UNIVERSITY OF EDUCATION, WINNEBA

LEADERSHIP STORIES OF HEAD TEACHERS IN NHYIEASO SUB-METRO

OF KUMASI

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

NOVEMBER, 2016

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE..

DATE..

SUPERVISOR'S DECLARATION

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

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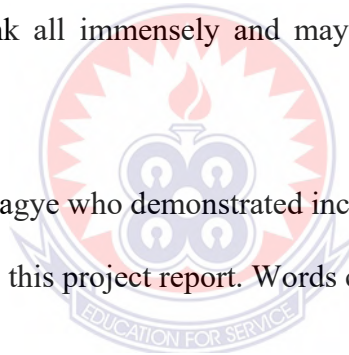
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ACKNOWLEDGEMENTS

I would like to thank the following people for their diverse and immense contribution and support that ensured the smooth take off and successful completion of this project report. Rev. Dr. Alexander Edwards, my lecturer and project supervisor, I thank you for your supervisory excellence that resulted in this beautiful piece. Your motivation and words of encouragement as well as your insightful tutorials, guidance and recommendations set the tone for the beginning and successful completion of this exploratory study.

I thank Mad Charlotte Kwabea Ansong, my dear husband Mr. Peter Kusi Appiah and Bro Alex Agyeman Asante. There would have been no thesis without your cooperation. I thank all immensely and may the good Lord bless you all. Amen.

Finally, Mrs. Vida Aboagye who demonstrated incredible commitment to proof-reading and editing this project report. Words cannot thank you enough.
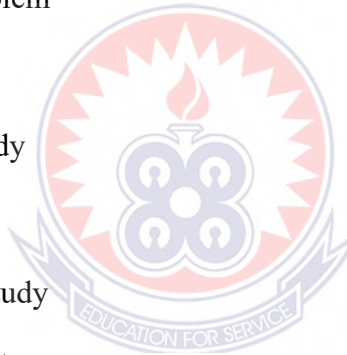
DEDICATION

To my beloved Mother, Mary Tweneboa.

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ABSTRACT

The study retrieved some leadership stories of Head teachers in Basic Schools of Nhyiaeso Sub-Metro of Kumasi. In particular it identified the leadership practices of Head teachers from their story narratives. The research draws on the practice of the head teachers in relation to their social roles, social environment and school. The literature review was grounded on the responses of the participants. As a qualitative study the researcher conveniently sampled six participants for interview and qualitative analysis. The analyses compared and contrasted the various similarities and differences in the behaviours of the sampled head teachers on how their practices reflected leadership for learning as a backbone of education and leadership practices as exemplary leaders. This study concluded that leaders' stories should be documented, recognised and to serve as inspiration to followers and successors in the Ghana Education Services. Some of the discoveries included limited understanding of the concept and benefits of leadership stories in leadership practices with which head teachers could capitalize to enhance their leadership. It was therefore recommended that leaders must be refreshed and enlightened on the importance of their own leadership stories through in-service training program. Again it was recommended that a further study in the field of Adulthood and Leadership be encouraged. Secondly individuals who have achieved and successful in leadership were recommended to be celebrated by the public.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

In adulthood life stories are important. People's life stories depict 'how' and 'why' they behave in certain ways at a given time. Bee and Bjorklund (2004) proposed that psychosocial development continues over the entire life span, resulting from an interaction among inner instincts and drives with outer cultural and social demands. Heads of schools as leaders for that matter have got a lot of stories to tell because they are adults. Kouzes and Posner (2012) highlighted that Leadership is about relationships, about credibility, about what you do. And everything you will ever do as a leader is based on one audacious assumption: that you matter. You don't have to look up for leadership. You don't have to look out for leadership. You only have to look inward. You have the potential to lead others to places they have never been. But you can lead others; you have to believe that you can have a positive impact on others. You have to believe that what you do count. You have to believe that your words can inspire and that your actions can move others.

In Ghana society has practiced story-telling over generations, and all these were transmitted from one generation to the other by word of mouth called oral history. It was common in the past to see young children in the community gather under a tree or shed to listen to such stories from the aged. People who experienced story telling from their families by the fire side as children understood the impact stories had on their experiences and the very formation of their values. Unfortunately, such folktales in the Ghanaian community are gradually losing their significance.

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Life stories of leaders have been used to study leadership in the past Gardner (1996) and suggested in research papers written about authentic leadership Shamir and Eilam (2005); George et.al. (2007), Sparrowe (2005). Autobiographies of Eastern leaders such as Gandhi have been used by Parameshwar (2005) to study spiritual leadership.

So it is perceived throughout ages that leaders have been telling stories for some reasons and most especially because people connect to speakers better when the appropriate stories are told. Head teachers for that matter must bear in mind that stories have significant impact on lives. Our memory consists of lots of stories and for that matter stories must be told during most school gatherings. When we talk about things we remember, they are usually in the form of a story. No Wonder that Rogers (2010) quoted that there have been great societies that did not use the wheel, but there have been no societies that did not tell stories" therefore leaders whether they lead in school, business, home, church or anywhere else can let their social environment benefit from telling compelling stories. Interestingly, there is a new research from neuroscience about the power of story-telling to shape our brains as reported in New York Times article.

On the other hand, another literature from Razik and Swanson (2010) state that, studies of administrators in business, higher education and schools suggest that most administrators operate primarily from either a human resource or a structural orientation but Razik and Swanson contends that, both orientations are linked significantly to their effectiveness as perceived by subordinate.

It is believed that effective headship is entwined with good leadership skills and to that effect, head teachers in the school setup have to lead the entire

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staff and students inspirationally and authentically. However, the performance of a head teacher can determine whether he or she is just being in a state of filling a vacancy of post or being recognised to that effect without the practise of astounding leadership skill. School leaders must therefore make a difference in school performance for the success of the school by telling their stories.

Moreover, research by Jirsingheand Lyons (1996) described that head teachers effectiveness from a different standpoint is usually adopted in education literature. But they used an approach to generate and use head teacher management competences to underpin the assessment of head teacher effectiveness. They were with the hope that stakeholders such as governors, inspectors, consultants, trainers and education officers, as well as individuals in higher education institutions who provide courses and training for head teachers should be open and impartial to enable an objective and accurate assessment of head teacher's job performance done. Competencies were put forward by them as an insightful approach for describing skills and qualities associated with effective headship and enabling an objective and accurate assessment to be made of a head's job performance. Head teacher as a leader of school must therefore make a difference in school performance for the success of the school by the use of story narratives to influence their social environment. Gorton and Alston (2012) contended that today's expectations for standards and accountability affect all areas of education and the life outside of the discipline but the field of educational administration is no exception to that rule. Heads of school in this regard are required to take the mantle of educational business seriously in leadership.

Additionally, since successful school leaders are team-builders, they ought to understand the importance of relationships, empower their staff and pupils and

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show great empathy. "Get the relationships right – open, trusting, humorous – and much else follows naturally," says Kingsbridge Community College principal, Roger Pope. "They feel motivated. They want to follow you." The best school leaders are confident communicators and storytellers. They are great persuaders and listeners, adept at describing 'the story of their school' to any audience. They are also great motivators. "Getting people to do things and go that extra mile lie at the heart of good leadership," says Kenny Frederick, former head teacher at George Green's School, Tower Hamlets as highlighted by Brighouse (2013).

Razik and Swanson (2010) explained that, leaders who attempt to build strong organisational cultures in schools spend time articulating the mission of the school. They bring others together to accept their values and uniqueness for the redefinition of the school constantly.

On another note, one best way of attaining such mission is to adhere to leadership story narratives. To a great extent the quality of education depends on the effectiveness of school leaders to be able to respond to diverse groups and pressures as they continuously work to improve schools (Razik & Swanson, 2010). Vanderveer and Menefee (2012) defined leadership as the art and science of getting the job done through the willing effort of others. They argue that, leadership is active and it is present or it is absent but to say that a person is a poor leader or that an organisation lacks leadership simply means that there is a leadership void.

That notwithstanding the qualities of head teachers and how they deploy their competencies are widely acknowledged to be the key ingredients to school success. Without the right combination of leadership skills, researchers agree that they've never come across a truly successful school (Jirsinghe & Lyons, 1996).

According to Kouzes and Posner (2012), through stories leaders pass on lessons about shared values and get others to work together. They supported a research that showed that, when leaders want to communicate standards, stories are a much more effective means of communication than are corporate policy statements, data about performance and even a story plus data.

One skill of great leaders is that they create a "wow" when they meet new people for the first time, by sharing their career and life story. Given that most people make their minds up about someone in minutes, this is an important skill to cultivate Tappin (2013). Thus, the art of the head teacher, as skald or story teller, encompasses imagery, metaphor, simile, analogy and an unerring sense of timing and occasion minutes; this is an important skill to cultivate in addition to other leadership skills (Brighouse 2013).

Kouzes and Posner (2012) postulated further that, exemplary leaders know that people learn valuable facts from how unplanned as well as planned events are handled. They know that people learn from the stories that circulate in the hallways, in the break room, cafeteria, on the retail floor, and on Facebook and Twitter. Exemplary leaders know that what gets measured and reinforced gets done. People attend to metrics as well as stories .They added that, exemplary leaders know that if they are going to create a high performance culture, they have to pay attention to bringing on board people who share the values that are held dear. They further explained that, in order to show others what is expected and ensure that they hold themselves accountable, you need to confront critical incidents, tell stories, and make sure that organizational systems reinforce the behaviours you want repeated.

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Your life story is also your leadership story. Every character, every twist and turn in your personal plot, every bit of your leadership is shaped by your life story. Understanding the past and present help one to shape the future chapters and answer the question Tappin (2013).

1.1 Statement of the Problem

Most school leaders have got a lot of interesting life stories to share to make quite a difference in school performance. These stories are largely responsible for the success of the school. Jirasinghe and Lyons (1996) argued that the organisation without effective leadership is in trouble. That notwithstanding, there has been lack of documentation and publication of prominent persons including head teachers. As a way of acknowledging their efforts and boosting their morale it would be worthwhile to capture their life stories especially, leadership stories in to archives. Head teacher's leadership effectiveness can however be influenced greatly by writing life stories of leadership or by telling personal stories of leadership to followers as a means of inspiration to get all hands on deck in the school setup.

In spite of many researches that have been conducted on head teacher's competencies and their leadership practices very little has touched on the effectiveness of leadership stories of head teachers in culminating their leadership practices and skills. In view of that, the present study is undertaking to highlight and document some of leadership stories of head teachers of the basic schools in the Nhyiaeso Sub-Metro of Kumasi to improve performance.

1.2 Purpose of the Study

A qualitative approach is warranted when the nature of research questions requires exploration (Stake, 1995). Qualitative research questions often begin with

how or what, so that the researcher can gain an in-depth understanding of what is going on relative to the topic (Patton, 1987). The purpose of this current study is to explore participants' experiences at schools as leadership story narratives. The study is aimed at acknowledging life experiences of the head teachers as adults with respect to story narratives in their leadership practices, and also to seek some level of competences of head teachers should they begin to practice leadership story narratives. This is a case study of interpretative-qualitative frame work. Head teachers are the participants of the study at the Nhyiaeso Sub-Metro of GES through a purposeful sampling.

With this study, head teachers would be enlightened on effective leadership practices and there by realize the use and benefit of leadership story narratives as one of the backbone of successful leadership practices.

1.3 Objectives of the Study

1. To retrieve some leadership personal narrative stories of some head teachers at basic schools within Nhyiaeso Sub-Metro.

2. To highlight the leadership practices of head teachers from their leadership story narratives.

1.3 To identify the benefits of narrating life stories in the Ghana Education Service as a way to encourage personal life stories in leadership for learning.

1.4 Research Questions

1. What are the leadership personal narrative stories of some head teachers at basic schools within Nhyiaeso Sub-Metro?

2. How do the leadership stories reflect head teacher's practices?

3. How do the head teachers' stories enhance leadership for learning in the Ghana Education Service?

1.5 Significance of the Study

The study seeks to unveil successful leadership stories from head teachers in the course of their work and how the stories serve as a motivator to subordinates. In addition the study would bring out documented stories of head teachers in respect to leadership for learning. These stories will also inform the Ministry of Education of Ghana on the importance to include story narratives as part of in service training programs in leadership which are often organized for head teachers of basic schools. Finally, the study aims at championing the need for a paradigm shift in the whole leadership structure in successful schools so as to aid development and enhancement in the non performing schools in the country.

1.6 Limitation of the Study

The case study was limited to five (5) head teachers out of twenty-eight (28) as the population because of the strategic interview which would need more time for transcription of participant's responses. An additional limitation of the study may be proved by the data collection process. Since information obtained during the interview would largely depend on the interviewee and what he or she will be willing to share, the nature of the information will also be limited to his or her own perspective and lived experiences. Owing to unforeseen circumstances like lack of co-operation the quality of responses of participant may leave much room to be desired. It is also agitated that participants might not be trustworthy since they will be informed of recording of interview as an ethical value.

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1.7 Delimitation of the Study

Having conducted case study research in only six schools could be viewed as delimitation. Another possible delimitation is the fact that the study focused solely on stories of head teachers as leaders of schools in relation to their leadership practices. For that matter, head teachers would be given the opportunity to narrate any stories pertaining to their work in any direction that they feel could inspire others.

That notwithstanding, the scope of the research was to partially bridge the gap of head teachers leadership roles with effective leadership story narratives within a school set up.

1.8 Definition of Terms

Head teacher: A leader in charge of the administration of both social and physical environment of a school.

Leadership: It is the ability to manipulate the willingness of followers toward the achievement of realistic shared goals (Ossei2015).

Leadership story: It is the series of events or experiences of leaders about their failures and successes in their leadership.

Leadership practice: It refers to the behaviour of a leader at an institutional set up.

Head teacher's competency: It is the measure of the roles of head teacher to the school performance and growth.

Storytelling: Narrating a series of events at a point in time.

Adult: A grown up person who is physically, mentally and socially matured.

Behaviour: It is the action and reaction of individuals in their day to day affairs towards their entire environment.

Social environment: This refers to the human relationship that exist at a given place and period.

