

UNIVERSITY OF EDUCATION, WINNEBA

HEAD TEACHERS LEADERSHIP STYLE AND ITS EFFECT ON THE ACADEMIC  
PERFORMANCE OF JUNIOR HIGH SCHOOLS IN THE NKAWIE CIRCUIT OF  
THE ATWIMA NWABIAGYA MUNICIPAL

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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**

DECEMBER, 2018

## DECLARATION

### STUDENT'S DECLARATION

I, JULIANA ACKAH, 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 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 were supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. STEPHEN BAFFOUR ADJEI

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## ACKNOWLEDGEMENTS

My sincere gratitude goes to the almighty God for his protection and guidance throughout the academic period at University of Education Winneba, Kumasi campus. I wish to express my profound gratitude to the numerous individuals who have contributed in diverse ways to the success of this project report.

I am particularly grateful to my supervisor Dr. Stephen Baffour Adjei for his guidance and supervision at all stages of this work. I also thank Mr. Hanson, Madam Vida, Anna Boahen, Janet Gyamfi (headmistress), Mr. Franklin Appiah (UEW-K), Mr. and Mrs. Adu Asare (my in-laws) for their wonderful support during my course of study. And to my dear husband Mr. Stephen Owusu Adu for his support given me throughout this course, I say may God bless you.

I sincerely appreciate all the support I have received from everybody for the encouragement and contribution to the successful completion of this work. God bless you all!

## **DEDICATION**

To my husband, Stephen Owusu Adu, and my children; Ohemaa, Yaw Asare and Nana Marfo and my mother Mr. Georgina Baah Ampomah.



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## **ABSTRACT**

The purpose of the study was to examine the impact of head teachers' leadership style on the academic performance of public junior high schools in the Atwima Nwabiagya District of the Ashanti Region of Ghana. The objectives of the study were to determine the leadership styles of head teachers in Junior High Schools, find out the perceived impact of leadership style of head teachers on teachers in the teaching and learning outcome in Junior High Schools and to examine the perceived effect of the leadership style of head teachers on students in the learning outcome. Descriptive survey design was used for the study. The target population for study was 142 consisting of 20 head teachers and their assistants and 122 teachers. The study adopted census sampling technique to select the entire 20 head teacher and their assistants. Simple random sampling was used to select the 122 teachers for the study. Questionnaire was the instrument used for the study. The data was analyzed with the aid of the Statistical Package for Social Sciences (SPSS) version 20.0. The study found that head teachers included staff in decision making on all issues bothering on the welfare and academic life of the staff. Head teachers influenced teachers in the teaching and learning outcome as they used clearly communicated criteria for judging staff performance. Also, head teachers leadership style helped to inspire teachers to improve on their instructional capabilities to improve students' achievement. It is recommended that the Ministry of Education should collaborate with the GES to give more incentives to head teachers to enable them go the extra mile in their responsibilities to further improve performance.

## **CHAPTER ONE**

### **INTRODUCTION**

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

The importance of the role of head teachers with regard to school administration cannot be over emphasized. Sammons, Gu, Day, and Ko (2011) indicated that the head teachers' role in relation to school administration is a topic that has been subjected to close investigation. The quality of the leadership styles adopted by head teachers are considered as the most important tools for achieving and determining the excellence and success of a school performance, especially pertaining to students' performance in curricular and co-curricular activities. A successful organization requires good leadership. Best services and good strategic management performed by the highest authority in hierarchical level of school administration especially the head teacher will directly lead students into the right path of academic and non-academic excellence (Ubben & Hughes, 1998).

According to Atkinson (2005), the success of the school for its head to carry out his/her duties depends so much on his competence as a good administrator. Leadership is about having vision and articulating, ordering priorities, getting others to go with you, constantly reviewing what you are doing and holding on to things you value (Day & Harris, 2012). According to Farrant (1975), a good school head must possess high qualities of leadership because, like a general, he cannot win the battle by himself alone but by involving those with whom he serves. Ibukun (2004) and Northouse (2001) stated that, leadership is the art of influencing others to work enthusiastically towards the achievement of organizational goals. The activities of the school are determined by what the head-teacher does (Oyetunji, 2006; Johnson, 2004; Sergiovanni, 1995). The quality of leadership

of the head teacher can affect students learning and achievement. Sergiovanni (2009) said that the head teacher is an instructional leader. He or she is seen by most people as the most important, influential individual and powerful person in the school. Northouse (2007) posits that the way the head teacher manages the school directly affects the implementation of key processes with their work structure, which indirectly influences the school climate and organizational hierarchy, and eventually affects students' performance.

According to Sergiovanni (2009), facilitating change, helping teachers work together, assessing and furthering school improvement are instructional leadership responsibilities. In connection to this, Webster (1994) suggests that head teachers must know what effective instruction is prior to attempting to help teachers with improvement of their individual approaches. Laughridge and Tarantino (2005) state that effective schools are the results of the activities of effective head teachers, who demonstrate strong instructional leadership, create positive school climate conducive to learning and know how to manage time and people efficiently and effectively. Academic achievement of many educational institutions is influenced by the leadership styles of administration and management team (Tettey-Enyo, 1997) of which basic schools in the Atwima Nwabiagya Municipal is part. Olembo (1997) also concurs with Tettey-Enyo (1997), by observing that school leadership is the act of influencing the activities of the teachers and students in an effort to adhere to educational objectives within the school. It is for this reason that the importance of leadership has become more pronounced today. The expansion of knowledge in the world has led to information technology (IT) and hence resulting in the formation of complex organizations, which require trained specialists in order to achieve the set objectives. Head teachers not only have increased responsibility and authority in

school programmed curriculum and personnel decisions, but also increased accountability for a student and program success.

In the words of Olembo (1997), national and individual citizen's expectations from the educational system are greater and more complicated. It requires a highly qualified head teacher to implement the curriculum that adheres to national objectives and individual demands. Introduction of software technology, banning of corporal punishment, changes in curriculum requires a highly qualified head teacher in order to be able to coordinate all the efforts of the people concerned to work towards the attainment of the set objectives.

Leadership at work in education 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. Maicibi (2005) contends that, without a proper leadership style, effective performance cannot be realized in schools. No matter how financially sound an institution may be, such an institution might fail if the leadership is not visionary to motivate the followers to execute their task. Many of the existing literature have concentrated on leadership styles and their effect on the performance of headmasters. Given the importance of leadership to organizational performance, the study sought to find out the impact of the head teachers leadership style on the academic performance of Junior High Schools in the Nkawie Circuit of Atwima Nwabiagya District of the Ashanti Region.

## 1.2 Statement of the Problem

The success of every organization depends on the effective leadership of the institution. It is important to note that teachers desire school leaders who are positive, supportive and actively engage in the instructional life of the school (Farrant, 1975). Teachers desire to work in a school where order is maintained, and where they receive support in classroom management (Bush, 2003). Johnson (2004) stated that head teachers who received accolades from their teachers were identified as being visible, innovative, fair, supportive, effective problem solvers, positive in their interaction with teachers, strong instructional leaders, and clear communicators. Teachers who moved to other schools or left teaching described their heads as being arbitrary, abusive, or neglectful. Bush (2003) and Sheilds (2005) therefore, argued that, apart from carrying out functional duties like organizing, coordinating and evaluating, the school-head is also recommended to practice leadership styles which emphasize humanistic values such as building a harmonious relationship with teachers, being transparent, approachable, motivating and guiding the teachers.

For teachers to meritoriously accomplish their work, head teachers have to exercise their authorities as heads excellently to improve the performance of students. There have been unconfirmed reports from teachers in basic school of the Atwima Nwabiagya Municipal that the perceived leadership style of their school heads are not helping to improve their schools' academic performance. The focus of this study is to investigate empirically the impact of head teachers' leadership style on the academic performance of

Junior High Schools in the Nkawie Circuit of the Atwima Nwabiagya Municipal of the Ashanti Region of Ghana.

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

The purpose of the study was to examine the influence of head teachers' leadership style on the academic performance of public basic schools in the Atwima Nwabiagya Municipal of the Ashanti Region of Ghana.

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

Specifically, the study sought to:

1. determine the leadership styles of head teachers in Junior High Schools in the Nkawie Circuit.
2. find out the perceived influence of leadership style of head teachers on teachers in the teaching and learning outcome in Junior High Schools in the Nkawie Circuit.
3. examine the perceived effect of the leadership style of head teachers on students in the learning outcome.

### **1.5 Research Questions**

1. What are the leadership styles of head teachers in Junior High Schools in the Nkawie Circuit?
2. In what way does the perceived leadership style of head teachers influence teachers in the teaching and learning outcome in public Junior High Schools in the Nkawie Circuit?
3. How does the perceived leadership style of head teachers affect students in the learning outcome in Junior High Schools?

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

The findings of the study will bring to bear the perception of teachers on the leadership style of head teachers and its effect on students' school performance. The findings of the study will also contribute to the body of knowledge in educational leadership and also provide the basis for training and selecting heads of public basic schools to improve students and school performance. The findings of the study will also serve as a resource document on the effectiveness of school administration and leadership

Finally, the findings of the study will enable policy makers in the educational sector to know the kind of leadership style that helps improve the effectiveness of teaching and learning to enhance students and school performance.



### **1.7 Delimitation of the Study**

The study is delimited in scope to the impact of the head teachers leadership style on the academic performance of Junior High Schools in the Nkawie Circuit in the Atwima Nwabiagya Municipal of the Ashanti Region of Ghana.

The population for the study is head teachers, assistant head teachers and teachers in public junior high schools in the Atwima Nwabiagya Municipal of the Ashanti Region of Ghana. The outcome of the study may therefore be generalized with caution

### **1.8 Limitations of the Study**

The study was limited to the impact of head teachers' leadership style on the academic performance of public basic schools in the Atwima Nwabiagya Municipal of the Ashanti Region of Ghana. Due to time constraint, the researcher used only questionnaire to collect data for the study. The sample of the study was also limited to head teachers and teachers in the study area. These limitations, notwithstanding, the researcher was able to gather the necessary data for the study.

### **1.9 Definition of Terms**

**Leadership** - The act of leading, which reflects the leader's values, vision, experiences, personality and ability to use past experiences to tackle the situation at hand or the exercises of power over the followers to obtain their cooperation.

**Leadership styles** - The various skills, methods and styles needed to deal with the many different individuals in an organization.

