UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

RELATIONSHIP BETWEEN HEADS LEADERSHIP STYLES AND TEACHER

EFFECTIVENESS IN SENIOR HIGH SCHOOLS AT BANTAMA SUB METRO IN

THE KUMASI METROPOLIS

MARY OWUSU SEKYERE

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OCTOBER, 2020

DECLARATION

Student's Declaration

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

SIGNATURE ....

DATE……………………………….

Supervisor's Declaration

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

NAME: DR. LYDIA OSEI-AMANKWAH

SIGNATURE……………………………….

DATE……………………………………….

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My thanks go to my supervisor, Dr. Lydia Osei-Amankwah who guided me as a loving academic mentor, and patiently spent valuable time on my work as I went through this rigorous exercise.

I am also grateful to the respondents for their willing support and their preparedness to share with me their experience on my chosen topic, without any irritation or resentment. Finally, my sincere thanks go to my husband Nana Akwasi Osei Bonsu, Esq for the thoroughness in screening and editing my work before each presentation to my supervisor. This helped tremendously in completing this work. Thanks very much to you all.
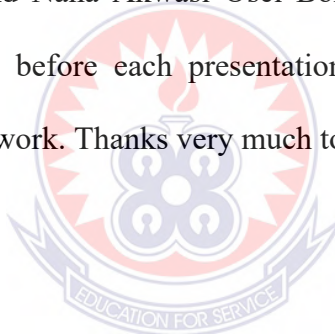
DEDICATION

This work is dedicated to my family whose continuous encouragement motivated me to persevere from the start to the end of the programme.

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ABSTRACT

The study investigated relationship between heads leadership styles and teacher effectiveness in senior high schools at Bantama sub metro in the Kumasi metropolis. The objectives of the study were to find out the effectiveness of teachers of senior high schools, identify the leadership style mostly used by heads and to establish relationship between leadership styles of heads and teacher effectiveness. Two research questions and one hypothesis were formulated to direct the study. Descriptive survey design was employed for the study. The study involved only teachers and the sample size was 94 respondents. Purposive sampling was used to select the teachers. Questionnaire was used to gather data. The pre-test yielded reliability coefficient of 0.78. Data were analyzed using descriptive statistics, means and standard deviations, percentages and frequencies and Pearson Product -Moment Correlation Coefficient. Findings revealed that heads mostly used transformational leadership style in managing teachers. Statistically significant, positive and strong relationship was found to exist between heads leadership styles and teacher effectiveness. It was recommended that heads should reinforce the use of transformational leadership style in the schools. It was again recommended that heads should advocate for sustaining the use of appropriate leadership styles depending on the situation.

CHAPTER ONE

1.0   INTRODUCTION

1.1 Background to the Study

Leadership is an important aspect of work in any educational institutions. The quality of work in schools and how teachers perform is affected by what heads do to manage the teachers. Factors such as capable teaching force, teacher support and good leadership by heads are necessary for effective school leadership (Atakpa & Ankomah 1998). Looking at the strategies available to school heads in managing school effectively, leadership styles seems to be less effectively applied.

Leadership is considered very important for the improvement of teachers' work (Northouse, 2010). It is one of the basic needs in school management. Every institution needs some kind of leadership to function. Leadership is considered the solution to most institutional problems (Daft & Marcic, 2006). Leadership at all levels and in varying institutions involves the practice of setting goals and motivating staff to achieve the set goals. Leithwood and Tantzi (2000) as well as Dimmock (1996) argue, that the leader ought to promote the right culture and environment, and steer the subordinates or followers towards the vision set for the organisation. In the context of schools and academic institutions, good leadership focuses on the promotion of high-quality education by encouraging organised learning processes amongst teachers, which in turn influence student learning. This helps to improve their professional skills of teachers within the school, student achievement and the overall performance of the school. The right vision formulated by the school leader can be used as a powerful tool which connects teachers together urging them to reach higher collective levels of effectiveness (Leithwood & Tanzi, 2000.

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A number of studies centered on the relationship between leadership styles and other variables in Ghanaian schools have identified the transformational, transactional and passive leadership styles as the main forms of leadership styles exhibited in the Ghanaian schools. However, irrespective of the leadership style employed in any given Ghanaian school, school leadership is expected to be effective, strategic and transformative (Kyei & Aboagye, 2015).

One of the important factors contributing to effective leadership is the style of the head and it is one of the vital components of heads leadership situation which can cause success of failure of the school (Hersey, Blanchard & Johnson, 2001). Leadership styles are patterns of behavior use by heads to influence teachers and make decisions concerning the strategy and work of teachers. Clark (2000) explained leadership style as the manner and approach in which a head provides direction, implements ideas and motivates people in order to achieve school goals. This therefore shows that heads leadership styles and the effectiveness of teachers are important determinants of school success. However, leadership styles adopted by heads in managing schools vary depending upon the state of the school. This study discussed democratic, transformational and autocratic leadership styles and how theses styles influence teacher effectiveness. Democratic style where the head allows teachers to take in making decision that concerns their work. It gives teachers a sense of ownership of their work in the pursuit of school goals and helps build trust and respect.

Autocratic style uses rewards and punishments to influence behavior of teachers. The head has a task orientation rather than follower orientation in controlling others. The heads dictate to teachers and fail to involve teachers in decision decisions in the school.
Transformational leaders focused on the end product, uniting staff in the pursuit of goals that match the leader's vision, while finding ways to excite even teachers. In addition, Sergiovanni

(2007) said that a transformational head provides a clear and concise goal focus uniting the school and encourage teacher commitment. In school setting, transformational heads focus on building vision and encouraging collaborative participation and raising the role of teachers to that of heads.

Effectiveness is the degree to teachers' work is successful in producing results. It is the quality of being successful in producing desirable result (Collins English Dictionary, 2017). Effective teachers have basic skills. Healthy habits, positive attitudes and help students in their optimal all round development.

Entsuah (2005) postulated that leadership styles of heads generally have impact on institutions. The importance of leadership styles cannot be under estimated since they have impact on teachers' effectiveness. This suggests that if heads are to help achieve the goals of the school then they should effectively apply leadership styles by ensuring that teachers are able to use the knowledge and skills they possessed.

Heads have numerous roles to play in the school. They are responsible for coordinating school programmes, maintaining high teacher morale, high student achievement, positive teaching and learning environment and promoting professional development of teachers. Teachers expect the head to have regular contact with them. If heads are to provide educational climate that will result in teachers' effectiveness, then specific leadership styles of heads should be examined. This research is based on heads leadership styles and teacher effectiveness.

1.1 Problem Statement

Leadership styles have been identified as one of the tools that promote teachers' quality. Unfortunately, this important tool seems not to be applied effectively by heads of senior high

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schools. Heads appear to take all decisions in the schools and fail to encourage teachers to commit themselves to school activities.

An observation by the researcher seems to indicate that heads give little or no opportunity to teachers to use their initiatives in carrying out their teaching activities yet these teachers ought to provide quality teaching to students.

Literature searched revealed that heads leadership styles affect attainment of school goals. O'Hanlon and Clinton (2004) said that the kind of relationship heads create with teachers can collapse the school. Heads leadership style can improve teacher effectiveness (Minadzi & Nyame, 2016).

The questions that naturally arise are that, what leadership style is mostly used by heads of senior high schools? What is relationship between leadership style and teacher effectiveness? There is the urgent need to answer these and other questions. It is based on these issues that the study has been designed to investigate relationship between leadership styles and teacher effectiveness.
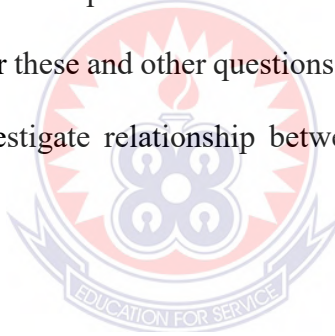
1.2 Purpose of the Study

The purpose of the study was to investigate the relationship between heads leadership styles and teacher effectiveness in senior high schools at Bantama sub metro in the Kumasi metropolis?

1.3 Objectives of the Study

The following objectives guided the study;

1. to identify leadership style mostly used by heads of senior high schools at Bantama sub metro in the Kumasi metropolis?

2. to find out the effectiveness of teachers in senior high schools at Bantama sub metro in the Kumasi metropolis?

3. to establish whether relationship exists between heads leadership styles and teacher effectiveness in senior high schools at Bantama sub metro in the Kumasi metropolis?

1.4 Research Questions

The study sought to answer the following research questions:

1   What leadership style is mostly used by heads of senior high schools at Bantama sub metro in the Kumasi metropolis?

2   What is the effectiveness of teachers in senior high schools at Bantama sub metro in the Kumasi metropolis?

Hypothesis Testing

Ho: There is no statistically significant relationship between heads leadership styles and teacher effectiveness.

Hi: There is a statistically significant relationship between heads leadership styles and teacher effectiveness

1.5 Significance of the Study

It is believed that the findings from the study may serve a number of useful purposes. First of all, at policy level, the findings will help policy makers of Ministry of Education in the formulation of appropriate policies for effective leadership styles.

Furthermore, it is believed that findings from the study can also aid the heads of senior high schools to adopt the leadership style that results in optimum output from teachers. The findings from the study can be used to also assess the leadership styles presently employed by leaders in schools, and to determine the aspects of heads leadership style that ought to be fine-tuned for optimum output.

Finally, in the academic field, the completed work may be used as a valuable secondary source of information to augment the existing store of knowledge on the subject matter. The results may also be used by other researchers for their scholarly work, as well serve as a catalyst for future research.

