

UNIVERSITY OF EDUCATION, WINNEBA

INFLUENCE OF LEADERSHIP BEHAVIOURS OF HEADS OF PUBLIC AND
PRIVATE JUNIOR HIGH SCHOOLS ON ACEDMIC PERFORMANCE OF JUNIOR
HIGH SCHOOL STUDENTS. THE CASE OF TAFO-PANKRONO CIRCUIT

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

SIGNATURE:.....

DATE:.....

SUPERVISOR'S DECLARATION

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

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DEDICATION

To my lovely family; Catechist Opoku Mensah Abrampah, my beloved husband,
and the children, Adwoa Opoku Mensah, Atta Opoku Mensah and Attaa Opoku Mensah.



TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	8
1.3 Purpose of the Study	10
1.4 Objectives of the Study	10
1.5 Research Questions	11
1.6 Delimitation of the Study	11
1.7 Limitations of the Study	12
1.8 Significance of the Study	12
1.9 Organization of the Study	12
CHAPTER TWO: REVIEW OF RELATED LITERATURE	14
2.1 Introduction	14
2.2 The Concept of Leadership	14

2.3	Leadership Theories	17
2.3.1	Trait Theory	18
2.3.2	Behavioural Theory	19
2.3.3	Contingency Theory	22
2.3.4	Transactional Theory	26
2.4.	Leadership Behaviour	27
2.4.1.	Human Relation	27
2.4.2.	Trust or Decision Making	29
2.4.3	Instructional Leadership	31
2.5	Role of a School Heads	34
CHAPTER THREE: METHODOLOGY		37
3.1	Introduction	37
3.2	Research Design	37
3.3	Population of the Study	38
3.4	Sample Size and Sampling Technique	39
3.5	Instruments for Data Collection	40
3.6	Reliability and Validity	41
3.7	Data Collection Procedure	42
3.8	Data Analysis Procedure	42
CHAPTER FOUR: ANALYSIS AND DISCUSSION OF FINDINGS		43
4.1	Introduction	43
4.2.	Section A – Demographic Characteristics of Teachers	43
4.3	Demographic Characteristics of Head Masters	45

4.4	Section B – Analysis of Research Questions	46
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS		67
5.1	Introduction	67
5.2	Summary of Findings	68
5.3.	Conclusion	69
5.4	Recommendations	70
5.5	Recommendations for Future Research	70
REFERENCES		70
APPENDIX A: QUESTIONNAIRE FOR TEACHERS		81



LIST OF TABLES

TABLE	PAGE
3.1: Distribution of the study population and their schools and sample selected	39
4.1: Demographic Characteristics of Teachers	45
4.2: Demographic Characteristics of Head Masters	46
4.3: Public and Private Junior High School Teachers and Head teachers' perceptions on the leadership behaviors of human relations	47
4.4: Public and Private Junior High School Teachers and Head teachers' perceptions on the leadership behaviors of trust/decision making	52
4.5: Public and Private Junior High School Teachers and Head teachers' perceptions on the leadership behaviors of instructional leadership	56
4.6: Comparison of leadership behaviors of the school heads in public and private junior high schools in the study area	61
4.7: Public and Private Junior High School Teachers and Head teachers' perceptions on the academic orientations levels of the students	62
4.8: Leadership Behaviour Differences on Students Academic Orientation of Public and Private Senior High School	67

ABSTRACT

The purpose of this study was to find out the leadership behaviours of school heads of public and private junior high school head teachers in Tafo–Pankrono circuit Sub in Kumasi Metropolis and its impact of the students’ academic performance. The sample for the study consisted of 120 teachers comprising of 60 from public schools and 60 from private schools, together with 9 public school head masters and other 9 private school head masters. Questionnaire in the form of likert format ranging from strongly disagree (1) to strongly agree (4) was used to collect data. The reliability estimates for teachers was 0.85 and that of the head masters was 0.78. The methodological inquiry was quantitative research approach using descriptive cross-sectional design which included the following statistical analyses: mean and standard deviation were used to answer the research questions. Findings revealed that while teachers in private schools agreed that their headmasters employed communication skills in managing their schools, their counterparts in public schools disagreed. The study also revealed that while teachers in public schools noted that the level students’ academic orientation in their schools was low, their counterparts in private schools claimed that it was high. The head master perception on the same issues indicated that both head teachers in public and private school agreed that the level of academic orientation in their schools was high. Based on the findings, it was recommended that government should make conscious effort to improve the leadership behaviours of head teachers in public school by running in-service training of leadership behaviours for them.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In order to be effective, schools require skilled leaders. The role of the principal is the key to a school's ability to meet the needs of the teacher it serves. However, the impact and the influence a principal has on teacher commitment is not a simple relationship. Principals in today's schools require the person in the position to carry out a countless number of functions as well as act in a variety of different roles. As DeLucca, Cattell and Conger (1997) found, "the literature on educational leadership clearly emphasizes that the position of principal is a highly complex and demanding role"(p. 105). Fullan (1991) described the changing role of the principals over the past two decades as becoming "dramatically more complex" (p. 144). The study of transformational leadership in the context of principals' school leadership is relatively new. Building upon the work of Burns (1978), Bass (1985), and Bass and Avolio (1994), Leithwood (1994) developed a transformational model of school leadership.

