of leadership failure in public basic schools.

### **1.5 Research Questions**

The following research questions were formulated to guide the study:

1. What type of leadership style is adopted by head teachers of public basic school in West Mamprusi District?
2. What are the perceived effects of the leadership style of heads of schools on school performance in West Mamprusi District?
3. What are some of the causes of leadership failure in public basic schools in West Mamprusi District?

### **1.6 Significance of the Study**

This research is significant in the sense that it will contribute to the formulation of policy directives for addressing the basic issues pertaining to leadership efficiencies and effectiveness in public basic schools in the West Mamprusi District. Issues like decision making process in the public schools parental involvement in the education of their children, low performance of schools and the preparation of the School Performance Improvement Plan (SPIP) will be addressed.

The researcher through the education directorate seeks to come out with interventions that may be intended to contribute significantly to appropriate in-service training for leadership in the schools. These interventions may be in the form of school visits and training workshops as a way to build capacities.

### **1.7 Limitations of the Study**

I restricted myself to investigating the leadership styles adopted by heads of public basic Junior High Schools (J.H.S) in the West Mamprusi in the Northern Region of Ghana and how these leadership styles affect the performance of the schools.

Majority of the respondents were not willing to participate in the study as they thought that it was a waste of time as they will not be paid for their services. Some of the respondents returned the questionnaire very late which delayed the work. These limitations notwithstanding, the researcher was able to collect the needed data for the study. Generalization of the findings should therefore be done with caution. To overcome these challenges similar studies should be carried out in the other metropolis, municipal and districts in the Northern Region.

This limitation of the researcher was due to time constraints, lack of adequate funding and other resources needed to make the researcher to organize the research on a large scale. Funds available for the study were woefully inadequate to enable the researcher conduct the study in all the public basic Junior High Schools in the West Mamprusi Educational Directorate.

### **1.9 Delimitations of the Study**

The study was conducted to explore the leadership styles adopted by school head teachers and its perceived effects on performance in basic schools in the West Mamprusi District.

The study was delimited to a sample size of 64 head teachers and their assistants of the study. This was to enable the researcher reach out to all the 64 respondents due to

time constraint to ensure prudent analysis of collected data and report writing.

### **1.10 Organization of the Study**

The study was organized in five chapters as follows:

*Chapter One* comprises the introduction to the study, the background of the study, statement of the problem, purpose of the study, significance of the study, research questions, limitations and delimitations and organization of the study.

*Chapter Two*, which is titled “Review of Related Literature”, provides the theoretical framework of the study and the review of existing scholarly works that are related to the topic under study.

*Chapter Three* titled “methodology” deals with the research method used, research design, the population under study, sample size and sampling procedure, instrument for data collection, procedure for data collection and method of data analysis.

*Chapter Four* is captioned "Presentation and Data analysis" and provides the analysis of the research findings.

*Chapter Five* which is titled “Summary and Implications of Findings”, captures the summary of the research findings and implications to all stakeholders in education, challenges, conclusion and recommendation.

## CHAPTER TWO

### REVIEW OF THE RELATED LITERATURE

#### 2.1 Introduction

This chapter focuses on the review of related literature that already exists and has some bearing on the topic under study. The chapter captures the theoretical framework of the study, which includes the leadership styles and their advantages and disadvantages, best practices for effective and efficient leadership, school academic performance and finally the ecology of the area under study, West Mamprusi District in the Northern Region of Ghana.

#### 2.2 Conceptual Framework

Almost all modern organizations, including schools, have the characteristics of the Weberian model of bureaucracy which includes a division of labour and specialization, an impersonal orientation, a hierarchy of authority, rules and regulations, and a career orientation (Ballantine, 2001, Monyatsi, 2005). The authors cited claimed that schools are unique bureaucratic organizations due to their different purposes and structure.

Hanson (2003) further claimed that this structural and uniqueness could be linked to Wcick's model of "loosely coupled system". Sergiovanni and Starratt (1995) pointed out that schools have multiple goals and are expected to achieve them while they sometimes conflict with each other. They further argued that "loose coupling" does not mean that decisions, actions and programmes are unrelated, but that they are loosely related to each other. Dambe, (as cited in Mhonya, 2010) contends that schools are dual

system, a combination of bureaucratic approach and loose coupling. This is supported by Monyatsi (as cited in Mhonya, 2010) who states clearly that schools require efficiency and predictability in a rational and programmed environment (impersonal, universalistic, and consistent behavior) while at the same time they demand a personalistic, idiosyncratic and flexible behavior. It is further argued that schools are distinct institutions which are responsible for transmitting values, ideas shared knowledge, and also to foster cognitive and emotional growth and to sort and select students into different categories in the society.

Head teachers who are the immediate supervisors and administrators of their respective schools are expected to perform both supervisory and administrative roles in their schools. However, other stakeholders in education in Ghana and educators alike have come to realize that most of the head teachers in public basic schools are not up to the task. Leadership performance as heads and supervisors of instruction are low, even though all the resources they may need are at their disposal. Some claim lack of resources, however the little resources provided should see significant leadership performance to commensurate the national investment.

### **2.3 Definitions of Leadership**

Many authors have defined the term “Leadership” in many different ways. In modern literature, take for example, Edwards (2009) who defined leadership as “the practices that lead to positive influence, growth, and development of both the individual and groups for a collective purpose”. This definition implies that a leader should not be self-centered but make sure to please most of his constituents if not all. Again, the

leader's way of life should influence his followers in a positive way as to the achievement of the collective goals of the group. Kouzes and Posner (2002) also contended that “Leadership challenge is about how leaders mobilize others to want to get extraordinary things done in organizations” (p.17 ), This definition means that a leader should be someone who can bring together people who hitherto thought they could not perform a particular task and influencing them to perform that particular task.

Leadership is the “process of influencing people to strive willingly for objectives” (Hersey, Blanchard & Johnson, 2001, p. 78). For Astin and Leyland (1991), leadership is “a process by which members of a group are empowered to work together synergistically towards a common goal or vision that create change, transform institutions, and thus improve the quality of life. Gradner (as cited in Afful-Broni 2004) also defined leadership as “a process of persuasion or example by which an individual induces a group to pursue objective held by the leader or shared by the whole group” (p. 2). Mesocn, Albert and Khedouni, (as cited in Mankoe. 2007) defined leadership as “the ability to influence individuals to work toward attaining organization objectives” (P. 46). From the definitions given by the authors above, leadership is all about influencing people, empowering them and persuading them to work willingly towards the achievement of goals that will bring a positive change in themselves as individuals and the group as a whole.

According to Burns (1978), a classical leadership theorist, leadership is the reciprocal process of mobilizing by persons with certain motives and values, various economic, political, and other resources in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers. From the

above definitions, it can be summed up as school leadership is the art of influencing an individual or group of people to perform some activities through good inter-personal relationship, motivation, encouragement and commitment that will benefit both the individual and the group as a whole.

## **2.4 Different Theories of Leadership**

There have been many schools of thought or theories that have sought to explain leadership depending upon where they are coming from. One of such is Doyle and Smith (2001) who explore some of the classical models of leadership. In particular, they looked at earlier approaches to studying the area via the notions of trait and behaviour and to what have become known as contingency theory and later the transformational theory. Afful-Broni (2004) looked at the four major theories that have been proposed. These include the following:

1. Trait Theory
2. Behavioural Theory
3. Contingency/Situational Theory
4. Transformational Theory

It is important to note that none of these four “generations” is mutually exclusive or totally time-bound. Although it is true that the progression of thinking tends to follow a sequential path, it is quite possible for elements of one generation to crop up much later in the writings of someone who would not normally think of himself or herself as being of that school. Consequently, it is fair to say that each generation has added something to the overall debate on leadership and that the debate continues. (Van Maurik, 2001, p. 3).

### **2.4.1 The Trait Theory**

Trait theories argue that leaders share a number of common personality traits and characteristics, and that leadership emerges from these traits. Also known as "the great man theory", this theory states that the most effective leaders all over the world no matter in what organization have certain characteristics in common (Afful-Broni, 2004, p. 145). Early traits theories promoted the idea that leadership is an innate, instinctive quality that you either have or do not have. Bennis (1998) states that leaders are people who are “able to express themselves fully. They know what they want, why they want it and how to communicate what they want to others in order to gain their co-operation and support. Lastly, they know how to achieve their goals” (p.3).

According to the Trait theorists Stogdill, Mann, Brake and Mouton (as cited in Afful-Broni, 2004), the emphasis is on personality of the administrator or management professional. “The interest here is not so much on what particular methods or skills the person needed to acquire in order to perform those functions the greater interest is on the personalities or individual characteristics which were known to be common among effective leaders across the globe” (p.145).

In his conclusion, Gardner (1989) came out that there were some key qualities or attributes that good leaders possessed. Gardner went further to state that anyone who exhibited these unique attributes could be effective leader in any organization apart from his own. Among these attributes are; (i) Physical vitality and stamina; (ii) Intelligence and action-oriented judgment; (iii) Eagerness to accept responsibility; (iv) Task competence (v) Understanding of followers and their needs; (vi) Skill in dealing with people; (vii) Need for achievement, (viii) Capacity to motivate people; (ix) Courage and



resolution; (x) Trustworthiness; (xi) Decisiveness; (xii) Self-confidence; (xiii) Assertiveness; (xiv) Adaptability/flexibility (p.146).

The traits approach gives rise to questions: whether leaders are born or made; and whether leadership is an art or science. However, these are not mutually exclusive alternatives. Leadership may be something of an art if it still requires the application of special skills and techniques. Even if there are certain inborn qualities that make one a good leader these natural talents need encouragement and development. A person is not born with self-confidence. Self-confidence is developed, honesty and integrity are a matter of personal choice, motivation to lead comes from within the individual, and the knowledge of business can be acquired. While cognitive ability has its origin partly in genes, it still needs to be developed. None of these ingredients are acquired overnight.