**Head Teacher** - A professional head of a basic school who is responsible for the day to day administration of the school

**Commitment** - The act of binding yourself intellectually and emotionally to a course of action.

**Academic Performance-** Is the learning outcome of a learner in an educational institution of learning.

### **1.9 Organization of the Study**

This study is structured into five chapters. Chapter One introduces background to the study, statement of the problem, research questions and objectives, delimitation of the study and limitations of the study. Chapter Two contains the review of relevant literature on what other researchers and authorities on the topic have written. Chapter Three consists of description of the methods and procedures that is used to obtain and process data. Chapter Four presents the result and findings. Chapter five discusses the results and Chapter six deals with summary of findings, conclusions, recommendations and suggestions for further study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The chapter provides a review of the related literature on head teachers leadership style and the effect it has on the academic performance in junior high schools. The review dealt with what has been done internationally and locally on the problem.

#### **2.1 Teacher Leadership**

There is some conceptual misperception on the precise meaning of teacher leadership. To Katz (2001) teacher leaders are teachers who are leaders who lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice. Labaree (1992) defines teacher leadership for school capacity building as broad based skillful involvement in the work of leadership. Labaree suggests that this perspective requires working with two critical dimensions of involvement: breadth and skillfulness. Broad based involvement involves many people in the work of leadership. This involves teachers, parents, pupils, community members, personnel and universities. Skillful involvement involves a comprehensive understanding and demonstrated proficiency by participants in leadership dispositions, knowledge and skills.

According to Dalin (1994), there are four discernible and discrete dimensions of the teacher leadership role. The first dimension concerns the translation of principles of school improvement into the practices of individual classrooms. This brokering role remains a central responsibility for the teacher as a leader. It ensures that links within

schools are secure and that opportunities for meaningful development among teachers are maximized.

A second dimension of the teacher leader role focuses upon participative leadership where all teachers feel part of the change or development and have a sense of ownership. Teacher leaders may assist other teachers to cohere around a particular development and have a sense of ownership. Teacher colleagues help to shape school improvement efforts and take some lead in guiding teachers toward a collective goal. A third dimension of teacher leadership in school improvement is the mediating role. Teacher leaders are important sources of expertise and information. They are able to draw critically upon additional resources and expertise if required and to seek external assistance.

The last dimension of the teacher leadership role is forging close relationship with individual teachers through which mutual learning takes place. Other writers have identified further dimensions of the teacher leadership role such as undertaking action research instigating peer classroom observation or contributing to the establishment of a collaborative culture in the school (Ash, 2000).

The most significant point deriving from the literature is that teacher leaders are in the first place, expert teachers who spend the majority of their time in the classroom, but take on different leadership roles at different times, following the principles of formative leadership (Ash 2000). The literature also affirms that the principal reason for teacher leadership is to transform schools into professional learning communities (Katz 2001), and to empower teachers to become involved closely in decision making within the school, thus contributing to the democratization of schools.

## **2.2 The Concept of Leadership**

Leadership has been a topic of discussion and research work especially in the field of management and organisational development for more than half a century ago. Usually, such discussions and or research work focuses on the issue of quality of leadership, ability of leader or leadership effectiveness or leadership styles (Adlam 2003). According to Adlam (2003), leadership is a rather complex concept. This is especially true because several approaches have been employed to provide meaning to the term leadership and effectiveness. Some of the definitions of leadership are discussed in this section.

According to Schermerhorn, Hunt and Osborn (2000), leadership is a case of interpersonal influence that gets individuals, or groups of people to do what the leader want to be done. This implies that, the leader's focus is on what he/she wants from people. Therefore, followers' input is not encouraged with regard to what it is to be done. The traditional perspectives perceive the concept of leadership as inducing compliance, respect and cooperation. In other words, the leader exercises power over the followers to obtain their cooperation (Anderson, Ford & Hamilton, 1998). In addition to that, the old leadership perspectives are based on leader's role as formulating goals, and ensuring their efficient accomplishment. Maxwell (1999) is of different opinion. He argues that the leader's attention is on what he/she can put into people rather than what he/she can get out of them, so as to build the kind of relationship that promotes and increases productivity in the organisation.

As the focus shifts from bureaucracy in which the leader tends to directs others and make decision for others to implement to non-bureaucracy, the perception of leadership appears to emphasize motivation, inclusion and empowerment of followers. For example,

Jaques and Clement (1991) define leadership as a process in which an individual sets direction for other people and carries them along in that direction with competence and full commitment. Therefore, leadership is a responsibility characterized by commitment and competence; and it takes place in a role relationship within a social structure. In essence, a leader functions by interacting with other people within a social structure. There are other views which differ from the more traditional perspectives.

Sergiovanni (2001) perceives leadership as a personal thing comprising one's heart, head and hand. He says that the heart of leadership deals with one's beliefs, values and vision. The head of leadership is the experiences one has accumulated over time and the ability to perceive present situations in the light of these experiences. The hand of leadership, according to Sergiovanni (2001), is the actions and decisions that one takes. Therefore leadership is the act of leading, which reflects the leader's values, vision, experiences, personality and ability to use past experiences to tackle the situation at hand. It may be argued that leadership is a display of a whole person with regard to intelligence, perceptions, ideas, values and knowledge coming into play, causing necessary changes in the organisation.

Sashkin and Sashkin's (2003) and Hoy and Miskel's (2001) definitions of leadership appear to be a more recent perspective. They define leadership as the art of transforming people and organisation with the aim of improving the organisation. Leaders in this perspective define the task and explain why the job is being done; they oversee followers' activities and ensure that followers have what they need in terms of skills and resources to do the job. These kinds of leaders develop a relationship between themselves and their followers; they align, motivate and inspire the followers to foster productivity.

This approach's emphasis is on transformation that brings positive change in the organisation, groups, interpersonal relationships and the environment. Both the old and new concepts of leadership appear to agree on some characteristics of leadership. For example, both agree that leadership does not take place in isolation. Rather, it takes place in the process of two or more people interacting and the leader seeks to influence the behaviour of other people.

Nonetheless, to a large extent, the old concept of leadership is based on exercising power over followers to maintain the status quo, while the new perspective is based on continuous improvement and power sharing with the followers. The old concept of leadership is based on downward exercise of power and authority while the new seeks to develop respect and concern for the followers and see them as a powerful source of knowledge, creativity and energy for improving the organisation. Generally, the issue of change and empowerment is the main focus of the new perspective on leadership. The leader is expected to continually generate new ideas for increasing effectiveness and productivity within the organisation. The leader is required to provide needed strategies for executing the ideas/vision and motivate his/her followers (teachers) to accomplish the vision of the school (Sashkin & Sashkin, 2003).

### **2.3 The Importance of Leadership in School Supervision**

The rapid growth of educational institutions and the ever-increasing enrollment require improved management. Mass education at different levels also requires new leadership approaches in order to enhance efficiency and effectiveness. Schermerhorn, et al., maintain that leadership is the heart of any organization, because it determines the success

or failure of the organization. Oyetunyi (2006) posits that in an organization such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, students' discipline, and school climate among others.

According to Nkata (2005), educational practitioners have recognized leadership as important for educational institutions, since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of educational development worldwide are more demanding than ever before. Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and performance of schools, is the only prerequisite for effective standards. Blazing the trail and dominating the field in this direction, scholars and researchers like Mullins (2002), Steyn (2005) and Maicibi (2005) note that the study of school leadership is necessary to make school activities effective and efficient.

Sashkin and Sashkin (2003) contend that leadership matters because leaders help reduce ambiguity and uncertainty in organizations. School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance. Linda (1999) opined that research findings indicate that there is a positive relationship between teacher morale, job satisfaction and motivation and the type of leadership in schools. Indeed, head teachers have the capacity to make teachers' working lives so unpleasant, unfulfilling, problematic and frustrating that they become the overriding reason why some teachers do not perform as expected and some have to exit the profession. It therefore goes without saying that if



the secret of effective staff management lies in the leadership style that is adopted, then it is clearly important to identify the features of such a style. The study therefore seeks to analyze the different leadership styles of head teachers with a view to determining the most effective ones that will enhance school performance.

Some heads of schools who employ the task-oriented philosophy of management confer it upon themselves that teachers and students are naturally lazy in achievement. They need to be punished in order to stir up their enthusiasm, commitment and support (Sashkin & Sashkin, 2003). The task-oriented style explores styles such as the autocratic and the bureaucratic leadership styles. The autocratic head teacher is concerned with despotic principles of management which concentrate leadership on the top rather than from the bottom, whilst the bureaucratic head teacher, is concerned with the rules of the game, procedures, and regulations as a way of transforming productivity (Hoy & Miskel, 2001).

The employee-oriented school head focuses upon putting the subordinate at the centre of progress, with a view to tying the organization's success on the shoulders of the subordinates (Hoy & Miskel, 2001). Hence, the subordinate is treated with compassion, care, trust and consideration that place him in the realm of school governance. Consequently, subordinates' inputs in school functions are often high as a result of high morale and motivation. The behavioural leader explores styles such as the democratic, participative and laissez faire leadership styles. According to Muyingo (2004), the democratic style of management regards people as the main decision makers. The subordinates have a greater say in decision-making, the determination of academic policy,

the implementation of systems and procedures of handling teaching, which leads to school discipline and hence academic excellence of the school.

## **2.4 The Difference between Leadership and Management**

Management is characterized by maintaining standards and an extremely steady environment (Ubben, Hughes & Norris, 2001).. That is, ensuring that things are going on precisely according to the existing pattern. Thus the manager is preoccupied with activities that will help to maintain the existing situation in the organisation (Ubben, Hughes & Norris, 2001). Subsequently, the organisation almost always has a predictable atmosphere. According to Ubben et al. (2001) the manager's belief is that the existing standard is good enough and foresees no reason for changes and when things are not running as expected; the manager puts things back on track. Management focuses on problem solving and maintenance. Thus, it can be presumed that the primary job of a manager is the maintenance of the current model.

According to Ubben et al. (2001), leadership is characterized by change and constant improvement. The leader persistently analyses the standard to ensure that the organisation is accomplishing its goals, otherwise the leader initiates change to improve standard. In this regard, Bennis and Nanus (1985) argue that managers are people who do things right and leaders are people who do the right thing. Ubben et al. (2001) posit that leadership is problem-finding as well as problem-solving oriented. In effect, head teachers as leaders are expected to manage but use their management skill from a leadership perspective. Donald, Lazarus and Lolwana (2004) proclaim that leadership is the act of providing vision and direction in a school whereas management is ensuring that the

organisational goals are achieved. . Donald, et al., (2004) stated that leadership deals with guidance of purpose and motivation while management deals with drawing, effecting and accomplishing things within the setting of effective working relations. Likewise, Dunklee (2000) posits that leaders influence while managers implement and administer; leaders motivate while managers facilitate.