1.9   Organization of the Study

This study is presented in five chapters: Chapter one   covers; the background to the study, statement of the problem, purpose of the study, the objectives of the study, research questions, significance of the study, limitation of the study, delimitations of the study, definition of terms and organization of the study. Chapter two highlights the themes from responses of participants as ground theory for the literature review, whilst research design and methodology and ethical considerations are not left out in chapter three. In chapter four, is the data collection procedure, data presentation with in – depth analysis and as well as discussion of findings. Chapter five highlights the main factors as summary, formulates conclusions and posits some recommendation
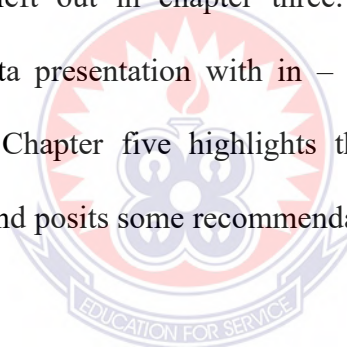
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides the conceptual framework and review of related literature about head teachers' life as leaders, their leadership practices towards their social environment, and how they use all their experience to narrate stories in the administration of the school. Due to the qualitative paradigm I applied grounded theory approach. The following themes will be highlighted under theoretical framework;

1. Leadership Theories

2. Behavioural Theories of Leadership

3. Leadership for Learning

4. Leadership Story Narratives

5. Motivation in Leadership Practices

2.1 Conceptual Framework

Leadership is perceived as one of the most important ingredients needed for improvement of any educational organization (Bush & Oduro, 2006; Jackson (2003). Schools with effective leadership have better prospects of improving the quality of educational provision (Kusi, 2012). Head teachers have some fundamental indicators of their leadership practices as they interact with their teachers, pupils and other people directly or indirectly contribute towards fulfilling their school's task. Learners who are at the centre of the administrative tasks of head teachers must be the prime of the roles of head teachers. Efforts are being made to help head teachers to acquire knowledge, skills and competences needed

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for their role Kusi (2012), but he argues that professional development is particularly important for head teachers and teachers in developing countries such as Ghana, which needs to be context-related, and the recipients of such programmes need to be involved in exploring and determining such needs .One of these needs is leadership stories which stands as the topic for this study.

Part of developing good working relationships and a key component of allowing others to lead is communication. Leaders do not keep secrets from team members. To become a leader, team members need to know the truth about an organisation and leaders need to communicate the information necessary for team members to become leaders and do the work of organisation. Talking to experienced leaders eases apprehensions about leadership, success   and abilities. Ironically, in spite of this general consensus on the need for professional development, not much has been done in enlightening leadership stories especially.

2.2 Leadership Concepts

According to Yulk (2010), leadership has been defined in terms of traits, behaviours, influence interaction patterns, role relationships, and administrative positions. He adds that, researchers usually define leadership according to their individual perspectives and the aspects of the phenomenon of most interest to them. Stogdill (1974), as cited in Yulk (2010) concluded that there are almost as many definitions as there are persons who have attempted to define the concept. Robbins and Judge (2011) define leadership as the ability to influence a group toward the achievement of a vision or set goals. The researcher on the other hand also defines leadership in relation to her topic as the ability to manipulate the willing efforts of individuals towards achievable shared goals.

Drucker (1986) in a review emphasized the necessity of leadership as the key element of an extraordinary manager. He believes without leadership the resources are under used and wasted. In today's competitive economy the quality and performance of the managers may determine the success of an organization. Effective leadership is one that has been widely explored from various perspectives due to its close link with large profits in business organizations Chemers (1997). This has placed increasing demands upon educational organizations such as schools to improve their effectiveness and efficiency and has led to the notion that effective school leadership is a key to school success. Leadership at work in educational institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole 2002). Leadership in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration Balunywa (2000).The above review is yet to be confirmed in the basic schools in Kumasi.

2.2.1 Servant Leadership

The term servant leadership has been made popular by the book published by a retired AT and T executive Robert Greenleaf in 1977. Greenleaf was inspired to write this book based on the character of Leo based on Herman Hesse's book titled *Journey to the East*.

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According to Greenleaf (1977) the servant leader is a servant first. Then conscious choice brings one to aspire to lead. He goes on to distinguish between one who is a leader first with one who is a servant first. He says that one who is a leader first tries to make use of a power drive or to acquire material possessions. He adds "the leader first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature".

Larry Spears, the CEO of Greenleaf Centre for Servant Leadership identified ten characteristics of servant leaders Keith (2010). These are: Listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community.

Avolio et al. (2009) cite Russell and Stone (2002) who distinguished between functional and accompany attributes of servant leaders and found that while the functional attributes include "having a vision, being honest and trustworthy, service oriented, a role model, demonstrating appreciation of other's services and empowerment" the accompany attributes included being "good communicators and listeners, credible, competent, encouraging of others, teachers and delegators".

2.2.2 Peer Leadership

Bowers and Seashore (1966) extended the investigation of leadership behaviour by suggesting that most leadership functions can be carried out by someone besides the designated leader of a group. Sometimes manager askes subordinates to share in performing certain leadership functions, and sometimes subordinates perform these functions on their own initiatives. Group effectiveness will depend more on the overall quality of leadership in the work unit than on who

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actually performs the functions. However the possibilities of shared leadership do not imply that it is unnecessary to have a designated leader. According to Bowers and Seashore (1966), there are both common sense and theoretical reasons for believing that a formally acknowledged leader through his supervisory leadership behaviour sets the pattern of the mutual leadership which subordinates supply each other.

Bowers and Seashore were the first researchers to survey peer leadership as well as leadership behaviour by the manager. In a survey on organisations Taylor and Bowers (1972), a standardised questionnaire used extensively in organisations by researchers at the University Michigan, has scales measuring two task-oriented behaviours (goal emphasis, work facilitation), and two relations-oriented behaviours (supportive leadership, interaction facilitation). In a review of results from research on 21 organisations, Bowers (1975) found that leadership behaviour (by leaders and peers) was related to subordinates satisfaction and group processes, but the pattern of results varied, depending on the type of industry and the authority level of the manager.

2.2.3 Relational Leadership

The concept of relational leadership has its origins in leader member exchange theory (LMX) which focused on relationship between a leader and his/her follower and servant leadership which posits that the leader is there to serve his/her followers.

Wright (2009) states that leadership is a relationship – a relationship in which one person seeks to influence the thoughts, behaviours, beliefs, or values of another person.

Although Wright (2009) mentions Greenleaf in his book titled *Relational Leadership* he specifies five principles of servant leaders based on theology. The principles listed by Wright are:

1. Influence and service. The influence must have a purpose that is often the shared mission of the group or organization.

2. Character and trust grounded in the faith, beliefs, commitment and values of a leader.

3. Relationship and power with a warning that power should not be misused but be directed towards the mission of the community.

4. Dependency and accountability emphasizing the leaders need follower.

View on leadership by Wright (2009), starts with God (as theology) shaping character which fuels leadership, through the values and beliefs promoted by the leader in an organization to develop a culture to cope with its environment. The organizational culture clarifies the expectations of people who work for an organization that result in actions taken to deliver organizational outcomes. Leadership is also responsible for creating a vision and leading the organization towards its mission through values and relationships.

2.3 Behavioural Theories

According to the mechanistic approach, people are machines whose response to external forces results in development Miller (1993). This approach asserts that past behaviour predicts future behaviour and that people's machine-like minds do not construct knowledge but instead absorb existing knowledge Miller (1993). Development can therefore be measured quantitatively Wrightsman (1994).

Behaviourism exemplifies the mechanistic approach. It is a science interested in predicting and controlling human behaviour Watson (1930). People learn behaviours by responding to stimuli and by receiving positive or negative reinforcement or punishment. Positive reinforcement increases the likelihood that the immediately preceding behaviour will be repeated Shaffer (1994). For example, if a girl receives praise (an example of positive reinforcement) for helping her sister, she is likely to repeat the action. In contrast, negative reinforcement occurs when a desired action results in the cessation of an unpleasant stimulus. Punishment is a third kind of reinforcement. Instead of preceding the response as in the case of negative reinforcement, it follows the response and decreases the chance of the behaviour recurring Taber, Glaser et al., (1965). Scolding is an example of punishment.

Watson (1930), the father of behaviourism, believed that people were "an assembled organic machine ready to run" and that their personalities were a collection of complex habits. For example, he said that a deeply religious Christian develops a religious habit system of praying, attending church, and reading the Bible. Habits change, he believed, and develops most during the teen years and is set by age 30. Watson noted, "A gossiping, neighbour spying, disaster enjoying [person] of 30 will be, unless a miracle happens, the same at 40 and still the same at 60".

He concludes that instructors who favour the behavioural / mechanistic perspective provide students with plenty of opportunity for drills and practice. Using praise, grades, or some small prizes for their efforts positively reinforces learners. Students learn the appropriate response through reinforcement. Brumbach (1988), as quoted in Armstrong (2004), contends that performance refers to both

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behaviours and results, and adjusting organizational behaviours and actions of work to achieve results or outcomes. Behaviours are therefore outcomes in their own right and reactions to the product of mental and physical effort applied to tasks.

2.3.1 Behavioural Theories of Leadership

The behavioural theories of leadership was said to have emerged from the general failure of the Universalistic theories, inter alia the leadership studies at Ohio State University and the University of Michigan that took place in the 1940s. The theory basically focused on identifying behaviours common to effective leaders, (which differentiated effective leaders from ineffective leaders) rather than just making inferences about leader characteristics as postulated by earlier theories. Behavioural leadership theories equally emphasized the behaviours that were actually expected of leaders on the job and the relationship of these expected behaviours to leader effectiveness Riggie (2002).

Among the frameworks of this theory was a University of Iowa studies by Lewin (1939) which explored three leadership styles: Autocratic leadership style which requires that the leader dictates work methods to the employees; Democratic leadership style which involves employees in decision making and also uses feedback to coach employees; and the Laissez-faire leadership style which gave employees complete freedom. One other framework was the Ohio state Studies that also produces two dimensions of leader behaviour: (a) Initiative-structure (also called task-oriented behaviours) which focuses on work task production, and (b) Consideration structure (also known as relationship-oriented behaviours) which emphasizes interpersonal relationships among workers and the leaders. The Ohio

State researchers concluded that these two dimensions, initiative-structure and the consideration structure, were two distinct and independent dimensions, but nevertheless stressed that both categories of leader behaviour are associated with effective leadership but that they do not necessarily co-exist Halpin and Winer (1975). The argument for this finding was thus that, while some effective leaders are high on initiating structure alone, others display only consideration behaviours, while other effective leaders, could however, exhibit both.

Yet another framework of the behaviour theories, the University of Michigan study, on the other hand focused on behaviour characteristic of effective leaders and came up with quite similar results. The University of Michigan study observed leaders in a number of large industrial organizations, and found that successful leaders tend to exhibit patterns of behaviour that were labelled task-oriented, sometimes also called production-oriented and relationship-oriented, also referred to as employee-oriented Kahn and Katz (1966). Likert (1967) however, pointed out that the primary difference between the Ohio State University and University Michigan studies was that the latter considered relationship-oriented leader behaviours to be more effective than task-oriented behaviours. Meanwhile, findings from one of the most famous Michigan studies which examined the behaviour of leaders in a large insurance company indicated that both task-oriented and relationship-oriented leadership behaviour patterns were positively related to work group performance, even though subordinates of relationship-oriented leaders tended to be more satisfied and had lower turnover rates than employees who were managed by task-oriented leaders (Morse & Reimer, 1956).

2.3.2 Leadership Challenge

On contemporary dimension of leadership behaviours are what have popularly been titled as extraordinary leadership through some five practices postulated by some renowned researchers in leadership (Kouzes & Posner, 2012). Extraordinary leadership according to them is a process that ordinary managers can use when they are bringing forth the best from themselves and others.

In the following paragraphs the five leadership practices and the associated behaviours are discussed: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart.

2.3.2.1 Model the Way

Modelling the way is how leaders make their vision tangible (Kouzes & Posner, 2012). Leaders take complex intricate plans and establish manageable and understandable steps so employees are able to successfully accomplish necessary tasks. The two behaviours that support modelling the way are setting the example and planning small wins. Setting the example begins with a leader consciously behaving in ways that are consistent with stated values (Kouzes & Posner, 2012).

It is in understanding the clarity and courage of a leader's convictions and daily actions is how visions are realized and how respect and credibility are gained. Leaders provide standards by which other people in the organization can measure their actions and effectiveness. Clarity, consensus, and intensity are three essential factors for aligning values of leaders with those of their followers. Strategies for accomplishing this include clarifying the values, in which you believe, translating these values into guiding principles for the organization, sharing your personal beliefs and organizational guidelines publicly, auditing your actions regularly so

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you remain consistent with your publicized values, teaching others about your values, and being emotional and caring about what you believe.

Modelling the way is planning small wins so success can be experienced (Kouzes & Posner, 2012). When problems are too large and they may seem overwhelming and insurmountable. Extraordinary leaders set up opportunities for small success thereby creating an environment of excitement, potential, confidence, accomplishment, and commitment to continuing the journey. Therefore, an effective leader will structure the change process incrementally, whereby big tasks are broken down into small, manageable steps, and accomplishment of each small step becomes a win. Strategies for facilitating small wins are planning and preparing for the journey, experimenting with changes along the journey, moving forward in small incremental steps, making progress visible, allowing for mistakes, and encouraging people to make choices so increased commitment and ownership is realized. Extraordinary leaders convince followers that the impossible is possible and that the journey begins with one small step.

2.3.2.2 Inspire a Shared Vision

Inspiring a shared vision encompasses the leaders' ability to look forward into the future, see the possibilities that exist, and capture the hearts of others. Leaders create a vision that becomes the guiding common purpose of the organization and is an ideal and unique image of the future. Leaders are hopeful about the future and believe that it is people who make the difference in the future. Inspiring a shared vision means that leaders breathe life into their vision so that it becomes tangible and understandable to others. The two behavioural commitments of inspiring a shared vision are envisioning the future and enlisting others.