1.6 Delimitation of Study

The study was delimited to relationship between leadership styles and teacher effectiveness. Only public senior high schools at Bantama sub metro in the Kumasi Metropolis used. In terms of variables, the study covered teacher effectiveness and leadership styles The study involved only teachers of the Senior High Schools.

1.7 Limitations of Study

The questionnaire designed might not be able to solicit all the information the researcher may require from respondents. This weakness might have affected the research findings. The retrieval of the questionnaire from the respondents was another challenge that affected the findings of the study. The study could not retrieve the entire questionnaire distributed to the respondents and this might have affected the validity of the findings.

Some teachers at first were not prepared to respond to the questionnaire for fear that their views may be published. This might have influenced the results of the study.

1.9 Definition of Terms

The following terms were explained:

Leadership: Head exerting influence on teachers to work towards attainment of goals

Leadership styles: strategies employed by heads to manage teachers

Teacher effectiveness: Appropriate use of teaching strategies and application of subject

Knowledge to enhance students understanding of lesson

Relationship: The association leadership styles have with effectiveness of teachers.

1.9 Organization of the study

Chapter One of the study consists of the introduction which includes; background of the study, problem statement, objectives of study, research questions, scope of the study, limitations of the study, definition of terms and organization of the study. Chapter Two consists of a review of relevant literature related to the present study. Chapter Three focused on the research methodology used for the study. This covered the research design, population, sampling technique, sample size, instrument for data collection, validity and pre-testing of the instrument data collection procedure, and the procedure adopted for data analysis. Chapter Four on the other hand presents the results and discussions of the filed data while the Chapter Five of the study covers the summary of key findings, recommendations, conclusions and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides theoretical literature relating to leadership styles and teacher effectiveness. The review covered areas such as concept of leadership, theories of leadership, leadership styles, the role of headmasters, and teacher effectiveness.

2.1 The Concept of Leadership

In recent times, the topic of leadership has been the objective of extensive study. Every organization and department is structured in groups of subordinates acting under the control and guidance of leaders. It is worthwhile to note that leadership has been one of the most popular research topics in organizational behavior since the days of Greek philosopher (McShane & Gilnow, 2004). The importance of leadership was first researched in the 1920s with studies using surveys reporting that favorable attitudes towards supervision help to achieve employee job satisfaction (Bass, 1990).

For more than half a century, the term leadership has a topic of discussion and research work especially in the field of management and organizational development. More often than not, such discussions and research work focus on the issue of quality of leadership, ability of leaders, leadership effectiveness and leadership styles. (Adlam, 2003).

According to Adlam (2003), leadership is rather complex concept. This is especially true because several approaches have been employed to provide meaning to the term leadership and effectiveness. Therefore, leadership has defined from different perspective and some of the definitions are discussed below.

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The traditional perspectives perceive the concept of leadership as including compliance, respect and cooperation. In other words, the leader exercises power over the followers to obtain their cooperation (Anderson, Ford & Hamilton, 1998). In addition, the old leadership perspectives are based on leaders' role as formulating goals, and ensuring their efficient accomplishment. Dubrin (1998) refers to leadership as an influence process. Leadership refers to how people bend the motivations and actions of others to achieve certain goals. It shows that the process of influence is purposeful in that it is intended to lead to specific outcomes.

In the contemporary context, Dubrin (1998) explained leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals. This has to do with change, inspiration and motivation. It can be inferred that the leader's task is to build follower's' confidence in their job so as to be effective on the job. In addition, it is the leader's responsibility to communicate the picture of what the organization should be, convince followers and channel all activities toward accomplishing it.

Astin and Astin (2001) describe leadership as the ability to get all members of the organizations to perform task required achieve the organization's goals and objectives. Schermerhorn, Hunt and Osborn (2000) define leadership as a case of interpersonal influence that get individuals, or group of people to do what the leader wants to be done. By implication, the leader's focus is on what he/she wants from people therefore, followers' input is not encouraged with regard to what it is to be done. However, Maxwell (1999) is of different opinion, he argues that the leader's attention is on what he/she can put into people rather than what he/she can get out of them, so as to build the kind of relationship that promote and increase productivity in the organization.

Leadership has been defined as the ability to get things done with the support and cooperation of other people within an institution, organization, or system (Adesina, 2011). In the view of

Bass (1999), leadership is an interaction between two or more members of a group that often involve a structuring or restructuring of the situation and the perceptions and expectations of members. Leadership occurs when one group member modifies the motivation or competencies of others in the group. The concept of leadership can also be explained as a development of clear and complete system of expectations in order to identify, evoke and use the potentials of all resources in the organization, the most important of which is people (Ololube, 2004).

Hoy and Miskel (2001) define leadership as the art of transforming people and organizations with the aim of improving the organization. Leaders in the perspective define the task and explain why the job is being done; they oversee followers' activities and ensure that followers have what they need in terms of skills and resources to do the job. These kinds of leaders develop a relationship between themselves and their followers; they align, motivate and inspire the followers to foster productivity. This approach's emphasis is on transformation that brings positive change in the organization. Brooke-Smith (2003) noted that leadership begins with the character of leaders, expressed in terms of personal values, self-awareness and emotional and moral capability.

Norhhouse (2004) defines leadership as a process whereby an individual influence a group of others to achieve a common goal. Ezeuwa (2005) states that leadership is the key to the progress and survival of any organization whether it is an enterprise or institution. It is the act of influencing people so that they strive willing and enthusiastically towards the accomplishment of goals. Kasinga (2010) says effective leadership is essential in all organizations. He further states that, the success of an organization largely depends on the quality of its leadership. From the discussions, leadership can thus be defined as the kind of influence under which followers accept willingly the directions and control of another person with the aim of achieving organizational goals. In other words, leaders have the task of influencing followers so that they are willing to perform willingly beyond the confines dedicated by the formal authority.

Both the old and new concept of leadership appears to agree on some characteristics of leadership. For example, both agree that leadership does not take place in isolation. Rather, it takes place in the process of two or more people interacting and the leader seeks to influence the behavior of other people. However, to a large extent, the old concept of leadership is based on exercising power over followers to maintain the status quo, while the new perspective is based on continuous improvement and power sharing with the followers. The old concept of leadership is based on downward exercise of power and authority while the new seeks to develop respect and concern for the followers and see them as a powerful source of knowledge, creativity and energy for improving the organization (Kasinga, 2010).

Leadership can be taught and learned (Bateman & Snell, 2002). According to Bennis and Nanus (1985), leadership seems to be marshaling of skill possessed by a majority but used minority. It is something that can be learned by anyone, taught to everyone and denied to no one. I Pearce and Conger (2003) corroborates this view when they stated that any member of the organization may become a leader, it is not the property of the executives. The leaders in successful situation work and share their wisdom with others to stimulate and create conditions which support efforts of their subordinates.

Leadership effectiveness is assessed by employees' commitment to the leader, group cohesiveness, leader's ability to advance, and subordinates'' development (Sweeney & McFarlin, 2002). It has been observed that leadership is a personal quality and willingness of people to follow a person as leader. It exists only with followers. It is meaningless without adherents. Leadership involves readiness to accept complete responsibility in all situations. According to Sahni (2004), a leader must have the ability to sway the behavior, attitude, and belief of his/her subordinates. The success of a leader depends on the acceptance of his leadership by the followers (Khanka, 2007). A leader gives order and instructions by formulating objectives for his group; he takes important decisions, listens to subordinates and

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responds to their needs. A leader is careful to inspire and motivate all members of his group and represent them to the outside world. In conclusion, the issue of change and empowerment is the main focus of the new perspective on leadership. The leader is expected to continually generate new ideas for increasing effectiveness and productivity within the organization. He/she is required to provide needed strategies for executing the ideas/vision and motivate the employers to accomplish the vision by using their own initiatives to their inter-group relations in and outside the institution.

2.2 Theories of Leadership

While the search for the meaning of leadership and the best leadership style continues, various leadership paradigms have been used to describe leadership and leadership effectiveness. Leadership paradigm has changed over the last decades; it has transited from the traditional leadership to the new perspectives. Schermerhorn, Hunt and Osborn (2000) and Hoy and Miskel (2001) categorize trait, behavioral and situational or contingency theories under traditional leadership perspective, and charismatic and transformational leadership theories under the new leadership perspectives. The focus of all theories on leadership is to determine organizational effectiveness. Below is a background discussion on each theory.

2.2.1 Trait Theory

The trait theory is based on the idea that leaders are born with innate, unexplainable leadership skills, which cause other people to see them as heroes. It is based on the opinion that leaders are right and leadership is rooted in the authority of their righteousness. Leaders are elevated by their followers on the ground of their unique qualities that others do not have. As a result, followers do not doubt their leaders' judgment (Sashkin & Sashkin, 2003).

Trait theories are based on great man theories. Trait approach to the understanding of leadership perceives leadership as the core of organization effectiveness and performance. Like the great

man theories, trait perspective assumes that great leaders distinguished trait/characteristics that make them different from other people. Sashkin and Sashkin (2003), found that leaders were a bit more intelligent, outgoing, creative, assertive, responsible, taller and heavier than average people. However, these differences in traits could not provide a solution to the search, as the list was found to be statically insignificant. Thus, a person does not become a leader because of a combination of trait since the impact of traits differs according to situation. Therefore, the characteristics of the situation should be considered before ascribing greatness to an individual as a leader.