#### **2.4.2 The Behavioural Theory**

Doyle and Smith (2001) looked at how leaders behaved (especially towards followers). These Behavioural theorists believed that instead of the traits of the leader, it is rather the manner in which the leader relates or behaves within the environment that determines his level of effectiveness. They grouped different patterns of behaviour and labeled them as styles. Again, Afful-Broni (2004), citing Wright, offered 'four major styles of leaders at work: (i) concern for task; (ii) concern for people; (iii) directive leadership; and (iv) participative leadership (p. 147).

**Concern for task:** Here leaders emphasize the achievement of concrete objectives. They look for high levels of productivity, and ways to organize people and activities in order to meet those objectives.

**Concern for people:** In this style, leaders look upon their followers as people - their needs, interests, problems, development and so on. They are not simply units of production or means to an end. Maxwell (2005), citing Peters, said “The selfish leader will attempt to lead others for their own gain and for the detriment of others” (p. 38). This means that a good leader should not be self-centered; rather, he should be concerned with the welfare of his constituents.

**Directive leadership:** This style is characterized by leaders taking decisions for others and expecting followers or subordinates to follow instructions. This implies that effective leaders do not always consult or wait for staff input; rather they characteristically make decisions for their constituents to follow.

**Participative leadership:** Here leaders try to share decision-making with their colleagues or subordinates. This means that for effective and good leadership, the leader should be prepared to get his constituents involved in the leadership. The leader should involve his constituents in planning, implementation and evaluation of all the activities that are geared towards the achievement of their set goals.

### **2.4.3 The Contingency or Situational Theory**

This theory seems more modern and holds the view that a leader must be flexible and sensitive enough to respond to the particular indigenous circumstances within which he finds himself. In other words, a strategy that a leader may effectively adopt in one particular situation may not work in another.

The theory views leaders as varying their emphasis on task and relationship behaviour to best deal with different levels of follower maturity. Fiedler, (as cited in

Afful-Broni, 2004), taught that three things were important for leader in any situation. These are: (i) the relationship between the leaders and followers; that is, if leaders are liked and respected they are more likely to have the support of others. (ii) The structure of the task, that is if the task is clearly spelled out as to goals, methods and standards of performance then it is more likely that leaders will be able to exert influence. (iii) the position of power-, this means, if an organization or group confers powers on the leader for the purpose of getting the job done, then this may well increase the influence of the leader (p. 148).

According to Hersey et al (2001) successful leaders do adjust their styles. To them, the key issue in making these adjustments is follower maturity, as indicated by their readiness to perform in a given situation. They further stated that the readiness in this sense is based on two factors- follower ability and follower confidence. They therefore offered four different leadership styles that could be drawn upon to deal with different unique situations. These are:

**(i) Telling** (high task/low relationship behaviour). This style or approach is characterized by giving a great deal of direction to subordinates and by giving considerable attention to defining roles and goals. The style was recommended for dealing with new staff, or where the work was menial or repetitive, or where things had to be completed within a short time span. A subordinate was viewed as being unable and unwilling to 'do a good job'.

**(ii) Selling** (high task/high relationship behaviour). Here, while the leader gives most of the direction, there is an attempt at encouraging people to 'buy into' the task. Sometimes characterized as a 'coaching' approach it is to be used when people are willing and

motivated but lack the required maturity or ability.

**(iii) Participating** (low task/high relationship behaviour). Here decision making is shared between leaders and followers. The main role of the leader is being to facilitate 'and communicate. It entails high support and low direction and is used when people are able, but are perhaps unwilling or insecure (they are of 'moderate to high maturity').

**(iv) Delegating** (low task/low- relationship behaviour). The leader still identifies the problem or issue, but the responsibility for carrying out the response is given to followers. It entails having a high degree of competence and maturity (people know what to do, and are motivated to do it).

#### **2.4.4 The Transformational Theory**

Transformational leadership is a type of leadership style that leads to positive changes in those who follow. Transformational leaders are generally energetic, enthusiastic and passionate. Not only are these leaders concerned and involved in the process, they are focused on helping every member of the group succeed as well.

The transformational theorists believe that the leader is visionary and seeks to appeal to the betterment of his followers. The leader is also concerned about moving his followers to higher levels of needs and being, ambition and performance. According to Burns (1978), transformational leadership can be seen when "leaders and followers make each other to advance to a higher level of moral and motivation." Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions and motivations to work towards common goals.

According to Bass (1985), transformational leadership can be defined based on

the impact that it has on followers. Transformational leaders, he suggested, garner trust, respect and admiration from their followers. He further suggested that there are four different components of transformational leadership. These are,

**(i) Intellectual stimulation-** Transformation leaders not only challenge the status quo; they also encourage creativity among followers. The leader encourages followers to explore new ways of doing things and new opportunities to learn.

**(ii) Individualized Consideration-**Transformational leadership also involves offering support and encouragement to individual followers. In order to foster supportive relationships, transformational leaders keep lines of communication open so that followers feel free to share ideas so that leaders can offer direct recognition of each follower's unique contributions.

**(iii) Inspirational Motivation-**Transformational leaders have a clear vision that they are able to articulate to followers. These leaders are also able to help followers experience the same passion and motivation to fulfill these goals.

**(iv) Idealized Influence-**The transformational leaders serves as a role model for followers. Because followers trust and respect the leader, they emulate the leader and internalize his or her ideals.

This theory is thought to have two distinct leadership styles, namely; transactional and transformational. Burns (1978) argued that it is possible to distinguish between the transactional and transformational leaders. The former, “approach their followers with an eye to trading one thing for another” (p. 4), while the latter are “visionary leaders who seek to appeal to their follower’s better nature and move them toward higher and more universal needs and purposes” (Bowman & Deal, 1997). In other words, the leader is

seen as a change agent.

Bass (1985) was concerned that Burns (1978) set transactional and transformational leaders as polar opposites. Instead, he suggests we should be looking at the way in which transactional forms can be drawn upon and transformed. The resulting transformational leadership is said to be necessary because of the more sophisticated demands made of leaders, Van Maurik (2001) argues that such demands 'centre around the high levels of uncertainty experienced by leaders, their staff and, indeed, the whole organization.

According to Wright (1996) Transactional leader.

- (i) Recognizes what it is that we want to get from work and tries to ensure that we get it if our performance merits it.
- (ii) Exchanges rewards and promises for our effort.
- (iii) is responsive to our immediate self interests if they can be met by getting the work done.

To him, the transformational leader:

- (1) Raises our level of awareness, our level of consciousness about the significance and value of designated outcomes, and ways of reaching them.
- (ii) Gets us transcend our own self-interest for the sake of the team, organization or larger polity.
- (iii) "Alters our need level and expands our range of wants and needs" (p. 213). He concludes that it is impossible to say how effective transformational leadership is with any degree of certainty.

## **2.5 Types of Leadership Styles**

According to Mankoe (2007), leadership styles, refers to the general ways in which a leader behaves toward subordinates in order to attain organizational objectives (p. 49). (give comment by Afful-Broni). Mullins (2005) defines leadership style as "the way in which the functions of leadership are carried out the way in which the leader typically behaves towards member of the group" (p. 291). Leadership style is the manner and method of providing directions and guidelines for implementing strategic plans and motivating people with the aim of achieving the objectives of the individual, the group and the organization or institution as a whole (Afful-Broni, 2004; Mankoe, 2007; Mullins. 2005).

In addition, Mullins (2005) identified three main leadership styles as (i) Authoritarian (or autocratic) style (ii) Democratic style and (iii) Laissez-faire (genuine) leadership style (p. 291). Again, Afful-Broni (2004) discussed three leadership styles and these are, (i) Autocratic, Authoritarian or Dictatorial; (ii) Democratic and (iii) Laissez-faire or Anarchic leadership styles (p. 136).

Essentially, according to Bartol and Martin (1991), there are three types of leadership styles. These are; Laissez-faire Leadership style, Autocratic Leadership Style, and Democratic Leadership Style.

### **2.5.1 Laissez-Faire Leadership Style**

Laissez-faire is a French word, which simply means "leave it be", or "let them do what they desire". It is used to describe leaders who leave their team members to work on their own. Laissez-faire leaders are easy going and make little attempt to direct or

organize the group (Robertson, 1977). According to White and Lippin, (as cited in Robertson, 1977), "laissez-faire leaders are usually ineffectual for the group lacks directives and tackles problems in a haphazard way" (p. 170). That is, the leader gives his team members almost the total freedom to select their objectives and monitor their own work. With this leadership style the leader presents task(s) to the team members who use their own ingenuity to get the job accomplished within the framework of the organization's objectives and policies. The leader in this style is not specific about the goals he expects of the workers. Work therefore is assigned in a vague manner, with the individual workers or teachers using their own preferred techniques to arrive at the final product.

Even though this style is unpopular within our educational setting, Afful-Broni (2004) describes a situation where this style could be advantageous. He stated that "in a situation where the subordinates are seasoned experts in their individual fields, this system of leadership is rather more appropriate" (p. 140). Also Theory X and Theory Y, propounded by Douglas McGregor (as cited in Hersey, Blanchard, & Johnson; 2001) discussed a number of motivation theories among which is Douglas McGregor's theory X and Y. His theory was underlined by some basic assumptions about human nature. According to McGregor's theory (as cited in Hersey et al 2001), leaders who believe in theory X believe that work is inherently distasteful, people are not ambitious, responsible and need direction. Believers of theory Y believe that work can be playful, if conditions are favourable. Also self-control is often indispensable in achieving organizational goal. Theory X also indicates that, most people must be closely controlled and often coerced to achieve organizational goals. Theory Y finally believes that, "People can be self-directed



and creative at work if properly motivated and resourced” (p.60). The theory X therefore supports the idea that if people are left on their own, work will not be done since they feel that work is inherently distasteful, but the theory Y on the other hand also says that if you leave people to themselves and motivate and resource them, they will work seriously towards the achievement of the set goals of the organization or the institution.

Afful-Broni (2004) further outlined some cautions about employing this style of leadership. These include: (i) avoid pandemonium, (ii) take charge, (iii) supervision, (iv) check illegal leadership, and (v) respectability.

(1) If allowed over a long period, it may lead to pandemonium, especially in situations where the subordinates may not be that experienced.

2) The output of the organization may suffer tremendously, and the leader may even have difficulty in responding to correct them, as it was he who failed to take full leadership responsibilities in the first place.