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Envisioning the future is the process of creating a dream and getting others to buy into it with great passion and commitment Kouzes and Posner (2012). Leaders look into the future and imagine that greater things can happen. Leaders have vision. Kouzes and Posner see vision as having four attributes: future orientation, image, ideal, and uniqueness. Future orientation is a statement of destination and the end ideal. Image is the ability to know what destination and the end ideal looks like. It is a mental picture of what things win be and is a window into the world of tomorrow. Ideal is defined as a vision that has the ultimate of possibilities and standards of excellence. Unique describes the quality that makes a vision distinct and different from everyone else in order to foster an atmosphere of pride and self-respect.

The second behavioural commitment of inspiring a shared vision is enlisting others (Kouzes & Posner, 2012). Enlisting others enforces the importance of having all employed understand and support a vision. Extraordinary leaders educate and clearly communicate their visions to everyone enlisting their support. An example of a vision is Reverend Martin Luther King's speech "I have a dream". King's speech comes from the heart, speaks to the people, is easily understood, and creates passion. You can see this vision. It conjures up images, evokes enthusiasm and creates followers. Empowerment occurs in organizations when all employees align their energies to realize the vision.

2.3.2.3 Challenge the Process

The American Heritage Dictionary defines to lead as to show the way or to guide. It implies the process of a journey or a trip. Kouzes and Posner use this analogy throughout their description of challenging the process. Leaders are those

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who go first they seize opportunities, venture out into an adventure, and explore new territory. These words do not lead one to think of fire same trip that is taken day after day. It conjures up thoughts of newness, unchartered waters, uncertainties, risk and change. "Leaders look for ways to radically alter the status quo, for ways to create something totally new, for new revolutionary processes, for ways to beat the system." (Kouzes & Posner, 2012). With this comes mistakes but every false step is an opportunity of learning. The two behavioural commitments are searching for opportunities and experiment and take risks. Searching for opportunities means to bring new ideas to the organization, to be a change agent, to constantly challenge the status quo, and to look for possibilities (Kouzes & Posner, 2012).

However, not always is it the leader who brings forth the new ideas, sometimes it is the employees. It is a good leader who is able to listen and encourage other's ideas into operation. To search for opportunities as a leader is to treat every job as an adventure. Look at your job as if through the eyes of a new person and ask what could be done differently. Kouzes and Posner suggest making a list of the way things have always been done. For each item, ask if that is useful for becoming the best possible organization. If the answer is no, then change it, because extraordinary leaders do things differently and challenge the status quo. Kouzes and Posner also challenge individuals who believe that if something is not broke it does not need fixing. This thought stifles innovation. There is always something that needs fixing. Adding adventure to every job is a method of motivating, and breakup free of the routines. Lastly, they recommend making the adventure fun.

The second behaviour in challenging the process is experiment and takes risks (Kouzes & Posner, 2012). A leader should have openness to ideas and a willingness to listen. They must try untested approaches and accept the risks that accompany the experiments.

Experimentation and risk bring stress, but the stress does not have to be harmful. Leaders take charge of the change, accept the challenge, foster hardiness and create an adventure so that the outcome of experimentation and risk remains healthy and positive. To encourage experimentation is to collect ideas and suggestions for change from customers, employees, suppliers, and other stakeholders. A leader must make gathering new ideas a personal priority and spend every day observing, listening, or searching out comments. This is pivotal to successful innovation. Experimentation and risk taking demands team renewal by providing educational offerings, refocusing on goals, and adding new members to enhance creativity and motivation. Leaders honour other risk takers and recognize those that try, as well as those that succeed in order to encourage further risk taking. Leaders analyse every failure as well as every success so that learning occurs at every opportunity and leaders also model risk taking and foster hardiness.

2.3.2.4 Enable Others to Act

Enabling others to act builds teams, empowers others, and encourages the accomplishment of visions through others. Building cooperation and collaboration among colleagues, and designing win-win solutions creates a positive, productive and motivating work environment. Extraordinary leaders create an environment which encourages employees to apply their skills and energies to the continuous

improvement of the organization. The two behavioural commitments of enabling others to act are fostering collaboration and strengthening others.

Fostering collaboration begins with creating and sustaining cooperative goals (Kouzes & Posner, 2012). Speaking in terms of we and of our goals and accomplishments and recognizing die efforts of others reinforces a collaborative relationship and shares credit.

Additional strategies for fostering collaboration includes creating a climate of trust and mutual respect, encouraging employees to interact with one another, focusing on the gains and opportunities versus the losses, involving the employees in problem solving and planning, and honouring risk taking behaviour in yourself and others. Extraordinary leaders realize that the key to doing well lies not in competition or in overcoming others but in gaining cooperation and collaboration. Strengthening others is the second behaviour that supports leaders to enable others (Kouzes & Posner, 2012). Strategies for building power for leaders and followers include getting to know people, being sensitive to others, listening actively to what others have to say about themselves, developing interpersonal competence, giving power away by delegating and keeping people informed, using personal power to assist others in their goals and making heroes of others. Extraordinary leaders recognize the importance of making people feel valued and believe that human resources are the most important resource in an organization. Leaders acknowledge that strengthening others leads to higher job satisfaction and performance and greater organizational effectiveness.

2.3.2.5 Encourage the Heart

Encouraging the heart is visibly recognizing people's contributions to the common vision, expressing pride in the accomplishments of the team, and making hard work enjoyable work. Leaders let others know how much they mean to the organization, they make people feel like heroes and the take time to enjoy success. The two behaviours are recognizing contributions and celebrating accomplishments.

Recognizing contributions is linking rewards with performance (Kouzes & Posner, 2012). It is important to take time to recognize all who have made contributions and to celebrate the successes and milestones. Recognizing contributions requires leaders to have high expectations of themselves and followers, to have an ability to directly link performance with reward, to creatively use a variety of rewards and to have a positive and hopeful outlook in order to promote courage. Leaders recognize that creating an environment of high expectations brings out the best in people and they achieve more than they thought possible. Leaders set standards for determining success and creatively reward people for achievement other than promotion and raises. Leaders publicly acknowledge accomplishment and coach people to success realizing that this gives courage and allows individuals to accomplish extraordinary things.

Celebrating accomplishments is the leader's recognition that extraordinary things do not happen alone but through the efforts of the people in teams (Kouzes & Posner, 2012).

Celebrating accomplishments is the process of honouring and sharing the success with all who assisted in the victory and is based on focusing on key values, making recognition public, and being personally involved. Celebrating occurs

when significant events happen and are necessary to call attention to the moment and reinforce key values. Leaders realize that celebrating is not an event that occurs only at the end of a project but is something that occurs continually throughout the journey to give courage and spread joy and care about people and the product.

2.3.3. The High-High Leader

Yulk (2010 .in his literature reviewed that, most survey studies on leadership behaviour, have used measures and analyses that assume an additive model. In Western countries, result by the additive model has been inconclusive. Task and relations behaviour turned to be correlated to be positively with subordinates' performance, but the correlations are usually weak (Fisher & Edwards, 1988). Only a small number of studies have actually tested for an interaction between task-oriented and person-oriented behaviour, and the results were inconsistent from the view point of Larson, Hunt and Osborn, (1976). In Japan, survey and quasi-experimental studies have provided more consistent support for the additive model Misumi (1985). The survey research provides only limited support for the universal proposition that high-high leaders are more effective. In contrast the research based on critical incident and interviews strongly suggests that effective leaders guide and facilitate the work to accomplish task objectives while at the same time maintaining cooperative relationships and team works.

2.3.4 Cultural Influences on Leadership Behaviour

Cultural values and traditions can influence the attitude and behaviour managers in a number of different ways Adler (1997); Fu and Yukl (2010). The

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values are likely to be internalised by managers who grow up in a particular culture and these values will influence their attitudes and behaviour in ways that may not be cautious. In addition, cultural values are reflected in societal norms about the way people relate to each other. Cultural norms specify acceptable norms of leadership behaviour and in some cases may be formalised as societal laws limiting the use of power to influence the decisions and actions of others. Regardless of whether they internalise cultural values about influenced behaviour, most managers will conform to social norms about this behaviour. One reason is that deviation from societal norms may result in diminished respect and social pressure from other members of the organisation. Another reason for conformity with social norms is that use of unacceptable behaviour is likely to undermine the effectiveness of the behaviour.

Leadership behaviour is influenced by other situational variables besides national culture (Bass, 1990); House et al, (1997), (2004). Some examples include the type of organisation (e.g., profits vs. non-profit, public corporation vs. private ownership), type of industry (e.g. retailing, financial services, manufacturing, telecommunications etc.), and characteristics of the managerial position (e.g. level and function of the manager, position power and authority). Strong values in the organisational culture may or may not be consistent with the dominant cultural values, especially if an organisation is a subsidiary of a foreign-owned company. The different determinants of leader behaviour are not always congruent with each other. Some situational variables may interact with national culture in complex ways.

Even when some types of leadership behaviours are not clearly supported by the prevailing cultural values and traditions in the country, it does not

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necessarily mean these behaviours would be ineffective if used more often. Managers who have little experience with a particular type of leadership behaviour may not understand how effective it could be House (1997). Finally it is important to remember that the values and traditions in a national culture can change over time, just as they do in an organisational culture. For example, countries in which the traditional autocratic political systems are replaced by the democratic systems are likely to become more accepting of participative leadership and empowerment in organisations. Countries in which strong gender differentiation is replaced by gender equality can be expected to become more accepting of leadership practices that reflect traditional feminine attributes (e.g. nurturing, developing, building cooperative relationships). As values change, beliefs about the skills and behaviours necessary for effective leadership are likely to change in consistent ways.

2.3.5 Behaviour Differences in Leadership

Much of the cross-cultural research examines differences among countries with regard to patterns of leadership behaviour and use of specific managerial practises. Some cross-cultural differences involve quantitative analyses of ratings on behaviour questionnaires to determine whether a type of behaviour is used more in culture or country than another. For example, Dorfman and colleagues (1997) found that American managers use more participative leadership than managers in Mexico or Korea. However, a quantitative comparison of scale means from behaviour description questionnaire is complicated by methodological problems such as confounding and lack of equivalence Peng, Peterson and Shyi (1991). For example, lower scores can be obtained in one country because the behaviour items

have a different meaning there, or because respondent in that culture typically use extreme ratings on a questionnaire.

A smaller number of cross-cultural studies attempts to identify qualitative differences in the way a specific type of behaviour is enacted in each country. For example, Podsakoff, Dorfman, Howell and Todor (1986) found that positive reward behaviour was important for leadership effectiveness in different cultures, but the types of behaviour rewarded and the way rewards were used differed across cultures. Another study Smith, Misumi, Tayeb and Bond (1989) found differences in the way managers communicated directions and feedback to subordinates. American managers were more likely to use a face to face meeting to provide directions to subordinates and to give negative feedback (criticism), whereas Japanese managers were more likely to use written memos for directions and to channel negative feedback through peers.

There are examples of Research on the Effects of Behaviour

Cross-Cultural studies also examine differences in the relationship of leadership behaviour to outcomes such as subordinate satisfaction and performance. For example Scandura, Von, Glinow, and Lowe (1999) found that supportive behaviour of leaders was significantly related to subordinate satisfaction and leadership effectiveness in the United States but not in two Middle Eastern countries (Jordan and Southern Arabia). In contrast, structuring behaviour by leaders was significantly related to both criterion variables in the Middle Eastern countries but not in the United States.

In another study Dorfman et al, (1997) found that directive leadership was related to organisational commitment in Mexico and Taiwan, but not in the United States, South Korea or Japan. Supportive leadership was related to satisfaction with

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the managers in all five countries, but cross-cultural differences were found for the relation of supportive leadership to subordinate performance and organisational commitment. Leader contingent reward was related to subordinate organisational commitment in the United States, Mexico and Japan but not in Korea or Taiwan. Participative leadership was related to subordinate performance in the United State but not in Mexico or South Korea.

A study by Schaubroeck, Lam and Cha (2007) examined leadership by bank branch managers in the United States and Hong Kong. They found that the transformational leadership of the branch manager (rated by subordinates) was related to branch performance (rated by higher management) in both countries. The effect of transformational leadership on branch performance was enhanced by power distance and collectivism values, which were higher in Hong Kong than in the United States.
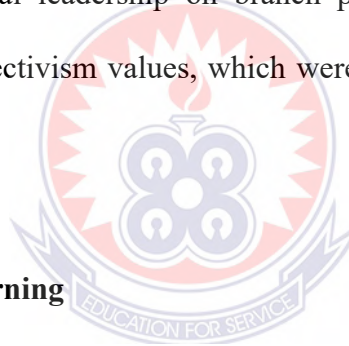
2.4 Leadership for Learning

What is leadership for learning?

Leadership for learning (LfL) simply means making learning the pivot around which all leadership engagement in school evolves (TED/ GES, 2014) a publication by GES. It implies that learning is, and should be, linked to your leadership role. Learning should be at the centre of your administrative tasks such as correspondence meeting attendance, record keeping, and managerial activities such as

2.4.1 Concept of Leadership for Learning

There are two words in the educational lexicon which seem to travel across national borders, often without need of translation-"learning" and "leadership". Everybody knows what learning is and we could not live long without reading about, experiencing and witnessing at first hand the impact of leadership. So when we put these two big ideas together-leadership for learning- we have no problem in creating our images of what that might mean yet this conjunction of two concepts has different meanings in Ghana, Malaysia or Pacific Islands. These two terms have immediate associations with the "big leaders", clan, tribe, community or with national figures and with what happens in a place called school.

When we take these two concepts apart and put them together again with the joining word "for", we open up a whole new way of thinking and understanding. As you work through this handbook at each step, the meaning and scope of these ideas become not only clearer but of immediate relevance to schools and classrooms. Thinking more deeply about leadership, learning and what they are for offers a new and powerful lens on the day to day life of classrooms, as so many Ghanaian teachers have found. We discover again, that leadership applies to teachers and pupils too and that learning is for head teachers, circuit supervisors, districts and regional managers as well as for policy makers to which this publication is testament. We grow in understanding, together, from the top down and from the bottom up. Systems lead and systems learn because they pay attention to what good teachers do and they adapt accordingly. They lead and model learning by demonstrating that we don't and can't know it all and that learning is a lifetime commitment UNICEF, Teacher Education Division, Ghana (2014).