Leadership and management according to Lussier and Achua (2001) are interwoven. Lussier and Achua (2001) stated that management entails formulating a vision for the school according to its values and the aims of education, while leadership incorporates stating clearly this vision and communicating it to others. In essence, an individual uses both management and leadership skills in a complementary way. They believe that successful managers employ democratic form of leadership as they work with people in the organization and that the combination of management and leadership is required to successfully transform an organisation and the people in it. Management cannot function effectively if it does not have leadership as its cornerstone because management is undermined by a lack of humanity, clarity, focus, adaptability and creativity (Lussier & Achua, 2001). Both management and leadership must be developed and integrated because of the constant change the world is experiencing in all aspects of human endeavours and that an individual manager must lead and each leader must manage in order to respond appropriately to the needed change (Lussier & Achua, 2001).

Shermerhorn, et al. (2000) also contend that the new leadership is inadequate as the emphasis on vision could be so much that the necessary day-to-day activities might be neglected. Therefore, both transformational and transactional leadership functions are needed for the success of an organisation (Leithwood & Jantzi 2000). However, Gronn

(2003) reports that school reformers and standards proponents consider headteachers as leaders instead of managers, because school reformers subscribe to the opinion that leadership is the vehicle for structural change and that headteachers as leaders of the school drive it. In effect, headteachers are expected to initiate and work toward the realization of the necessary change in their schools.

It could be inferred from the literature so far that a manager's activities are geared toward getting the job done in a particular manner in order to enhance consistency and organisational stability. Whereas, a leader's activities are directed toward establishing good interpersonal relationships with the followers, motivating and encouraging the followers to be independent as they endeavour to accomplish the shared vision in order to sustain continuous improvement of the organisational performance. Nonetheless, both management and leadership skills are important for organisation's effectiveness but the study focused on leadership skills.

## **2.5 Leadership Approaches**

Consciously or unconsciously, leaders operate on the basis of some personal theories of human behaviour; a view of what their subordinates are like as people. The study therefore discusses some of the leadership approaches in this section.

### **2.5.1 Scientific management approach**

Scientific management was a management philosophy concerned with increasing productivity among workers. It regarded workers as extensions of the machines they operated. It was first expounded by Frederick W. Taylor (1911), who was an engineer in the early 20<sup>th</sup> century, and a foreman or the first level supervisor. He argued that no consideration was accorded to employees as human beings, or as people with different

needs, abilities, and interests. Workers were considered to be lazy and dishonest and to have a low level of intelligence.

### **2.5.2 The human relations approach**

This is an approach to leadership that regards employees' needs as a legitimate responsibility. It arose in the 1920s and 1930s under the impact of the Hawthorne studies, which focused attention on workers instead of production. In the Hawthorne experiments, a new approach emerged where a new type of supervisor acted differently, allowing workers to set their own production pace and to form social groups. They were permitted to talk to one another on the job, and their views about the work were elicited. The new supervisor treated them like human beings.

### **2.5.3 Theory X and Theory Y approach**

The scientific management and human relations approach to leadership behaviour were given formal expression by McGregor (1960) as Theory X and Theory Y. The Theory X approach assumes that people are lazy, dislike work and therefore must be coerced, led and directed. Theory X is compatible with scientific management and bureaucracy. Bureaucracy is a formal, orderly and rational approach to organizing business enterprises. Theory Y assumes that people find satisfaction in their work and function best under a leader who allows them to work towards their goals. This is indeed true in the education situation in the case of the traditional schools with an impeccable culture and strong religious values, where the majority of teachers love teaching; they love their school and hence do not need direction. In such institutions, control and punishment are not necessary to bring about good job performance. People are industrious, creative and seek challenges and responsibility on the job. However, on the other hand in some new schools and

particularly in respect of young teachers, the situation might be different. Some of them do not have the profession at heart, whilst some may have joined the teaching profession by default and or as a last resort.

Theory Y is compatible with Maslow's (1968) view that people seek inner satisfaction and fulfillment of our human capacities towards self-actualization. It is also compatible with the human relations movement in management and with the participative, democratic style of management. All these approaches relate to this study teachers commitment depend upon motivation. Also headteachers leadership styles relates to human behavior, respect for individuals and also aim at improving academic performance.

## **2.6 Leadership Perspectives**

Cheng (2001) proposed a layer of perspective of leadership in response to the complexity and multiplicity in the current context of educational management. He asserted that leadership could be conceptualized as a layer including three levels of leaders and three domains of leadership influence. The three levels of leaders he suggested are individual, group and the institution. Head/individual staff, or a group of staff members, or all members in the educational institution may provide whole-institution leaders. Cheng (2002) further indicates that in the layer conception, the leadership process is an influencing process from the whole leader layer to the various constituencies or stakeholders. This layer of of perspective of leadership is related to the study as students are individuals, headteachers as group of people and the school as an institution.

## **2.7 Situational / Contingency Approaches to Leadership**

According to Oyetunyi (2006), there are diverse and complex situations in schools that demand diverse leadership skills. The head teacher with adequate skills will assess the situation and choose the appropriate leadership style that will be effective for a situation rather than try to manipulate situations to fit a particular leadership style. Dunklee (2004) asserts that leadership in schools is a situational phenomenon as it is based on the collective perception of people working in the schools, linked to the norms and is affected by the rate of interaction among members of the school. The essence of a contingency approach as reported by Oyetunyi (2006) is that leaders are most effective when they make their behaviour contingent upon situational forces, including group member characteristics. That is to say, the type of group and some other factors determine the behaviour of the leader.

The situational/contingency theory emphasizes the importance of situational factors, such as the nature of the task and the characteristics of subordinates. This means that the best style of leadership is determined by the situation in which the leader works (Oyetunyi, 2006).

### **2.7.1 The Tannenbaum and Schmidt's Leadership Continuum**

The Tannenbaum and Schmidt's leadership continuum model highlights two major ways in which a leader can influence his/her followers. It is believed that a leader either influences his/her followers by telling them what to do and how to do it, or by involving them in planning and the execution of the task (Hersey & Blanchard, 1988). Tannenbaum and Schmidt's Leadership Continuum as cited (in Oyetunyi, 2006) is one of the most significant situational approaches to leadership. They suggest that managers choose a

leadership pattern among a range of leadership styles. The choice is made along a continuum of boss-centered versus employee centered and autocratic-participative-free-rein leadership. For the leader to choose the most appropriate style, he/she needs to consider certain forces in the manager, the subordinates and the situation.

### **2.7.2 The Vroom-Yetton-Jago Normative Contingency Leadership Model**

Oyetunyi (2006) assert that the Vroom-Yetton-Jago Normative Contingency Leadership Model, like the path-goal theory (discussed next), describes how a leader should behave in certain contingencies to enhance effectiveness. It is based on one aspect of the leader's behaviour and focuses on the subordinates' involvement in decision-making. Oyetunyi (2006) assume that a leader may exhibit different leadership styles; particularly in relation to the decision-making process. The leader should be able to know when to take charge and when to allow the group to take decisions (Oyetunyi, 2006). Oyetunyi (2006) emphasize that there is no leadership style that is appropriate for all situations. Thus a leader develops a series of responses ranging from autocratic to democratic and laissez-fair and applies the leadership style that is appropriate to the situation. The assumption is that the leader has to adapt his/her style to the situation. Oyetunyi (2006) suggest five decision-making styles, each requiring a different degree of participation by the subordinates. The styles are based on two variable factors: individual or group decisions and time-driven or development-driven decisions.

Time-driven factors require a leader to make effective decisions as quickly as possible and development-driven factors are used when a leader is focused on developing subordinate's capabilities in the area of decision-making. Individual decision require leaders to take sole decision in emergency situations while leaders take group decision



when there is enough time for implementation (Oyetunyi, 2006). The study therefore intend to find out whether leaders in schools exhibit different leadership styles depending on the decision-making processes in schools.

### **2.7.3 Path-goal Leadership Model**

According to Oyetunyi (2006), the fundamental principle of the Path-goal Leadership Model is that leadership behaviour should be motivating and satisfying to the extent that it increases goal attainment by subordinates and clarifies the behaviour that will lead to these goals/rewards. Oyetunyi (2006), use it to explain how a leader's behaviour influences the performance and satisfaction of the subordinates. Unlike some contingency leadership models, this model does not have a leader trait and behaviour variable. It therefore, allows for the possibility of adapting leadership to the situation.

### **2.7.4 Charismatic Leadership Approach**

Hoy and Miskel (2001) and Lussier and Achua (2001) state that Max Weber initiated the charismatic leadership approach in 1947. According to these scholars, Weber used the term 'charisma' to explain a form of influence based on the followers' perceptions that a leader is endowed with exceptional characteristics. Oyetunyi (2006) defined charisma as the process of influencing major changes in the attitudes and assumptions of organizational members and building commitment for the organization's objectives. Similarly, Lussier and Achua (2001) describe charismatic leaders as people who have distinguished qualities to inspire and motivate subordinates more than they would in a normal situation. Hoy and Miskel (2001) states that personality characteristics do not make a leader charismatic. But rather personality characteristics contribute to the development of charismatic relationships (Oyetunyi, 2006).

To Sashkin and Sashkin (2003) charismatic leaders seek control by controlling others; they initiate a kind of relationship that is meant to cause other people to be dependent on them. Oyetunyi (2006) posits that charismatic leaders are not concerned about the followers and the organization but about themselves, and so many of them make life unbearable for those who deal with them.

## **2.8 Leadership Theories**

Leadership theories have been changing over the years. Oyetunyi (2006) asserts that the leadership paradigm has changed over the last decades; and that it has transited from the traditional leadership approaches to the new perspectives. Schermerhorn et al. (2000) and Hoy and Miskel (2001) classify trait, behavioural and situational or contingency theories under traditional leadership perspectives, and charismatic and transformational leadership theories under the new leadership perspectives. Nkata (2005) contend that leadership theories recognize that effective leadership depends on the interaction of three factors namely: the traits and behaviours of the followers, the characteristics of the followers and the nature of the situation in which leadership occurs.

Leadership, as studied through the traditional theories such as the managerial grid model and the contingency theories is often assumed to occur between a leader and the followers (Cheng, 2002). However, most leadership theories are explored on the trait, behavioural, and contingency approaches (Balunywa, 2000; Mullins, 2002; Armstrong, 2001). Therefore, leadership theories provide scholars with a vision and introduce leadership styles that may assist head teachers and leaders of educational institutions to manage their schools very effectively.