3) The lack of full participation or application of the leader's supervisory skills can lead to a poor state for the leader and the organization in consequence.

4) There is the possibility of junior staff assuming illegal leadership roles as a result of the laissez-faire attitude of the leader.

5) The leader will lose respect among all, including those he may try to please through his consistent inaction (pp. 140-141).

### **2.5.2 Autocratic Leadership Style**

This style of leadership is practised by those who believe in some amount of coercion and authoritarianism in its administration. The leader alone dreams, determines,

and directs the policies, and also assigns tasks to members without previous consultation with them. That is to say, tasks and methods are imposed on members. Autocratic leadership is characterized by a high degree of unilateral power. There is very little real communication, if any, between the leader and the entire group (Mankoe, 2002). According to Robertson (1977), authoritarian leaders are much less effective, because the work of the group becomes bogged down in internal conflicts (p. 171). Robertson further contended that “in emergency cases, authoritarian leadership is preferred to the others most effective, where speed and efficiency outweigh other considerations” (p. 171). In the school setting, teachers strongly oppose the practice of autocratic leadership, although there are some school heads and teachers who run their schools this way.

Afful-Broni (2004) mentioned some advantages of this leadership style:

- 1) In certain emergency situations the autocratic style becomes rather more practical and useful.
- 2) Subordinates who are naturally submissive or not interested in sharing responsibilities may benefit from not having to do much.
- 3) In the case of assistants or subordinates who are not efficient, this style works best for the organization. The regular supervision helps them to achieve more, as left to them; they would be lost or would hurt the organization.
- 4) It enables close supervision and better control for the leader (p. 137).

Afful-Broni (2004) further enumerated the following as some of the disadvantages of the autocratic leadership style.

- 1) The varied talents among the staff are hardly seen, since staff members do not get the opportunity to practice their skills.

- 2) There is usually low morale on the part of subordinates.
- 3) There are little initiatives on the part of the workers.
- 4) People work out of fear, and there is no sense of partnership.
- 5) There is little input from the workers/teachers.
- 6) There is very, little information flow, and rumours are common, negatively affecting work output.
- 7) There is constant tension and rumour mongering, as few really have accurate information regarding the direction or purpose of the organization (p. 138).

### **2.5.3 Democratic Leadership Style**

According to Afful-Broni (2004), this style of leadership is grounded on the premise that the organization is the responsibility of all, even though the leader has the primary role of guiding the rest of the group in arriving at their collective mission.

Thus, policies are formulated through consultation, discussions and consensus building. This style of leadership is characterized by responses of co-operation enthusiasm, acceptance of more responsibilities and recognition of the worth of each worker. The leader here considers himself as first among equals (p. 138). This type of leadership style, according to Robertson (1977), “attempts to win a consensus on a course of action” (p. 171). Robertson further stated that, democratic leaders seem to be most effective in holding small groups together and seeing that they accomplish their task and that they are more effective in situation where group members are concerned about individual rights or where there is disagreement over goals (p. 171).

In the school setting, this type of leadership is suitable and preferred by many teachers, since teachers would want to be involved in the decision making process, especially in issues which relate to their welfare and profession. Head teachers who are more inclined towards democratic style of leadership enjoy greater degree of cooperation from their teachers.

The following are some of the advantages of the democratic leadership style (Afful-Broni, 2004);

- 1) There is respect for all, and so people are generally happy with the organizational processes.
- 2) There is less tension and more collaboration among staff.
- 3) New and better ways of doing things are often found, since ideas come from multiplicity of sources.
- 4) The leader is no overburdened since he is used to delegating.
- 5) Staff at the lower level end up getting the opportunity to know what goes on in the upper level, and sometimes have the opportunity to move up the ladder after having proven competence delegation.
- 6) Specialization occurs where people are given the tools they need to practice in their area of specialization.

Notwithstanding the numerous advantages of democratic leadership style and its popularity, it has some attending disadvantages (Afful-Broni, 2004). The following are some of them:

- 1) Some workers (teachers) may consider the leader as incompetent and administratively weak because he/she consults with them even on very important

issues.

2) There might be strong resistance from those who may have been consulted in the past and who may expect to be automatically included in the future.

3) This may create the wrong impression in some staff that their views ought to be sought after in every situation.

4) Participation may take a considerable amount of time, which can be seen as frustrating and time wasting to an impatient leader or manager.

The above discussion of the various leadership styles is not an attempt to showcase any particular type of leadership as the best, but simply to make people aware of what the realities and possibilities are, and the fact that it may be unsafe, unwise and not practical for any leader to stick to one way of leading an organization or a school.

## **2.6 Exemplary Leadership Practices**

In order to get the best results from subordinates or followers the leader must demonstrate exemplary practices (Kouzes & Posner, 2002). In other words, leaders must consider the live (5) practices of exemplary leadership" (Kouzes & Posner, 2002). To Kouzes and Posner, leadership is not at all about personality. It is about practices that help leadership to get extraordinary things done in an organization or an institution (p, 9): and leaders engage in the five practices of exemplary leadership. These are: (i) Model the Way, (ii) Inspire a Shared Vision, (iii) Challenge the Process, (iv) Enable Others to Act. (v) Encourage the hearts.

### **2.6.1 Modelling the Way**

According to Kouzes and Posner (2002), to effectively model the way and the behaviour of the followers or the constituents, the leader must first be clear about his guiding principles. They further stated that “leaders should find their voices by clarifying their personal values (p. 14). An effective and efficient leader should make his values clear to his followers and believe in them. Ashrah Seddeek (as cited in Kouzes & Posner, 2002), said, “You have to believe in something yourself first, before you can get others to believe” (p. 43)). A leader should also be committed to setting the example by aligning his actions with the shared values. Tom Brack (as cited in Kouzes & Posner, 2002) once said “Leading means, you have to be a good example, and live what you say. Only then can you persuade people honestly” (p. 75). This means the leader should lead by example.

### **2.6.2 Inspiring a Shared Vision**

“What made the difference was the vision of how things could be and clearly painting this picture for all to see and comprehend” stated Mark D. Arcangelo (as cited in Kouzes & Posner; 2002; p. 109). Maxwell (2005) also had this to say: "Each time another person in the organization embraces the vision and passes it on it's like giving the vision fresh legs”(p. 121) In other words, when the vision gets handed off, the next person is able to run with it.

For a leader to inspire a shared vision, Kouzes and Posner (2002), state that he must envision the future by imaging exciting ennobling opportunities. This means the leader should think into the past and the present and explore avenues that will be profitable in the future. After identifying the vision for the future, “the leader should be

committed to enlist others in a common vision by appealing to shared aspirations” (p. 22). Maxwell (2005) once said “Vision begins with one person, but it is only accomplished by many people” (p.70). To enlist people in a vision, leaders must know their constituents and speak their language. The leaders must also have intimate knowledge of people's dreams, hopes, aspirations, visions, and values. According to Maxwell (2005), “Vision leaks. It needs to be communicated clearly, creatively and continually” (p. 67). Since leadership is a dialogue and not a monologue, the leader must let his constituents buy into his vision by making it known to them through communication.

### **2.6.3 Challenging the Process**

To challenge the process, according to Kouzes and Posner (2002), the leader should search for opportunities by seeking innovative ways to change, grow, and improve. The leader is to look for the modern and scientific ways of doing things that can change the "status quo". That is the old ways of doing things. Bass (1985), in an attempt to define transformational leadership based it on the impact that it will have on followers. He further suggested that there are four different components of transformational leadership, of which one of them is *Intellectual Stimulation*. To him, transformational leaders do not only challenge the “status quo”; they also encourage creativity among followers. The leader encourages followers to explore new ways of doing things and new opportunities to learn. Having identified the ways of bringing change, according to Kouzes and Posner (2002), the leader is to experiment and take risk by constantly generating small wins and learning from errors. A leader should be ready to take the risk

before his constituents will follow, Maxwell (2005) said "if we focus on being some other place because we think it's better, then we will never enjoy where we are nor do what we must to succeed"(p. 53). This means that man should not be content with the current situation but should strive to change the situation for the better.

#### **2.6.4 Enabling Others to Act**

According to Kouzes and Posner (2002), to effectively enable others to act the leader should try to foster collaboration by promoting cooperative goals and building trust. This talks about teamwork. The leader must be prepared to allow others to get involved in whatever activities they are undertaking to make them feel that they are part of the success or otherwise of the group's actions. This can be well seen if the leader is prepared to share power among the group members. This talks specifically about delegation of powers or empowerment. The leader must strengthen others by sharing power and discretion.

According to Hersey et al. (2001), successful leaders do adjust their styles. They therefore offered (for different leadership styles that could be drawn upon to deal with different unique situations. Among these styles is *Delegation*. According to them, the leader still identifies the problem or issue, but the responsibility for carrying out the response is given to followers, which entails having a high degree of competence and maturity. Maxwell (2005), quoting from an address delivered by Harry Truman, an American president at the National War College on December 19, 1952, said "Leaders can give up many things. They can delegate many things. The one thing, that the top leader can never let go off is final responsibility (p. 95). Delegation is very important



factor to effective leadership but care must be taking when delegating. Don Neff (as cited in Maxwell, 2005). Said: "Having the best players on the floor isn't enough". You have to have the best players in the right positions (p.241). The implication here is that, as a leader, you have to look at the strength area of the person you are delegating the job to. Delegation should not be like a square peg in a round hole.

### **2.6.5 Encouraging the Hearts**

Cioran (as cited in Maxwell, 2005), once said, "if each of us were to confess his most secret desire, the one that inspires all his plans, all his actions, he would say, I want to be praised" (p. 57). This means that everybody desire to be rewarded either tangible or intangible, for an effort put up for the realization of the organizational goals. Andris Ramans (as cited in Kouzes & Posner, 2002) also said, "Would people value having a colleague say "Thank You" and "Good Job"? I thought about how I would feel-and I realized the incredible power of recognizing and appreciating others" (p. 315).