The Institute for Educational Leadership's (IEL) Task Force on the Principal ship declares, "The top priority of the principal ship must be leadership for learning." The Task Force's report, "Leadership for Student Learning: Reinventing the Principal ship," specifies three key roles that the principals of the 21st century should fulfil:

Instructional leadership: that focuses on strengthening teaching and learning, professional development, data-driven decision making and accountability;

Community leadership: manifested in a big-picture awareness of the school's role in society; shared leadership among educators, community partners and residents; close relations with parents and others; and advocacy for school capacity building and resources; and

Visionary leadership: that demonstrates energy, commitment, entrepreneurial spirit, values and conviction that all children will learn at high levels, as well as inspiring others with this vision both inside and outside the school building.
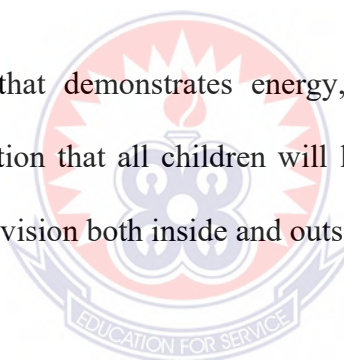
2.4.2 Qualities of Successful School Leaders

A study by Day, et al. (2007) found that head teachers 'values are key components in their success. "Successful heads improve pupil outcomes through which they are - their values, virtues, dispositions, attributes and competences – as well as what they do in terms of the strategies they select and the ways in which they adapt their leadership practices to their unique context."

The study suggested that there is a strong association between leaders 'personal qualities and leadership success and that the most successful school leaders are open-minded; ready to learn from others; flexible; have a system of core values and high expectations of others; and are emotionally resilient and optimistic.

It also asserted that it is these traits that enable successful leaders to make progress in schools facing challenging circumstances. The study in particular found that successful school leaders share certain attributes, as follows:

1. A strong sense of moral responsibility and a belief in equal opportunities;

2. A belief that every pupil deserves the same opportunities to succeed;

3. A respect and value for all people in and connected with the school;

4. A passion for learning and achievement; and

5. A commitment to pupils and staff.

It was concluded that these key attributes are common to almost all effective school leaders. In addition, further qualities and characteristics have been highlighted pertaining to leaders of schools serving disadvantaged areas.

2.4.3 Ingredients of Leadership Success

While Anglis (1990) focused on the upward mobility of women in higher education and emphasized that "few (studies) have investigated the strategies that lead to career success, Flanagan (2002) called for more studies on strategies that senior women leaders use for leadership success. Given the small number of empirical studies on women leaders in higher education, all relevant sources with merit, such as demographic studies on women leaders, interviews with senior women leaders, and women leaders' personal essays or accounts included in books or journal articles will be accessed to construct a more holistic picture of the ingredients needed to ensure women leaders' effectiveness and success.

What does it take for women to remain successful in senior leadership positions within higher education? What is essential for women's leadership success? The 30 senior women leaders in public and private two- and four-year

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institutions studied by Clemons (1998), Cline (1996), Dietz' (1997), and Gatteau (2000) unanimously emphasized how they attained their success in their institutions by overachieving and outperforming. These women proved that they were competent in their discipline, confident, creative, savvy, and committed to their institutions. Being able to evaluate and see the "big picture" was important, too. Nidiffer (2001), likewise, believed that women had a comparative advantage because of their ability to broaden their array of skills and traits to cope with the dominant culture of leadership.

To learn more about women's perspectives on the presidency, the Office of Women in Higher Education of ACE Brown, Van Ummersen, and Sturnick (2001) facilitated a series of 13 round-table discussion sessions and identified 11 keys to presidential success. These ingredients for success were taking risks, mapping professional and career goals, working with institutional change agents, learning and developing professional skills as well as competencies for changing the organizational climate, cultivating board members, creating a positive environment, being politically and culturally savvy, focusing on priorities, mentoring and being mentored, building a supportive and proactive network, and renewing oneself spiritually.

What does Dr Donna Shalala, President of the University of Miami and former Secretary of Health and Human Services think it takes to be a successful leader in higher education? When interviewed by Shinn (2002), Shalala emphasized consensus-building skills, interpersonal skills, communication skills, attention to process, and nudging instead of controlling. Other important skills included establishing and making participatory decision making systems work,

delegating, and, most importantly, learning how to work with the faculty and understanding the culture of shared governance. According to Eisinger (2002), Shalala was able to assume multiple roles and remain effective because she set priorities, knew her role, and was committed to service.

Dr Carol Harter, the first woman President of the State University of New York at Genesco shared some generalizations about outstanding leaders based on her experiences and observations. According to Harter (1993), effective leaders had these characteristics: strong and clear visions and commitments, holistic thinking processes, ability to work with teams, outstanding management skills, knowledge of when and how to delegate, highly sophisticated communication and public relations skills, political competence, energy, sense of humour, and charisma. Consequently, to be successful, women must develop and demonstrate both feminine and masculine competencies, learn to be political without losing their integrity, break through the good old boys' network by establishing their own networking arenas, be healthy enough to handle a great amount of stress, and learn to relax and be themselves. Fretwell Jr. (1991), Chancellor Emeritus of the University of North Carolina at Charlotte, stated that one presidential effectiveness secret is focusing on "Improving the academic enterprise, identifying and working with the faculty, staff, and others to achieve the major educational objectives, and finding the resources to make it all possible". In fact, the issue of effective fundraising has become more important than ever before Cook (1997). Recognizing the importance of fundraising, Milley (1991) surveyed 18 women at state college and university presidents to identify their approaches to raising money. She concluded that women presidents may have a fundraising advantage because they often ask for others' help. These women presidents reported that

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small dinner parties, face-to-face receptions or meetings with business and civic leaders, alumni parties, personal visits, concerts for donors, and athletic events can all be great fundraising activities. To be successful, women leaders used their verbal, interpersonal, and selling skills to encourage donors to contribute money.

According to Allen (1986) and Walton and McDade (2001), the position of vice president for academic affairs is also a very tough, complex, and demanding job. For women CAOs to be successful, they must be good listeners and observers, be fair and consistent, and do the job well in their own way. For future provosts, Allen (1986) and Walton and McDade (2001) suggested that women gain budgeting and personnel management experience, find ways to deal with the paperwork, learn to dictate well, seek help from a trusted mentor, know what they believe in and stand for it, develop professional networks, know how to handle campus politics and conflicts, recognize their limitations and delegate, learn how to run good meetings and follow-up, be as visible as they can without getting over-scheduled, develop a sense of humour, and find ways to manage stress without sacrificing their physical and mental well-being.

Finally, given the demanding nature of executive positions in higher education, success will be impossible without delegation, personal and professional support networks, attending to the big picture, and strategic moves.

2.5 Leadership Stories

Kouses and Posner (2012) in their review on' model the way', one of the five practices of exemplary leadership asserted that stories are another powerful tool for teaching people about what's important and what's not, what works and what doesn't, what is and what could be. Through stories, leaders pass on lesson

about shared values and get others to work together. When he was program director of knowledge management, for the World Bank, Steve Denning learned first-hand how stories change the course of an organisation. After trying all their more traditional ways of getting people to change their behaviour, Steve found that simple stories were the most effective means of communicating the essential messages within the organisation. Time after time, when faced with the task of persuading a group of managers or frontline staff in a large organisation to get enthusiastic about change, I found that storytelling as the only thing that worked."

In a business climate obsessed with power point presentations, complex graphs and charts, and lengthy reports, storytelling may seem to some like a soft way of getting hard stuff done. Its anything but that. Steve's experience of storytelling is, in fact, supported by the data. Research shows that when leaders want to communicate standards, stories are a much more effective means of communication than are corporate policy statement, data about performance, and even a story plus the data. Information is more quickly and accurately remembered when it is first presented in the form of an example or story.

2.5.1 Developing a Leadership Narrative

In another review on story narratives it was asserted that recognising the role of memory is crucial to understanding how emotion and leadership are connected, because developments in memory research relate to the idea (that I began to develop from the reading) of a personal leadership narrative. It is clear that emotion is linked to leadership in many significant ways, through past events, through talk, through the personal sense of self, and in the culture of schools and schooling. All of this is linked to the part that emotion plays in relational events,

and how they are encoded and received in the individual's memory Ginsberg and Davies (2002).

A way forward methodologically is not to regard the leadership narratives as memories per se, but much more as stories that people use to make sense of situations. As Ginsberg and Davies (2002), suggest that stories can be a productive way of examining leadership. Briner (1999), also maintains that: Emotion occurs in the context of our personal narrative – our history, present and anticipated future. In primary headship research, the link between emotion and personal narrative has been taken up by several authors such as Pascal and Ribbins (1998), Southworth (1995).

These accounts have an emphasis on leadership. Personal leadership narratives depend on emotional involvement and recall. In David Loader's study (1997) using the narrative, storytelling approach of his professional life as an Australian College Principal, he cites the personal as being very important in being an effective leader.

In fact he argues that personal reflection and a level of revelations in interactions with other school leaders could provide new insights into situations and allow conversations to have more meaning for those involved in school improvement. Oatley and Jenkins, in a slightly different way, also look at events and their emotional impact. They state that specific features give events emotional impact – their importance to a goal, their unusualness, their unpredictability, the absence of existing skills to deal with them- also make the event distinctive in memory (2003).

They also suggest that when information about something is incomplete, then emotional influences become even more important to decision-making, because emotions are heuristics. As Oatley and Jenkins argue:

Emotions serve important functions…derived from our evolution, that help to bridge across those places where we do not know enough, or do not have sufficient resources, to decide how best to act. In general, emotions seem to have two parts, an information part which becomes conscious, so we typically know the objects of our emotions, and a control part that sets the brain into a mode that has been selected during evolution for coping with recurring kinds of situation, such as making progress towards a goal.

Emotional influences and social relationships are related to the personal leadership narrative of the head teacher, as a very important influence, as well as the organisation's 'emotional histories' built up over time from everyday interactions, part of the social construction of reality Berger and Luckman (1991), and the culture of the organisation. This may in turn influence the interpretation of events by the participants involved in such interactions.

2.6 Motivation in Leadership

Robins and Judge (2011) define motivation as the process that accounts for an individual's intensity, direction and persistence of efforts towards attaining a goal. Archer et al (2008) also define motivation as the force that maintains and alter the direction, quality and intensity of behaviour. In other words, it is a description of a person's motive to action.

2.6.1 Theories of Motivation

Several theories of motivation have emerged in the course of time in literature .These can be categorised into Early Theories and Contemporary Theories. For the early theories, we have theories such as: Abraham Maslow's Hierarchy of needs (1943), Theory X and Y by Douglas Mcgregor (1960),Two – Factor Theory by Fredric Herzberg et al (1959) Mclelland's Theory of Needs.

The Contemporary Theories include: Expectancy theory by Victor Vroom, Goal Setting Theory (1960) by Edwin Locke, Self- Determination, Theory Z by William G. Ouchi (1981), etc.

2.6.1.1 Abraham Maslow's Theory of Motivation

The psychologist Abraham Maslow developed a theory that suggests we, humans, are motivated to satisfy five basic needs. These needs are arranged in a hierarchy. Maslow suggests that we seek first to satisfy the lowest level of needs. Once this is done, we seek to satisfy each higher level of need until we have satisfied all five needs.

1. Basic Physiological Needs: air, water, food, shelter, sex

2. Safety and Security Needs. This level includes needs such as having a place to live and knowing one is safe.

3. Social Affiliation and Belonging: this need includes affection, socialisation, have friends and feel like one belongs and is loved.

4. Esteem Needs: this level is described as feeling good about one's self and knowing that their life is meaningful, valuable and has a purpose.

5. Self-Actualisation Needs: this level refers to people reaching their potential stage of well-being

2.6.1.2 Vroom's Expectancy Theory

This theory was established by Vroom (1994) and he was with the belief that motivation is based on the expectation of desired outcomes. The theory is based on three concepts: Valence, Expectancy and Force.

1. Valence: It is the attractiveness of potential rewards, outcome or incentives.

2. Expectancy: It is a person's belief that they will or will not be able to reach the desired outcome.

3. Force: It is a person's motivation to perform.

In general, people will work hard to perform when they think it is likely to lead to desired organisational goal.

2.6.2 Motivational Measures to Promote Organisational Effectiveness

To ensure organizational effectiveness, the following measures should be taken into consideration. The Job Characteristic Model, Job Design, Quality-Of-Work-Life Programme, Involvement, Delegation, Rewards and Recognition.

2.6.2.1The Job Characteristic Model (JCM)

It was developed by Hackman and Oldham (1980). According to the model, any job can be described in terms of five core job dimensions.

1. Skill Variety: It is the degree to which a job requires a variety of different activities so the worker can use a number of different skills and talent.

2. Task Identity: It is the degree to which a job requires completion of a whole and identifiable piece of work.

3. Task Significance: It is the degree to which a job has an impact on the lives or work of other people.

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4. Autonomy: it is the degree to which a job provides the worker freedom, independence and discretion in scheduling the work and determining the procedures in carrying it out.

5. Feedback: It is the degree to which carrying out work activities generates, directs and clear information about your own performance.

2.6.2.2 Job Design

It includes designing jobs that create both a challenging and interesting task for the employee and is effective and efficient for getting the job done. Four approaches to job designing are:

- Job Simplification: The goal of this design approach is to standardize and specialise tasks. Unfortunately, this approach does not always lead to increase motivation as the job can become mundane.

- Job Enlargement: The goal of this job design approach is to combine task to give the employee a greater variety of work.

- Job Rotation: The goal of this job design approach is to move workers to different task periodically

- Job Enrichment: It expands jobs by increasing the degree to which the worker controls the planning, execution and evaluation of the work. (Robins and Judge, 2011).

2.6.2.3 Quality-Of-Work-Life Programme

Work- life balance is an employee's perception of how a proper balance between personal time, family care, and work are maintained with minimal conflict.

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Employers can use work life balance as a motivational technique by implementing quality of work life programmes. Examples of such programmes include flex time, work place wellness, and family support Robins and Judge (2011). Flexible work schedules can allow an employee to work whenever they can as long as a certain amount of hours are worked each week and some employers allow their employees to work from home. Sometimes employers utilise flex time schedules that allow the employees to arrive to work when they choose within specified limit. A wellness programme can involve having an exercise facility, offering counselling, or even having programmes set up to help employees lose weight or stop smoking cigarette.