Leithwood states that transformational leadership skills are necessary skills for principals if they are to meet the challenges of the 21st century. Recent studies completed by various scholars in the field have indicated that administrators who demonstrate a transformational leadership style have teaching staff with increased job satisfaction, a greater sense of teaching efficacy, demonstrate higher levels of organizational commitment, and have less staff turnover (Gray, 2004). However, strategic leadership is the main role of the principal while pedagogical leadership is the responsibility of the

teachers (Crowther, Hann, & McMaster, 2000). Their relationships have been described by Crowther et al. (2000) as "parallel leadership". Teacher leaders and administrator leaders work in parallel and develop new roles and relationships within the school. Strategic leadership theory suggested that strategic leaders are individuals who have the ability to think strategically by envisioning, anticipating, innovating, maintaining flexibility, and mobilizing others to adopt changes which provide the organization with a competitive advantage (Elenkov, 2005; Ireland & Hitt, 2005). Strategic leaders enable organizational staff to exploit diverse opportunities to adapt and respond to environmental uncertainty. According to Ireland and Hitt, strategic leadership theory advocates that, "companies are a reflection of their top managers, and, in particular, of the chief executive officers" (p. 65). Hence, Davies (2004) identified nine factors associated with the strategic leadership styles of school heads. Davies thus classify these nine factors into two parts: firstly, the ability of a school head to undertake organizational activity (strategic competence, strategic orientation, strategic translation, strategic alignment, and strategic interaction), and secondly, his or her individual characteristics (restless, absorptive, adaptive, wise).

Teacher commitment is crucial to effective schools, teacher satisfaction and retention. There has been increasing interest among scholars in the concept of commitment and the study of the commitment of several professionals such as students (Staw, 1976; Meyer & Allen, 1987). Educational researchers have focused on commitment to the organization in this case, teachers (Firestone, 1990; Tyree, 1996; Nais, 1981). They call this phenomenon "teacher commitment", denoting commitment to the school (Ryes, 1989). Commitment is part of a teacher's affective or emotional reaction to their experience in a school setting (Ebmeire & Nicklaus, 1999). According to the related literature, in these

circumstances employees can develop affective commitment: in a more decentralized organizational structure (Robbins, 1997), in an organizational structure having an open and honest communication network (Zangaro, 2001), in an organizational culture encouraging participation (Parnell & Crandall, 2003), when they have the opportunity to participate in decision-making (Somech & Bogler, 2002), especially in strategically important decisions (Lines, 2004; Celep, 2000), and when they are affected by the outcomes of these decisions (Torka, 2004), when they have the opportunity to participate in the strategic planning process (Oswald et al., 1994), when they are provided with autonomy (Firestone & Pennell, 1993), when they have the opportunity to acquire knowledge and other resources in the organization (McDermott, 1996), when strategic objectives (Enriquez et al., 2001), expectations (O'Creevy, 1997) and the vision (Oswald et al., 1994) of the organization are communicated to them, when they are treated fairly and justly (Martin & Bennett, 1996; Naumann et al., 1998), when they have adequate payment (Abdulla & Shaw, 1999), when there is a congruence of ethical values between employee and organization (and/or manager or supervisor) (Schwepker, 1999; Peterson, 2003; Janssen, 2004), when they have a supportive, facilitative and hearty leader (Kidd & Smewing, 2001;) and when they find their leader (or supervisor) trustworthy (Perry, 2004).