According to Kouzes and Posner (2002,.) a good leader must recognize contributions made by his constituents by showing appreciation for individual excellence (p. 22). Sometimes getting extraordinary things done is hard and it takes a long time. The people sometimes become exhausted, frustrated, disenchanted and are tempted to give up. It takes a good leader to encourage them to carry on. To effectively do this, they continued by saying that, the leader must recognize the efforts of his constituents and celebrate the values and victories by creating a spirit of community (togetherness).

Mick Dclaney (as cited in Maxwell, 2005) said "Any business or industry that pays equal rewards to its goof-offs and its eager beavers sooner or later will find itself

with more goof-offs than eager beavers” (p. 257). According to him, reward is very necessary in encouraging followers to get extraordinary things done in an organization but care must be taking when rewarding. He said, “to be an effective leader, you cannot reward everyone the same way in the name of fairness. Will it be fair for someone who produces twice the revenue of her counterpart to be paid the same? I do not think so. He therefore stated that effective leaders should praise effort, but reward only results” (225). The leader should therefore show appreciation for people's contributions and create a culture of celebration.

## **2.7 School Leadership and Teacher Performance**

Teaching effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Onyeachu, 2005). The influence of teachers’ teaching effectiveness on the learning outcome of students as measured by students’ academic performance has been the subject of several studies (Adediwura & Tayo 2007; Starr, 2002).

The above studies suggest that effective teaching is a significant predictor of students’ academic achievement. Therefore effective teachers should produce students of higher academic performance.

From a similar studies in Nigeria by Ofoegbu (2004) suggests that poor academic performance of students in Nigeria has been linked to poor teachers’ performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation (Ofoegbu, 2004). It has also been observed that conditions that would make for effective teaching such as resources

available to teachers, general conditions of infrastructure as well as instructional materials in public secondary schools in Nigeria are poor (Oredein 2000). These prevailing conditions would definitely show a negative influence on the instructional quality in public schools, which may translate to poor academic performance, attitude and values of secondary school students.

Although teachers' strong effect would significantly influence students' academic achievement, other factors such as socio-economic background, family support, intellectual aptitude of student, personality of student, self-confidence, and previous instructional quality have been found to also influence students' examination score (Starr 2002) either positively or negatively. To this end, according to, Blankstein (1996) had stated that students' grades and test scores are not good indicators of the quality of teachers' instruction.

## **2.8 Improving School Leadership in Ghana**

According to Blankstein (1996), many countries across the globe are making conscious efforts to adapt to an educational system that responds to the needs of the contemporary society. He said some African countries have moved towards decentralization, making schools more autonomous in their decision making and holding them more accountable for their results. He further intimated that the function of school leadership in Africa today is increasingly defined by a demanding set of roles which include financial and human resource management and leadership for learning. Heads of educational institutions now have heavy workloads; many are reaching

retirement, and it is getting harder to replace them. More often than not, potential candidates hesitate to apply for the job because of overburdened roles, insufficient and inadequate support and rewards.

Blankstein (1996) further stressed that, the increased responsibilities and accountability of school leadership are creating the need for the distribution of leadership within schools. Policy makers need to broaden the concept of school leadership and adjust policy and working conditions accordingly. The mass media and the citizenry at large do criticize school Headmasters/ Headmistresses/ Principals for poor learner performance and a lack of discipline in schools. It is perhaps a truism that Heads of schools today must serve as leaders for student learning, must know academic content, pedagogic techniques, and work with teachers to strengthen skills. Blankstein (1996) added that heads of schools must collect, analyze and use data in ways that will fuel excellence: and they must rally learners, educators, parents and the community around the common goal of raising learner performance. Also, they must have leadership skills and knowledge to exercise the autonomy and authority to pursue these strategies. He said if we need to improve school leadership in Ghana, we need to benchmark the following:

(1) **Distribution of leadership:** By encouraging and ensuring that distribution of leadership can strengthen management and succession planning. This will better equip Assistant/Deputy Heads of educational institutions to take over from their superiors when they retire or otherwise. Distributing leadership across different people, no doubt, can help to meet the challenges facing schools today and improve school effectiveness.

(2) **Leadership teams:** There is the need to support distribution of leadership by reinforcing the concept of leadership teams. Therefore, leadership training and development must be extended to school Heads, their deputies and potential future leaders in the school.

Starr (2002) added his voice to the numerous calls on the needs to be stated however that salary for teachers and for that matter school administrators should be given the attention it deserves. Many feel that the inputs made into the teaching profession are not commensurate with the salary that they take home; and the need also for area of concern which many people have glossed over, which is the lack of parent and community support. This stems from the fact that fewer parents are actively involved in the academic development of their wards. Felix said; lack of respect for the teaching profession is a source of worry, many look at the profession with scorn because many are those who use the profession as a stepping stone to getting into juicier' professions.

Again, the negative criticism school leadership receives at the hands of the media and the public at large, when issues of the schools come to the public domain are enough to deter people from wanting to take leadership positions in the schools.

He concluded the article by adding that; there is also the need to change leadership and management styles in our schools. The top-down management and leadership style, where management decisions only trickle down to the School Head at the bottom who have little power to influence policy must change. The School Head needs to be more of an educational manager or instructional leader than an administrator.

## **2.9 Qualities of Successful School Leaders**

Research suggests that there is a strong association between leaders' personal qualities and leadership success. For example, a study by Day et al. (2007) found that head teachers' values are key components in their success. The study concluded that successful heads improve pupil outcomes through who they are - their values, virtues, dispositions, attributes and competences – as well as what they do in terms of the strategies they select and the ways in which they adapt their leadership practices to their unique context.

This study suggests that the most successful school leaders are open-minded; ready to learn from others; flexible; have a system of core values and high expectations of others; and are emotionally resilient and optimistic. It asserts that it is these traits that enable successful leaders to make progress in schools facing challenging circumstances. The study in particular found that successful school leaders share certain attributes, as the following

1. A strong sense of moral responsibility and a belief in equal opportunities;
2. A belief that every pupil deserves the same opportunities to succeed;
3. Respect and value for all people in and connected with the school;
4. A passion for learning and achievement; and
5. A commitment to pupils and staff.

## 2.10 Student Academic Performance

In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself. As career competition grows ever fiercer in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government education departments alike. Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools. Parents care about their child's academic performance because they believe good academic results will provide more career choices and job security. Schools, though invested in fostering good academic habits for the same reason, are also often influenced by concerns about the school's reputation and the possibility of monetary aid from government institutions, which can hinge on the overall academic performance of the school.

Academic Performance in schools is evaluated in a number of ways. Students demonstrate their knowledge by taking written and oral tests, undertaking projects, turning in homework and participating in class activities and discussions, and finally taking an external examination organized by examination governing body, which in our case is West African Examinations Council (WAEC). Due to the constraints of the study, the results of Basic Education Certificate Examination (B.E.C.E) organized by (WAEC) from 2012 to 2015 were used to evaluate the academic performance of the Junior High School (J.H.S) in the study area. Below are the schools' performances in the BECE results from 2012 to 2015 in percentage (%) of number of students who passed.

**Table 2.1: BECE performance of selected public Basic Schools**

| Name of School | Percentage Performance |      |      |      |
|----------------|------------------------|------|------|------|
|                | 2012                   | 2013 | 2014 | 2015 |
| 1              | 20                     | 50   | 55   | 100  |
| 2              | 83                     | 67   | 48   | 60   |
| 3              | 15                     | 5    | 24   | 100  |
| 4              | 45                     | 22   | 23   | 7    |
| 5              | 0                      | 19   | 27   | 20   |
| 6              | 83                     | 88   | 97   | 83   |
| 7              | 48                     | 19   | 29   | 33   |
| 8              | 64                     | 37   | 31   | 9    |
| 9              | 71                     | 80   | 42   | 97   |
| 10             | 100                    | 46   | 80   | 100  |
| 11             | 29                     | 19   | 10   | 17   |
| 12             | 38                     | 61   | 38   | 78   |
| 13             | 82                     | 87   | 22   | 27   |
| 14             | 67                     | 96   | 2    | 39   |
| 15             | 83                     | 3    | 11   | 0    |
| 16             | 4                      | 2    | 40   | 38   |



From Table 2.1, it is seen that only one school perform well and maintain their standard but others do not. Why is it so? It is in the light of this debate that the research focuses on the perceptions of leadership style adopted by head teachers of public basic schools and their effects on schools performance in the district.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter considered the areas concerned with the methods used in the research. These include the research design, the procedure for the study, population under study, sample size and sampling procedure, instrument for data collection, procedure for data collection, and the method of data analysis.

#### **3.2 Research Design**

The study adopted a survey research design which, according to McBuney (1990), “is simply to determine how people feel about a particular issue” (p. 60). Surveys are popular as they allow the collection of a large amount of data from sizeable population (Saunders, Lewis & Thornhill, 2007). Using survey strategy allows the researcher to collect quantitative data and analyze it using descriptive and inferential statistics. The quantitative approach involves a questionnaire survey because it gathers data at a particular time with the intention of describing the nature of existing condition (Cohen & Manion, 1995).

#### **3.3 Population**

The target population for the study consisted of all head teachers and assistant head teachers of the 16 primary and 16 JHS in the West Mamprusi District. Thus, the population (N) for the study was 64.

### **3.4 Sample Size and Sampling Procedure**

According to Polit and Hungler (1999), the process of selecting a portion of the population to represent the entire population is known as sampling. It involves taking a representative selection of the population and using the data collected as research information.

All the 32 Primary school head teachers and their assistants and all the 32 Junior High School head teachers and their assistants were selected for the study. Census sampling technique was used to select all the head teachers and assistant head teachers of the Primary and Junior High Schools making a total of 64 respondents for the study.

### **3.5 Instrument for Data Collection**

The researcher employed the questionnaire in collecting data from the sampled population. A closed-ended questionnaire was used for the study. The closed-ended questionnaire is the type where the respondent's choices are limited as the respondent simply selects a response from the options provided. In all, three different questionnaires were developed according to the research questions. Section A required respondents to supply demographic data such as name of school, position in the school, number of years in that position, age, and gender. Section B focused on questionnaires based on the research questions.