## **2.9 Leadership Styles**

Sometimes leaders lose focus; but other times they simply suffer burn-out, and are thus incapable of serving as the necessary force responsible for directing the organizations' human and materials resources to the attainment of their goals. The essential and complex nature of leadership demands that it acquires the various skills, methods and style needed to deal with the many different individuals in the organization. In some ways, leadership is a craft that must be administered to achieve the mission of organization (Berkley, 2004). The various leadership styles that are available are reviewed in the following subsections.

### **2.9.1 Autocratic, authoritarian or dictatorial Leadership Style**

This is a domineering style of administration where the leader alone dreams, determines, and sets out the policies, and also assigns tasks to members without previous consultation with them. Task and methods are imposed on members. There is very little real communication, if any, between the leader and the entire group. The leader issues directives without considerations of any other experts input first (Armstrong, 2001). Once the directives are given, they must be carried out without question, lest there be serious warnings, or possibly dismissal. Autocratic leaders do not allow any meaningful discussion or suggestions from subordinates and other staff. Any opposing views are looked upon as attempts to overthrow their dynasty.

Coercion is a common mark of autocratic leadership, and the leaders themselves are often aloof; there is little interaction with staff. These leaders are also known as dictators. They either have no respect for others' views, as they consider theirs to be superior, or they have no trust in the good intentions of others. The leader's regular brutal

force of action is therefore his defensive weapon (Armstrong, 2001). Other examples of his defensive weapons are the constant threats and punishments that are administered. Obviously, the theory that lies underneath the mentality of the dictator is theory X. Because of the type of beliefs he has of the members within the organization, the dictator does not share power or responsibility with them. He does not delegate much, as he thinks that people are all lazy, and must simply follow orders.

Many scholars today would strongly oppose the practice of autocratic leadership, although there are some school heads and teachers who run their schools this way. In such schools, the staff has very little say, and even if there is student governance, it is generally only in name. Berkley (2004) believe that the administration of organizations through the autocratic means is frequently responsible for riots or violent responses to leadership.

The following are some of the disadvantage of the authoritarian style of leadership:

The varied talents among the staff are hardly seen, since staff do not get the opportunity to practice their skills. There is usually low moral on the part of subordinates. There is little initiative on the part of the workers. People work out of fear, and there is no sense of partnership. There is little input from the workers. There is very little information flow, and rumours are common, negatively affecting work input. Personal and skills development on the part of the staff is very rare. The leader is often overworked, and ends up with burnout. There is constant tension and rumor mongering, as few really have accurate information regarding the direction or purpose of the organization.

In spite of the many negative comments, there are some reported advantages of the autocratic leadership style:

In certain emergency situations the autocratic style becomes rather more practical and useful. Subordinates who are naturally submissive or not interested in sharing responsibilities may benefit from not having to do much. In the case of assistants or subordinates who are not efficient, this style works best for the organization. The regular supervision helps them to achieve more, as left to themselves, they would be lost or would hurt the organization. It enables close supervision and better control for the leader (Berkley, 2004).

### **2.9.2 Democratic Leadership Style**

This leadership style is grounded on the notion that the organization is the responsibility of all, even though the leader has the primary role of guiding the rest of the group in arriving at their collective mission. Therefore policies are arrived at through discussions and group decisions. The leader helps his staff to operate as colleagues collaborators, a team and partners. This style of leadership is characterized by responses of co-operation, enthusiasm, acceptance of more responsibility, and recognition of the worth of each worker. The leader considers him/herself as first among equals. The leader who adopts this style is more likely to encourage assistants and other staff to be loyal and co-operative. Hidden potentials are more likely to be revealed and used to the advantage of the organization (Afful-Broni, 2004). Theory Y is what underlies this leadership style, and as a result, decisions are shared.

The democratic leader delegates responsibilities to his staff, although the final decisions remain with him. There is a lot of collaboration and consultation, and all along, the leader does not impose his ideas on the subjects. He/she ensures that there are sufficient incentives his/her ideas on the subjects. He/she ensures that there are sufficient incentives

for workers. Openness prevail; and there is respect for the opinions of people at all levels in the organization.

Here are some advantages of the democratic leadership style:

There is respect for all, and so people are generally happy with the organizational processes. There is less tension and more collaboration among staff. New and better ways are often found, since ideas come from a multiplicity of sources. The needs of the majority are known and taken care of. There is mutual trust among staff. The leader is not overburdened since he is used to delegating. Staff at the lower end gets the opportunity to move up the ladder after having proven competence through delegation. Riots are rare where people feel respected and listened to and specialization occurs where people are given the tools they need to practice in their area of specialization.

On the whole, the democratic style of leadership seems more popular; but this is not to say that it has no disadvantage. Here are some of the disadvantages:

Some workers may consider the leader as incompetent or weak because he consults with them even on important issues. In the case of workers who are not efficient, the organization may suffer as all may have taken part in the decision-making process. There could be strong resistance from those who may have been consulted in the past and who may expect to be automatically included in the future. This may create the wrong impression in some staff that their views ought to be sought after in every situation. This process may take too much time as consulting with many could be frustrating (Afful-Broni, 2004).

### **2.9.3 Laissez-faire or Anarchic**

The terminology laissez-faire is borrowed from the French and literally means “let them do what they wish”. This is the style in which anything goes, so to speak. There are no hard and fast rules. The leader grants complete freedom or autonomy to the staff and members of the organization. Some have said that his style of leadership is witnessed in situations where the wrong person is put in charge, and knowing that people put him in that position as a favour, he in turn refuse to take actions, lest he offend the stakeholders (Mankoe, 2007). Others also believe that the one who leads in this manner feels too overwhelmed by the position he has, and so believing that it is risky to act, ends up producing more risky effects by his inaction. The leader allows individual decisions without participation. In this style, since there are hardly any clear goals, vision or policies, the leader believes that this major role is simply to supply the needed materials to the staff, and only acts when asked or forced by circumstance. Obviously, there is a lot of indecision, vacillation, and even sometimes indifferences on the part of the leader or his staff. There is very little accountability and supervision (Mankoe, 2007).

In laissez-faire or anarchic leadership style, the leader does not seem to have any authority, as he has not simply delegated them, but granted them to all who have role to play. It could even be said that laissez-faire is the kind of leadership that has no specific leader. The leader in this style is not specific about the goals he expects of the workers; work is assigned in a vague manner, with the individual workers using their own preferred techniques to arrive at the final product. Naturally there is a lot of anarchy, conflict and chaos in the organization.

One major advantage of the laissez-faire or anarchic leadership style is that in situations where the subordinate are seasoned experts in their individual fields, this system of leadership is rather more appropriate. An example is in a well-established university, where it would not be expected that the vice chancellor would make daily rounds, checking on attendance of lecturer or their quality of teaching (Mankoe, 2007). At the university level where there is believed to be a comparatively larger and higher amount of expertise, the vice chancellor supervises work through his/her deans, directors and heads of departments, and may himself pop in as and when he/she so desires or is able.

The laissez-faire or anarchic leadership style has a number of disadvantages. If allowed over a long period, this style may lead to pandemonium, especially in situation where the subordinates may not be that experienced. The output of the organization may suffer tremendously, and the leader may even have difficult responding to correct them, as it was he/she who failed to take full leadership responsibilities in the first place. The lack of full participation or application of the leader's supervisory skills can lead to a poor state for the leader and the organization in consequence. There is the possibility of junior staff assuming illegal leadership roles as a result of the laissez-faire attitude of the leader. The leader would lose respect among all, including those he may have tried to please through his consistent inaction (Mankoe, 2007).

Generally, the above three are the main leadership style; however, there are others, smaller, usually not well-known or talked about in the literature.



#### **2.9.4 Transactional**

It is a midway or a compromise between the ideographic and nomothetic styles. There the leader wants the individuals to work hard to achieve the organizational goals in order to attain individual satisfaction.

This section of the literature reviewed various leadership styles exhibited by leaders and in the context of this study, headteachers in junior high schools. Headteachers also exhibit various styles of leadership in their various schools which either improve academic performance or not. These leadership styles were reviewed in order to have insight into which ones help improve academic performance of the school.

#### **2.10 Summary**

This chapter has reviewed related literature on studies conducted in the past on head teachers leadership style and its influence on academic performance. The literature indicates that leadership style has influence on academic performance. In an organization such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, students' discipline, and school climate among others.

School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance. Leadership is characterized by change and constant improvement. The literature also showed that the leader persistently analyses the standard to ensure that the organisation is accomplishing its goals, otherwise the leader initiates change to improve standard. In this regard, Bennis and Nanus (1985) argue that managers are people who do

things right and leaders are people who do the right thing. Ubben et al. (2001) posit that leadership is problem-finding as well as problem-solving oriented. In effect, head teachers as leaders are expected to manage but use their management skill from a leadership perspective. The leadership styles that were discussed included transactional leadership, autocratic leadership, laissez-faire leadership and democratic leadership styles.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

The chapter presented the method to be used to carry out the study including the research design, the population and sampling technique, as well as the instruments to be used. The procedure for data collection and data analysis is also discussed.

#### **3.1 Research Design**

The research design used in the study is descriptive survey. Research design refers to the overall strategy that one chooses to integrate the different components of the study in a coherent and logical way, thereby, effectively addressing the research problem. Research design constitutes the blueprint for the collection, measurement, and analysis of data (De Vaus, 2001). Descriptive research designs help provide answers to the questions of who, what, when, where, and how associated with a particular research problem. A descriptive study cannot conclusively ascertain answers to the research questions raised (Trochim, 2006).

Descriptive survey design was used for the study because the method would help find or gather relevant data in detail and to make detailed analysis. The descriptive research method helps to obtain information concerning the current status of the phenomena and to describe "what exists" with respect to variables or conditions on the current perception of teachers on the leadership style of school-heads (Fraenkel & Wallen, 2006).

Descriptive research design allowed the researcher to gather data from head teachers to have a better insight on head teachers leadership style and its impact on the academic

performance of students and the school in general. However, one major weakness of descriptive survey design is how to retrieve all the questionnaires administered.

### **3.2 Population of the Study**

Polit and Hungler (2004) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. The target population for study consisted of all the head teachers, assistant head teachers and teachers in the 10 public junior high schools in the Nkawie Circuit of the Atwima Nwabiagya Municipal of the Ashanti Region of Ghana.

### **3.3 Sampling Technique and Sample Size**

This study adopted census sampling technique to select all the 20 head teacher and their assistants in the 10 public Junior High Schools in the study area to participate in the study. This was because the researcher was interested in those who have rich information such as the head teachers and their assistants who are responsible for the day to day administration of the school.