Family support programmes involve help with parenting, child care, and some programmes allow employees to leave for family purposes.

2.6.2.4 Involvement

The term involvement refers to allowing personnel the opportunity to have input in the decision making process, especially when it directly affects their job. Career experts insist that people feel more satisfied with their jobs when they are asked for creative input Light (1996), and members who are busy develop and demonstrate ownership and pride. If members are not allowed to participate in the decision making process, they feel left out to some extent Windisch (1995).

2.6.2.5 Delegation

Delegation refers to the process of entrusting authority and responsibility to other people. It means assigning of certain responsibilities along with the necessary authority by a superior to his/ her subordinates.

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Delegation builds the confidence of staff or subordinates; encourage cooperation and team work. It reduces stress and improves morale to help achieve organisational goals.

2.6.2.6 Rewards and Recognition

Recognition is a great morale builder as well as a motivator Schearer (1991). It is important to encourage and recognise employees who by their actions (not their intentions) demonstrate that what is important to you is important to them Smith (2000). It is imperative to show your employee they are valuable to the organisation by rewarding them for special achievements and contribution to the organisation. This should be done publicly, and the reward can be material or financial, letting employees know that, you care about them Hennessey (1991).

To conclude, motivation is a very important tool for higher performance and therefore, leaders or employers should endeavour to take the right action to motivate employees to enable them achieve organizational goal.

2.6.3 Cultural Differences in Motivational Needs of Employees

Motivation is a need satisfying process. It is an interaction between the individual and his/her situation or background. One factor that may motivate one employee may not be the motivating factor for another. According to research a great number of employees are motivated by interesting work content and good wages. As for other factors there is inconsistency in the order of what motivates one from another, which is dependent upon his/her education, cultural differences, financial condition and other contexts in which he works. Determining the work values of each culture is an important part of this process. According to Hofstede

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(2001), work values are significant for two different reasons. First, they are an excellent measure of culture in that they are shaped more by socio-logical and cultural factors than individual psychological differences. Secondly, the work values of an organization's employees will affect that organization in many ways, from conflict resolution to its ability to change, from communication to employee motivation.

There are different theories of motivation, but not all of them are universal, since they do not adequately address the factor of culture. In an organizational context the circumstances and values of a particular culture can influence the order and importance of needs. The values of individualism and collectivism can make the hierarchy fairly relevant. Managers should conduct suitable research in this context with the help of a structured questionnaire validated by professionals. This will help them understand what factors are instrumental in motivating. These can be grouped by level and a suitable motivation program can be designed accordingly Mullins (2007).

The study of work motivation is no longer limited to one particular culture. Motivational techniques that were taken for granted are not obvious when examined from a cross-cultural perspective. The existing models are culturally bound and limited in their capacity to explain cross-cultural differences in work motivation. Fortunately new developments in models of self-regulation offer a framework for examining the moderating effect of culture on the relationship between motivational techniques and employees' behaviour. Cultural values direct individuals' selective attention to stimuli in the work environment, and they serve as criteria for evaluating and interpreting motivational techniques. The model of cultural self-representation proposes that the motivation potential of various

managerial techniques is evaluated by the person according to cultural criteria and with respect to their contribution to the fulfilment of the self-derived needs. The collective self is more visible in collectivistic cultures. Therefore, motivational practices are evaluated based on the fulfilment of collective self-derived needs. In individualistic cultures the private self is salient and the motivational potential of various managerial techniques is evaluated with respect to their fulfilment of the private self-derived needs. In collectivistic cultures self-fulfilment is expressed by contributing to group success, whereas in individualistic countries it is experiences by personal achievements Erez (1993).

In different cultural environments different motivational techniques are expected to be effective. The attainment of complex-task goals depends on the use of effective strategies. Therefore training employees to develop and use strategies for the attainment of the challenging goals is gaining importance across cultures. The acquisition of knowledge and skills strengthens perceptions of self or collective efficiency, and leads to higher performance levels.

Training should have a universal positive effect on work motivation and performance. The principle of linking performance and outcomes, advocated by the expectancy model, seems to have a universal effect on motivation and performance. The valence of various reward outcomes is partially determined by cultural values and thus varies across cultures. In changing and unstable work environment, the provisions of opportunities to exercise control over one's behaviour is important for self-enhancement. Perceptions of control may be enhanced by motivational techniques that encourage personal or group accountability and responsibility. Such motivational techniques may lead to higher levels of organizational commitment and to extra-role behaviour Erez (1993).

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2.7 Summary of Literature Review

The review points out that head teachers as adults have got a lot of experiences in life that they can share and narrate as leadership stories. Kouzes and Posner (2012) shows that when leaders want to communicate standards stories are a much more effective means of communication than are corporate policy statement and data about performance and even a story plus data. One's life story is his or her leadership story. The topic "Leadership Stories of Head Teachers "however has got minimal attention in both developing and developing countries. In Ghana for instance, there is not a single documentation of leadership story of prominent persons like Former United Nations Secretary General Kofi Atta Annan, The first president of Ghana, Dr Kwame Nkrumah, and outstanding Former Minister or Director of Education in their leadership although they might have narrated some leadership stories before.

The right story at the right time inspires an "aha"! A moment that bypass the brain and goes right to the heart Anderson (2005). So he makes a point and reinforces it with a story. A motivating factor for this study is that existing literature does not specifically investigate the ways school administrators and GES officials have collected and used leadership stories to inform decisions during appointment of head teachers to enhance school-based leadership.

The augment here is that, leadership story is particularly important in head teacher's leadership roles in Ghana Education Service. It could be argued further that leadership story narrative as essential as it stands, should be included in refresher courses and professional development programmes for head teachers. In this context, the researcher seeks to explore the leadership stories of head teachers

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and to discover the frequency at which the heads narrate inspiring stories to their social environment of the school set up.

The above extract was useful in identifying my research questions:

What are the leadership stories of head teachers?

How do the leadership stories reflect head teacher's practises and

How do the head teachers' stories enhance leadership for learning?

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presented discussion on the research methodology of the study, such as the research design, population and sampling technique, research instrument, data collection, data analysis and ethical issues. Researchers need people's stories for many reasons. They help us describe people, explain phenomena, and can lead to improvement in many fields of study. When we faithfully nurture other people's stories, not only our separate fields of study, but also the field of qualitative research can be enriched by what we learn.

3.1 Research Design

A researcher's epistemology, according to Creswell (1994), is literally the theory of knowledge, which serves to decide how the social phenomena will be studied. Many epistemological position regarding the study I undertook can be formulated as follows ; a data are contained within the perspectives of people that are involved with co-operative education programmes, either in a co-ordinating capacity or as programme participant; and b) because of this I engaged with the participants in collecting the data (which is their life stories).

According to Welman and Kruger (1999) the phenomenologists are concerned with understanding social and psychological phenomena from the perspectives of people involved. A researcher applying phenomenology is concerned with the lived experiences of the people (Holloway, 1997); involved, or who were involved, with the issue that is being researched. There was interview

session with each participant which lasted for approximately, 60 minutes, depending on the participant's willingness and capabilities. The research as a qualitative approach meant that every word was much needed and for that matter, participants were recorded for transcription later on. With respect to this, a high level of confidentially was observed by the researcher. The intention of this research was to gather data regarding the perspectives of research participants about the phenomenon of storytelling by head teachers as part of their leadership roles.

3.2 Population

Head teachers of the Nhyiaeso Sub-Metro of Kumasi formed the target population of the research which was numbered twenty-eight (28).

3.3 Sampling Procedure and Sampling Size

Sampling is the process of selecting a portion of the population to represent the entire population Polit and Hungler (1999). Exploratory design according to Brink and Wood (1998), may involve small samples that are chosen through a deliberative process to represent the desired population. Purposive sampling, as a procedure that involves the selection of persons who represent the desired population, was used. Just as Maxwel (2005) affirmed that selecting times, settings and individuals that can provide you with the information that you need in order to answer your research questions is most important consideration in qualitative selection decision. For the purpose of this phase of the study participants were selected because they were head teachers of the Nyhiaeso Sub metro of Ghana Education Service. The selection criteria were therefore based on each school's

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potential to add to the understanding of the research procedures used to collect building-wide data.

Sampling was convenient and purposive. Heads were convenient to reach and purposive because they have the information needed. The sampling size was limited to five (5) head teachers out of twenty-eight (28) as the population, because the researcher needed more time for transcription of participant's responses. Kusi (2012) consented that in interpretative-qualitative framework, researchers' aim at exploring a phenomenon for a better understanding and therefore, it is necessary for them to select a sample size that will help to achieve their purpose. Therefore the small size six (6) was appropriate for this qualitative study in order to make the work manageable. Collecting qualitative data and analysing it takes considerable time, and the addition of each individual or site only lengthens that time (Creswell, 2005).
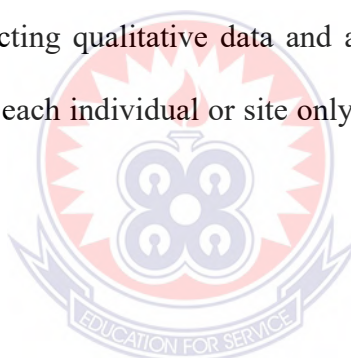
3.4 Instrumentation

Creswell (2007) asserts that while there are several kinds of data, all data falls into four basic categories, observations, interviews, documents, and audio-visual materials. Researchers may use many different techniques, but at the heart of qualitative research is the desire to expose the human part of a story. This research combined questionnaire on demographics and interviews with audio recording and observation as instruments for data collection.

Cohen et al (2000) explains questionnaire as a series of questions, statements or items are presented and the respondent is asked to answer, respond to or comment on them in a way she or he thinks best. An advantage of questionnaire is that respondents can offer any information, express any opinion they wish,

although, the amount of space provided for answer will generally limit the responses O'Leary (2005). Unstructured interview involves free-style discussions with interviewees. One of its strengths is the flexibility and freedom involved in the use of an unstructured interview, and it can unearth detailed and relevant as well as sensitive information through probing. However, the instrument gathers a massive amount of qualitative data, making analysis laborious and time consuming Kusi (2012). Denscombe (2008) points out that participant observation, as a method, enables researchers to infiltrate situations sometimes as an undercover operation, to understand the culture and processes of the groups being investigated.

3.5 Data Collection Procedure

Permission, in the form of a verbal pre-survey consent, was initially sought from the head teachers who were selected for the study and to build acquaintance and also book appointment with each of them about two months before the interview dates. Subsequently, formal introductory letters were obtained from the Department of Educational Leadership of University of Education Winneba, Kumasi and the Metro Educational Directorate of Kumasi. These approved letters together with the consent form and interview protocol were administered to the head teachers who expressed willingness to participate in the study.

It is important to think about the kind of relationship you want to have with the people whom you study, as well as what you need to do to establish this relationship (Maxwell, 1996). Unfortunately, one of the targeted participants out of the six disappointed by not accepting researcher's call as she rightly proposed before the interview. During the rapport establishment period it came to light that majority of the participants were not familiar with the topic "Leadership Story" as

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compared to leadership skills or styles. For that matter, researcher had to digest the topic for them. Participants were asked to sign an informed consent that outlined what was involved in participation in the project. The informed consent explained that the study was voluntary and that individuals could discontinue in participation at any time. Before the interview, participants filled out a questionnaire that inquired about demographics, work history and educational status; they were finally asked to narrate a school life experience story. All the interviews took place at the offices of the interviewees. The recorded responses were carefully transcribed verbatim as the first step. The researcher was immersed in the data for a preliminary organization of ideas by extracting key concepts. Abstraction involved interpretation by the researcher of the constructs created though verification of key concepts and key ideas which were then grouped into themes for analysis.

3.6 Data Analysis

The responses were deeply read and the participants' words were placed in particular thematic categories, to interpret and placed those thoughts within the context of what is known from their leadership stories, and to explore the differences and similarities in the leadership practices as heads of basic schools and how they exhibited leadership for learning.

3.7 Ethical Considerations

Ethical issues such as informed consent, privacy, confidentiality, plagiarism and anonymity were observed. The participants in this study were informed about the nature of the study and what would become of the findings once the study had been completed. Participants were informed that their participation was voluntary.

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Participants were provided with information about the research and the research process and were afforded an opportunity to ask questions about the research before proceeding. They were informed of their option to withdraw from the research at any time. Prior to conducting the research, participants were asked to sign a written informed consent form. Names of people, schools and their locations have been pseudomised for the sake of confidentiality. The researcher obtained an introductory letter as (Appendix C) from the Metro Director as permission to the participants.

3.8 Validity and Credibility

I interviewed because I was interested in other people's stories. To establish validity and credibility for the study, different measures were implemented. Yin (2009) concurs that triangulation is crucial to performing a case study reliably and that additional sources of data allow case study researchers to create a story—one that honours participants' meaning-making processes. Seidman (1991) supported this same view by stating that when people tell stories, they select details of their experience from their stream of consciousness. Based on the scope of this research, which focused on making meaning, I selected interviewing as the primary data collection vehicle, and then thickened the data with an additional data. For internal validity, member check was used. The researcher first made sure that all research findings drawn from this study were grounded in the informants' perspectives by citing and using verbatim interview statements frequently. Then the results were sent to participants for validation. Through member checks as postulated by Merriam (2002) a copy of the interview transcript were given to participants and

they were asked to verify the accuracy of the content. Only one of the five participants made major revisions on her presented success stories.

Again as an external validity check for the current study, the researcher visited the recent former circuit supervisor of the sub-metro for his views about the head teachers strengths and weaknesses in their leadership. This stage of the research served as a means of triangulation with respect to Maxwell (1996) who defines triangulation as collecting information from a diverse range of individuals and settings, using varieties of methods.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter presents the research process, demographics of respondents, and results from the data collection and their interpretations.

4.1 The Research Process

During the interviews, the head teachers were specifically asked to talk about particular aspects of their life experiences since they assumed position at school as head teachers which can inspire and motivate others to also put up their best in leadership. In making extraordinary things happen, leaders get people moving, energised, mobilized and take organisation to places they have never been before (Kouzes & Posner, 2012). Great care was also taken to retain the original story and meaning by transcribing verbatim what was recorded. In particular, I wanted to relate back to the idea of storytelling, and how a response to storytelling can be not to challenge the facts but to engage with the meaning. Especially with the research questions in mind the stories were to reveal why and how some schools performed far better than others in the same sub metro.