#### **3.5.1 Validity of the Research Instrument**

Validity of the research instrument refers to the extent to which the research procedures (instrument) serve the uses for which they were intended (Alhassan, 2007). Validity is the attempt to ensure that the research instruments one uses are not

questionable and disputable (Alhassan 2007). The questionnaire was given to my supervisor and through expert opinions to see if there were some ambiguities for the necessary corrections to be made so as to ascertain the validity of the instrument. Ambiguous and inappropriate questions were modified.

### **3.5.2 Reliability of Instrument**

The reliability of a research instrument is the consistency of the instrument producing similar results given the same conditions on different occasions. It is also the degree of a research instrument (the questionnaire) to measure a subject at different occasions and on all occasions consistently gives the same or similar results (Alhassan 2007). Hackman (as cited in Alhassan 2007), view reliability as the extent to which data are consistent, accurate and precise.

To achieve reliability the questionnaires were administered in two schools on both head teachers and teachers at one time and the scores computed. Thus, the reliability coefficient of the questionnaire was Crombach alpha 0.908, which from the likert scale (0 to 1) is highly reliable. This is because from the classical theory, coefficients at 0.80 or above are often considered to be sufficiently reliable to make decisions about individuals as based on their observed behaviour and scores; thus, 0.90 as coefficient is highly reliable with significant Consequences (Webb, Shavelson & Haertel, 2006).

### **3.6 Data Collection Procedure**

I wrote letters to the District Education Office and the 16 selected public: basic schools for permission before the research started (Appendix A). It was very difficult to

get access to schools for this study since most heads thought the study was to expose their incompetence and ineffectiveness as far as leadership in the basic schools is concerned. They later agree after they were assured of how their responses would be treated with all the confidentiality and anonymity it deserves. Assurance was also given to the participants that the study was for academic purpose and that they should not close their identities.

The researcher distributed and collected all the questionnaires in all the selected school. Basic Education Certification Examination results for the selected schools for the study were also collected from the District Education Office to compare the performances Vis a Vis the leadership styles of the head teachers.

### **3.7 Data Analysis**

The questionnaires that were filled from the respondents coded to facilitate a comprehensive analysis of the data. The coded data collected were then entered into the computer using the Statistical Package for Social Sciences (SPSS) software and the output presented in tables with frequencies and percentages in line with the research questions. Basically, the data relating to the entire research question was analysed using descriptive statistics such as frequencies and percentages. The results were analysed and presented descriptively using tables with percentages and frequencies.

### **3.8 Ethical Consideration**

The researcher tried and observed all possible ethics as far as research and a study of this kind is concerned. Ethical clearance was obtained from the Department of

Educational Leadership, University of Education, Winneba-Kumasi Campus to give the researcher an ethical backing for the research. Issues of plagiarism were addressed by acknowledging all sources of information appropriately. Respondents' approval was also sought and their confidentiality and anonymity not compromised; first by not letting them to put their names or any form of identification on the questionnaires and by assuring them that the results will be used only for academic purposes. None of the respondents was forced or coerced into responding to the questionnaire. The purpose of the study was clearly explained to the respondents and their consents sought before they were made to participate in the study.



## **CHAPTER FOUR**

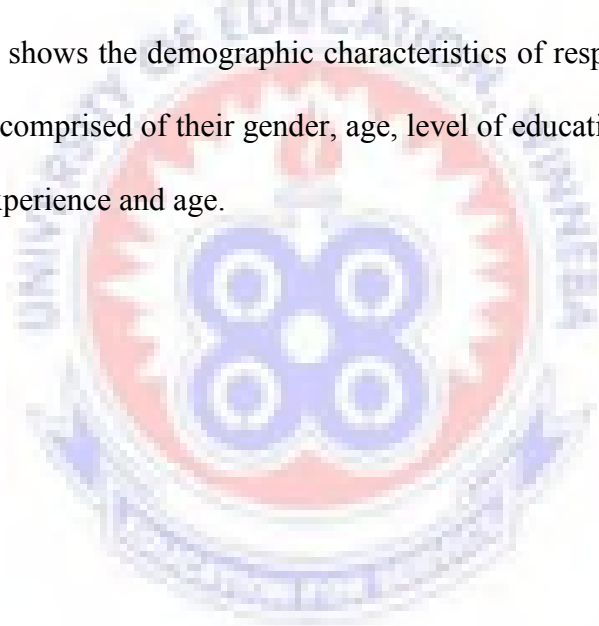
### **FINDINGS AND DISCUSSION**

#### **4.0 Introduction**

This chapter analyzed and discussed the information gathered from the respondents from the questionnaires administered. The data collected were analyzed and presented in tables with frequencies and percentages according to the research questions.

#### **4.1 Demographic Characteristics of Respondents**

Table 4.1 shows the demographic characteristics of respondents who took part in the study, which comprised of their gender, age, level of education, marital status, current rank and work experience and age.



**Table 4.1 Demographic Characteristics of Respondents**

| Respondents' Characteristics | Gender |      |        |      |
|------------------------------|--------|------|--------|------|
|                              | Male   |      | Female |      |
|                              | No.    | %    | No.    | %    |
|                              | 22     | 34.0 | 42     | 66.0 |
| <b>Age</b>                   |        |      |        |      |
| 31-40                        | 4      | 18   | 12     | 28.5 |
| 41-50                        | 16     | 73   | 18     | 43.0 |
| 51-60                        | 2      | 9    | 12     | 28.5 |
| Total                        | 22     | 100  | 42     | 100  |
| <b>Highest Qualification</b> |        |      |        |      |
| Diploma                      | 8      | 36   | 14     | 33   |
| Bachelors' Degree            | 11     | 50   | 20     | 48   |
| Masters' Degree              | 3      | 14   | 8      | 19   |
| Total                        | 22     | 100  | 42     | 100  |
| <b>Teaching Experience</b>   |        |      |        |      |
| 5-10                         | 6      | 27   | 15     | 36   |
| 11-15                        | 6      | 27   | 12     | 28   |
| 16 years or more             | 10     | 46   | 15     | 36   |
| Total                        | 22     | 100  | 42     | 100  |



Table 4.1, shows that majority of the respondents (66%) were males while above two fifth of the respondents (34%) were females. Again, 25% of the respondents were between the ages of 31 –40, 52% were between the ages of 41 – 50 while 22% were aged between 51 – 60. The result indicated that the respondents were matured to participate in the study. Majority of the respondents (48%) were Bachelor’s degree holders, 34% of the respondents were Diploma holders while 17% of the respondents were Master’s degree holders.

Table 4.1 also shows that majority of the respondents (39%) have worked for 16 years and above, 33% of the respondents have worked for between 5-10 while 28% of the respondents have worked for between 11-15 years. The results in Table 4.1 indicate that all the respondents were experienced professionals who are capable to take part in the study.

#### **4.2 Answers to the Research Questions**

##### **Research Question One: What type of leadership style is adopted by head teachers of public basic school in West Mamprusi District?**

Many authors have defined the term “Leadership” in many different ways. In modern literature, take for example, Edwards (2009) who defined leadership as “the practices that lead to positive influence, growth, and development of both the individual and groups for a collective purpose”. This definition implies that a leader should not be self-centered but make sure to please most of his constituents if not all. Again, the leader's way of life should influence his followers in a positive way as to the achievement of the collective goals of the group. Kouzes and Posner (2002) also contended that

“Leadership challenge is about how leaders mobilize others to want to get extraordinary things done in organizations” (p. 17). This definition means that a leader should be someone who can bring together people who hitherto thought they could not perform a particular task and influencing them to perform that particular task.

As stated in the literature review, leadership is the “process of influencing people to strive willingly for objectives” (Hersey, Blanchard & Johnson, 2001, p. 78). For Astin and Leyland (1991), leadership is “a process by which members of a group are empowered to work together synergistically towards a common goal or vision that create change, transform institutions, and thus improve the quality of life. Gradner, (as cited in Afful-Broni 2004) also defined leadership as “a process of persuasion or example by which an individual induces a group to pursue objective held by the leader or shared by the whole group” (p. 2). Mesocn, Albert and Khedouni, (as cited in Mankoe. 2007) defined leadership as the ability to influence individuals to work toward attaining organization objectives, (P. 46), From the definitions given by the authors above, leadership is all about influencing people, empowering them and persuading them to work willingly towards the achievement of goals that will bring a positive change in themselves as individuals and the group as a whole. The present study requested the respondents to indicate their level of agreement with their leadership styles. The results are presented in Tables 4.2 and 4.3.

**Table 4.2 Respondents Opinion of their Democratic Leadership Style**

| Democratic Leadership Style Items                              | Strongly Agree | Agree  | Disagree | Strongly Disagree |
|--|----------------|--------|----------|-------------------|
|  | N (%)          | N (%)  | N (%)    | N (%)             |
| I include teachers in decision making all the time             | 32 (50)        | 22(34) | 10(16)   | 0(0)              |
| I involved teachers in making academic policies for the school | 28(44)         | 27(42) | 9(14)    | 0(0)              |
| I involved teachers in designing academic programmes           | 23(36)         | 30(47) | 11(17)   | 0(0)              |
| I delegate of powers to other staffs as and when necessary     | 35(55)         | 29(45) | 0(0)     | 0(0)              |
| I highly respect the views of teachers and other staffs        | 30(47)         | 22(34) | 12(19)   | 0(0)              |

Numbers in brackets are percentages

Table 4.2 shows that half of the respondents (50%) strongly agreed that they demonstrate democratic style as they include teachers in decision making all the time, slightly above one third of the respondents (34%) agreed while 16% of the respondents disagreed. Above two fifth of the respondents (44%) strongly agreed that they demonstrate democratic style as they involved teachers in making academic policies for the school, slightly above two fifth of the respondents (42%) agreed while 14% of the respondents disagreed.

Above one third of the respondents (36%) strongly agreed that they demonstrate democratic style as they involve teachers in designing academic programmes, nearly half of the respondents (47%) agreed while 17% of the respondents disagreed.

All the respondents (100%) strongly agreed that they demonstrate democratic style as they delegate power to other staffs as and when necessary which is very necessary. Nearly half of the respondents (47%) strongly agreed that they demonstrate democratic style as they highly respect the views of teachers and other staffs, slightly above one third of the respondents (34%) agreed while 19% of the respondents disagreed. Democratic leadership style is good when used in the educational sector as it gives an open administration as it motivates staff to perform better.