The achievement of any school significantly begins with head teachers that are responsible for ensuring that teachers and students meet challenging task and the desired standard level in education. Head teachers can play a vital role in the development of the school by enhancing the learning of the students and by improving teacher's performance. The head teacher seeks to promote the stability and smooth operation of the school. School

heads directly affecting the morale of the school through clear school rules and policies that tend to improve the general disciplinary climate of the school.

According to Fullan (2001) the more complex a society gets, the more sophisticated leadership must become. Thus, Leithwood (1994) assert that head teachers are expected to cope with a rapidly changing world of work to be effective at their schools. Furthermore, Cole (2002) claim that the most successful head teachers in the future should be transformational leaders comprised of strengths, weaknesses and also characteristic behaviors. If leadership is accepted as a process of interaction between leaders and subordinates where a leader attempts to influence the others behaviors to accomplish organizational goals, then, leaders must foster strong community support for the change by creating a vision for the organization and stimulating them at school (Bass, 1998). According to Bass (1998), school heads must be team-oriented, strong communicators, team players, problem solvers, change-makers and transformational leaders. As stakeholders of education continue to restructure schools to better meet the needs of our ever- changing society, the school head's effective leadership practices become paramount as we enter the next generation of research into school effectiveness. This study of school head is to analyze the influence of the leadership behavior of school head to the teachers' performance in public and private Junior High Schools in the Tafo-Pankrono circuit in Kumasi Metropolis.

The Government of Ghana cannot satisfy educational needs of its increasing population, so the private sector also plays a great role in educational development by creating schools known as private schools which operate at all levels of education from the nursery to the tertiary and enroll a good number of people. In the past, the historical growth

in enrolment was largely a public sector phenomenon, involving schools financed almost entirely by the government and managed either by the government itself or, in the case of private subsidized schools, by churches and other organizations (Harris, 2005).

There are several central forces within the continually changing educational context in which school heads operate, such as school demographics, accountability frameworks and the professionalization of teaching, that demand the use of informed heads to cope with the challenges of the changing environment (Harris, 2005). These educational contexts are now more complex, dynamic and fluid than ever before, suggesting various scenarios that could affect the ways in which the school heads perform their roles and deal with problems challenging them. Beck and Murphy (1993) conclude that an increasingly uncertain, fast-paced and competitive environment is forcing change upon schools, and that head teachers need to focus on their leadership behavior to excel.

Research has consistently acknowledged and emphasized the critical role played by educational heads in improvements of the performance of institutions, individuals and students (Day, 2000; Hanna and Latchem, 2001). Regarding the significance of leadership in educational institutions, Day (2000) argues that leadership is one of the major factors or sometimes it seems the only factor that will determine whether an educational organization, be it a school, a college or a university, will succeed or fail. This generally accepted notion is supported by significant initiatives undertaken for the development of educational leadership (Bush, 2003).

As leadership is considered very significant for improvement for individuals and school performance, it has attracted the attention of researchers, theorists and educational institutions, where programmes in leadership studies have been started, throughout the

world (Northouse, 2010). Some theorists conceptualize leadership as an attribute or behavior, whilst other researchers consider it the relational point of view (Northouse, 2010).

Similarly, many of the definitions perceive leadership as a process by means of which a leader influences the students' performance (Northouse, 2010). According to Yukl (1998), the term leadership itself projects images of powerful, dynamic individuals who command victorious armies, build wealthy and influential empires, or alter the course of nations. Stated succinctly, people commonly believe that leaders make a difference and want to understand why. Bass (1999) states that leadership is often regarded as the single most important factor in the success or failure of institutions. Balunywa (2000) defined the leadership as a wide, diverse, and a growing set of stakeholders which are known as leaders, and they are largely responsible for school performance.

School leadership is crucial to creating an environment in which teaching and learning can take place, and for the same cause Ghana public and private school heads have been facilitating students regarding their academic achievement Leithwood (1992) holds that educational leaders must guide their schools through the challenges posed by an increasingly complex environment. Curriculum standards, achievement benchmarks, programmatic requirements, and other policy directives from many sources generate complicated and unpredictable requirements for schools. Principals must respond to increasing diversity in student characteristics, including cultural background and immigration status, income disparities, physical and mental disabilities, and variation in learning capacities.

Head teachers need strong leadership skills to successfully lead the schools of the twenty-first century and address school improvement pressures. Current educational reform has focused a great on the influence of leadership behavior on school progress (Gunter, 2001). Leithwood (1992) argued the affective head behavior in terms of transformational and transactional leadership styles. They are of the view that, ‘influence of heads on teachers’ teamwork has an effect on the behavior of principals’ and teachers’ regarding school improvement’.