Hoy and Miskel (2001) report that emphasis on trait research was later focused on comparison between leader traits and leader effectiveness rather than comparison between leaders and non-leaders. According to Hoy and Miskel (2001), researchers concluded that possession of some trait might contribute to leadership effectiveness. This is different from the original trait assumption that leaders are born not made. Even though there is no list of trait that guarantees leadership effectiveness, a number of traits have been recently identified to contribute to leadership success as it recognizes the influence of both traits and situation. Hoy and Miskel (2001) identified some traits that are currently associated with effective leadership: self-confidence, stress tolerance, emotional maturity and integrity.

Cooper's (2003) experience as a human resource practitioner underpins the fact that a leader's traits influence his/her leadership. He further asserts that the styles managers employ affect their employees to the extent that trait theory should not be neglected. It may be argued that a headmaster who is not confident, tolerant, competent and trustworthy may not be able to lead successfully and this could have an influence on the work of the teachers in that school. In order to move the institution forward, the headmaster should be able to set high goal for him/her and the staff.

2.2.2 Contingency Theory

According to Hoy and Miskel (2001), this approach proposes two basic hypotheses: leadership trait and characteristics of the situation combined to produce leader behavior and effectiveness. Situational factors have direct effect on effectiveness. Hoy and Miskel (2001) uphold the fact that it is likely that the situational characteristic of a school or an educational institution has greater influence on leadership effectiveness. Thus, it is possible for one type of leader to be effective in one set of circumstances and under another set of circumstances; a different type of leader is effective. The leadership style used by a headmaster depends on the situation at hand.

2.2.4 New Leadership Perspective

The previously mentioned approaches, to some extent, provide insights to the understanding of leadership and leadership effectiveness (Hoy & miskel, 2001). Nevertheless, these approaches do not provide a convincing meaning to leadership and its effectiveness; leadership effectiveness is not about possessing personal traits, not about what leaders do (behavior) nor the leader's ability to do the right thing at the right time depending on the situation (situational/contingency).

In response to the need for the best style of leadership to improve effectiveness of teachers, new leadership perspectives have emerged: charismatic and transformational theories. The new leadership approaches are central to transforming people and organization to achieve desired organizational outcome ((Sashkin & Sashkin, 2003).

2.3 Leadership Styles

A leader in an organization performs certain roles/task for the smooth running of the organization and improvement of organizational performance. The manner the leader performs these roles and directs affairs of the organization is referred to as his/her leadership style. Leadership style therefore is the way a leader leads the people in the organization. Thus, the leadership style of a headmaster refers to the way or manner he leads the school. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasizes the task or human relations is usually considered central to leadership style (Lunenburg & Ornstein, 2004).

The term style is almost comparable to the manner in which the leader influences subordinates (Lunenburg & Ornstein, 2004). The way in which leaders influence their subordinates are called style of leadership. Miller, Walker and Drummond (2002) view leadership style as the pattern of interaction between leaders and subordinates. The suitability and effectiveness of a leadership style depends on the operating situation in which a leader matches his/her leadership style with the task of their followers (Hersey, Blanchard & Johnson, 2001) Good leadership is about action and not position.

The two must never be confused. If someone wants to become a good leader, he must stress on action rather than talking. People are interested in one's actions rather than skills. The theories of leadership have direct implication for what style the leader uses in managing employees (Kunwar, 2001). Leadership style or traits are characteristics way which a leader used power, makes decision, and interact with others. Leadership style is an inbuilt, relatively enduring attribute of our personality which provides us motivation and determines our general orientation when exercising leadership (Kunwar, 2001). The leadership style of a leader is the combination of behaviours as task and relationship.

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Leaders express leadership in many roles. These, among others are formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh, 2002). However, Nathan (1996) asserts that providing leadership is a very essential component of a leader's role. The leadership style leaders choose to perform the above mentioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relationships with staff. Basically, achievements in institutions including second cycle educational institutions are dependent on four identifiable leadership styles namely; autocratic, democratic, transformational and laissez-faire leadership style (Lunenberg & Ornetein, 1991).

While the autocratic leadership style appears generally self-centered and allows minimum participation of the subordinates in decision making, the democratic style is rather people oriented and counts on the participatory contribution of the subordinates (Mgbodile, 2004). Autocratic leadership behaviour has prevailed in Mexico and Taiwan, while in South Korea and United State the dominant leading style in democratic.

Every organization would like to promote the performance and effectiveness of its employees. Societal values and beliefs of a specific region and country play significant role.

On the whole, headmasters are therefore assessed by their teachers for credible work based on application of these leadership styles. Different styles are needed for different situations and each leader needed to know when to exhibit a particular approach (Rad & Yarmohammadian, 2006). Lesomo (2013) revealed that school managers do not restrict themselves to one management style. No one leadership style is ideal for every situation, since a leader may have knowledge and skills to act effectively in one situation but may not emerge as effective in a different situation.

2.3.1 Democratic leadership Style

According to Lewin and Lippit (1989), a democratic leader is the type of leader who involves subordinates or employees in decision making process (determining what to do and how to do it) However, the final decision rests with the leader, it should be pointed out that, democratic style is not a sign of weakness on the part of the leader but a sign of strength that your subordinates will respect. In a democratic style, morale is high; cooperation exists between the leader and followers.

According to Bass (1990), democratic leadership style increase subordinates' output and satisfaction and ensures that there is total commitment to the organization. Luthar (1996) assets that in democratic style, participation is a core feature. It means that every member of the organization is a player in the process leading to find decision made by the organization. Democratic style promotes freedom and creativity in an organization (Lewin & Lippit, 1989).

It is worth noting that the most common feature of leadership is vision (Bass, 1990: Northouse, 1997: Yukl, 2002). This means that a leader has to see beyond the present. On the other hand, democratic leadership style may lead subordinate to be lazy and take things for granted. Decision making may take too much time since the leader has to seek the consent of the whole group before anything can be done (Lewin & Lippit, 1989).

2.3.2 Transformational Leadership Style

A leader who adopts the transformational style strategically lays down sound foundations of a vision which is then distinctly delivered to the followers (Stewart 2006; Harris 2005). This leader is fully aware of the values and aims of this vision and what the school has to achieve and will inspire colleagues to make a greater effort to reach success in all organisations, even schools (Frese et al. 2003). He or she then finds effective methods and processes to create a learning organisation which promotes efficiency, cohesion, support and a high level of

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professional practice. Such leaders generate enthusiasm and commitment from the followers through the care, respect, encouragement and support supplied, and expects them to take part in decision-making. The work atmosphere created by this type of leader transforms the school, providing good conditions for teachers to operate effectively and for students to learn (Davis et al., 2005).

Looking back, we find that Burns (1978), perhaps the first to introduce transformational leadership as a concept, stated that it is present where 'leaders and followers raise one another to higher levels of morality and motivation'. Based on Burns' concept, Bass (1985) presented the 'Bass' Transformational Leadership Theory' which expounds that the impact of this style on followers defines it as one which generates respect, admiration and trust. Although now quite dated, these references are seminal as they give insight into the building of the concept of leadership styles, such as the following three ways in which a transformational leader attempts to change the members of the team, according to Bass (1985) the way in which the leader conveys the task's value and importance to the organisation, the more clear the vision, the stronger the awareness and energy roped in from the members; the way in which the leader makes the team members stir away from their own hidden agendas and helps them focus fully on the targets aimed at by the organization; the way in which the leader recognizes the higher order needs of the members and activates them.

These higher order needs could be of a different nature, such as the following eight desires listed by achievement, activity, affiliation, competence, meaning, ownership, power and recognition. A shorter list from the 'Choice The survival, love and belonging, power or recognition, freedom and fun. Although dated, both include needs which still appeal to people today and when recognized and stimulated in the members of a team, they create inner tension which motivates members to take action. Three moral aspects connected to the transformational

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leadership style: the moral character of the leader; the embedded values and morality of the leader's vision and the ethical choices made and actions taken up and pursued by the leader and the followers. 'Transformational leadership is about change, innovation, and entrepreneurship Bass (1990). Leithwood et al. (1998) presented transformational leadership as having a strong influence on organizational learning at school as it promotes positive emotions and confidence in one's skills. Avolio and Bass (1993) put forward four components of transformational leadership: and they are Intellectual Stimulation: leader always encourages creativity and new methods to make things work and find new ways to learn along the way. Individualized Consideration: leader leaves communication open to all members for support, encouragement and the sharing of ideas, giving due recognition for contributions. Inspirational Motivation: leader clearly conveys the vision to followers and motivates them by inspiring passion, making them reach objective and idealized Influence: leader receives respect and trust from members who adopt the same values and ideals found in their role model.

Another style leaders make use of is the transformational leadership style. The transformational leadership style is said to occur when leaders and followers unite in pursuit of higher order common goals, when "one or more persons engage with others in such a way that the leaders and followers raise one another to a higher level of motivation and morality" (Burns, 1978, p. 20). This therefore implies that the leader-follower relationship is one which the purpose of both become fused, creating unity and collective purpose (Barker, 1990). The leader motivates followers to work for transcendental goals instead of immediate self-interest, for achievement and self-actualization rather than safety and security and creates within followers, a capacity to develop higher level commitment to organizational goals (Murray & Feitler).

Transformational leadership is one of the most prominent contemporary theories regarding leadership (Mooleneer, Daly & Sleegers), 2010. Stewart (2006) claimed that leadership is an

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important area of focus researchers, especially given the current emphasis on school accountability.