Additionally, Muller (1999) noted that the narrative approach 'stresses the 'lived experience' of individuals, the importance of multiple perspectives, the existence of context-bound, constructed social realities, and the impact of the researcher on the research process'. As part of the approach that I have tried to use, with the reality of lived experience of individuals being vital, Roberts (2002) attests that narrative analysis focuses on the individual and the interplay between the individual and the social, which is vital to education.

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Initially, I reached out to four female head teachers whom I anticipated to participate in the study. One woman did not return my phone calls finally and two others were uncomfortable with the research process and chose not to participate. At that point, I had five participants interested in and willing to be involved in this research project. They involved one female and four males that emerged from the research. The participants ages ranged from 32 to 59 whiles their years of experience in their current field ranged from 1 year to 18 years. The leaders who readily agreed to participate in this study represent the strongest and confident head teachers whom I personally never knew but through personal contacts they agreed. One of them however was a private school head teacher. I reminded the participant that I would be recording the interview and would place the recorder between us on the table and just leave it there until we were through.

4.2 Background and Responses of Participant

4.2.1 Interviewee one (Mr Armah)

Mr Armah is a 54 year old head teacher and a father of four. He holds a bachelor of education degree. He has been an ordinary teacher for 29 years. However in headship, this academic year is his first experience. He has managed to sustain the interest and good work ethics of female teachers at his newly appointed school Fankyenebra Primary School.

Mr Armah's Response

I was a little tensed anticipating my first interview and it was our second meeting, but once we settled into his office I immediately felt at ease with Mr Armah He as my first interviewee gave me a warm welcome when the time was due for the interview. For this moment in time he was focused on our interaction. His understanding in leadership stories energized him to narrate four stories even though not as a head teacher but a subject teacher. He had been in the classroom for 28 years and had some experiences to share. He promoted Africanism through the wearing and eating of African items and food respectively on African Union Day at his previous school for both the staff and the pupils.

"On my return to school, I introduced an annual program which was to commemorate African Union (AU) day on every 25th of May. As a social studies teacher, I created AU awareness day. I used this opportunity to teach all the pupils about the importance of this AU day on a day before the holiday. I also introduced the wearing of African or locally made dresses to school and also eating of African food to promote Africanism. For this reason, it has become a tradition in Opoku Ware JHS up to date, that on every 24th May, a day before AU Day, all teachers and pupils wear African dresses. I also did my best over there".

He determined to serve diligently wherever he found himself for his superiors. This resulted in a reward when he was chosen to travel to the UK in an exchange program dubbed 'Connecting Classrooms'.

"Without hard work, it will not be possible to progress in life. If you serve others, they always bless you. One typical example was this. When I started teaching at the school, I decided to truly serve my head teacher through his

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management, administration and even serve him aside school responsibilities. Opoku Ware JHS had been affiliated to a UK school through a program called 'Connecting Classrooms', under the sponsorship of the British Council, so they used to have exchange programs. As a result of hard work, I was given the opportunity to represent the school in UK for one of the exchange programs. I was motivated by that program."

He also introduced a financial welfare programme at his former school which is still in existence.

"Lest I forget, I introduced a welfare program at my previous school, State Experimental. Due to honesty and loyalty they have still maintained me as the leader whiles I am no longer there and teachers are continually joining it because they believe that, once I am on it, then it is a credible program. Within one year, four months, our membership had reached 54."

He was very excited to discuss his greatest challenge when he became a head teacher just in his prime year. He referred to it as only female subordinates but with evident pride as he enthusiastically discussed the development of his school but his prior conception of female negative attitudes was dispositional.

"Really, upon my arrival on the first day, I realized that there was not a single male teacher on the staff and it became a challenge to me initially. So I prayed to God for the strength to work with them. This became a challenge to me because most often, the work of greater percentage of women are not satisfactory when it comes to duties and responsibilities at school. I have worked with a lot of women and most of them talk a lot and sometimes gossip, so I became surprised or disappointed for not coming to work with no male on the staff, whom I could fall so

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much on, especially in decision making. By the grace of God, through prayer and different strategies I can tell you that, they now work harder, even some are more than male workers and that I presumed. I care for them and they equally care for me and the school. They are all up and doing and help me a lot."

Mr Armah said he operate in an open administration in this manner

"I operate in a transparent manner in my administration. It is better for leaders to allow followers to express themselves and their views and see to their corrections when they are at fault. So leaders must operate in an open administration, so that you can get all on board".

4.2.2 Interviewee two (Madam Gina)

She is a 59 year old mother married with five children and is the head teacher at State Experimental Basic two. She is a bachelor's degree holder. She has been in the headship position for 18 years of which I believe is not her second experience now. However she has kept the glory and success of her school since she assumed office over there.

Mad Gina's Response

("With constant prayers, you will be able to handle (e v e r y) single person under your control" 2016.)

Mad Gina was my second participant. We had met once for the appointment before the interview day. She was the lengthiest narrator as far as the research was concerned which took about 45 minutes. It was at the same cluster where her counterpart female head teacher finally refused to participate in the research but

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Mad Gina unknowingly was very willing to share some of her numerous leadership stories.

As I observed when I visited the workplace the day of the interview, Mad Gina moved purposefully, yet she took the time to speak with everyone she encounters because she believes that everyone is "precious" not to talk of how she relates to students. She was in a meeting with some PTA executives when I arrived so I waited for some minutes for her to finish and she walked out the executives of the office area. Afterwards Mad Gina went into her office, organised herself and invited me in her office. Though I have had my first interview I was a little tensed, anticipating she might give up because she had already overstayed for the meeting up to 4.00 pm, but once we settled in her office I immediately felt at ease with her. Being a spokesperson fits leadership strength—that is how I saw her. She is really an eloquent person. No wonder, she was the only one who made a lot of corrections in her transcribed response. She has served in the school for 7 years but has less than one year to retirement. For this moment in time, Mad Gina was focused on our interaction.

Her job is about oversight and about ensuring that the teachers with their expertise match themselves with their right job as in the case of the teacher in question. A particular assertion was *"You know most often, some teachers like the profession but don't like to pursue the task involved………. They would prepare lesson notes quite alright, but would not teach exactly what is in the lesson notes, give exercises and will not mark them."*

In one of Mad Gina's stories it came to light that she takes charge for her constituents as part of her underlying values of an ethic of care for individuals.

"Think about the welfare of the kids that you are handling and even the teachers who are under your supervision more than yourself". She managed to tame a school boy who had become an outcast and helped him to realise his dream. The boy was to be arrested from school for stabbing a store keeper girl of a drinking spot when there was a rift".

"A teacher and I went to the boy's house to meet the parents and followed to the girl's grandmother's house and by God's Grace, the whole case ended peacefully. That could have ended the boy's education. After that, I called the boy and counselled him. He started to be regular and punctual to school. Gradually, he completed the basic school and continued his education to Polytechnic level. You see!"

From another story by Mad Gina also showed that she is a caring and supportive to her staff as has been voiced earlier about their welfare. She was able to handle a stressed teacher whose domestic problem was affecting her professional responsibilities.

"I further advised her that, since she was not cheated when she was young and even doesn't want to feel cheated and wants to make it to the future she should also not cheat the pupils as she used to at certain portions of school time. Let us have time for the pupils so that they will be beneficial and great asset to parents, schools community and the nation at large and not to be a liability. Let us take up our duties and responsibilities very well at work, and we will be blessed."

She tries to lead through inclusion, respect, and most importantly by ensuring that the job entrusted to her and teachers gets done within the parameters of government regulations and requirements.

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"As for the job it is a sacrificial work. You have to have time for it. If you have time for it, you will be successful."

This statement convinced me totally at the time I went for the interview. Mad Gina had over stayed after the close of school for a school management committee meeting up to 4:00pm and afterwards preceded to the interview. I even left before she later closed.

She declared that one has to be dedicated in whatever one is doing to be success

"Have time and organise yourself very well and have your things done. Even if you are a head teacher you have to get time for the job. Once a while you have to go to the classroom and teach. Yea! "At times I do that."

Mad Gina's story was full of strong relationships in the workplace and it depicted that she has people at heart because of her fear for God. Furthermore, she was proud of what she had accomplished and her ability to persevere regardless of institutional challenges. For this reason and because of the way she undertakes her responsibilities her face lit up whenever BECE results are released. Oh! What a leader who takes up leadership challenge. No wonder her former supervisor commends her as a strong leader but to him he sees her leadership to be creating paternal climate.

4.2.3 Interviewee Three (Mr Amos)

Mr Amos is a father of six children and is married. He has two more years for retirement. He has served as a head teacher for 12 years now. However, at his present school Danyame Basic 1 happens to be his second experience and he is in his fourth year. He is a bachelor of education holder. He has been able to organise

for the establishment of computer laboratories at his two different stations as a head teacher.

Mr Amos' Response

Mr Amos was not reluctant at all for the interview and delivered on his promise for the appointment without wasting much time. Nonetheless, he narrated the least and shortest leadership story of his headship. In fact, he was brief by not spending more than ten minutes with the researcher.

He practiced leadership by example. *"Sometimes I had to come to school very early to teach the form 3 pupils. This was to motivate the teachers to come to school early and to enable them know that there is dignity in hard work."*

Mr Amos is task-oriented in his endeavours so he deems it fit to motivate his teachers to also take up their responsibilities.

"I helped to teach the pupils and that year, as my first results, I obtained a hundred per cent (100%) of the results. My pupils were 27 in numbers but 21 pupils clocked aggregate 1 in six subjects (6 ones) and the rest attained aggregate 2 and 3. Not even a single person had aggregate 4…….

I was later transferred to this school, Danyame M/A Basic. Upon my posting, I was surely told that, the pupils were not academically good, parents were difficult and the school was not an endowed one both materially and academically. Upon my arrival, I detected all these problems. I decided to implement what I introduced at Opoku Ware JHS to this school. I introduced early morning classes to enhance reading skills such as phonics. Alongside, I also

motivated my teachers. With this, my first result was very good, as well as the second result."

Mr Amos believes in improving his school and for that matter exposes the school by liaising with stakeholders such as other organisation to use the school facilities as their campus. He had this to say;

"I have begun to lobby with some institutions to come to our aid. As I speak to you now, Ghana Institute of Public Administration has accepted to use our school as their campus and this I believe will raise the reputation of the school. So very soon, this school will have a new look". He is a head teacher who has the welfare of his pupils at heart. The quotation below emphasizes the situation.

"There was a girl who got pregnant in this school and I realised that she wanted to stop schooling. I called her to advise and encourage her to continue to come to school. Though she has delivered, she has continued schooling despite her extra responsibilities as a mother. She has accepted this challenge and is now in form 3. I also have to assist her by paying for her levies at school".

Mr Amos from observation is a computer wizard because on the three occasions that I visited Mr Amos, firstly for acquaintance building, secondly for data collection and thirdly for validity and credibility of his responses, he was always glued to his computer and would leave it to attend to me. No wonder it was confirmed by the former circuit supervisor that he really was. For that matter he could easily get connections for his school.

Mr Amos has some achievements in his leadership such as attaining hundred present results in aggregate for BECE. He had this to tell *"I introduced*

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early morning classes to enhance reading skills such as phonics. Alongside, I also motivated my teachers. With this, my first result was very good, as well as the second result".

He has also established a computer laboratory for his school as he stated in his the interview protocol. Among his numerous challenges include having a less endowed school as he rightly mentioned *"Upon my posting, I was surely told that, the pupils were not academically good, parents were difficult and the school was not an endowed one both materially and academically. Upon my arrival, I detected all these problems."*

4.2.4 Interviewee Four (Mr Aboagye)

Mr Aboagye is a 32 year old young man who got married last year. He has not got any child yet. He has served as a head teacher in the private school for five years now though this is his first experience. He holds a bachelor's degree in education. He has seen some remarkable improvement in his school since he assumed office.

Mr Aboagye's Response

"So I found myself in the middle of the sea, to either swim ahead or backwards. I then gathered courage to face that challenge"......"It has been part of me since my childhood to work to survive for a three square meal a day. For that matter, I don't joke with my work at all"2016.

Mr Aboagye was patiently waiting for me at his office as he had booked appointment with me. It was during a vacation period when I visited for the interview. I remember he said he was supervising an on-going project at the school whiles waiting for me for the data collection so immediately he saw me, he got

settled and attended to me. He had already been briefed that he was to narrate experiences of his leadership as a story and for that he begun with his first experience which marks his greatest challenges. He expressed it as:

"I became the head teacher of this private school on 3rd May 2011. It was not easy initially because I realised that I was younger than some of the teachers while others were my peers in age wise. It became a challenge to me. Another challenge was that I was left in a blue moon after the former head teacher just left the school. In fact she was to give me orientation for one month but she left within two weeks without giving me enough of the orientation. So I found myself in the middle of the sea, to either swim ahead or backwards. I then gathered courage to face that challenge."

On the part of the parents was another challenge as how a very young man who seems to be inexperienced could manage the affairs of a new school which used to be managed by an experienced and a retired educationist woman successfully. He had this to buttress it:

"On the part of the parents was also another challenge that, because I was very young of about 27 years, I could not perform to their satisfaction as elderly head teachers. I remember I met a parent during the vacation and I asked her, what is your perception and observation about your ward and the school? Then she said, don't worry, I have appointed a limited time for that, and if you don't prove to perform I will withdraw my ward. I replied that, she shouldn't worry because I have got a lot of things in the pipeline for the school. Later on, the parents got to know that it is not about the age that counts but rather experience and the brain or the mind-set. That was the commendation that some gave me. The parents now believe in me.

Another challenge was revealed as: *"Some tough times that I encountered after two years of my administration was when I was pursuing a distance education program at University of Ghana. During exams time, because I did not want to be absent from school for two days, I was sleeping in the VIP bus because I had to leave Kumasi about 11:00pm so that I would be in Accra in the following morning to write my exams after which I had to come back to school to work. Any time I finished the semester's exams, I had neck and throat pains due to the unusual sleeping in the bus and it was a big challenge to me*

Mr Aboagye though faced with a pile of challenges but as a determined head teacher who is ever ready and quick to learn from his social environment for that reason took the opportunity to make amends of what he claimed to be a loophole in his successor's administration. He recalled:

"From the few days that I spent with that former head teacher, I noticed some loop holes in relation to the teachers, pupils and the environment at the office and the classroom. I therefore began to do the necessary corrections by putting things in order. I had to computerise every hardcopy record. There was really a lot to do during the first term".