Simple random sampling was also used to select 50% of the 122 teachers from the 10 public Junior High Schools in the study area. Here YES and NO were written on pieces of paper and mixed for the respondents to pick and those who picked YES participated in the study. The sample size for the study was 81 consisting of the 20 head teachers and their assistants and 61 teachers.

### **3.4 Sources of Data**

The researcher used both primary and secondary data for the study. The primary data were collected and use for analysis, while the secondary data were sourced as literature and information on the research topic.

#### **3.4.1 Primary data**

Closed ended questionnaire was used to collect primary data from respondents for the study.

#### **3.4.2 Secondary data**

Secondary data was also obtained from books, encyclopedias, published and unpublished materials and from the University library and other text books.

### **3.5. Data Collection Instrument**

Closed ended questionnaire was used as the instrument for data collection in this study. The researcher personally designed the questionnaires for the head teachers, assistant head teachers and teachers based on the literature. These closed ended questionnaires were self-administered to the sampled head teachers, assistant head teachers and teachers to collect data for the study.

According to White (2005), questionnaires are instrument that are designed to collect data for decision making in research. A questionnaire can also be described as a systematic compilation of questions that are administered to a sample of a population in research (White, 2005).

The close-ended questionnaire was meant to assist respondents to provide uniformity of response. They also provide easier and accurate analysis of the data obtained

precise interpretation of the responses and a high degree of respondent's objectivity. A questionnaire is cost effective and less time consuming as compared to other research tools. The main reason for using questionnaire was to obtain factual information, opinions and attitudes from large number of subjects within a short period of time (White, 2005).

### **3.6 Piloting of the Instrument**

The reliability and validity of the instrument was obtained by piloting the instrument at a Junior High School outside the study area. Bell (2008) stated that piloting is to get the bugs out of the instrument for respondents not to experience difficulties in filling the questionnaire and also to have preliminary analysis to see if the wording and format of the questionnaire items are appropriate. The questionnaire was piloted to determine its validity and reliability. Questionnaires were administered to 30 head teachers and teachers which will be selected randomly from Junior High Schools outside the study schools in the Atwima Nwabiagya Municipal. The purpose of the pilot was to enable the researcher to make necessary changes to items which may be inappropriate, determine the level of ambiguity of the questions for corrections and determine the percentage of responses. Ambiguous items were modified and inappropriate items were made appropriate.

#### **3.6.1 Validity**

Validity is the degree to which a test measures what it is supposed to measure. The researcher tested the face and content validity of the questionnaire. Face validity refers to the likelihood of a question being misunderstood or misinterpreted. Content validity refers

to whether an instrument adequately covers all the topics concerned (Borg & Gall, 2007). The validity of the instrument was established through expert opinions from my supervisor, literature searches, and pre-testing of the questionnaire (Borg & Gall, 2007).

### **3.6.2 Reliability**

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials (Borg & Gall, 2007). The questionnaire were administered on the same group of respondents two times in the pilot study with two weeks interval between the first and the second test and the coefficient of reliability from the two tests correlated. The reliability test yielded Cronbach alpha of 0.87.

### **3.7. Data Collection Procedure**

The researcher sought permission from the Atwima Nwabiagya Municipal Director of Education to conduct the study. After permission was granted by the Atwima Nwabiagya Municipal Director of Education the researcher visited the schools concerned to seek permission to conduct the research work. After permission was given by the head teachers of the schools, the researcher personally administered the questionnaires to the respondents to be filled. The questionnaires with close ended questions were administered to respondents during break time on school days. The respondents were given a grace period of two weeks to answer the questionnaire, before it was collected.

### **3.8. Data Analysis Procedure**

The data were cleaned with the aim of identifying mistakes and errors which may have been made and blank spaces which have not been filled. A codebook for the

questionnaire was prepared to record the response. After sorting out the questionnaires, the data will be entered into the computer and processed using the Statistical Package of Social Sciences (SPSS) version 16.0. The data were analysed descriptively and presented in tables with frequencies and percentages to answer all the research questions.

### **3.9. Ethical Considerations**

Ethical consideration is necessary for the purpose of ensuring the privacy as well as the security of the participants. According to Resnik (2011), ethical issues come up at every stage of academic work. Ethics are norms for conduct that distinguish between acceptable and unacceptable behaviour (Resnik, 2011).

The participants were assured of their anonymity and confidentiality of their identity as their names were not needed on the questionnaire. The participants were assured that the data gathered from them would be used for academic purposes only.

## **CHAPTER FOUR**

### **RESULTS OF THE STUDY**

#### **4.0 Introduction**

This chapter presents the results of the study based on the research question. The results are presented in tables with frequencies and percentages. The purpose of the study was to examine the impact of head teachers' leadership style on the academic performance



of public basic schools in the Atwima Nwabiagya Municipal of the Ashanti Region of Ghana. Eighty-one questionnaires were administered to the respondents. The researcher was able to retrieve all the 81 questionnaires administered, getting a response rate of 100%.

#### 4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents' gender, age and their educational qualification is presented in Table 4.1-4.4.

**Table 4.1: Gender of respondents**

Variable	Frequency	Percentage
Gender		
Male	46	57
Female	35	43
Total	81	100

*Field Data, 2018*

Table 4.1 depicts that of the respondents (57%) were males while 43% of the respondents were female. The result shows that there were more males participated in the study than females.

**Table 4.2: Age of respondents**

Age	Frequency	Percentage
31-40	14	17
41-50	34	42
51-60	33	41
Total	81	100

*Field Data, 2018*

Also, 42% of the respondents were aged between 41 and 50 years, 41% of the respondents were aged between 51-60 years while 17% of the respondents were aged between 31 and 40 years. The result means that the majority of the respondents were 41 years and above which shows that the respondents were experienced workers who were competent to participate in the study.

**Table 4.3: Educational Qualification of respondents**

Educational Qualification	Frequency	Percentage
Diploma/HND	14	17
Bachelor's Degree	43	53
Master's Degree	24	30
Total	81	100

*Field Data, 2018*

On respondents highest educational qualification, 53% were holders of the Bachelor's Degree, 30% were holders of the Master's Degree while 17% were holders of the Diploma/HND certificates.

**Table 4.4: Teaching Experience of respondents**

Teaching Experience	Frequency	Percentage
1-5 years	14	17
6-10 years	22	27
11-15 years	21	26
16 years and above	24	30
Total	81	100

*Field Data, 2018*

On respondent teaching experience, 28% had been in the teaching service for more than 16 years, 27% had been in the teaching service for between 6- 10 years, 26% had been in the teaching service for between 11-15 years while 17% had % had been in the teaching service for between 1- 5 years.

#### 4.2 Leadership Styles of Head Teachers

The first question of the current study was to find out the leadership styles of head teachers in Junior High Schools in the Nkawie Circuit?

The respondents (teachers and head teachers) were asked to indicate on a 4-point likert scale, the extent of with the statements regarding leadership styles of head teachers.

The results are presents in Table 4.5

**Table 4.5 Leadership Styles of Head Teachers**

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
	N (%)	N (%)	N (%)	N (%)	N (%)
Include staff in decision making on all issues bothering on the welfare and academic life of the staff	35(43)	30(37)	16(20)	-	81(100)
Involve teachers in making academic policies for the school	22(27)	33(41)	14(17)	12(15)	81(100)
Organize staff meetings at regular intervals and ensure good communication	26(32)	37(46)	12(15)	6(7)	81(100)

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)	Total N (%)
between the office and the staff all the time.					
Delegate powers to subordinates in times of need	29(36)	38(47)	14(17)	-	81(100)
Take personal interest in the promotion and continuous development of teachers	26(32)	28(35)	17(21)	10(12)	81(100)
Make sure that teachers follow laid down rules and regulations	44(54)	21(26)	16(20)	-	81(100)
Make urgent decisions with selected few	42(52)	26(32)	13(16)	-	81(100)
Take sole decisions in times of emergencies	33(41)	26(32)	22(27)	-	81(100)
Ensure strict discipline in the school	24(30)	31(38)	14(17)	12(15)	81(100)
Reprimand teachers who misbehave without favour	20(25)	31(38)	17(21)	13(16)	81(100)
Gives teachers full mandate to make academic decisions in the classroom without interference	34(42)	33(41)	14(17)	-	81(100)

Statement	Strongly	Agree	Disagree	Strongly	Total
	Agree			Disagree	
	N (%)	N (%)	N (%)	N (%)	N (%)
Give teachers the freedom to do as they deem in the best interest of the school	22(27)	28(35)	21(26)	10(12)	81(100)

***Field Data, 2018***

Table 4.5 shows that, 43% of the respondents strongly agreed that head teachers in junior high schools included staff in decision making on all issues bothering on the welfare and academic life of the staff, 37% of the respondents agreed to the statement while 20% disagreed. The result indicates that head teachers in junior high schools includes staff in decision making on all issues bothering on the welfare and academic life of the staff. Again, 27% of the respondents strongly agreed that head teachers involved teachers in making academic policies for the school, 41% of the respondents agreed to the statement, 17% of the respondents disagreed while 15% strongly disagreed. The result means that head teachers in junior high schools involved teachers in making academic policies for the school which improves cooperation.

Moreover, 32% of the respondents strongly agreed that head teachers in junior high schools organized staff meetings at regular intervals and ensure good communication between the office and the staff all the time, 32% of the respondents agreed to the statement 15% of the respondents disagreed while 7% strongly disagreed. The result indicates that head teachers in junior high schools organizes staff meetings at regular intervals and ensure good communication between the office and the staff all the time.

Furthermore, 36% of the respondents strongly agreed that head teachers in junior high schools delegated powers to subordinates in times of need, 47% of the respondents agreed to the statement while 17% disagreed. The result indicates that head teachers in junior high schools delegate powers to subordinates in times of need.

Also, 32% of the respondents strongly agreed that head teachers in junior high schools took personal interest in the promotion and continuous development of teachers, 35% of the respondents agreed to the statement, 21% of the respondents disagreed while 12% strongly disagreed. The result indicates that head teachers in junior high schools takes personal interest in the promotion and continuous development of teachers.

Moreso, 54% of the respondents strongly agreed that head teachers in junior high schools made sure that teachers follow laid down rules and regulations strictly, 26% of the respondents agreed to the statement while 20% disagreed. The result indicates that head teachers in junior high schools make sure that teachers follow laid down rules and regulations strictly.