Burns (1978) stated a transformational leader was typically focused on the end product, uniting staff in the pursuit of goals that match the leader's vision, while finding ways to excite even the most uninterested employee. In addition, Sergiovanni (2007) claimed that a transformational leader practices purposing, provide a clear and concise goal focus uniting the organization, and encourages commitment.

Transformational leadership model emphasize that transformational leaders are able to alter their environments to meet their desire goal. It is said that transformational leaders use communication as the basis for goal attainment focusing on the final desirable result. In school setting, transformational headmasters do the right thing by promoting educational restructuring and innovation, focusing on building vision and encouraging collaborative participation and raising the role of followers to that of leaders.
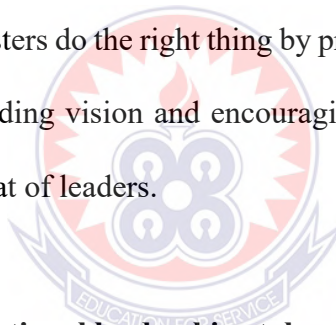
2.4 Indicators of the transformational leadership style

Leadership plays a key role in the transformation of schools into learning organizations. People learn while feeling truly responsible for their actions, having the ability to make decisions and to influence circumstances. Evidence from research indicates that the transformational leadership style gives the best results as it conduces to the development of schools undergoing reforms to become learning organizations. This style inspires followers through being communication and task-oriented and as Silins (2003) suggest, this gives teachers confidence as they know what the school is doing and why. In fact, transformational leaders see that there are various processes going on which enable followers to work together (Murphy et al. 2007).

Emotional intelligence has become one of the determiners of recognising effective leadership potential. The more influence the transformational leader exerts on the followers, the greater the emotional link and the easier for them to identify with the leader. Leaders with high effective leadership were considered more effective and transformational by their followers. The fundamental skill of effective leadership is the ability to monitor one's emotions and those of others. After examining forty-nine managers for leadership styles and effective leadership (Gardner & Stough, 2002),, Barling et al. (2000) specified that effective leadership is positively related to three out of four components of transformational leadership: idealised influence, individualised consideration and the highest, with inspirational motivation. Marzano et al. (2005) stated that teachers appreciate leaders who give them individual attention; provide inspiration to solve issues in a different manner and who share the team's responsibility. Leaders who thought of themselves as being transformational rather than transactional or laissez-faire leaders, said they could recognise and understand their own and the others' negative and positive feelings and emotions and were comfortable with expressing them to the followers, which helped them to solve problems in the organisation more effectively (Barling et al., 2000).

Transformational leadership is related to personal innovation. These leaders are markedly more innovative than transactional or laissez-faire leaders. Studies using the Multifactor Leadership. This the leadership style positively correlates with work-effectiveness (Avolio et al. 1999). Furthermore, transformational leadership is proven to be directly linked to high level organisational learning (Ben-HorinNaot et al. 2004); outstanding performance and strong learning culture, higher aspirations and a wider spectrum of interests from workers (Amitay et al. 2005). There is more security, optimism, strong direction and clear aims in the vision statements of transformational leaders than in those of passive leaders (Berson et al., 2001).

These positive attributes in the leader's vision have been proved as having immediate influence on organizational performance through staff satisfaction (Kantabutra & Avery, 2007).

2.3.3 Autocratic Leadership Style

Autocratic leadership is also known as directive, coercive, dictatorial or authoritarian leadership. This leadership style places emphasis on force. It does not derive its legitimacy from those who are governed but it is leadership imposed upon the organization. This leadership style centralizes power, authority and decision making (Okumbe, 1998). It involves detailed instructions and close supervision of subordinates' work. Autocratic leadership, also known as authoritarian leadership, is a kind of leadership characterized by individual control over all decisions and little input from group members Autocratic leaders typically make choice based on their ideas and judgments and rarely accepted advice from followers. Autocratic leadership involves absolute, authoritarian control over a group.

Like other leadership style, the autocratic style has both some benefits and some weakness. When and where the authoritarian style is most useful can depend upon factors such as the situational, the type of task the group is working on, and characteristics of the team members. Some of the primary characteristics of autocratic leadership include: little or no input from group members, leaders make almost all of the decisions, group leaders dictate all the work methods and processes, group members are rarely trusted with decisions or important tasks, work tends to be highly structured and very rigid, creativity and out-of-the box thinking tend to be discourage and rules are important and tend to be clearly outlined and communicated (Okunbe, 1998).

2.3.4 Inspirational Leadership Style

The inspirational leader according to Cobbold (2012) is the leader who raises people's motivation in order that they achieve more by aligning their goals and values with that of the organization. Inspirational leaders also encourage people to carry out the task at hand because they went to and not because of reward from the leader. Inspirational leadership is about energizing and creating a sense of direction and purpose for employees and excitement and momentum for change.

Inspirational leadership involves energizing individuals to strive toward a compelling vision of the future by embracing and embodying values in all aspects of their work. It includes offering clarity around clarity goals and objectives and ensuring that those who are led work collaboratively toward a shared purpose. It also includes the provision of the required resources and motivational support employees need to grow and the empowerment and accountability to take responsibility for their own success (Cobbold, 2012).

Harris (2004) and Mujis (2005) assert that distribution focuses on employing expertise within the organization rather than searching through formal position or role. This implies that members of the organization contribute their ideas, knowledge, skills and experience towards running of the organization. Cobbold (2012) stated that distributed leadership is not concentrated in any heroic and charismatic figure who leads while others follow dutifully.

Due to the current wave of leadership which demands that there be collaboration among the players in the institution, the approaches to leadership should not be exclusive to principals alone, instead it should be shared among all (Donaldson, 2001) since in their opinion (Hall & Hord 2001) principals alone cannot do it. Obviously, distributed leadership certainly contributes to improvement and creates an internal capacity for development (Haris, 2004). This was supported by Firas, Jinans and Piman (2011) who found out those employees

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perceived the distributed leadership style as improvement performance even thought otherwise. Lunenburg & Ornstein, 2004).

2. 3.5 The transactional leadership style

Almost opposite the transformational style on the leadership theory spectrum is the transactional style. Whereas the former motivates followers through the sharing of vision and values; the latter focuses on interpersonal transactions where the leader motivates followers by granting rewards for achievements) and takes corrective action when goals and deadlines are not reached (Avolio & Bass, 1994). The follower abides by the mutual understanding very early on in the relationship that carrying out the leader's orders is his or her main aim. This style functions well in the business world as these leaders meet and strike good deals with people every day and move on to other transactions. The transactional leadership style is 'an exchange process based on the fulfilment of contractual obligations' and that it comprises these three first-order factors: contingent reward leadership, which refers to leaders' behaviour focused on clarifying role and task requirements and providing followers with material or psychological rewards. Management-by-exception (active), referring to the active vigilance of a leader whose goal is to ensure that standards are met. Management-by-exception (passive), where leaders intervene only after non- compliance or mistakes by followers (Avolio & Bass, 1994).

Burns (1978) classified transactional leaders as political party, opinion, legislative, executive and bureaucratic leaders. In Avolio & Bass's (1994), full range of leadership styles, contingent reward leadership was the only leadership behaviour that was seen as effective. When studying teachers' perspectives regarding the strategies used by school principals to motivate them Blase (1998) intimates that 'effective principals influence largely through exchange', indicating transactional leadership. As Avolio (1999) noted, contingent reward leadership is 'reasonably

effective' because setting clear expectations and goals and rewarding followers for goal attainment are likely to motivate to a certain point. Transactional leaders regard management as a means of using their legitimate power to give commands and of rewarding followers for services rendered. However, whereas Burns (1978) had stated that a leader has to be either transformational or transactional after studying works of later scholars like Bass (1985); Hater & Bass (1988); Bass and Avolio (1994) a suggest that both styles can be found in any given leader. Operating both these styles in educational management, a leader can be assured of the smooth running of the organisation.

2.3.6 Indicators of the transactional leadership style

Transactional leaders appeal to the self-interest of each of the group members and promise rewards to motivate them into reaching goals (Bass 1999). They are efficient in planning and budgeting, and use their power to engage, control, organise and monitor members under their responsibility to make sure goals are reached. Daft (1999:427) claims that they lead in a transitory manner, focusing impersonally on the task in hand, building no emotional bonds with any of the followers. These leaders act fast and decisively when cutting costs for efficiency and productivity. They give great importance to detail, rules, procedures, standards and short-term goals. Barling et al. (2000) negate any link between effective leadership and the transactional leadership style as it does not require empathy or reflective self-insight on the leader's part. Any acknowledged transaction between leader and followers is reward for the goals met and punishment for those which weren't. Since this style controls and coordinates others by using rewards and penalties to make followers conform. It does not encourage creativity from group members, and new ideas are rejected as they upset plans already in action. The transactional leadership style is a process built on the fulfilment of contractual obligations and therefore does not present an incentive to teachers to engage in organizational learning processes, thus keeping

back both leader and group from reaching full potential and effectiveness (Bass & Avolio , 1994).

2.3/7 The laissez-faire leadership style

The laissez-faire leadership style represents the absence of transaction of sorts with respect to leadership in which the leader avoids making decisions, abdicates responsibility, and does not use authority.