All the results in Table 4.2 agree with Afful-Broni (2004), that democratic style of leadership is grounded on the premise that the organization is the responsibility of all, even though the leader has the primary role of guiding the rest of the group in arriving at their collective mission. Thus, policies are formulated through consultation, discussions and consensus building. Afful-Broni further state that, “this style of leadership is characterized by responses of co-operation enthusiasm, acceptance of more responsibilities and recognition of the worth of each worker. The leader here considers himself as first among equals” (p. 138). This type of leadership style, according to Robertson (1977) attempts to win a consensus on a course of action. Robertson further stated that, democratic leaders seem to be most effective in holding small groups together and seeing that they accomplish their task and that they are more effective in situation where group members are concerned about individual rights or where there is disagreement over goals.

In the school setting, this type of leadership is suitable and preferred by many teachers, since teachers would want to be involved in the decision making process, especially in issues which relate to their welfare and profession. Head teachers who are more inclined towards democratic style of leadership enjoy greater degree of cooperation from their teachers.

**Table 4.3 Respondents Opinion of their Laissez-faire Leadership Style**

|   | Strongly Agree | Agree  | Disagree | Strongly Disagree | Total  |
|---|----------------|--------|----------|-------------------|--------|
| Laissez-faire Leadership Style  | Agree          | N (%)  | N (%)    | Disagree          | Total  |
| Items   | N (%)          |        | N (%)    |                   |        |
| I give full mandate to staff to make academic decisions without interference            | 28 (44)        | 23(36) | 13(20)   | 0(0)              | 64/100 |
| I give staff the freedom to do anything they deem is in the best interest of the school | 19(30)         | 34(53) | 11(17)   | 0(0)              | 64/100 |
| I do not interfere with teachers' decision making that promote progress of the school   | 21(33)         | 35(55) | 8(12)    | 0(0)              | 64/100 |
| I leave teachers to make major decisions in the classroom                               | 31(48)         | 22(34) | 11(17)   | 0(0)              | 64/100 |
| I freely delegate responsibilities always   | 25(39)         | 32(50) | 7(11)    | 0(0)              | 64/100 |

Numbers in brackets are percentages

Table 4.3 shows that above two-fifths of the respondents (44%) strongly agreed that they demonstrate laissez-faire attitude as they give full mandate to staff to make academic decisions without interference, above one-third of the respondents (36%) agreed while one-fifth of the respondents (20%) disagreed. Nearly one third of the respondents (30%) strongly agreed that they demonstrate laissez faire attitude as they give staff the freedom to do anything they deem is in the best interest of the school, slightly above half of the respondents (53%) agreed while 17% of the respondents disagreed.

Almost one-third of the respondents (33%) strongly agreed that they demonstrate laissez faire attitude as they do not interfere with teachers' decision making that promote progress of the school, above half of the respondents (55%) agreed while 12% of the respondents disagreed.

Almost half of the respondents (48%) strongly agreed that they demonstrate laissez faire attitude as they leave teachers to make major decisions in the classrooms, slightly above one-third of the respondents (34%) agreed while 17% of the respondents disagreed. Almost two-fifths of the respondents (39%) strongly agreed that they demonstrate laissez faire attitude as they freely delegate responsibilities always, half of the respondents (50%) agreed while 11% of the respondents disagreed. Laissez faire leadership style is where the leader his subordinates the total freedom by presenting to them the set objective and use their own ingenuity to get the job done. Laissez faire leadership style is used to describe leaders who leave their team members to work on their own. Even though this style is unpopular within our educational setting, it helps in that teachers who are experts in their profession should sometimes be allowed to work

without interference. Afful-Broni (2004) describes a situation where this style could be advantageous. He stated that "in a situation where the subordinates are seasoned experts in their individual fields, this system of leadership is rather more appropriate" (p. 140). Also Theory X and Theory Y, propounded by Douglas McGregor (as cited in Hersey, Blanchard, & Johnson; 2001) discussed a number of motivation theories among which is Douglas McGregor's theory X and Y. His theory was underlined by some basic assumptions about human nature.

According to McGregor's theory (as cited in Hersey et al 2001) leaders who believe in theory X believe that work is inherently distasteful, people are not ambitious, responsible and need direction. Believers of theory Y believe that work can be playful, if conditions are favourable. Also self-control is often indispensable in achieving organizational goal. Theory X also indicates that, most people must be closely controlled and often coerced to achieve organizational goals. Theory Y finally believes that. People can be self-directed and creative at work if properly motivated and resourced (p.60).

**Research Question 2: What are the perceived effects of the leadership style of heads of schools on school performance?**

In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself. As career competition grows ever fiercer in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government education departments alike. In this study the respondents were requested to indicate the effects of their leadership styles on school performance. The result is shown in Table 4.4.

**Table 4.4: Respondents Opinion on the Perceived Effects of the Leadership Styles on School Performance.**

| Statement   | Strongly Agree<br>N (%) | Agree<br>N (%) | Disagree<br>N (%) | Strongly Disagree<br>N (%) | Total  |
|---|-------------------------|----------------|-------------------|----------------------------|--------|
| Promotes interpersonal relationship between head teacher and teachers to enhance school performance | 26 (41)                 | 30 (47)        | 8 (12)            | 0 (0)                      | 64/100 |
| Inspires teachers to improve upon their instructional capabilities                                  | 41 (64)                 | 23 (36)        | 0 (0)             | 0 (0)                      | 64/100 |
| Improves staff morale and discipline in the school  | 23 (36)                 | 29 (45)        | 12 (19)           | 0 (0)                      | 64/100 |
| Motivates students to learn hard to achieve academic excellence                                     | 27 (42)                 | 25 (39)        | 12 (19)           | 0 (0)                      | 64/100 |
| Improves time management and curriculum evaluation  | 19 (30)                 | 34 (53)        | 11 (17)           | 0 (0)                      | 64/100 |

Numbers in brackets are percentages

Table 4.4 indicates that slightly above two-fifths of the respondents (41%) strongly agreed that their leadership styles promotes interpersonal relationship between head teacher and teachers to enhance school performance, nearly half of the respondents (47%) agreed while 9% of the respondents disagreed. All the respondents (41%) strongly



agreed that their leadership styles inspire teachers to improve upon their instructional capabilities which are commendable.

Also, over one-third of the respondents (36%) strongly agreed that their leadership styles improves staff morale and discipline in the school, over two-fifths of the respondents (45%) agreed while 19% of the respondents disagreed. Slightly above two fifth of the respondents (42%) strongly agreed that their leadership styles motivate students to learn hard to achieve academic excellence, almost two fifth of the respondents (39%) agreed while 19% of the respondents disagreed

Nearly one-third of the respondents (30%) strongly agreed that their leadership styles improve time management and curriculum evaluation, above half of the respondents (53%) agreed while 17% of the respondents disagreed.

All the results in Table 4.4 mean that the type of leadership style exhibited by an institutional head helps in improving the performance of the institution or school, especially the democratic style. Leadership styles like democratic and laissez faire when used together brings discipline and open mindedness leading to increased performance. “Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools. Parents care about their child's academic performance because they believe good academic results will provide more career choices and job security. Schools, though invested in fostering good academic habits for the same reason, are also often influenced by concerns about the school's reputation and the possibility of monetary aid from government institutions, which can hinge on the overall academic performance of the school” (<http://www.ehow.com>).

**Research Question 3: What are the Causes of leadership failure in public basic schools?**

There are some perceived causes of leadership failure and so the researcher impressed upon the respondents to rate their opinion on some causes of leadership failure and the result is shown in Table 4.5.

**Table 4.5 Respondents Opinions on Some of the Causes of Leadership Failure**

| Statement   | Strongly Agree<br>N (%) | Agree<br>N (%) | Disagree<br>N (%) | Strongly Disagree<br>N (%) | Total  |
|---|-------------------------|----------------|-------------------|----------------------------|--------|
| Inadequate teaching and learning materials to use in the school | 28 (44)                 | 22(34)         | 8(12)             | 6(9)                       | 64/100 |
| Political interference  | 25(39)                  | 30(47)         | 9(14)             | 0(0)                       | 64/100 |
| Conflict and factions among staff                               | 19(30)                  | 25(39)         | 12(19)            | 8(12)                      | 64/100 |
| Lack of adequate support from the GES and the district assembly | 31(48)                  | 33(52)         | 0(0)              | 0(0)                       | 64/100 |
| Difficulties in changing an already learnt attitude of staff    | 21(33)                  | 19(30)         | 24(37)            | 0(0)                       | 64/100 |
| Lack of adequate support from PTA and SMC                       | 18(28)                  | 21(33)         | 25(39)            | 0(0)                       | 64/100 |
| Lack of positive superior-subordinate relationship              | 27(42)                  | 16(25)         | 21(33)            | 0(0)                       | 64/100 |
| Traditional and cultural interference                           | 28(44)                  | 31(48)         | 5(8)              | 0(0)                       | 64/100 |
| Lack of community support                                       | 18(28)                  | 35(55)         | 11(17)            | 0(0)                       | 64/100 |
| The leadership style of the head is not encouraging             | 15(23)                  | 29(45)         | 20(31)            | 0(0)                       | 64/100 |

Table 4.5 indicates that above two fifth of the respondents (44%) strongly agreed that inadequate teaching and learning materials to use in the school is a cause that contributes to leadership failure, slightly above one third of the respondents (34%) agreed, 12% disagreed while 9% of the respondents strongly disagreed. When there is inadequate teaching and learning materials it causes the head to fail as teaching and learning would be affected. Oredein (2000) stated that ineffective teaching could occur due to poor resources available to teachers, general conditions of infrastructure as well as instructional materials schools.