Further, 42% of the respondents strongly agreed that head teachers in junior high schools made urgent decisions with selected few, 32% of the respondents agreed to the statement while 16% disagreed. The result indicates that head teachers in junior high schools make urgent decisions with selected few.

Again, 41% of the respondents strongly agreed that head teachers in junior high schools took sole decisions in times of emergencies, 32% of the respondents agreed to the statement while 27% disagreed. The result indicates that head teachers in junior high schools take sole decisions in times of emergencies.

Additionally, 30% of the respondents strongly agreed that head teachers in junior high schools ensured strict discipline in the school, 38% of the respondents agreed to the statement, 17% of the respondents disagreed while 15% strongly disagreed. The result indicates that head teachers in junior high schools ensure strict discipline in the school.

Also, 25% of the respondents strongly agreed that head teachers in junior high schools reprimanded teachers who misbehave without favour, 38% of the respondents agreed to the statement, 38% of the respondents disagreed while 16% strongly disagreed. The result indicates that head teachers in junior high schools reprimand teachers who misbehave without favour.

Besides, 42% of the respondents strongly agreed that head teachers in junior high schools gave teachers full mandate to make academic decisions in the classroom without interference, 41% of the respondents agreed to the statement while 17% disagreed. The result indicates that head teachers in junior high schools give teachers full mandate to make academic decisions in the classroom without interference.

Finally, 27% of the respondents strongly agreed that head teachers in junior high schools gave teachers the freedom to do as they deem is in the best interest of the school, 35% of the respondents agreed to the statement, 26% of the respondents agreed while 12% disagreed. The result indicates that head teachers in junior high schools gave teachers the freedom to do as they deem is in the best interest of the school.

**Research Questions 2: In what way does the perceived leadership style of head teachers influence teachers in the teaching and learning process in public in Junior High Schools in the Nkawie Circuit?**

The teachers were asked to indicate how the leadership style of their head teachers' impact on their performance. The results are presented in Table 4.6.

**Table 4.6 Influence of Head Teacher's Leadership Style on Teachers**

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)	Total N (%)
Uses clearly communicated criteria for judging staff performance	24(30)	35(43)	14(17)	8(10)	81(100)
Provide frequent feedback to teachers regarding classroom performance	28(35)	31(38)	22(27)	-	81(100)
Encourages the use of different instructional communication and teaching strategies	26(32)	33(41)	14(17)	8(10)	81(100)
Communicates clearly to the staff regarding instructional matters to improve instruction	44(54)	28(35)	9(11)	-	81(100)
Teachers are highly motivated on the job	34(42)	36(44)	11(14)	-	81(100)
Teachers are willing to go the extra mile to get things done	24(30)	35(43)	12(15)	10(12)	81(100)
Keeps teachers abreast of changes in the school activities	26(32)	42(52)	13(16)	-	81(100)

***Field Data, 2018***

Table 4.3 depicts that 30% of the teachers strongly agreed that the head teacher's leadership style impacted on them in that they used clearly communicated criteria for judging staff performance, 43% of the teachers agreed, 17% of the teachers disagreed while



10% of the teachers strongly disagreed. The result implies that head teachers use clearly communicated criteria for judging staff performance in the teaching and learning process.

Again, 35% of the teachers strongly agreed that the head teacher's leadership style impacted on them in that they provided frequent feedback to teachers regarding classroom performance, 38% of the teachers agreed while 27% of the teachers disagreed. The result means that head teachers provision of frequent feedback to teachers regarding classroom performance impacts on teachers in the teaching and learning process. give teachers' a sense of commitment to improve performance.

Also, 32% of the teachers strongly agreed that the head teacher's leadership style impacted on them in that they encouraged the use of different instructional communication and teaching strategies, 41% of the teachers agreed, 17% of the teachers disagreed while 10% of the teachers strongly disagreed. The result means that head teachers encouragement of the use of different instructional communication and teaching strategies impacts on teachers in the teaching and learning process..

Besides, 54% of the teachers strongly agreed that the head teacher's leadership style impacted on their performance in that they communicated clearly to the staff regarding instructional matters to improve instruction, 35% of the teachers agreed while 11% of the teachers disagreed. The result implies that head teachers communicating clearly to the staff regarding instructional matters to improve instruction impacts on teachers in the teaching and learning process.

Further, 42% of the teachers strongly agreed that the head teacher's leadership style impacted on them in that teachers were highly motivated on the job, 44% of the teachers agreed while 11% of the teachers disagreed. The result implies that head teachers'

motivation of teachers on the job impacts positively on teachers in the teaching and learning process.

Furthermore, 30% of the teachers strongly agreed that the head teacher's leadership style impacted on them in that teachers were willing to go the extra mile to get things done, 43% of the teachers agreed, 15% of the teachers disagreed while 12% of the teachers strongly disagreed. The result means that teachers were willing to go the extra mile to get things done as a result of the leadership style of the head.

Lastly, 32% of the teachers strongly agreed that the head teacher's leadership style impacted on them in that they kept teachers abreast of changes in the school activities, 52% of the teachers agreed while 16% of the teachers disagreed. The result implies that head teachers, keeping teachers abreast of changes in the school activities impacts on teachers in the teaching and learning process.

### **Research Questions 3: How does the perceived leadership style of head teachers affect students academic performance in Junior High Schools?**

The head teachers were asked to rate their opinion on the effect of their leadership style on students in the learning process. The result is shown in Table 4.7.

**Table 4.7: Leadership Style of Head Teachers Influence on Students learning**

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)	Total N (%)
Improves head teacher-teacher relationship to enhance student academic school performance	46(57)	35(43)	-	-	81(100)

Inspires teachers to improve on their instructional capabilities to improve students' performance	37(46)	26(32)	18(22)	-	81(100)
Improves teachers morale and discipline to improve students learning and performance	26(32)	33(41)	14(17)	8(10)	81(100)
Motivates students to learn hard to achieve academic excellence	24(30)	36(44)	12(15)	9(11)	81(100)
Improves time management and curriculum evaluation to improve students learning and success	35(43)	24(30)	12(15)	10(12)	81(100)
Student participation in class discussion have improved	33(41)	26(32)	22(27)	-	81(100)
Students play active role in class	34(42)	36(44)	11(14)	-	81(100)
Syllabus is timely completed	44(54)	28(35)	9(11)	-	81(100)
More students are promoted to the next level due to improved performance	42(52)	26(32)	13(16)	-	81(100)
B.E.C.E result of students has improved tremendously	24(30)	31(38)	14(17)	12(15)	81(100)

*Field Data, 2018*

Table 4.7 shows that 57% of the respondents strongly agreed that head teachers leadership style affected students learning positively as it improved head teacher- teacher relationship to enhance student performance while 43% of the respondents agreed. The result means that head teachers leadership style improves head teacher- teacher relationship to enhance student performance.

Again, 46% of the respondents strongly agreed that head teachers leadership style affected students learning positively as it inspired teachers to improve on their instructional capabilities to improve students' performance, 32% of the respondents agreed while 22% of the respondents disagreed. The result means that head teachers leadership style inspires teachers to improve on their instructional capabilities to improve students' performance

Also, 32% of the respondents strongly agreed that head teachers leadership style affected students learning positively as it improved teachers' morale and discipline to improve students learning and performance, 41% of the respondents agreed, 17% of the respondents disagreed while 10% of the respondents strongly disagreed. The result means that head teachers leadership style improves teachers' morale and discipline to improve students learning and performance.

Further, 30% of the respondents strongly agreed that head teachers leadership style affected students learning positively as it motivated students to learn hard to achieve academic excellence, 44% of the respondents agreed, 15% of the respondents disagreed while 11% of the respondents strongly disagreed. The result means that head teachers leadership style motivates students to learn hard to achieve academic excellence.

Also, 43% of the respondents strongly agreed that head teachers leadership style affected students learning positively as it improved time management and curriculum evaluation to improve students learning and success, 30% of the respondents agreed, 15% of the respondents disagreed while 12% of the respondents strongly disagreed. The result means that head teachers leadership style improves time management and curriculum evaluation to improve students learning and success.

Besides, 41% of the respondents strongly agreed that head teachers leadership style affected students learning outcome as students' participation in class discussion have improved, 32% of the respondents agreed while 27% of the respondents disagreed. The result means that head teachers leadership style improves students' participation in class discussion.

Moreover, 42% of the respondents strongly agreed that head teachers leadership style affected students learning outcome as students played active role in class, 44% of the respondents agreed while 14% of the respondents disagreed. The result means that head teachers leadership style makes students play active role in class.

Again, 54% of the respondents strongly agreed that head teachers leadership style affected students learning positively as syllabus was timely completed, 35% of the respondents agreed while 11% of the respondents disagreed. The result means that head teachers leadership style enable syllabus was to be completed timely

Also, 52% of the respondents strongly agreed that head teachers leadership style affected students learning positively as more students were promoted to the next level due to improved performance, 32% of the respondents agreed while 16% of the respondents disagreed. The result means that head teachers leadership style enable more students to be promoted to the next level due to improved performance.

Finally, 30% of the respondents strongly agreed that head teachers leadership style affected students learning positively as B.E.C.E result of students had improved, 38% of the respondents agreed, 17% of the respondents disagreed while 15% of the respondents

strongly disagreed. The result means that head teachers leadership style results in the improvement of B.E.C.E result of students.



## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.0 Introduction**

This chapter dealt discusses the results/findings of the study in relation to the objectives of the current study. The study sought to address three research questions:

1. What are the leadership styles of head teachers in Junior High Schools in the Nkawie Circuit?
2. In what way does the perceived leadership style of head teachers influence teachers in the teaching and learning outcome in public Junior High Schools in the Nkawie Circuit?
3. How does the perceived leadership style of head teachers affect students in the learning outcome in Junior High Schools?

On research question one which sought to find out the leadership styles of head teachers, the study found that head teachers included staff in decision making on all issues bothering on the welfare and academic life of the staff. The result implies that head teachers will have a sense of belongingness and work hard to improve performance. The result corroborates Katz (2001) that the principal reason for teacher leadership is to transform schools into professional learning communities and to empower teachers to become involved closely in decision making within the school, thus contributing to the democratization of schools.

The study also found that head teachers in Atwima Nwabiagya Municipal involved teachers in making academic policies for the school. The result means that head teachers involve teachers in making academic policies for the school which is highly democratic. The result is in line with Katz (2001) that leadership is to empower teachers to become involved closely in decision making within the school.