This style is also known as declarative leadership, and deemed as non-leadership or leadership in the most passive degree where the leader chooses to evade taking action of any kind and does not show any leadership behaviour (Stewart ,2006; Bass & Avolio, 2000; Bass 1999), providing only the necessary for the group to reach the goal. This style has very low control over members with hardly any guidance from the leader and this creates permissiveness and disrupts productivity and effectiveness.   Leaders as people who 'avoid making decisions, hesitate in taking action, and are absent when needed'. Followers are expected to solve problems which arise on their own, with no input from the leader. This, however, implies that the laissez-faire style can only function when followers are highly motivated and expert in their field, and although the leader maintains a 'hands off' approach, he/she has to be available for consultation and to receive feedback. If followers lack problem-solving, project-management and deadline keeping skills, the laissez- faire leadership style, with its lack of direction, vision and clarity of goals is 'poor, ineffective leadership and highly dissatisfying for followers' (Avolio, 1999).

2.3.8 Laissez-faire leadership style

In a very early examination of leadership styles, Lewin, Lippitt, and White (1989), established three major styles: authoritarian/autocratic; participative/democratic and delegate/free rein.

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They found the third style resulted in lower productivity and satisfaction among followers in comparison to the other two. Bass (1981) called it 'laissez-faire' which means 'letting people do as they wish. The French term was first used in connection to mercantilism where there is no interference from government to maximize growth for the individual/community in a natural order. Leaders just dictate expectations, standards and the consequences which follow if they are not met and 'they use no particular style of leadership to any extent. Information, requirements, procedures and policies are passed between followers in an unstructured manner and therefore lead to loss of control and direction. The leader has no defined plan to reach goals but leads in 'reaction' or 'crises' mode and assumes followers' commitment and full agreement. Bass and Avolio (2000) stated that although earlier studies showed that some followers desired the freedom allowed by this style, later research substantiated followers' dissatisfaction with it. Hersey, Blanchard and Johnson (2000) claim that, although the laissez-faire leadership style is negative on its own, it could prove positive in certain situations when used with a variety of other styles.
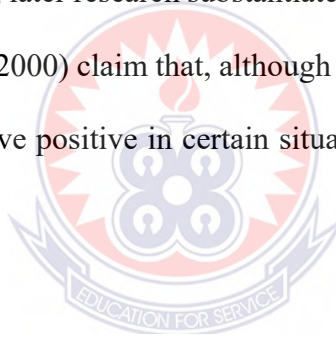
2.3.9 Indicators of the laissez-faire leadership style

Barling et al. (2000:159) found no association between effective leadership and laissez-faire style. Later, while researching senior level managers, Gardner and Stough (2002) found low levels of effective leadership in laissez-faire leaders and management-by-exception (passive) leaders. They state that these leaders are not effective because they do not recognise and express emotions, use emotional information to assist problem solving, do not understand emotions of others, do not manage their own emotions and do not control their emotions in the workplace.

In a paper about leadership, vision and organizational learning, Kurland et al. (2010) found that the laissez-faire style was negatively related and had no effect on school vision and school organizational learning, an expected outcome since such leaders renounce their authority, shirk responsibility and avoid taking decisions (Stewart, 2006).

While investigating the relationship between knowledge management and leadership styles, 'knowledge management found to be was a strong negative predictor of laissez-faire leadership'. Since knowledge management systems focus on the exchange of information for the benefit of the organization through 'sharing, collaboration, and making the best possible use of a strategic resource' (Bollinger & Smith, 2001), this result was predictable since the laissez-faire style does not tender the following criteria defined by Lang (2001). Knowledge management systems must connect people to enable them to think together and to take time to articulate and share information and insights they know are useful to their company. (Lang, 2001).
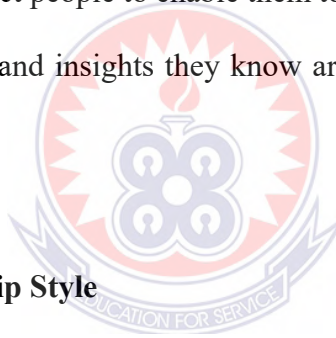
2.4 Headmasters and Leadership Style

Headmasters with consultative and collaborative leadership style are more successful in achieving greater output, satisfaction and morale from teaching staff. Directive style of leadership is competent leaders than followers. If the followers are more competent and knowledgeable, then participative style of leadership is favorable (Murphy & Fiedler, 1992).

The headmaster is expected to be the agent articulating, embodying, and implementing the school's mission and ethics. The selection of leadership style is motivated by the reality that these leadership styles influence subordinate's satisfaction as well as performance. Heads of the school are school management system. Okarfo (1998) posited that in Nigeria most of the successful failures in secondary school administration or other institutions depend largely on the influence of the leaders on their subordinates.

Leadership styles have a powerful influence on individual and group behavior. The supervisors with an idea leadership style significantly affect employees' work and job satisfaction with respect to self-esteem, opportunities, and expectations with job, self-respect, fair dealing and participation (McKee, 1991). Being social sense, schools are linked closely with patterns of power in historical and social sense. Headmasters who are effective and committed motivate their teachers and learners, and retain professional academic environment in their institution (Barker, 2001)

 Gronn (1997) described leadership as an emergent, attributed status, suggesting that it is not to be confused with headship or as something automatically bestowed by virtue of executive role incumbency but rather as 'influence deemed legitimate by followers and leading is a symbolic activity defined as the framing of meaning. .Leadership styles may emerge from observation, prior experience, modelling, acquired knowledge, peer opinion or education. The leadership model resulting from extensive empirical research by Bass (1985), mentions three main leadership styles:
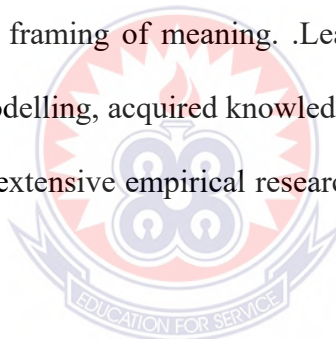
Transformational, Transactional and Laissez-faire (Stewart 2006; Harris 2005). Results from several studies show that leaders move in and out of leadership styles continually and the pre-disposition of followers and the project in hand have a marked influence on the leader's movement from one style into another. Perhaps the ideal leadership style would be the one which motivates leaders into providing encouragement and support for their followers to develop all their possible potential (Murphy et al. 2007); see that they have high-quality job opportunities to stimulate their intellects to expand and refine their skills (Leithwood et al. 2004); show genuine interest in and be available to their followers, (Marzano et al. 2005) and give constant feedback about performance on time to enhance learning and to influence

followers into putting self- interest second to the set goals to be reached (Bass 2000). The following is a close look into what we find in the literature concerning leadership styles.

2.5 Impact of Leadership Styles

Research completed by Liverman (2006) involved analyzing how leadership styles affect the success of an organization. Many professions, including physicians, nurses, counselors, statisticians, architects, computer specialists, and attorneys took part in the research study. Liverman's research depicted effective leaders as those who can effectively influence employee satisfaction and heighten morale by ensuring a well-structured reward system is in place and employees are regularly recognized for their accomplishments and achievements; providing their employees with ongoing, applicable professional development opportunities; maintaining a clear mission and vision; inviting and encouraging others to participate in decision-making processes not only recognizing individual contributions but team performances as well; and having the ability to get all employees involved in working toward a common goals.

Machumu and Kaitila (2014) reported how leadership styles influence teacher job satisfaction. Specifically, their findings noted that democratic leadership boosts employee morale and reduces isolation; thus, it has been linked to heightened employee satisfaction. Additionally, by providing teachers with opportunities to collaborate and plan together, teacher confidence, employee satisfaction, and morale are all increased. On the contrary, autocratic leadership is typically linked to employee dissatisfaction (Machumu & Kaitila, 2014).

Houchard (2005) conducted a study at seven schools in North Carolina to determine if a relationship exists between leadership practices and teacher morale. By utilizing the *Leadership Practices Inventory* (Kouzes & Posner, 2013), Houchard determined that morale is

heightened when: school leaders set an example of what they expect of others, administrators envision a positive future, teachers are encouraged to try innovative teaching strategies, principals treat everyone with respect and dignity, and teachers are praised for a job well done.

2.6 Teacher Effectiveness

Teacher effectiveness as the impact that classroom factors such as teaching methods, teacher expectations, classroom organization and use of classroom resources, have on students' performance. According to Papanastasiou (1999), no single teacher attribute or characteristic is adequate to define an effective teacher. In Wengjinskv's (2000) view on teacher effectiveness, classroom practices are important to learning, Practices that promote higher order thinking and active participation are most successful.

Paris and Paris (2001) opined that effective teachers do not rely only on teacher directed instructions. They provide a substantial amount of coaching in the form of support and feedback as their students are reading and writing. They refrain from doing too much talking, allowing their student time to engage in literacy activities. Effective teachers foster self-regulation in their students. They encourage students to work independently and take responsibility for their own learning. Effective teachers possess qualities such as being dynamic and energetic, showing clarity of instruction and good modulation, exhibiting good study habits and work patterns, having clear cut objectives, motivating students by providing new learning experiences, being thorough in subject matter content, being conversant with up to date knowledge, selection of suitable teaching methods to suit individual difference, adoption of child centered approach, active participation in social and cultural activities, participating willingly in heath programmes, and educating people about health and hygiene.

Goe. Bell and Little (2008) in their study elaborated various researches, policy documents, standards, and reports on teacher effectiveness and have given a five-point definition after

scrutinizing the collected definitions. According to them, effective teachers consists of the following, effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures, or by alternative measures; effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior: effective teachers use diverse resources to plan and structure lesson, engaging learning opportunities: monitor student progress formatively, adapting instruction as needed and evaluate learning using multiple sources of evidence; iv) effective teachers contribute to the development of classrooms and schools that value diversity and civic- mindedness; and v) effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure (Goe. Bell. & Little: 2008. p. 8).