As a driver with his own road map to his destination he then steered towards his leadership towards the pupils which to his philosophy is to train them both academically and morally. He disclosed the concern below:

"Concerning the pupils, I have led to prepare them for our first sitting of the B.E.C.E. this year June, and we hope to attain 100% mark as a record setting. In fact, my philosophy is to train pupils academically and morally, but their security is also so much of my concern so they are always protected in all sphere of the

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school. A teacher may be dispelled because of carelessness which can lead a child to get injured"

Mr Aboagye was very serious to discuss the school he referred to as "his business" with evident pride as he emphatically explained the developmental view of his proprietor from the idea that the school was a business entity and for that matter should urgently be treated as such.

"You know once a private school is established, it becomes a business oriented. For that matter, I don't joke with the work. Particularly, when it comes to dealing with teachers. I remember the proprietor cautioned me to be careful when dealing with them because I am of the same age with them, other than that, they wouldn't take me serious and that affect the business. Therefore though I deal kindly with them, I don't liaise so much with them".

Although Mr Aboagye believes in running his school as a business entity, yet he practices proportional leadership roles as a head teacher like he explained:

"My administration is an opened one to children, teachers and parents. I take notice of every bit of information I get from any source. I also delegate some of the responsibilities to teachers so that I can get ample time to concentrate on every important matter".

Mr Aboagye who is committed so much to his work can be said to be both result and task oriented:

"My motto is 'love what you are doing, know what you are doing and believe what you are doing'. I thank God for giving me the strength up to date".

4.2.5 Interviewee Five (Mr Anan)

Mr Anan who has less than one year to retire from active service is married with two children. He is the head of his family. He was appointed as a head teacher four years ago. He has served in his present school for four years. His highest academic qualification is bachelor of education.

Mr Anan's Response

Mr Anan is in his first experience of leadership as a head teacher though he has taught for about 33 years at different places such as primary school, senior high school and junior high school and now a head teacher at Atasemanso JHS. However, he has experiences in a lot of things at school. He cares for school children because it is his belief that no one knows the future of these children. so he mostly interview the pupils and through that he gets to know how to assist them So at his previous schools and even his current school where he is a head teacher it is obvious that he has pupils at heart.

"At Fomena T I Ahmadiyya Senior High School, where I was Guidance and Counselling coordinator I realised that some particular students' fees were being piled up. So these children could even not attend the dining hall, though boarders. I therefore sort permission from the head master to investigate into the problems of such students whether some of them have genuine cases which they needed to be supported. This was my own initiative. I realised that a particular student though clever, fell victim to this situation. He had to leave school on Friday afternoons to work at Obuasi as a driver's mate to accumulate some money before the subsequent week. The father of this student had passed on while the mother is nowhere to be found. So this student was living with his blind grandmother. When we reached the house of this boy, the grandmother disclosed that it was really

difficult financially. I had to write a report to the head master. Upon that, the head master collaborated with the accountant and gave financial support to the boy. Now the boy, I know has completed College of Education."

In headship, it has still been his practice of helping pupils that he notices to be needy and find ways of assisting them within his capacity:

"When I became a head teacher at Atasemanso in Kumasi, I noticed that, during registration period for B.E.C.E. it becomes difficult for most of them to get money about GHC28.00 to register. During such situations, I do my utmost best not to drop any child, so I find ways to acquire money to register them. Others pay later on, whiles others don't pay at all and it turns to be my debt. Most pupils stay with different people as house help. These pupils are mostly neglected and wear worn out uniforms whiles others come to school without money so I have to give them money to buy food. I remember I had to fall on school's coffers to give healthcare assistance to one pupil when he felt sick at school because the parents were far from him."

Mr Anan understands that in headship it involves a lot of sacrifices:

"In headship there is a lot of sacrifice that one has to perform in order to have the success of pupils and the school".

"The relationship between the teachers and I is very cordial. One cannot satisfy every need of all the teachers, but I make sure that explanation on all issues is given in depth. I mostly have collaborated decision with my teachers, so that the school will progress"

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Analysis of Data Based on Leadership Practices and Leadership for Learning

4.3 Introduction

As discussed earlier, the participants' stories were dissected and illuminated as part of their narratives that were buried within the whole transcription. Through narrative description, I hope to provide a glimpse into the leadership experience of the five heads of basic schools who shared their stories. They were one female and four males.

I initially organized the themes around the two research question as:

How do the leadership stories reflect head teacher's practices?

How do the head teachers' stories enhance leadership for learning?

I arrived at these themes after multiple reviews of the transcripts, immersing myself in their stories, attending to their words, and becoming acquainted with the participants' views and priorities. In order to let the themes emerge from their stories, I made reference to the literature which was grounded to the responses of the participants. My goal for this chapter was to deeply read the participants' words when placed in particular thematic categories, to interpret and place those thoughts within the context of what is known from their leadership stories, and to explore the differences and similarities in their leadership as heads of basic schools. For that matter, this chapter contains some quotes from the participants.

However, for the findings and the discussion in this chapter "leadership practices" as described by Kouzes and Posner and "leadership for learning" would be used to check for similarities and gaps.

4.4 Leadership Practices

M-Model the way

I-Inspire a shared vision

C-Challenge the process

E-Enable others to act

E-Encourage the heart

4.4.1 Model the Way

Modelling the way emerged from the stories of the narratives of the head teacher. Kouzes and Posner (2012) posited that the first step a leader takes along the path to becoming an exemplary leader is inward. It's a step towards discovering personal values and beliefs…..They must find a way to express a leadership philosophy in their own words and in someone else's. The head teachers unknowingly exhibited the following as leaders modelling the way. The quotes below show how the four head teachers modelled the way.

Mr Armah: *"As a social studies teacher, I created AU awareness day. I used this opportunity to teach all the pupils about the importance of this AU day on a day before the holiday. I also introduced the wearing of African or locally made dresses to school and also eating of African food to promote Africanism. For this reason, it has become a tradition in Opoku Ware JHS up to date, that on every 24th May, a day before AU Day, all teachers and pupils wear African dresses. I also did my best over there."*

Mad Gina: *"About three weeks ago, I went to class one to teach. I noticed that the class teacher came to school and later fell sick suddenly. So I had to teach them. The children were so happy and surprised about the way I was dancing along with them when they were reciting their rhymes .I was also excited because*

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at least they felt that (mistress) herself has occupied them in the absence of their teacher. Since then, they always come to bid me farewell before they go home."

Mr Amos: *"I was later transferred to this school, Danyame M/A Basic. Upon my posting, I was surely told that, the pupils were not academically good, parents were difficult and the school was not an endowed one both materially and academically. Upon my arrival, I detected all these problems. I decided to implement what I introduced at Opoku Ware JHS to this school. I introduced early morning classes to enhance reading skills such as phonics."*

Mr Anan: *"At Fomena T I Ahmadiyya Senior High School, where I was Guidance and counselling coordinator I realised that some particular students' fees were being piled up. So these children could even not attend to the dining hall, though boarders. I therefore sort permission from the head master to investigate into the problems of such students whether some of them have genuine cases which they needed to be supported. This was my own initiative. I realised that a particular student though clever, fell victim to this situation."*

4.4.2 Inspire a Shared Vision

In inspiring a shared vision Mr Arrmah appeals to a common ideal in this manner *"I operate in a transparent manner in my administration. It is better for leaders to allow followers to express themselves and their views and see to their corrections when they are at fault. So leaders must operate in an open administration, so that you can get all on board."*

Mad Gina also inspires vision by finding a common purpose through this means *"I told her ("listen, by God's grace you are a teacher. Remember that one*

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time, you were also in school and was been taught by someone. If that person had left you and neglected you as you are doing to others, you wouldn't have even completed your basic school, not to talk of proceeding to the Training College and the University to study. Therefore sit down and analyse the situation. Think about it very well and you will realize that somebody had you at heart, and you should also do likewise to the children that you are teaching.'')The lady sat down quietly and later said she will come back. I assured her that whatever we have discussed will remain among the two of us. I assigned her that all her problems should be written on paper as reference, not a query when she comes back. She was to additionally write all the efforts she had made to solve those problems, upon which the two of us will try and make amends".

Mr Amos also inspired a vision by imagining possibility in a school child from this point of view *"There was a girl who got pregnant in this school and I realised that she wanted to stop schooling. I called her to advise and encourage her to continue to come to school. Though she has delivered, she has continued schooling despite her extra responsibilities as a mother".*

Pioneering leaders rely on their internal compass and a dream Kouzes and Posner (2012)   was how Mr Aboagye inspired himself by envisioning the future by also imagining possibilities in life *"It has been part of me since my childhood to work to survive for a three square meal a day. For that matter, I don't joke with my work at all. I always make advanced preparation in my duties so that I can set off smoothly in rendering any task successfully. I always make good use of change".*

4.4.3 Challenge the Process

Leaders venture out. They test and they take risks with bold ideas Kouzes and Posnar (2012). The experience of Mr Armah he narrated *"Really, upon my arrival on the first day, I realized that there was not a single male teacher on the staff and it became a challenge to me initially. So I prayed to God for the strength to work with them. This became a challenge to me because most often, the work of greater percentage of women are not satisfactory when it comes to duties and responsibilities at school. I have worked with a lot of women and most of them talk a lot and sometimes gossip, so I became surprised or disappointed for not coming to work with no male on the staff, whom I could fall so much on, especially in decision making. By the grace of God, through prayer and different strategies I can tell you that, they now work harder, even some are more than male workers and that I presumed. I care for them and they equally care for me and the school. They are all up and doing and help me a lot"*. That was how Mr Armah challenged a process in his leadership.

Mad Gina challenged a process by preventing a student from jail. She had this to tell *"I had pupils who were handicapped in my school likewise schools in Kumasi Ashanti Region. A boy in my school was thrown out of house because the parents did not have him at heart. This boy in his truancy behaviour landed in the street. One night, there was a rift between him and one person at a drinking spot and that resulted in a fight. The boy broke a bottle and used it to stab a girl who was the store keeper. Then the following day, we were in school when the policeman and the grandmother of the girl who was hurt came to the school and arrested the boy. In fact, the grandmother was furious, but I offered them seat, and told the woman to exercise patience because the boy could as well be her*

grandchild. The police was very eager to send the boy to the police station. I said it is true to take that action. I took the opportunity to brief them on schools regulations by the Ghana Education Service which forbid a boy who has come to school and is in the care of the teachers to be sent from school to the police station. I therefore told him to exercise patience as we go about the issue the right direction to allow the boy to stay in school and study, so that any other action will be taken when the boy finally reach home. I continually pleaded for patience and to make sure that the case is settled amicably. In fact when I finished talking, the policeman remained silent for a moment and then he remarked: "madam, you have really convinced me because, I planned that, and if the teachers mishandle the situation we would send the boy in addition to the teacher who might attempt to stop the arrest of the culprit to the police station. For this reason, we will leave". We went to see them off, as I tried to explain the boy's situation to them and they understood our view.

Later on, a teacher and I went to the boy's house to meet the parents and followed to the girl's grandmother's house and by God's Grace, the whole case ended peacefully. That could have ended the boy's education. After that, I called the boy and counselled him. He started to be regular and punctual to school. Gradually, he completed the basic school and continued his education to Polytechnic level. You see!"

Kouzes and Posner (2012) postulate that even though the emotions associated with personal-best cases are over whelming positive, we can't overlook that they were also filled with tension. But instead of being debilitated by stress of a difficult experience, exemplary leaders said they were challenged and energized by it. In the case of Mr Amos he narrated *"That aside, I have begun to lobby with*

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some institutions to come to our aid. As I speak to you now, Ghana Institute of Public Administration has accepted to use our school as their campus and this I believe will raise the reputation of the school. So very soon, this school will have a new look."

The head teacher who was entangled with so many challenges Mr Aboagye had this as initial challenge *"I was left in a blue moon after the former head teacher just left the school. In fact she was to give me orientation for one month but she left within two weeks without giving me enough of the orientation. So I found myself in the middle of the sea, to either swim ahead or backwards. I then gathered courage to face that challenge. With some experience that I had gained as a pupil teacher throughout my working life, I had to exhibit some of these experiences. From the few days that I spent with that former head teacher, I noticed some loop holes in relation to the teachers, pupils and the environment at the office and the classroom. I therefore began to do the necessary corrections by putting things in order. I had to computerise every hardcopy record. There was really a lot to do during the first term."*

In challenging the process Kouzes and Posner (2012) state those leaders turn adversity into advantage, setbacks into success. They persevere with grit and determination. Mr Anan described such situation briefly in this manner *"In headship there is a lot of sacrifice that one has to perform in order to have the success of pupils and the school. The relationship between the teachers and I is very cordial. One cannot satisfy every need of all the teachers, but I make sure that explanation at depth on all issues is given."*

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4.4.4 Enable Others to Act

An aspect of enabling others to act, leaders develop collaborative goal and cooperative relationships with colleagues. They nurture self-esteem in others, make others feel strong capable and confident to take both initiative and responsibility Kouzes and Posner (2012). This idea showed in Mad Gina's side of her story. *"Afterwards, she told me that, madam, I have gone for interview on two occasions for the rank of Assistant Directors II but all to no avail. I then asked, is it because you didn't take them serious or why? I urged her to go and pick one of the promotion forms which had been released for that year. I will watch and guide you to prepare for the interview, but you should also take your responsibilities at school very seriously and have the children at heart. She uttered again that she always prepare well by learning and refreshing herself academically but she doesn't pass the interview. But I also said, that maybe because she is cheating the children at school that is why she hasn't got her peace of mind. She should therefore do unto others as she would want others to do unto her, and that will give her a lot of concentration. Help the children and God will also help you to pass the interview this time, I added. Gradually, I assisted her in her preparation towards the interview while she also turned a new leaf. To our surprise the results of her interview was released and this woman had passed and in joy she showed me her promotional letter to that rank."*

Mr Amos enabled others toact in this style *"Sometimes I had to come to school very early to teach the form 3 pupils. This was to motivate the teachers to come to school early and to enable them know that there is dignity in hard work."*

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Mr Aboagye's way of enabling others to act took this perspective. *"I also delegate some of the responsibilities to teachers so that I can get ample time to concentrate on every important matter."*

Mr Anan fosters collaboration in this manner. *"I mostly have collaborated decision with my teachers, so that the school will progress."*

4.4.5 Encourage the Heart

Encouraging the heart as one of the exemplary leadership requires getting extraordinary things done in organization through hard work. In doing this leaders make people feel like heroes. In Mr Armah situation his head teacher exhibited encourage the heart for him. *"Already, I was due for the promotion to headship. So the head mistress encouraged me upon my hard work to file for the interview for the headship. She also recommended me to that effect. I passed the interview and I was invited at the Metro Education Office to come and head Fankyenebra Primary School."*

Mad Gina created a spirit of community to her staff member in this direction. *"On the third day from that day I promised her that what she would write will be destroyed accordingly since it was not an official document and everything will remain silent between the two of us. Upon my request, she submitted it. It was really a long story and very emotional. I realised that, it was administratively wrong to carry domestic problems to work place. I then advised her to feel better and happier and take the job seriously because the children that we are handling are such that, one may come from the house with a lot of problems but when one gets to the school, after ten minutes, smile will be. The children will even make you laugh. The way a child may answer a question, before you are*

aware, you will automatically be pushed to be happy. Some pupils may answer questions correctly to make you happy, while others who answer wrongly will also amuse you. You will become happier person because you may realize that this child needs your help for corrections. So I admonished the teacher to be up and doing in all matters concerning the pupils, and that would make her a happy person."