Basically less has been targeted the relationship between heads leadership behaviour and academic achievement of students. Moreover, dire need is to explore the perceptions of heads about their own leadership behaviour towards its effect on students’ academic achievement. Accordingly, the perceptions of teachers’ about their heads’ leadership behaviour and its effect on students’ achievement is necessary to be investigated. In the study area, scenario the difference between these perceptions of school leaders as stated by them and as described by the public and private senior school teachers is also required to be compared. Reason behind this belief is that school heads are supposed to perform various duties instead of the activities regarding school development. Accordingly, teachers are also officially involved in many of the functions other than school premises. In lieu of all these reasons this study will contribute towards finding the facts about students’ academic achievement in the result of school leaders’ behaviour.

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1.2 Statement of the Problem

Many researchers have pointed out that in order to be effective in the current context of school improvement, principals need to conform to the role as transformational leaders who have the potential for building high levels of commitment to the complex and uncertain nature of the restructuring agenda (Caldwell, 1992; Hallinger, 1992; Leithwood & Jantzi, 1997, Murphy & Hallinger, 1992). There are differences in what these roles might include, that is, what the dimensions of principal leadership style, thus, motivated the researcher to conduct this study in the hope that it will contribute to our understanding of the principal's transformational leadership style which is considered a foundation of school effectiveness.

Another important issue that has not been adequately examined by previous research is the underlying model of the strategic leadership styles of principals. Waldman and Javidan (2002) indicated that little research exists on strategic leadership and its influence on organizational performance. The general problem is that contextual factors

influence leadership behaviors across all levels of the organization, thus constraining leaders to adopt behaviors driven by external and internal demands. (Antonakis & House, 2002; Carroll, 2002; Waldman, et al, 2001; Waldman & Javidan, 2002).

It has been widely recognized that many discouraged school behaviour are, to an important extent, due to the low commitment of teachers. Teachers who experience this deficiency would engage in a variety of work behaviours that only reinforce their task failure (Rosenholtz, 1989). In an effort to overcome this, teacher commitment becomes necessary. Leithwood et al. (1994) suggest that committed teachers are less likely to leave the organization and have a desire to improve practices in an effort to realize the school's mission. Therefore, teacher commitment should be examined because it leads to greater job effort and involvement. (Porter, et al, 1974; Rosenholtz, 1989).

Since there is no specific style that is best for all situations, developing skills in selection of appropriate transformational and strategic leadership styles need to be emphasized because if these skills are poor, the consequence can be quite negative. Ubben and Hughes (1992) postulate that effective leadership depends on understanding the condition of a problem situation and assessing correctly how much participation is required to be successful and the form that this participation should take. An incorrect response to the demand of a situation may have a negative impact on teachers' personal satisfaction and may consequently affect their enthusiasm and commitment. Many times staff or teachers are dissatisfied with principals, not because of the nature of their decision, but because of the leadership style used (Leadership Management Development Center, 1997).

Public and private Junior High Schools head masters' leadership styles have developed under different circumstances. Public school head teachers have had to adjust to

the push for standards-based assessment to demonstrate student progress as a measure of accountability (Gunter, 2001).

The Junior High Schools in Ghana can be classified into two main categories i.e. public and private. It has been observed nowadays that private Junior High Schools are increasing in numbers and flourishing rapidly. Moreover, it is an observed phenomenon that students are shifting from public Junior High Schools to private Junior High Schools which resulted in decreasing the numbers of students in public schools. This situation created a competition environment between public and private junior high schools. These changing circumstances inspired me to compare various aspects of competing types of organizations (Horner, 1997). Therefore, the researcher conducted this study to compare the organizational leadership style of the public and private schools in the study area.

1.3 Purpose of the Study

The purpose of this study is to find out the leadership behaviour of school heads of public and private junior high school in Tafo-Pankrono circuit in Kumasi Metropolis and its influence on the students' academic performance.

1.4 Objectives of the Study

The study aims to:

1. Compare the leadership behaviour of the school heads in public with private Junior High Schools in the study area.
2. Compare the academic orientation of the students in public with private Junior High Schools in the study area.

3. Determine the type of the school heads leadership behaviour that significantly influence the academic orientation of the students in public with private Junior High Schools in the study area.