A study conducted by Khatal (2010) explored that the aptitude for teaching affect a teacher's teaching effectiveness. Effective teachers seem to possess higher aptitude for leaching as compared to non-effective teachers. A teacher with higher teaching aptitude appears to have better chances of being effective as a teacher than a teacher with low aptitude. Mishra (1999) investigated and concluded that teacher effectiveness has significant positive correlation with job satisfaction and there exists a significant two- factor interactional effect in teacher's attitude towards teaching and their job-satisfaction on teacher effectiveness. Teachers with high attitude towards teaching and low job satisfaction show highest mean scores whereas teachers with low attitude towards teaching and low job satisfaction show lowest mean teacher effectiveness score. Joseph (2013) found that gender has no significant influence on personal, professional, intellectual, strategies of teaching and social aspects of teacher effectiveness i.e. male and female teachers possess similar teacher effectiveness. Locality has

no significant influence on any of the aspects of teacher effectiveness and professional competency.

Kiadese (2011) revealed that there was low level of teacher effectiveness among prevocational subject teachers. In a study, (Halder & Roy, 2018) revealed results for the interrelation among the teacher adjustment and teacher effectiveness and its various aspects namely, personal aspect, professional aspect, intellectual aspect, strategies aspect and social aspect of teacher effectiveness. Amadi and Allagoa (2017) showed that age, educational qualification, and years of teaching experience had significant influence on teachers' classroom management effectiveness, though gender and educational discipline of teachers had no significant influence on their classroom management effectiveness.

2.7 Summary of Literature Review

This chapter reviewed literature on leadership styles and teacher effectiveness. It began by examining the concept of leadership. It further looked at the meaning of school leadership, and some theories of leadership. Leadership theories that were reviewed include Trait theories. Behavioural theories, Situational/Contingency theories, and some new leadership perspectives. Democratic, transformational, autocratic, styles were discussed. The literature discussed leadership styles often used by headmasters, the role of the headmaster and influence of headmasters' leadership style on teacher effectiveness.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the methodology that was employed to conduct the study. The methodology covered the research design, the population, sampling techniques, sample size, instrument, validity and pre-testing of the instrument, data collection procedure and data analysis plan.

3.1 Research Design

As explained by Kumar (2005), a research design is a procedural plan that is adopted by researchers to answer questions vividly, objectively, accurately and economically. The design adopted for this study was the descriptive survey design. The descriptive survey method can be used where the researcher seeks to understand a particular phenomenon, system or situation in great-depth, and one can identify cases that have abundant information in respect of the phenomenon being studied. Descriptive survey design does not lend itself to control or manipulation of the variables by the researcher.

The design looks at the problem under consideration and describes precisely what is observed and seen (Ary, Jacobs & Razavich, 1990). The design is used purposely for the generalization from a sample to a population (Babbie, 1990). A weakness of the design is that it requires people who can share their views well and can put such views into writing (Seifert & Hoffnnug, 1991). In spite of this weakness, the researcher considered the descriptive design as most appropriate to use in finding relationship between leadership styles and teachers effectiveness in senior high schools.

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3.2 Population

The target population for the study comprised all senior high schools and teachers at Bantama sub metro. Senior high schools at Bantama sub-metro were selected as the areas for the study. The nature of the research problem requires data from a large number of respondents, hence, the use of all teachers in the senior high schools at Bantama sub- metro.

The sub metro has three senior high schools under its jurisdiction. Statistics from the Regional Education Directorate in Kumasi Metropolis put the population of senior high schools teachers for 2020/2021 academic year at 322. The accessible population comprised all teachers of the three public senior high schools at Bantama sub metro who have worked for at least five years. The accessible population comprised 115 teachers.

3.3 Sample and Sampling Techniques

The teachers of public senior high schools were purposively selected for the study. **Kane (1995)** have said that purposive sampling does not involve randomly selected samples in that respondents are deliberately chosen because of some qualities that interest the researcher. Teachers who had taught for five years werel selected as respondents for the study since they are managed by heads and therefore they could provide the needed information on heads leadership styles. In all, a total of 94 respondents formed the sample size for the study.

3.5 Instrument for Data Collection

The main instrument used for the collection of data was structured questionnaire. This was used to gather the requisite information from the teachers. Questionnaire was used to gather data from teachers because Questionnaire was deemed appropriate because all the respondents were literate and could personally read and respond to the questionnaire without any assistance. Sarantakos (1998) have said that if questionnaire is used, data offered by respondents are of

limited interference on the part of the researcher. The items on the questionnaire were mostly likert-type scale because it is easy to construct. The scale was 'strongly agree', 'Agree', 'Neutral', 'Disagree', and 'strongly disagree'. The questionnaire consisted of three sections: A, B and C. Section A covered demographic information which included gender and years worked. Section B sought respondents views on heads leadership styles mostly used and section C 'elicited responses on teacher effectiveness.

3.6 Validity

Validity therefore measures the degree to which a test is able to measure what it is set out to measure (Yin, 2011). The relevance of the questionnaire items was established before they were used for the collection. This was carried out by giving the instrument to my supervisor to scrutinize whether the items measured the intended purpose. The supervisor found out whether the items covered all the possible research questions. The examination of the items enabled the researcher to reshape and delete those items, which were not clear to respondents.

3.7 Reliability

Reliability is the degree to which an instrument yields consistency in its result after repeated trials. Reliability is therefore concerned with the question of whether similar results of a study could be produced when conducted with the same methodology, under the same conditions. To determine the reliability of the instrument, the questionnaire was pre-tested at Ahamaddiya senior high school because it has similar characteristics as that of the main study area. The Pre-test enabled the researcher to determine whether the items form a reliable scale. Cronbach Alpha was used to test the reliability of the instrument and the test yielded Alpha coefficient of 0.78.

3.8 Data Collection Procedure

An introductory letter was obtained from the Head of Department of Educational Leadership to enable the researcher gain access to the schools. The researcher visited the heads of the selected schools. In each school, the head of school introduced the researcher to the teachers. The researcher explained the purpose of the study to the teachers and assured them of the confidentiality of the responses. The researcher thus solicited for the optimum participation of all the respondents in the study.

The researcher personally distributed the questionnaire, and waited for the respondents to complete the questionnaire and collected them on the same day. The researcher moved from one school to another until all the schools were covered. The presence of the researcher during the period that the respondents were answering the questions also enabled the researcher to, instantly clarify questions to the respondents where necessary. In all, 115 questionnaires were sent out and 94 were retrieved, putting the return rate at 81.7% for the analysis.

3.9 Data Analysis

Data collected were edited for consistency. The edited data were coded and fed into Statistical Package for Social Sciences (SPSS) version 20.0. Descriptive statistics such as means and standard deviations, frequencies, percentages were used to answer research questions one and two. Pearson product-moment correlation coefficient was used to answer research question three. The data were analyzed in accordance with the research questions.

3.10 Ethical Considerations

The researcher took steps to make sure that respondents were not harmed in any way. Therefore, the researcher made sure that permission was sought and the aims and objectives of

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the study made known to the respondents. Respondents were not forced but rather encouraged to voluntarily participate in the study. Finally, the study made sure that all information gathered were kept and treated as confidential and anonymous.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents results and discussions of field data gathered on heads leadership styles and teachers' effectiveness in senior high schools at Bantama sub metro in the Kumasi metropolis. The purpose of the study was to investigate the influence of leadership behaviors of heads on teachers' effectiveness. Ninety-four teachers were selected through simple random sampling technique. Questionnaire was the main instrument used to gather data from respondents. Pearson product moment correlation coefficient, means and standard deviations, percentages and frequencies were the main statistical tools used to analyze the data with the help of statistical package for Social Sciences (SPSS).

The first part of the analysis was the discussion of personal data of teachers. The second part was the discussion of main data guided by two research questions and one hypothesis.

The chapter has been grouped under four main parts. These include:

1. Personal data of participants
2. Leadership style mostly use
3. Teachers effectiveness
4. Correlation analysis

4.1 Personal Data of Respondents

Respondents' views on personal data were sought and these included gender and number of years worked. This information was required to enable the researcher know the type of respondents used in the study. The data were presented using percentages. Details are provided on Tables 4.1 and 4 2.

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4.1.1 Gender of Respondents

Respondents gender was required to enable the views of both male and female teachers be considered on heads leadership styles and teachers effectiveness. Table 4.1 presents the results.

Table 4.1: Gender of Respondents

Gender	Frequency	Percentage
Male	60	63.8
Female	34	36.2
Total	94	100

Source: Field Data, 2021

Findings from Table 4.1, indicated that 63.8% of the respondents were males while 36.2% were females. The finding means that majority of the respondents are males. It could be inferred from the analysis that the views of male respondents dominate in the study.

4.1.2 Number of Years worked

Responses on teachers number of years worked were elicited. Details are presented on Table 4. 2

Table 4.2: Years of Teaching

Years of Teaching	Frequency	Percentage
1-5years	28	29..8
6-10years	17	18.1
11-15	32	34.0
16 years and above	17	18.1
Total	94	100

Source: Field Data, 2021

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Information in Table 4 2 indicated that majority of the teachers (34.0%) had worked for 11-15 years and 29.8% had worked for 1-5 years. About 18.1% had worked for 6-10years and 18.1% of the teachers had worked for over 16 years. It could be deduced from the analysis that majority of the teachers had worked for 11-15 years and therefore, they have adequate information on leadership styles heads use.