It was found that head teachers organized staff meetings at regular intervals and ensure good communication between the office and the staff all the time. The result implies that there will be cooperation between head teachers and teachers to improve teaching and

learning which is a mark of a democratic leader. The result is in line with Afful-Broni (2004) that democratic leadership style is grounded on the notion that the organization is the responsibility of all, even though the leader has the primary role of guiding the rest of the group in arriving at their collective mission. Therefore policies are arrived at through discussions and group decisions. The leader helps his staff to operate as colleagues collaborators, a team and partners. This style of leadership is characterized by responses of co-operation, enthusiasm, acceptance of more responsibility, and recognition of the worth of each worker.

The study found that head teachers delegated powers to subordinates in times of need. The finding means that head teachers involved teachers in the day to day administration of the school as they are delegated with responsibilities at times which depict a democratic leader. The democratic leader delegates responsibilities to his staff, although the final decisions remain with him. There is a lot of collaboration and consultation, and all along, the leader does not impose his ideas on the subjects. h/she ensures that there are sufficient incentives his/her ideas on the subjects. He/she ensures that there are sufficient incentives for workers. Openness prevail; and there is respect for the opinions of people at all levels in the organization (Afful-Broni, 2004).

The study revealed that head teachers took personal interest in the promotion and continuous development of teachers. The result means that head teachers enabled teachers to upgrade themselves in the teaching profession to motivate teachers to improve performance in the teaching and learning process which is also a mark of a transformational leader who seek to transform his followers and environment.



It was found that head teachers made sure that teachers follow laid down rules and regulations strictly. The result implies that head teachers ensure discipline in the school among teachers for the success of the school which is a mark of an autocratic leader.

It was also revealed that head teachers made urgent decisions with selected few. The result means that head teachers ensure prompt action without wider consultation on certain pertinent issues for effective administration which is a mark of an autocratic leader.

The study again found that head teachers took sole decisions in times of emergencies. The result implies that head teachers implement some emergency decisions without consultation to salvage the situation for the betterment of the school which is a mark of an autocratic leader.

The study revealed that head teachers ensured strict discipline in the school. The result means that head teachers make sure, teachers follow laid down regulations for the school's success which is a mark of an autocratic leader.

It was revealed that head teachers reprimanded teachers who misbehave without favour. The result implies that head teachers reprimand teachers who misbehave without favour in the school which is a mark of an autocratic leader.

The results in the five items above indicates that the head teacher exhibited autocratic leadership style as they make sure that teachers follow laid down rules and regulations strictly, make urgent decisions with selected few, take sole decisions in times of emergencies, ensure strict discipline in the school and also reprimanded teachers who misbehave without favour. Autocratic leadership is a domineering style of administration where the leader alone dreams, determines, and sets out the policies, and also assigns tasks

to members without previous consultation with them. Task and methods are imposed on members. There is very little real communication, if any, between the leader and the entire group. The leader issues directives without considerations of any other experts input first (Armstrong, 2001). Once the directives are given, they must be carried out without question. Autocratic leaders do not allow any meaningful discussion or suggestions from subordinates and other staff. The leader does not delegate much. Autocratic leadership style is sometimes important in educational leadership for instance during students rioting there is no need to organize staff meeting before calling in the police as it needs rapid response.

It was also revealed that head teachers gave teachers full mandate to make academic decisions in the classroom without interference. The result means that head teachers give teachers the liberty to make academic decisions in the classroom without interference which is a mark of a laissez-faire leadership.

The study finally revealed that head teachers gave teachers the freedom to do as they deem in the best interest of the school. The result implies that head teachers give teachers the liberty to do anything in the best interest of the school which is a mark of a laissez-faire leadership.

The findings in the last two items mean that the head teacher exhibits laissez-faire leadership style. There are no hard and fast rules in laissez-faire leadership style. The leader grants freedom or autonomy to the staff and members of the organization. The leader allows individual decisions without participation (Mankoe, 2007).

One major advantage of the laissez-faire or anarchic leadership style is that in situations where the subordinate are seasoned experts in their individual fields, this system

of leadership is rather more appropriate. An example is in a well-established university, where it would not be expected that the vice chancellor would make daily rounds, checking on attendance of lecturer or their quality of teaching (Mankoe, 2007). At the university level where there is believed to be a comparatively larger and higher amount of expertise, the vice chancellor supervises work through his/her deans, directors and heads of departments, and may himself pop in as and when he/she so desires or is able.

On research question two, the study found that head teachers used clearly communicated criteria for judging staff performance. The finding implies that teachers will feel motivated as head teachers communicated well with them. The result confirms Bell (2008)'s statement that management entails formulating a vision for the school according to its values and the aims of education, while leadership incorporates stating clearly this vision and communicating it to others. In essence, an individual uses both management and leadership skills in a complementary way to improve performance.

The study revealed that head teacher's provided frequent feedback to teachers regarding classroom performance. The result means that teachers will make the necessary correction to improve their performance as head teachers give them frequent feedback. The result is in line with Bush (2003) that administration that provides little feedback negatively impact teachers' self-confidence. This is also supported by Bandura (1997) who stated that the provision of feedback and appraisals give teachers' a sense of commitment to improve performance.

The study found that the head teacher's encouraged the use of different instructional communication and teaching strategies. The finding means that teachers will use various teaching techniques to facilitate learning. The result is in collaboration with Schermerhorn,

Hunt and Osborn (2000) who maintain that leadership is the heart of any organization, because it determines the success or failure of the organization. Oyetunyi (2006) also posits that in an organization such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, students' discipline, and school climate among others.

The study also found that the head teacher's communicated clearly to the staff regarding instructional matters to improve instruction. The result implies will improve on their teaching methodologies to facilitate. The result is in tandem with Fullan's (2001) that without the head's leadership, efforts to raise student achievement cannot succeed.

The study again revealed that head teacher's highly motivated teachers on the job. The result implies that teachers will give of their best on the job as they will have interest to deliver well in the classroom. The result supports Sashkin and Sashkin (2003) who contended that leadership matters because leaders help reduce ambiguity and uncertainty in organizations. School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance. The authors indicated that there is a positive relationship between teacher morale, job satisfaction and motivation on the type of leadership in schools.

The study found that the head teachers exhibited leadership styles that enabled teacher to go the extra mile to get things done. The result means that teachers were treated well by the head teachers and therefore willing to go the extra mile to get things done. The result is in consonance with Hoy et al., (1992) that the role of the head is to develop a supportive environment that enables teachers to maximize their potential in the execution of their work in the schools.

The study finally found that the head teachers kept teachers abreast of changes in the school activities. The result implies that teachers were informed of every new policy which will enable them have upgraded skills in the teaching and learning process for the success of the school. The result is in conformity with Fullan (2001) that in general, effective leaders foster a supportive environment as well as confidence in the teachers which promotes teachers' beliefs that they have the ability to instruct their students effectively.

On research question three, the study found that head teachers leadership style improved head teacher- teacher relationship to enhance student performance. The finding implies student performance were improved as head teachers and teachers had cordial relationship.

It was also found that head teachers leadership style inspired teachers to improve on their instructional capabilities to improve students' performance. The result means that teachers had the school at heart and therefore put in their best as they are inspired by the head teachers leadership style. It was again revealed that head teachers leadership style improved teachers' morale and discipline to improve students learning and performance. The finding implies that students learning and performance were improved as head teachers instill moral discipline.

The study further revealed that head teachers leadership style motivated students to learn hard to achieve academic excellence. The result means that head teachers encouraged teachers and teachers in their activities to improve performance.

The study found that head teachers leadership style improved time management and curriculum evaluation to improve students learning and success. The finding means that head teachers ensured effective time usage to improve students learning and success.

It was found that head teachers leadership style improved students' participation in class discussion. The result means that teachers used teaching methodologies that whipped the interest of the students to participate actively in class as teachers morale were boosted by head teachers leadership style.

The study revealed that head teachers leadership style made students to play active role in class. The result means that teachers again used teaching methodologies which the students understood better which made the students to play active role in class.

The study again revealed that head teachers leadership style enabled teachers to complete syllabus timely. The findings means that teachers completed the content of their syllabus to facilitate students learning due to head teachers leadership style.

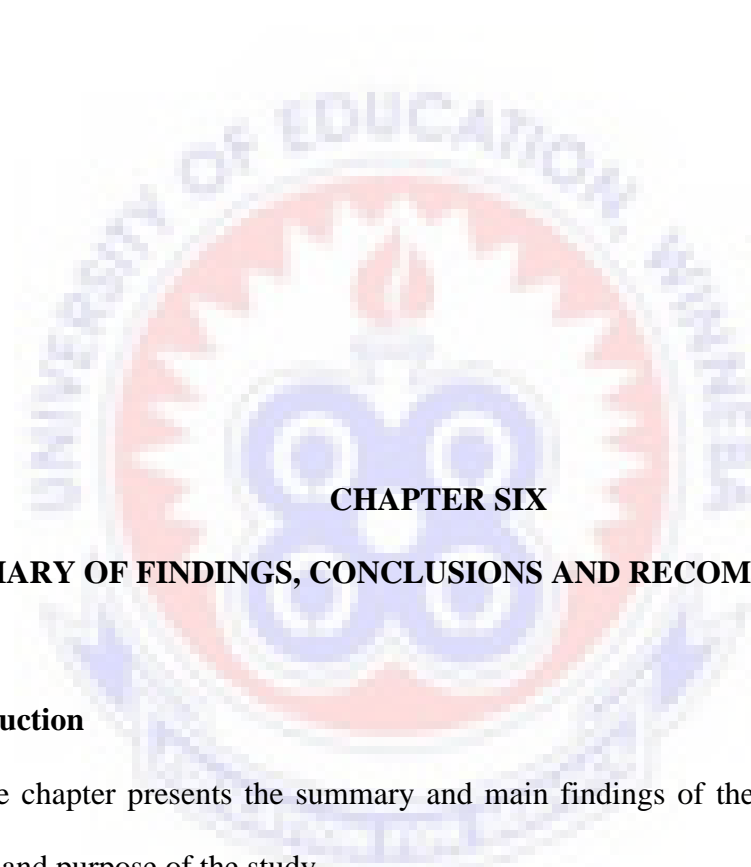
The study also found that head teachers leadership style enabled more students to be promoted to the next level due to improved performance. The result means that head teachers leadership style enabled teachers to teach well for more students understand to improved performance.

The study finally found that head teachers leadership style improved B.E.C.E result of students. The result means that teacher were motivated to go the extra mile in the teaching and learning environment and thereby improved their B.E.C.E results.