1.5 Research Questions

The study will address the following research questions

1. What are the leadership behaviours of the school heads in public and private Junior High Schools in the study area?
2. What are the academic orientation levels of the students in public and private Junior High Schools in the study area?
3. What type of the school heads leadership behavior influences the academic orientation of the students in public and private Junior High Schools in the study area.

1.6 Delimitation of the Study

The study should have covered the entire Kumasi Metropolis, but due to time frame, it was delimited to Tafo-Pankrono circuit. Only teachers and head teachers' perceptions of the school heads leadership behavior and performance of the students in public and private Junior High Schools in Tafo-Pankrono circuit in Kumasi Metropolis were considered.

1.7 Limitations of the Study

The study was limited to Tafo-Pankrono circuit of Ashanti. This may affect the generalization of the findings of the study to the whole Region or Ghana.

1.8 Significance of the Study

Findings of this study will be beneficial to the following:

Findings of this study will create an avenue for the teachers to evaluate their performance as well as to evaluate their head masters' leadership behaviour of the school.

School head teachers will have the knowledge of their teachers' perception of the heads leadership behaviors. With such knowledge, they will have all the opportunities to improve their levels in their leadership behavior and hopefully will become better heads in the future.

In addition, the study will be very useful to other researchers interested in the area, that is, the outcome of this study will serve as a base for academicians who want to conduct further studies in leadership styles.

1.9 Organization of the Study

The study is organized into five chapters. The first chapter focuses on the background to the study, statement of the problem, purpose of the study, study objectives, research questions, significance of the study delimitation and organization of the study. The second chapter deals with literature of the study. Chapter three covers the methodology of the study that comprised study design, population, sample and sampling procedure data collection tools, data collection procedure and analysis. The fourth chapter also covers data

presentation, analysis and discussion of the study findings and discussions. Chapter five concludes the study and makes a summary of findings and recommendations.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the researcher review literature relevant to the study. That is the writer look at the relevant literature on the topic household chores under the following headings:

2.2 The Concept of Leadership

Leadership at work in educational institutions is thus a dynamic process where an individual is not only responsible for the groups' tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002). Leadership in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration (Balunywa, 2000).

Thus, leadership incorporates the accomplishment of the task, which is the organizational requirement and the satisfaction of employees, which is the human resource requirement (Okumbe, 1998). Maicibi (2003) contends that, without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively. Armstrong (2004) defines leadership as influence, power and the legitimate authority acquired by a leader to be able

to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. This can be done through the articulation of the vision and mission of the organization at every moment, and influence the staff to define their power to share this vision.

This is also described by Sashkin and Sashkin (2003) as visionary leadership. However, according to them, the concept of leadership that matters is not being limited to those at the top of the organization such as the chief executive officer or principal/head teacher, but depends on certain characteristics of the leader. It involves much more than the leader's personality in which leadership is seen as more of motivating followers to achieve goals (Sashkin & Sashkin 2003). This is supported by Maicibi (2003) that good leadership commits to doing less and being more. Good performance in any secondary school should not only be considered in terms of academic rigor, but should also focus on other domains of education like the affective and psychomotor domains.

This should be the vision of every leader in such a school and the cherished philosophy, structures, and activities of the school could be geared towards the achievement of this shared vision. However, Cole (2002) defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively. What is performance then and how is it measured in the context of schools? Brumbach (1988), as quoted in Armstrong (2004), contends that performance refers to both behaviors and results, and adjusting organizational behaviors and actions of work to achieve results or outcomes. Behaviors are outcomes in their own right and reactions to the product of mental and physical effort applied to tasks. In school environments therefore, performance

should not only be defined in terms of test scores, examination results, students ability to socially apply what is learnt, and the rate at which students move on to higher institutions of learning, but should consider the achievements of the school in other areas like equipping the learners with the requisite skills for survival.

Contextually, there is a desire to ensure that the best school head teachers lead secondary schools, because of the rapid growth in secondary school education orchestrated by the successful implementation of the Universal Primary Education (UPE) program, which has grown tremendously since its inception in 1997. The introduction of UPE led to increased enrolment in government aided primary schools from 2.9 million in 1996 to 6.8 million in 2001, up to 7.3 million in 2006 (Brumbach, 1988). This influx led to the need to increase access opportunities at the next level of secondary education. However, the increase in secondary education necessitates instituting responsible leadership in secondary education institutions. In addition, government adopted a policy to liberalize education services and since the late 1990s, many private secondary schools have mushroomed; most being run commercially for profit. Since private schools have increased their intake levels, their school performance is of greater concern than ever before. This brings into perspective the prior thrust for an improvement in standards and performance, which the MoEs is eager to attain, (Brumbach, 1988).