4.2 Analysis of Main Data

This part of the analysis deals with presentation of results and discussion of findings on heads leadership styles and teachers effectiveness in senior high schools in the Kumasi Metropolis. Each respondent chose from a four-point likert-type scale to rate the frequency at which heads use leadership styles and teachers effectiveness. The ratings were: 1 (strongly disagree), 2 (disagree), 3 (agree) and 4 (strongly agree). Mean scores were calculated to determine the leadership styles of heads.
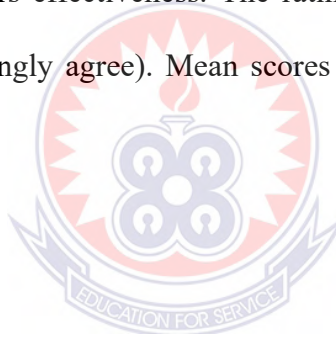
4.2. 1 Descriptive Statistics

Respondents opinions were sought on democratic leadership style used by heads in managing senior high schools. Table 4.3 presents the results.

Table 4.3: Mean Rating of Democratic Style

| Items	N	Minimum	Maximum	Mean	Standard. Deviation	
Head involves teachers in decision making process	94	1.00	5.00	3.75	.884	
Head promotes freedom of initiative among teachers						
Table 4,3 continued.	94	1,00	5.00	3.78	.729	.'
Head cooperates with teacher	94	1.00	5.00	3.98	.777	
Head ensures total commitment of teacher to work	94	1.00	5.00	3.89	.720	.
Head seeks consent of the whole teachers	94	1.00	5.00	3.85	.725	
Valid N (listwise)	94					

Source: Field Data, 2021
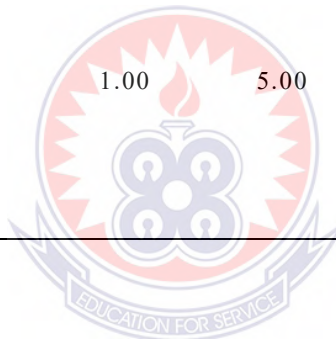
Results from Table 4.3 indicated that "head involves in decision making" had the lowest mean score of 3.75 standard deviation of .884. This implies that teachers are less involve in the decision making process in the school. This may prevent heads from getting rich information to manage issues in the school. The finding in not in agreement with Lewin & Lippit's (1989) assertion that democratic heads involve subordinates in decision making process in the school.

"Head promotes freedom of initiative among teachers" had the highest mean score of 3.98 standard deviation of .777. The results mean that heads allow teacher initiate ideas to support teaching activities. This will facilitate development and progress of the school. The finding is

consistent with Lewin & Lippit's (1989) view point that democratic leaders promote freedom and initiative in institutions.

Also, Table 4.3 showed that heads corporate with teachers. This item recorded a mean of 3.78 and standard deviation of .729. The result means that heads corporate with teachers in the schools and this will ensure smooth running of the schools and teacher will teach effectively as expected.

On ensuring total commitment of teachers to work, a mean of 3.89 and standard deviation of, 720 were recorded. This implies that teachers are made to show commitment to the work and this enable give out their best to improve academic achievement of students. The finding is in line with Bass (1990) statement that democratic heads ensure that there is total commitment of teachers to work.

Again, the result in Table 4.3 indicated that heads sought the consent of the whole teachers. This item had a mean score of 3.85 and standard deviation of .725. It could be concluded that heads seek the consent of member of staff before activities are carried out in the school. This will ensure successful implementation ideas and it will lead to achievement of goals in the schools. The finding supports Northouse (1997) statement that heads need to seek the consent of whole group before conducting any activity.

4.2.2 Transformational Leadership

Respondents views were sought on transformational leadership style adopted by heads in their respective schools. The respondents were asked to rate their level of agreement or disagreement to the statements. Table 4.4 presents the results.

Table 4.4: Mean Rating of Transformational Leadership

Items	N	Minimum	Maximum	Mean	Standard Deviation
Head increases teachers' motivation level to work	94	1.00	5.00	3.93	.725
Head unites with teachers to pursuit common goals	94	1.00	5.00	3.87	.643
Make changes in the school environment to meet desired goals	94	1.00	5.00	4.00	.801
Head encourages teachers commitment to goals	94	1.00	5.00	3.95	.656
Head communicates effectively to achieve desirable results	94	1.00	5.00	3.94	.759
Valid N (List wise)	94				

Source: Field Data, 2021

From Table 4.4, majority of the teachers indicated that heads change the school environment to meet desired outcome. This item recorded the highest mean of 4.00 and standard deviation of .801. The result means that heads alter the school environment to achieve desirable goals. This will bring effectiveness of teacher which will affect performance of the schools.

The items 'heads encourage teachers' commitment to goals' had a mean score of 3.95 and standard deviation of. 656, this means that teachers are encouraged to be committed to school goals. 'Heads communicate effectively to achieve desirable results' 'had a mean of 3.94 and standard deviation of .759. This implies that heads clearly define opals that enable teachers to work towards the realization of the goals.

'Head increases teachers' motivation level to work had a. mean score of 3.93 with the associated standard deviation of .723. This means that heads motivate teachers to work

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effectively. The item "head unite with teachers to pursuit common goals" recorded the least mean score of 3.87 and standard deviation of .643'respectively. This means heads fail to work with teachers towards attainment of common school goals. This will prevent heads from getting rich information from teachers. Teachers may not identify their potentials and this affects their effectiveness.

4.2.3. Autocratic Leadership Style

Respondents were asked to indicate their level of agreement or disagreement on autocratic leadership style heads adopt in managing senior high schools. Table 4.5 provides the scores.

Table 4.5: Mean Rating of Autocratic Leadership

Autocratic Style	N	Minimum	Maximum	Mean	Std. Deviation	
Centralizes power and authority	94	1.00	5.00	3.88	.834	.
Rigidly applies rules	94	1,00	5.00	3.76	.895	.
Coerces teachers to get work done		1.00	5.00	3.85	.731	.
Gives close supervision of work	94	1.00	5.00	3.75	.884	
Accepts little input from teachers	94	1.00	5.00	3.88	.709	
Valid N (list wise)	94					

   Source: Field Data, 2021.

Results from Table 4.5, showed that majority of the teachers indicated that heads centralised power and authority. This item recorded the highest mean score of 3.88 with the associated

standard deviation of 3.88 and heads accept little inputs from teachers also had a mean of 3.88 and standard deviation of .709. The results mean that heads force teachers to get work done and also accept little inputs from them. This will lead prevent teacher from contributing towards the growth and development of the schools.

'The item 'heads rigidly apply rules had 3.76 mean and standard deviation of .895. The least mean (3.75) and standard deviation of .884 was recorded by the item 'give close supervision of work. This means that heads provide close supervision of teachers work and this improves effectiveness of teachers and realization goals will be achieved.

4.2.4 Research Question 1: What leadership style is mostly used by heads of senior high schools at Bantama sub metro in the Kumasi metropolis?

Answer to research question one was sought by calculating the means of the responses. The mean scores calculated were used to determine leadership styles of heads. Table 4.6 displays the scores.
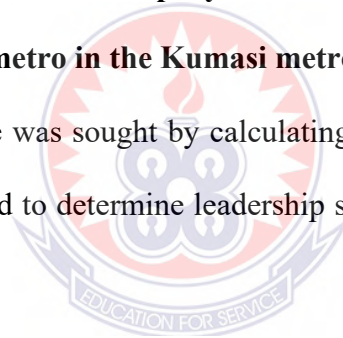
Table 4.6: Leadership Styles mostly used

	Minimum	Maximum	Mean	Std. Deviation
Democratic Leadership style Transformational	1	3	3.85	.767
Leadership style	1	3	3.94	.717
Autocratic Leadership style Valid N (List wise)	1	3	3.83	.811

 Source: Field Data, 2018.

From Table 4.6, transformational leadership style had the highest mean score of 3.94 and standard deviation of .717, followed by democratic leadership style (Mean= 3.85., SD=.717). Autocratic leadership style recorded the lowest mean of 3.83 and standard deviation of .811. The results mean that heads are rated high on transformational leadership scale. This implies that heads mostly use transformational leadership style. This will promote effectiveness of teachers regarding delivery of lessons. Teachers will be committed to the achievement of goals set for the schools since heads highly involved them in determining goals for the schools. Autocratic was the least leadership style indicated on leadership styles scale. This implies that heads less effectively use this style in managing teachers. Teachers may not make meaningful impact in the achievement of school goals they are mainly excluded from making certain decision in the school by heads.

4.2.5 Research Question 2: What is the effectiveness of teachers of senior high schools at **Bantama sub metro in the Kumasi metropolis?**

Answer to research question 2 was sought to find out the effectiveness of teachers. The mean score of each item was calculated. The means calculated were used to determine teachers 'effectiveness in senior high schools in the Kumasi metropolis. Table 4.7 provides the results.

Table 4.7 Teacher Effectiveness

Items	N	Minimum	Maximum	Mean	Std. Deviation
I provide coaching in the form of support and feedback for my students	94	1.00	5.00	3.94	.664
I encourage students to work independently	94	1.00	5.00	3.89	.664
I use different resources to plan and structure my lesson	94	1.00	5.00	3.77	.905
1 have adequate knowledge of the subject matter	94	1.00	5.00	3.86	.675
I collaborate with other teachers to ensure students success	94	1.00	5.00	3.81	.913
Valid N (list wise)	94				

Source: Field Data, 2021

From Table 4.4, majority of the teachers indicated that they coaching in the form of support and feedback for my students. This item recorded the highest mean score of 3.94 with the associated standard deviation of .664; followed by "I encourage students to work independently" with mean score of 3.89 and standard deviation of .664; 'I use different resources to plan and structure my lessons' had 3.77 mean and standard deviation of 905; 'I have adequate knowledge on the subject matter' had 3.86 mean and standard deviation of .675 and 'I collaborate with other teachers to ensure students success' had mean score of 3.81 and standard deviation of .913 respectively.