The entire result in Table 4.4 are in line with Oyetunyi (2006) that in an organization such as a school, the importance of leadership style is reflected in every aspect

of the school like instructional practices, academic achievement, students' learning, discipline, and school climate among others. According to Nkata (2005), educational practitioners have recognized leadership as important for educational institutions, since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of educational development worldwide are more demanding than ever before. Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and performance of schools and students in particular, is the only prerequisite for effective standards. Blazing the trail and dominating the field in this direction, scholars and researchers like Mullins (2002), Steyn (2005) and Maicibi (2005) note that the study of school leadership is necessary to make school activities effective and efficient.

Sashkin and Sashkin (2003) contend that school leadership can be situated within the larger framework of institutional leadership where leadership skills and styles are necessary for effective management and performance. Linda (1999) opined that research findings indicate that there is a positive relationship between teacher morale, job satisfaction and motivation, students' success and the type of leadership in schools.



## **CHAPTER SIX**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.0 Introduction**

The chapter presents the summary and main findings of the study based on the objectives and purpose of the study.

#### **6.1 Summary**

This purpose of the study was to examine the impact of head teachers' leadership style on the academic performance of public basic schools in the Atwima Nwabiagya Municipal of the Ashanti Region of Ghana. The objectives of the study were to determine the leadership styles of head teachers in Junior High Schools in the Nkawie Circuit, find



out the perceived impact of leadership style of head teachers on teachers in the teaching and learning process in Junior High Schools in the Nkawie Circuit and to examine the perceived effect of the leadership style of head teachers on students in the learning process.

Descriptive survey design was used for the study. The target population for study consisted of all the head teachers, assistant head teachers and teachers in the 10 public junior high schools in the Nkawie Circuit of the Atwima Nwabiagya Municipal of the Ashanti Region of Ghana.

The study adopted census sampling technique to select all the 20 head teacher and their assistants in the 10 public Junior High Schools in the study area to participate in the study. Simple random sampling was also used to select 50% of the 122 teachers from the 10 public Junior High Schools in the study area. Questionnaire was the instrument used for the study. Descriptively statistics (frequencies and percentages) was used to analyse the data.

## **6.2 Key Findings**

The study revealed that head teachers included staff in decision making on all issues bothering on the welfare and academic life of the staff, involve teachers in making academic policies for the school, organized staff meetings at regular intervals and ensure good communication between the office and the staff all the time, delegated powers to subordinates in times of need, took personal interest in the promotion and continuous development of teachers, made sure that teachers follow laid down rules and regulations, made urgent decisions with selected few, took sole decisions in times of emergencies, ensured strict discipline in the school, reprimanded teachers who misbehaved without favour, gave teachers full mandate to make academic decisions in the classroom without

interference and gave teachers the freedom to do as they deem is in the best interest of the school.

The study also discovered that head teachers influenced teachers in the teaching and learning process as they used clearly communicated criteria for judging staff performance, provided frequent feedback to teachers regarding classroom performance, encouraged the use of different instructional communication and teaching strategies, communicated clearly to the staff regarding instructional matters to improve instruction, motivated teachers on the job. Again, due to the head teachers' leadership style, teachers were willing to go the extra mile to get things done. The head teachers also kept teachers abreast of changes in the school activities.

The study finally revealed that the head teachers leadership style impacted on students as it improved head teacher- teacher relationship to enhance student's achievement, inspired teachers to improve on their instructional capabilities to improve students' achievement, improved teachers morale and discipline to enhance students' success, motivated students to learn hard to achieve academic excellence and also improved time management and curriculum evaluation for the success of the school, students, improved student participation in class discussion, improved students activeness in class, timeous completion of syllabus , promotion of more students to the next level due to improved performance and also improved students result in the B.E.C.E.

### **6.3 Conclusions**

It can be concluded based on the findings that head teachers exhibited good leadership styles for effective administration of the school. The significant behaviour or

style among them were that they included staff in decision making on all issues bothering on the welfare and academic life of the staff which will go a long way boost the morale of teachers in the study area to feel the sense of belongingness to give of their best to improve student success.

It could also be concluded the head teachers' leadership had influence on teachers in the teaching and learning process as head teachers informed teachers of their mistakes by giving frequent feedback to enable make the necessary modifications and corrections to improve their performance to improve students' academic performance.

It could finally be concluded that if the head teachers leadership style influenced teachers in the teaching and learning process positively, then it would subsequently improve students' academic performance.

#### **6.4 Recommendations**

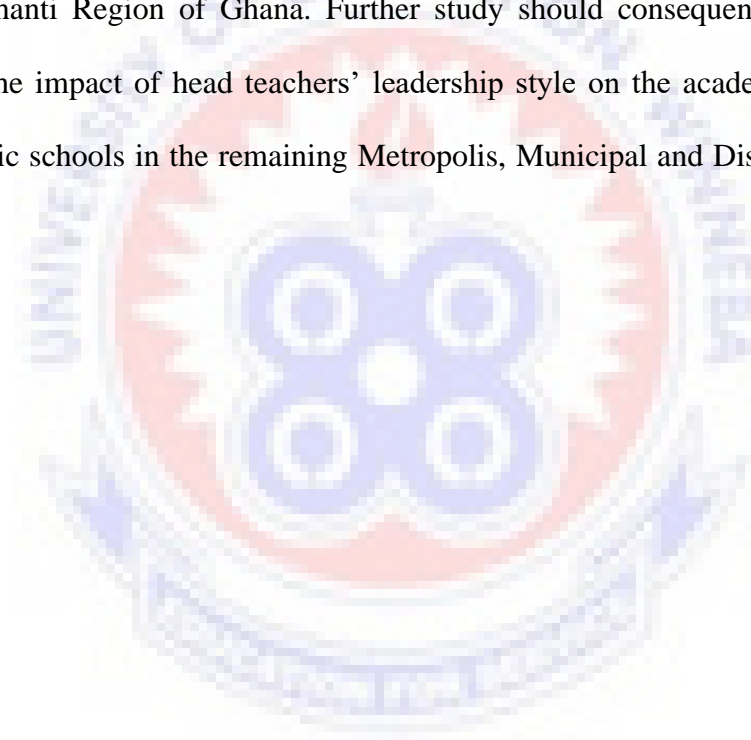
The following recommendations were made based on the findings and conclusions.

1. The Ghana Education Service (GES) should liaise with Metropolitan, Municipal and District Directors of Education to provide head teacher with more in service training to enable them upgrade and their knowledge and also to sustain the leadership styles that promote teaching and learning for the success of the school.
2. As the head teachers depicted leadership styles that promote the success of the school, the Ministry of Education should collaborate with the GES to give more incentives to head teachers to enable them to go the extra mile in their responsibilities to further improve performance.

3. The GES should organize training workshops, durbars and forums on sustainable teacher-head teacher relationship that improve the success of the school for teachers in the Ghana Education Service.

### **6.5 Suggestions for Further Study**

The study was conducted to examine the impact of head teachers' leadership style on the academic performance of public basic schools in the Atwima Nwabiagya Municipal of the Ashanti Region of Ghana. Further study should consequently be conducted to examine the impact of head teachers' leadership style on the academic performance of public basic schools in the remaining Metropolis, Municipal and Districts of the Ashanti Region.



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## APPENDIX A

### UNIVERSITY OF EDUCATION, WINNEBA

#### QUESTIONNAIRE FOR RESPONDENTS

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

#### SECTION A DEMOGRAPHIC INFORMATION

**1 Gender**

Male [  ]

Female [  ]

**2 Age**

20-30 [  ]

31-40 [  ]

41-50 [  ]

51-60 [  ]

**3 Highest educational qualification**

Diploma/HND [  ]

Bachelor's degree [  ]

Master's degree [  ]

**4 Teaching Experience**

1-5 years [ ]

6-10 years [ ]

11-15 years [ ]

Above 16 years [ ]

**SECTION B: LEADERSHIP STYLES OF HEAD TEACHERS. (HEAD TEACHERS AND TEACHERS)**

The items below are descriptions of leadership styles of head teachers. Please indicate your agreement or disagreement to the statement. The ratings are; Strongly Agree (SA=1) Agree (A=2) Disagree (D=3) Strongly Disagree (SD=4).

	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1	Include staff in decision making on all issues bothering on the welfare and academic life of the staff				
2	Involve teachers in making academic policies for the school				
3	Organize staff meetings at regular intervals and ensure good communication between the office and the staff all the time.				
4	Delegate powers to subordinates in times of need				
5	Take personal interest in the promotion and continuous development of teachers				
6	Make sure that teachers follow laid down rules and regulations				
7	Make urgent decisions with selected few				
8	Take sole decisions in times of emergencies				
9	Ensure strict discipline in the school				

10	Reprimand teachers who misbehave without favour				
11	Gives teachers full mandate to make academic decisions in the classroom without interference				
12	Give teachers the freedom to do as they deem is in the best interest of the school				

**SECTION C: HEAD TEACHERS INFLUENCE ON TEACHERS IN THE TEACHING AND LEARNING PROCESS (TEACHERS ONLY)**

The items below are descriptions of how head teachers' leadership styles influence teachers in the teaching and learning process. Please indicate your agreement or disagreement to the statement. The ratings are; Strongly Agree (SA=1) Agree (A=2) Disagree (D=3) Strongly Disagree (SD=4).

	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	Uses clearly communicated criteria for judging staff performance				
2.	Provide frequent feedback to teachers regarding classroom performance				
3.	Encourages the use of different instructional communication and teaching strategies				
4.	Communicates clearly to the staff regarding instructional matters to improve instruction				

5.	Teachers are highly motivated on the job				
6.	Teachers are willing to go the extra mile to get things done				
7.	Keeps teachers abreast of changes in the school activities				

**SECTION D: HOW LEADERSHIP STYLE OF HEAD TEACHERS INFLUENCE STUDENTS IN THE LEARNING OUTCOME (HEAD TEACHERS AND TEACHERS)**

The items below are descriptions of how leadership styles of head teachers influence achievement of students. Please indicate your agreement or disagreement to the statement.

Key, Strongly Agree (SA=1) Agree (A=2) Disagree (D=3) Strongly Disagree (SD=4).

	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	Improves head teacher- teacher relationship to enhance student's achievement				
2.	Inspires teachers to improve on their instructional capabilities to improve students' achievement				
3.	Improves teachers morale and discipline to enhance students' success				
4.	Motivates students to learn hard to achieve academic excellence				
5.	Improves time management and curriculum evaluation for the success of the school and students				
6.	Student participation in class discussion have improved				
7.	Students play active role in class				



8.	Syllabus is timely completed				
9.	More students are promoted to the next level due to improved performance				
10.	B.E.C.E result of students has improved tremendously				