Almost two-fifths of the respondents (39%) strongly agreed that political interference is a cause that contributes to leadership failure, nearly half of the respondents (47%) agreed, while 14% of the respondents disagreed. Political interferences cause leadership failure as they change policies without consultation. Nearly one third of the respondents (30%) strongly agreed that Conflict and factions among staff is a cause that contributes to leadership failure, almost two fifth of the respondents (39%) agreed, 19% disagreed while 12% of the respondents strongly disagreed. The result is in tandem with Ajowi, Simatwa and Ayodo (2011) that the challenges faced by head teachers involves the influence of informal induction from veteran teachers and rigid attitude and refusal to accept new ideas by newly appointed teachers which brings about conflicts and factions among staff.

All the respondents (39%) strongly agreed that lack of adequate support from the GES and the district assembly is a cause that contributes to failure. Even though the GES and the district assembly support the improvement in education, if the support is inadequate it hinders the success of the leadership. Almost one third of the respondents

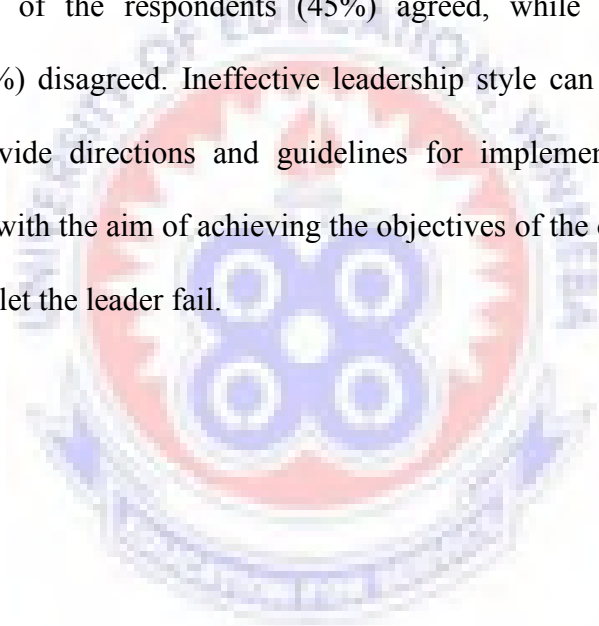
(33%) strongly agreed that difficulties in changing an already learnt attitude of staff is a cause that contributes to leadership failure, nearly one third of the respondents (30%) agreed, while nearly two fifth of the respondents (37%) disagreed. Swanson and Holton III (2001) opined that employees' pessimistic attitudes and mindset towards their jobs can be detrimental and challenging because behavioural changes, performance improvement and organisational effectiveness may be affected and the result of the study also supports this opinion.

Above one-quarter of the respondents (28%) strongly agreed that lack of adequate support from PTA and SMC is a cause that contributes to leadership failure, almost one third of the respondents (33%) agreed, while almost two-fifths of the respondents (39%) disagreed. The PTA and SMC have been supportive to the elevation of education and when the support is inadequate it can cause the leadership to fail as the leadership may need adequate resources to manage the institution. Slightly above two fifth of the respondents (42%) strongly agreed that lack of positive superior-subordinate relationship is a cause that contributes to leadership failure, one quarter of the respondents (25%) agreed, while almost one third of the respondents (33%) disagreed. Poor superior-subordinate relationship can cause the leader to fail in that the subordinate can undermine the leader due to the poor relationship between them and this is unhealthy and should be avoided.

Above two-fifths of the respondents (44%) strongly agreed that traditional and cultural interference is a cause that contributes to leadership failure, nearly half of the respondents (48%) agreed, while 8% disagreed. Traditional and cultural interference as the result depicts is not a significant cause of leadership failure as 48% of the respondents

disagreed. Above one quarter of the respondents (28%) strongly agreed that lack of community support is a cause that contributes to leadership failure, above half of the respondents (55%) agreed while 17% disagreed. Blankstein (1996) indicated that heads of schools must rally learners, educators, parents and the community around the common goal of raising learner performance.

Finally, nearly one quarter of the respondents (23%) strongly agreed that discouraging leadership style of the head is a cause that contributes to leadership failure, above two fifth of the respondents (45%) agreed, while nearly one third of the respondents (31%) disagreed. Ineffective leadership style can cause a leader to fail. A leader must provide directions and guidelines for implementing strategic plans and motivate people with the aim of achieving the objectives of the organization and anything short of this will let the leader fail.



## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents a summary of the study and main findings based on the objectives of the study. The chapter also presents the conclusion, recommendations and suggestions for further studies.

#### 5.1 Summary of the study

The purpose of the study was to explore the leadership styles adopted by school head teachers and its influence on performance in basic schools in the West Mamprusi District. The objectives of the Study were to find out the leadership styles of head teachers in public basic schools in the Mamprusi West District, establish the effect of the leadership style of heads of schools on school performance and to determine the causes of leadership failure in public basic schools. The research questions of the study were:

1. What type of leadership style is adopted by head teachers of public basic school in West Mamprusi District?
2. What are the perceived effects of the leadership style of heads of schools on school performance in West Mamprusi District?
3. What are some of the causes of leadership failure in public basic schools in West Mamprusi District?

The study adopted descriptive survey design with questionnaire to collect quantitative data. The target population for the study was all head teachers and

assistant head teachers of the 16 primary and 16 JHS in the West Mamprusi District. Thus, the population (N) for the study was 64. All the 32 Primary school head teachers and their assistants and all the 32 Junior High School head teachers and their assistants were selected for the study. All the head teachers and assistant head teachers of the Primary and Junior High Schools making a total of 64 respondents participated in the study

### **5.1.1 Main findings**

The study revealed that the head teachers displayed democratic leadership style which was the dominant style as they included teachers in decision making all the time, involved teachers in making academic policies for the school, involved teachers in designing academic programmes, delegated powers to other staffs as and when necessary and highly respected the views of teachers and other staff.

The study revealed that the head teachers displayed laissez-faire leadership style as they, gave full mandate to staff to make academic decisions without interference, gave staff the freedom to do anything they deem is in the best interest of the school, did not interfere with teachers' decision making that promote progress of the school, left teachers to make major decisions in the classroom and freely delegated responsibilities always.

The study also revealed that the effect of head teachers leadership style were that they promoted interpersonal relationship between head teacher and teachers to enhance school performance, inspired teachers to improve upon their instructional capabilities, improved staff morale and discipline in the school, motivated students to learn hard to

achieve academic excellence and also improved time management and curriculum evaluation.

The study further revealed that some of the causes of leadership failure were inadequate teaching and learning materials to use in the school, political interference, conflict and factions among staff, lack of adequate support from the GES and the district assembly, difficulties in changing an already learnt attitude of staff, lack of adequate support from PTA and SMC, lack of positive superior-subordinate relationship, traditional and cultural interference, lack of community support and discouraging leadership style of the head.

## **5.2 Conclusions**

The study was conducted to explore the leadership styles of head teachers and their effect on school performance and the findings of the study has confirmed that the head teachers displayed democratic and laissez- style faire leadership style.

There are some causes that derail these laudable positive effects of the head teachers' leadership style which was found to be inadequate teaching and learning materials to use in the school which has to be addressed. Also, political interference should be minimized if not to be avoided. Conflict and factions among staff should be curbed. There should be adequate support from the GES and the district assembly to enable head teachers in their leadership. These causes of leadership failure like difficulties in changing an already learnt attitude of staff, lack of adequate support from PTA and SMC, lack of positive superior-subordinate relationship, traditional and cultural interference, lack of community support and discouraging leadership style of the head



should be assessed by the Ghana Education Service for amicable solution for the smooth running of educational institutions.

### **5.3 Recommendations**

1. The Ghana Education Service and the District Assembly should adequately support heads of educational institutions under their ambit to enable them to have smooth administration to improve school performance.
2. The Ghana Education Service should appeal to traditional authorities to minimize if not to avert unnecessary interference which tend to impede the smooth administration of the school.
3. There was lack of adequate support from PTA and SMC so regular Parent Teacher Association meetings should be organized by heads of educational institutions to sensitize parents in the community to see the need to support the school to make it more successful.

### **5.4 Suggestion for Further Study**

It is suggested that further study should be conducted on the teachers' role as leaders in the classroom to improve students' academic performance in public basic schools in the Mamprusi West District to see if teachers are also doing their work well to help to improve school performance.

## REFERENCES

- Adediwura, A. A., & Tayo, B. (2007). Perception of teachers' knowledge attitude and teaching skills as predictor of academic performance in Nigerian Secondary Schools. *Educational Research and Review*, 2(7), 165-171.
- Afful-Broni, A. (2004). *Theory and practice of educational leadership in Ghana*. Accra: Yamens Press.
- Aikman, S., & Unterhalter, E. (2005). *Beyond access: Transforming policy and practice for gender equality in education*. London: Oxford.
- Astin, H. S., & Leland, C. (1991). *Women of influence, woman of vision, a cross generational study of leaders and social change*. San Francisco CA: Jossey-Bass.
- Ballantine, J. H. (2001). *The sociology of education: A systematic analysis*. NJ: Englewood Cliffs.
- Bartol, K. M., & Martin, D. C. (1991). *Management*. New York: McGraw-Hill.
- Bass, B. M. (1985). *Leadership and performance*. N.Y.: Free Press.
- Bennis, W. (1998). *On becoming a leader*. London: Arrow Press.
- Blankstein, A. M. (1996). Why TCM can't work – and a school where it did. *The Education Digest*, 62(1), 27-30.
- Burns, J. M. (1978). *Leadership*. New York, NY: Harper & Row Publishers.
- Cohen, L., & Manion, L. (1995). *Research methods in education* (5th ed.), London: Routledge Falmer.
- Danso, K. (2011). Capitation grant is flopping. *Daily Graphic*. Retrieved 2/7/16 from <http://www.graphic.com.gh>.
- Day, C., Sammons, P., Harris, A., Hopkins, D., Leithwood, K., Gu, Q., Penlington, C.,

- Mehta, P. and Kington, A. (2007). *The Impact of School Leadership on Pupil Outcomes, DfES Interim Report (Year 1)*. London: Department for Children, Schools and Families.
- Doyle, M. E., & Smith, M. K. (2001). *Classical leadership, the encyclopedia of informal education*. London: YMCA George William College/The Rank Foundation.
- Edwards, A. (2009). *Professional citizenship and otherness leadership development: Examining the relationships among meaning, moral reasoning, and diversity competencies of graduate students*. Doctoral dissertation: Ohio, USA: Bowling Green State University.
- Gardner, J. (1989). *On leadership*. New York: Basis Books.
- Hanson, E. M. (2003). *Educational administration and organizational behavior*. Boston: Allyn and Bacon.
- Hersey, P., Blanchard, K. H., & Johnson, D. (2001). *Management of organizational behaviour: Utilizing human resources* (3rd ed.). USA: Prentice Hall.
- Jacobson, S., & Bezzina, C. (2008). The effects of leadership on student academic/affective achievement. In Crow, G., Lumby, J. & Pashiardis, P. (Eds.). *The international handbook on the preparation- and development of school leaders*. Thousand Oaks, CA: Sage Publications.
- Kouzes, J. M., & Posner, B. Z. (2002). *Leadership challenge* (3rd ed.). San Francisco: Jossey-Bass
- Mankoe, J. O. (2002). *Educational administration and management in Ghana*. Accra: Progressive Stars Printing Press.
- Maxwell, J. C. (2005). *The 360° leader: Developing your influence from anywhere in the*

*organization*. Nashville, Tennessee: Thomas Nelson.