From the results it could be concluded that teachers mostly provide coaching in the form of support and feedback for their students. This implies that teachers frequently give the necessary support students may need and also provide feedback on their progress to enable them identify the strength and weaknesses of students and modify teaching methods to help improve on their weaknesses. This finding is in agreement with Paris and Paris (2001) statement that provide a substantial amount of coaching in the form of support and feedback as their students are learning.

The least mean score recorded by the statement "I collaborate with other teachers to ensure students success" means that teachers less effectively practice this. They fail to work with colleagues and share ideas. This will affect the performance of teachers since they are unable to manage issues bothering teaching alone. The finding is in agreement with Paris and Paris's (2001) view point that teachers encourage students to work independently and take responsibility of their own learning.

Generally, teachers rated themselves high on teacher effectiveness scale. It could be concluded that teachers adopt appropriate strategies in the senior high schools in Kumasi metropolis. This shows that teachers have adequate knowledge on how to deliver teaching to enhance easy comprehension of lessons by students. This is likely to ensure effectiveness of teachers in teaching.

4.3 Hypothesis Testing

Hypothesis 1

H_1: There is statistically significant relationship between teacher effectiveness and heads leadership styles.

H$_0$: There is no statistically significant relationship between teacher effectiveness and heads leadership styles.

This hypothesis was conducted by analyzing teacher effectiveness identified as dependent variable and leadership style as independent variable. Pearson product-moment correlation coefficient was performed to test the relationship between teacher effectiveness measured on teacher effectiveness scale and leadership style measured on leadership style scale. Table 4.8 presents the results.

Table 4.8: Correlation Matrix between leadership styles and teacher effectiveness

Effectiveness	-	Leadership Style	Teacher effectiveness
Leadership Style	Pearson Correlation	L	.705*
	Sig. (2 Tailed)		0.002
	N	94	94
Teacher Effectiveness	Pearson Correlation	.705*	1
	Sig. (2 Tailed)	0.002	
	N	94	94

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

Results from Table 4.5 showed a positive, significant and strong relationship between leadership style and teacher effective. At a significant level of 0.02, leadership style correlated with teacher effectiveness at 70.5% (r = 0.705). The significance level (.002) was lower than alpha level 0.05(r = 0.705, 94 P≤ 0.05). There was statistically significant, positive and strong relationship between leadership style and teacher effectiveness. The result indicates that leadership style is related to teacher effectiveness. This suggests that teachers will give out their best and help the school to achieve its goal when appropriate leadership style is employed. Therefore, we fail to reject the alternate hypothesis because there was enough evidence to

support the claim that there is a statistically significant relationship between heads leadership styles and teacher' effectiveness.

CHAPTER FIVE

OVERVIEW, SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.0 Introduction

In this chapter, the findings of the study are summarized, conclusions drawn, recommendations made and arears for further research were suggested.

5.1 Overview of the study

The study investigated the heads leadership styles and teachers effectiveness in senior high schools in the Kumasi metropolis of Ashanti. The objectives of the study were to identify leadership style mostly use, assess teacher effectiveness and to establish relationship between leadership styles and teacher effectiveness The focus of the study was on leadership styles such as democratic style, transformational style and autocratic style. Descriptive survey design was used in the study with aim of finding out whether leadership styles have influence on teacher effectiveness. The target population was teachers of senior high schools in Bantama sub-metro in the Kumasi metropolis. A sample of 94 respondents was used for the study. Purposive technique was used to select three senior high schools with all the teachers automatically included in the study. The main instrument used for was questionnaire. The questionnaire was pre-tested at Ahamaddiya senior high school using 30 teachers. From the pre- test, the reliability co-efficient of 0.87 was obtained using Cronbach Alpha for the likert scale items. Two research questions and one hypothesis were formulated to direct the study. Means and standard deviations were used to determine leadership style mostly used and teacher effectiveness. Correlation was used to test for the significance of the relationship that existed between leadership style and teacher effectiveness.

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5.2 Summary of Findings

From the study a number of findings emerged. They include the following:

1. On leadership, it was found that heads mostly used transformational leadership style. That is, heads constantly apply transformational style as they manage teachers and as a result, teachers are made to deliver lessons up to expectation to enable the schools achieve their goals. They make changes in the school environment to meet desired goals

2. On effectiveness, the study revealed that teachers provided coaching in the form of support and feedback to students. Teachers were found to encourage students to work independently and they were also knowledgeable in the subject matter.

3. On relationship, findings revealed that statistically significant, positive and strong relationship existed between heads leadership styles and teachers' effectiveness.

5.3 Conclusions

Based on the findings of the study, a number of conclusions were made:

Notwithstanding the acknowledgement of the benefits of using appropriate leadership style, this was able to determine one leadership style (transformational style) over others regarding effectiveness of teachers. On the other hand, the transformational style which was found to be used mostly also related to teacher effectiveness. It could be concluded that leadership styles influence effectiveness of teachers which results to high teaching standards in senior high schools. It could thus, be concluded that heads vary the use of leadership styles to some extent. This makes them flexible in adopting styles to deal with instructional issues affecting teachers.

One obvious conclusion is that teachers in senior high schools are very effective in delivering instruction. This shows that a lot of teaching activities will be carried out effectively and this will help to achieve the overall goals of the schools.

The significant relationship between leadership styles and teacher effectiveness shows that the styles are used interchangeably. It could be concluded that teacher effectiveness depends on heads leadership styles for effective teaching and learning and therefore, appropriate leadership style cannot be ignored because it results in high teacher effectiveness.

5.4 Recommendations

1. On leadership styles, the results of this study indicated that heads used transformational style when managing schools. It is therefore recommended that heads should reinforce the use of transformational leadership style.

2. On teacher effectiveness, it was found that teachers mostly provided coaching in the form of support and feedback to students. There is a continuous need for teachers to provide support and feedback to improve students' progress in school.

3. The study found that heads leadership styles significantly related to teacher effectiveness. It is recommended that heads should sustaining the use of leadership styles. This is important since heads are always managing teachers to help achieve the set goals of education.

5.5 Suggestion for further research

1. The study used only quantitative methods for investigating the problem in public senior high schools. There is the need for further study to be conducted using qualitative methods in private senior high schools in the metropolis.

2. The study used only teachers and it is therefore suggested that similar study should be conducted to elicit responses from heads of private senior high schools on heads leadership styles and teacher effectiveness.

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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather information from teachers to enable the researcher to carry out a study on heads leadership styles and teacher effectiveness in Senior High Schools at Bantama Sub-metro in the Kumasi Metropolis. Please, kindly respond to the statements below. The responses will be used for academic ourposes only. Your responses will be treated strictly confidentiality of responses

SECTION A

DEMOGRAPHIC DATA OF RESPONDENTS

Please tick |√| or provide the appropriate responses only.

1. What is your gender?

     a.   Male [   ]   b. Female [   ]

     b.   How many years have you worked?

    a.   1-5years

   b.   6-10years

    c.   11-15 years

    d.   16 years and above

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SECTION B

Leadership Styles

Items below are descriptions of heads leadership styles. Indicate your comment or disagreement to the statements. Tick as appropriate, Use the Rating: 4- strongly agree, 3-agree, 2-disagree and 1- strongly disagree.

Democratic Leadership Style

		SA	A	D	SD
1.	Head involves teachers in decision making process				
2.	Head promotes freedom of initiative among teachers				
3.	Head promotes freedom of initiative				
4.	Head cooperates with teachers				
5.	Heads ensures total commitment of all teachers				
7	Head seeks consent of whole teachers				
11.	**Transformational Leadership Style-**				
8.	Head increases teachers motivation level to work				
9.	Head unites with teachers to pursuit common goals				

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10.	Make changes the school environment to meet desired outcomes				
11.	Head encourages teachers commitment to goals				
12.	Head communicates effectively to achieve desirable results				
111.	**Autocratic Style**				
13	Centralizes power and authority				
14	Rigidly applies rules				
15	Coerces teachers to get work done				
16	Gives close supervision of work				
17	Accepts little inputs from teachers				
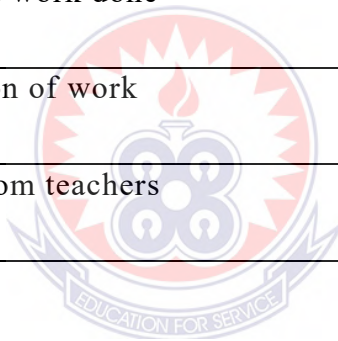
SECTION C

TEACHER EFFECTIVENESS

The items below are descriptions of teacher effectiveness. Indicate your agreement or disagreement to the statement. Tick as appropriate, Use the Rating: 4- strongly agree, 3-agree, 2-disagree and 1- strongly disagree

S/N	Teacher Effectiveness	SA	A	D	SD
18	I provide coaching in the form of support and feedback for my students				
19	I encourage students to work independently				
20	I use different resources to plan and structure lessons				
21	1 have adequate knowledge of the subject matter content				
22	I collaborate with teachers to ensure students success				

THANK YOU

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