Mr Anan verbally encourages his constituents at school in this manner *"I always make sure that I encourage all the students to learn hard. Last year for instance, almost all my completed students were given schools, only few went into apprenticeship which I continue to encourage them to be serious with whatever they are pursuing. I have told my teachers to always encourage these pupils all the time."*

4.5 Leadership for Learning

Learning and leadership are conceived of as activities linked by the centrality of human agency within the frame work of moral purpose Macbeath and Dempster (2009) (as cited in a GES Educational manual 'leadership for learning';2014pp 14 and 15). It explains that in order to lead learning in your schools there are some practical things heads of schools must do. Among them is to promote and participate in teacher learning and development. The head teachers below demonstrated leadership for learning through the following narratives.

Mad Gina *"There was also an instance when a child was not performing academically and he had to repeat in the class. We discussed with the parent and the parent said that the child is grown, so we should also allow him to pass through and complete the basic school. I advised that the school should rather pass through pupils, and not pupils passing through the school. The parent later agreed*

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*for the boy to repeat in the class. Upon repetition, the child became enlightened and came back to his senses. He realised that, he was a bit grown for his new classmates and his real peers are now ahead of him. He also recognised that he was wasting his own time, so he became regular, punctual and took his studies seriously from then. This boy finally passed his B.E.C.E. and went to Kumasi Senior High School, and at the moment, he is furthering his education in KNUST."*With experience Mad Gina defined the academic ability of her pupil.

Mr Amos *"There was a girl who got pregnant in this school and I realised that she wanted to stop schooling. I called her to advise and encourage her to continue to come to school. Though she has delivered, she has continued schooling despite her extra responsibilities as a mother. She has accepted this challenge and is now in form 3. I also have to assist her by paying for her levies at school.* "In order to assist a pupil to attain a B.E.C.E. Certificate, Mr Amos demonstrated the above leadership.

Mr Aboagye *"Concerning the pupils, I have led to prepare them for our first sitting of the B.E.C.E. this year June, and we hope to attain 100% mark as a record setting. In fact, my philosophy is to train pupils academically and morally, but their security is also so much of my concern so they are always protected in all sphere of the school."* He believes in providing academic opportunities for the success of his pupils.

Mr Anan *"Experience at primary school and JHS is such that most pupils are neglected to the extent that sometimes, one has to give pocket money to some of the pupils. Sometimes the small children come to school whiles ill, but as a teacher, I have to care for them because no one knows the future of these children."* Mr

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Anan's conviction is that children are the future of the next generation and for that matter he has to see to the welfare of the pupils to enhance their learning.

As Macbeath (2009) point out that openness in communication, collaboration in decision making and respect in interpersonal relationship deserves as much scrutiny as the physical environment of the school. Both teachers and pupils, no matter their circumstances must feel supported for effective learning.

The table below briefly shows in percentage of participants who practiced the themes discussed above in this study.

Table 1: Showing the Statistical Data of Participants

THEMES	PARTICIPANTS					PERCENTAGE
Model the way	Mr Armah	Mad. Gina	Mr Amos	Mr Anan		80%
Inspire a shared vision	Mr Armah	Mad. Gina	Mr Amos	Mr Aboagye		80%
Challenge the process	Mr Armah	Mad. Gina	Mr Amos	Mr Aboagye	Mr Anan	100%
Enable others to act	Mr Armah	Mad. Gina	Mr Amos	Mr Aboagye	Mr Anan	100%
Encourage the heart	Mr Armah	Mad. Gina	Mr Amos	Mr Aboagye	Mr Anan	100%
Leadership for learning	Mad. Gina	Mr Amos	Mr Aboagye	Mr Anan		80%

Field work 2016

4.6 Conclusion

Throughout this chapter, I have told the stories of five head teachers. I have presented some of their leadership experiences as schools as leaders. Their narratives (stories) have shown practices such as: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart (M I C E E).Some participants narrated quite a number of incidents at their school about their leadership as stories. Others had just a few of their experience of leadership to narrate with reasons personally best known to them. However, they were all prompted to narrate stories that could inspire and energise followers to also take up the mantle of efficient leadership. The study therefore confirms that most head teachers (80%) behave extraordinarily in leadership at school unconsciously and also promote leadership for learning as elaborated in the literature review.
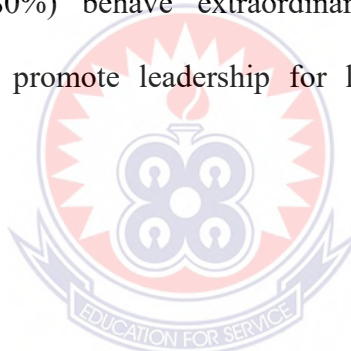
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This final chapter contains summary of findings, conclusion and recommendations from the study. The findings were derived from the interviews obtained from the participants who are head teachers of Nhyiaeso Sub-Metro of Ghana Education Service, Kumasi. As I have maintained throughout this study the purpose was to identify the leadership practices of head teachers in relations to their social environment. They were made to understand that they should narrate some life experiences at school which are inspiring and authentic enough to motive others also put up their best in leadership.

5.1 Summary of Findings

Literature in Ghana and international level lay much emphasis on various aspects of leadership such as leadership roles, leadership styles and leadership types. Just a little literature has touched on leadership stories. Even in Ghana, through this research it has come to light that there has not been documentation of stories of prominent and outstanding leaders. This project has shared a portion of the experiences of head teachers of Nhyiaeso Sub-metro of Kumasi

Kouzes and Posner (2012), dispute the fact that leadership is not about position or title nor is it organizational power or authority but emphasis that it is about everyday lead to make an extraordinary thing happen. For this purpose, I celebrated some life experiences of Mr. Armah, Mad. Gina, Mr. Amos, Mr.

Aboagye and Mr. Anan by highlighting on their leadership practices and leadership for learning at school.

The themes identified for analysis were leadership practices and leadership for learning. Leadership practices had these sub themes; Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart. Because little research has focused on leadership stories using the lens of leadership theories, this study expanded literature by examining the experiences of leaders of basic schools to uncover the degree at which they exhibit extraordinary leadership in their day to day activities. Their stories were interpreted to place thoughts within the context of what was known for their story narratives and to explore the differences and similarities in their leadership behaviours as school leaders. It was discovered that participants had very inspiring and interesting school life stories. These stories cultivate their achievements in school leadership.
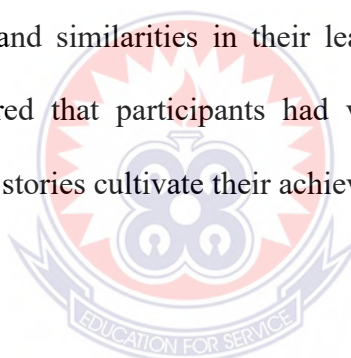
5.2 Conclusion

The school, as a matter of priority, must pay attention to the quality of its social environment. This is because the social environment of the school can deteriorate into a "command and control" school climate. The command and control school climate in some situations are reinforced by aggressive stance often at variance with the good intentions of the leadership of the school. MacBeath (2009) points out, "openness in communication, collaboration in decision making and respect in inter personal relationships deserves as much scrutiny as the physical environment of the school". Both teachers and pupils, no matter their circumstance must feel supported for effective learning. They must all feel secure in the knowledge that they will not be emotionally harmed through ridicule,

embarrassment or anxiety (TED/GES 2014). Moreover, critical incidents become the sources of stories, and stories are among the most influential teaching tools one have, even in leadership.

The effect of leadership stories on organizations particularly education is to be fully discovered as a motivation factor on job performance, and it should never be underestimated. However any attempt to assume that behaviour is relevant to productivity and performance in education. We have all been in a classroom where the instructor or trainer is lecturing about facts and concepts. But as soon as he or she begins to tell a story, it draws us in. Great leaders whether in business, the home, church or anywhere else, can benefit from telling compelling stories and telling them frequently. They can be drawn and told from many facets of life. All a leader has to do is to start looking for them. The conclusion therefore, is that leadership story narratives is a major determinant in leadership behaviour and serve as motivation.
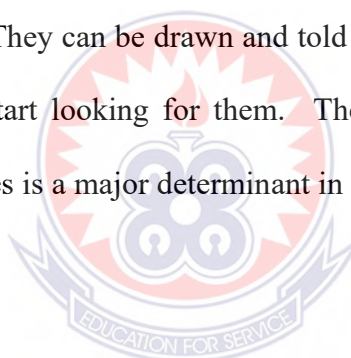
5.3 Recommendations

This section aims to provide recommendations which would improve effective leadership in the Ghana Education Service based on the findings of the research study carried out. Recommendations which would aid effective leadership in the Ghana Education Service are given below.

1. Leaders must be refreshed and enlightened on the importance of their own leadership stories through in-service training programs. This reflective method can be self-soothing and refreshing.

2.   Leaders including head teachers' life stories should be documented for publication and reference to be emulated by posterity.

3.   During interview for headship, head teachers at basic school should be made to narrate an inspirational leadership story in their teaching service. This means method for interviews for promotion in GES may be re-examined.

5.4 Further Studies

It is recommended that a further study in the field of Adulthood and Leadership should be encouraged.

Secondly individuals who have achieved and are successful in leadership be celebrated by the public.
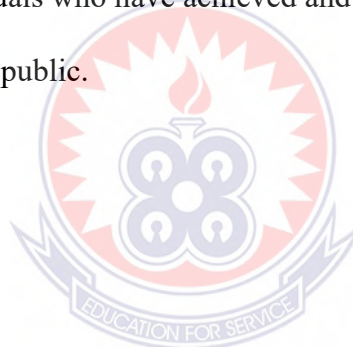
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APPENDIX A

INTERVIEW PROTOCOL

To facilitate my note-taking, I would like to audio tape our conversations today. Please sign the release form. For your information, I am a single researcher who will have access to the tape which will eventually be destroyed after they are transcribed.

I have planned this interview to last no longer than one hour. During this time, I have several questions that I would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning.

You have been selected for this research today because you have been identified as someone who has a great deal to share about life experiences in teaching and learning. The research project as a whole focuses on "The leadership stories of head teachers". My study does not aim to evaluate your techniques or experiences. Rather, I am trying to uncover rich stories that head teachers possess as part of their life experiences in leadership. Thank you for agreeing to participate.

INTERVIEW QUESTIONS

    A.   Demographics;

> ➤ Age……………….
>
> ➤ Marital status………………..
>
> ➤ Number of children……………………..
>
> ➤ Family status or position…………………………………………………

    B.   Interviewee Background in the Teaching Service

> ➤ How long have you been in your present position?
>
>   ………………………………………………….
>
> ➤ How long have you been at this institution?
>
>   ……………………………………………………………
>
> ➤ What is your highest degree?
>
>   …………………………………………………………………
>
> ➤ Please do you have any achievements as a head
>
>   teacher?...
>
>   …………………………………………………………………………
>
>   ……………………………………………………………………..............
>
> ➤ Please can you narrate any inspiring life story? Or a leadership
>
>   story?...........................
>
>   …………………………………………………………………………
>
>   …………………………………………………………………………

APPENDIX V

CONSENT FORM

Full title of Project: Leadership Stories of Head Teacher

Name: Veronica Ossei

Position: Master of Arts in Educational Leadership Student

Contact Address of Researcher:

Atasemanso M/A JHS

Kumasi

Explanation of the Purpose of the Study.

Leadership stories as vibrant as it is has not gained recognition and documentation in leadership of important leaders of the country not to mention that of the first president of Ghana, former UN Secretary General from Ghana and Educational Directors.

My research is aimed at retrieving leadership stories that are inspirational and authentic which can enhance educational experiences at the Nhyiaeso Sub-Metro of Ghana Education Service

Category of responses from participants?

Demographics

Interviewee Background

Duration for participation in the study

The data collection will not be more than 60 minutes

Anticipated risks, discomforts, and inconvenience for the subject.

The normal schedule at school may be disrupted since the head teacher will devote some 60 minutes for the interaction on that day. You will be audio recorded for transcription. This may cause lot of inconvenience.

Benefits to the participant of the study.

The transcribed stories would be in archives for future reference for students and it will also add to knowledge in the country.

Confidentiality

The research is grounded on high ethical standards to ensure that no harm or regret whatsoever is caused to any of the participants. Again, anonymity of participants will be strictly protected by keeping recorded information secret for analysis after which everything will be deleted from records.

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.

3. I agree to take part in the above study.

4. I agree to the interview that consultation will be audio recorded.

Name of Head Teacher…………………………….

Sign………………………………………………