Mhonya, C. M. (2010). The perceptions of senior management teams' (SMTs) dominant leadership styles in selected Botswana Primary Schools. *Educational Research and Review*, 5(11), 646-650.

MoEYS, (2003). *National action plan; education for all: Ghana 2013 – 2015*.

Monyatsi, P. P. (2005). Transforming schools into democratic organizations: The case of the secondary schools management development project in Botswana. *International Education Journal*, 6(3), 354-366.

Mullins, J. L. (2005). *Essentials of organization behaviour*. London: Pearson.

Nsubuga, Y. K. K. (2003). *Development and examination of secondary y schools in Uganda: Experience and challenges*. Kampala, Uganda.

Oduro, G. K. T., & Dachi, H. (2008). *Educational leadership and quality education in disadvantaged communities in Ghana and Tanzania*. (A Paper presented at the Common wealth Council for Educational Administration & Management Conference, International Convention Centre, Durban, South Africa; 8<sup>th</sup> – 12<sup>th</sup> September.)

Ofoegbu, F. I. (2004). Teacher motivation: A factor for classroom effectiveness and school improvement in Nigeria. *College Student Journal*, 38(1), 81-89.

Onyeachu, J. A. E. (2005). Implementation issues in secondary education curriculum in Nigeria: *Problems and Prospects International Journal of Research Development*, 1(4), 12-23.

Polit, D. F., & Hungler, B. P. (1999). *Nursing research: Principles and methods* (5th ed.). Philadelphia: J. B. Lippincott Company.

- Robertson, I. (1977). *Sociology* (3rd ed.). New York: Worth Publishers.
- Saunders, M., Lewis, P., & Thornhill, A. (2007). *Research methods for business students*. London: Prentice-Hall.
- Sekyere, E. A. (2006). *Teachers' guide on topical issues for promotion and election interviews*. Kumasi: Cita Printing Press.
- Sergiovanni, T. J., & Starratt, R. J. (1995). *Supervision: A re-definition*. New York: McGraw-Hill.
- Talabi, J. K. (2003). *Educational technology: Methods, tools, and techniques for effective teaching*. Winneba: University of Education.
- Todaro, M. (1996). *Economic development in the third world*. New York: Longman Group.
- Van Maurik, J. (2001). *Writers on leadership*. London: Penguin.
- Webb, N. M., Shavelson, R. J. & Haertel, E. H. (2006). Reliability coefficients and generalization theory. *Handbook of statistics, 26*, 1-8.
- Wright, P. (1996). *Managerial leadership*. London: Routledge.

**APPENDIX A**

**UNIVERSITY OF EDUCATION, WINNEBA  
DEPARTMENT OF EDUCATIONAL LEADERSHIP  
QUESTIONNAIRE FOR RESPONDENTS**

Dear respondent,

The researcher is a student of the University of Education, Winneba-Kumasi Campus conducting this research in partial fulfillment for the award of Master of Arts in Educational Leadership. This questionnaire seeks to solicit views on the leadership styles of heads of public basic school and their effects on performance in basic schools in the West Mamprusi District.

You have been chosen to respond to the questions as frankly as possible. You have been provided with options, tick (✓) the option that you consider most appropriate. Please respond to all questions in the questionnaire. All information given will be treated with utmost confidentiality.

**INSTRUCTION:** Please (✓) tick the most appropriate response.

**SECTION A DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS**

**SECTION B QUESTIONNAIRE FOR RESPONDENTS**

1. What is your age?

a). 21- 30 [ ]

b). 31- 40 [ ]

c). 41- 50 [ ]

d). 51- 60 [ ]

1. What is your sex?

a). Male [ ]

b). Female [ ]

3. What is your highest educational qualification?

a). Diploma [ ]

b). Bachelor's Degree [ ]

c). Master's Degree [ ]

5. For how many years have you been teaching?

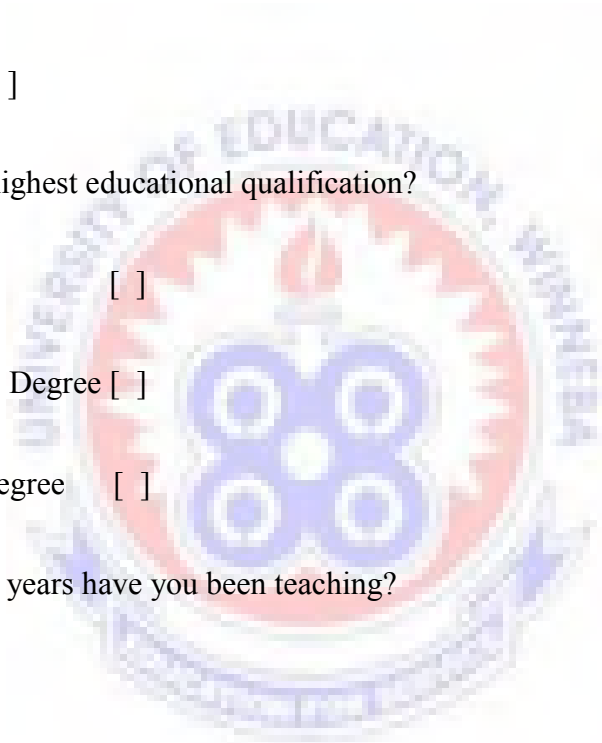
a) 1-5 years

b) 6-10 years

c) 11-15 years

d) 16-20 years

e) 21 years and above



**What type of leadership style is adopted by head teachers of public basic school in West Mamprusi District?**

Please indicate your level of agreement with the following Democratic leadership style as pertain in your school. **Key: *Strongly Agree (SA=1) Agree (A=2) Disagree (D=3) Strongly Disagree (SD=4).***

|    | <b>Democratic Leadership Style Items</b>                       | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
|----|--|-----------|----------|----------|-----------|
| 1. | I include teachers in decision making all the time             |           |          |          |           |
| 2. | I involved teachers in making academic policies for the school |           |          |          |           |
| 3. | I involved teachers in designing academic programmes           |           |          |          |           |
| 4. | I delegate of powers to other staffs as and when necessary     |           |          |          |           |
| 5. | I highly respect the views of teachers and other staffs        |           |          |          |           |

Please indicate your level of agreement with the following Laissez-faire leadership style as pertain in your school. **Key: *Strongly Agree (SA=1) Agree (A=2) Disagree (D=3) Strongly Disagree (SD=4).***

|    | <b>Laissez-faire Leadership Style Items</b>                                  | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
|----|--|-----------|----------|----------|-----------|
| 1. | I give full mandate to staff to make academic decisions without interference |           |          |          |           |
| 2. | I give staff the freedom to do anything they deem is                         |           |          |          |           |



|    |   |  |  |  |  |
|----|---|--|--|--|--|
|    | in the best interest of the school  |  |  |  |  |
| 3. | I do not interfere with teachers' decision making that promote progress of the school |  |  |  |  |
| 4. | I leave teachers to make major decisions in the classroom                             |  |  |  |  |
| 5. | I freely delegate responsibilities always   |  |  |  |  |

**What are the effects of the leadership style of heads of schools on school performance?**

Please indicate your level of agreement with the following effects of the leadership style of heads of schools on school performance. **Key: Strongly Agree (SA=1) Agree (A=2) Disagree (D=3) Strongly Disagree (SD=4).**

|    | Statement   | SA | A | D | SD |
|----|---|----|---|---|----|
| 1. | Promotes interpersonal relationship between head teacher and teachers to enhance school performance |    |   |   |    |
| 2. | Inspires teachers to improve upon their instructional capabilities                                  |    |   |   |    |
| 3. | Improves staff morale and discipline in the school  |    |   |   |    |
| 4. | Motivates students to learn hard to achieve academic excellence                                     |    |   |   |    |
| 5. | Improves time management and curriculum   |    |   |   |    |

|            |  |  |  |  |
|------------|--|--|--|--|
| evaluation |  |  |  |  |
|------------|--|--|--|--|

**What are the causes of leadership failure in public basic schools?**

Please indicate your level of agreement with the following internal factors that contribute to leadership failure in public basic schools. **Key: Strongly Agree (SA=1) Agree (A=2) Disagree (D=3) Strongly Disagree (SD=4).**

**Some Causes of Leadership Failure**

|    | Statement   | SA | A | D | SD |
|----|---|----|---|---|----|
| 1  | Inadequate teaching and learning materials to use in the school |    |   |   |    |
| 2  | Political interference  |    |   |   |    |
| 3  | Conflict and factions among staff                               |    |   |   |    |
| 4  | Lack of adequate support from the GES and the district assembly |    |   |   |    |
| 5  | Difficulties in changing an already learnt attitude of staff    |    |   |   |    |
| 6  | Lack of adequate support from PTA and SMC                       |    |   |   |    |
| 7  | Lack of positive superior-subordinate relationship              |    |   |   |    |
| 8  | Traditional and cultural interference                           |    |   |   |    |
| 9  | Lack of community support                                       |    |   |   |    |
| 10 | Discouraging leadership style of the head                       |    |   |   |    |