The subsequent introduction of Universal Secondary Education (USE) in 2007, aimed to ensure that this program does not only increase access, but also improves the schools' education outcomes on an ongoing basis. However, improvement in performance requires that schools are well led by competent school heads. In fact, the MoES is posting people of the highest education management qualifications to head schools in the hope that

these can better employ the best leadership principles. In addition, the MoES is frequently conducting workshops for head teachers and deputy head teachers on leadership, in order to help improve their leadership skills. However, despite the above, most schools' performance is still wanting. In some secondary schools, there is increasing poor performance in mainly the science subjects. The poor performance in science subjects was attributed partly to poor leadership at the school level, since teacher morale and welfare is so low. At present, many of them are forced to work at more than one school (Namirembe, 2005). Indiscipline in secondary schools is also on the increase, which affects the quality of education outcomes in schools. (Namirembe, 2005) argues that many secondary schools still lack the necessary performance requirements, not only because of inadequate funds or even poor facilities, but as a result of poor leadership.

2.3 Leadership Theories

Leadership has been accompanied throughout time by numerous theories that have been categorized into several historically distinct approaches that focus either on traits, behaviours, situational contingencies and transformational leadership. Theories of leadership attempt to explain factors involved either in the development of leadership, or in the nature of leadership and its consequences (Bass, 1990). These theories attempt to simulate reality and thereby show an interrelationship of the various factors that are perceived to be involved in the leadership process which takes place between leaders and followers.

In order to overcome the complexity inherent in leadership theories, Burns (1978) undertook an extensive leadership study and discussed a framework of basic approaches to

leadership (in Northouse, 2010). Robbins (1991) indicated that there are three broad approaches to leadership as well as a move to new approaches.

2.3.1 Trait Theory

In a comprehensive review of leadership theories (Stogdill, 1990), several different categories were identified that capture the essence of the study of leadership in the twentieth century. The first trend correlates leadership with the attributes of great leaders. Leadership was attributed to the supposedly innate qualities with which a person is born (Bulach, 2001). It was believed that if the traits that differentiated leaders from followers could be identified, successful leaders could be quickly assessed and put into positions of leadership.

Researchers examined personality, physical and mental characteristics. The studies were based on the idea that leaders were born, not made, and the key to success was simply in identifying those people who were born to be great leaders. Though much research was done to identify the traits, researchers were unable to find traits that were consistently associated with great leadership.

These traits differentiate leaders from followers. Researchers, such as Zaidi (2005) and Rutherford (2005), have investigated the role of traits in leadership behaviour. The main contribution of this approach was to provide evidence that certain characteristics intrinsic in individuals could result in effective leadership. This was essentially the first systematic attempt at a conceptual understanding of leadership. The trait approach tried to explain what made certain people great business, social, political and military leaders. The

theory suggested that certain people were born with social traits that made them great leaders.

Because the theory holds that leaders and non-leaders are differentiated by a universal set of traits, researchers were challenged to identify the definitive traits of leaders (Bass, 1990). This approach was heavily criticized, because it was not possible to define general leadership traits which fitted the situation. Zaidi (2005) suggested that no consistent set of traits differentiated leaders from non-leaders across a variety of situations. Bass (1998) suggested that the trait theory fails to clarify the relative importance of traits.

Further, the approach is too narrow in that it focuses exclusively on the leader and overlooks the need of the follower (Robbins, 1991). Bass (1990) also came to the conclusion that personality, behaviour and situation had to be included to explain the emergence of leadership. A further implication of the trait approach is that it assumes that leadership is basically inborn, meaning that selection would be the key to effective leadership in an organization, rather than other factors such as training (Robbins, 2000).

2.3.2 Behavioural Theory

The next major shift in research into leadership dealt with examining the types of behaviours leaders exhibited in an effort to assess what makes effective leaders effective. This focus on people's actions was quite different from the trait approach, which centered on a person's physical and personality characteristics. This approach looked at leadership behaviours in an attempt to determine what successful leaders do, not how they look to others (Koontz & Wehrich, 1988). Researchers studying the behaviour approach, also referred to as the style approach, determined that leadership is composed essentially of two

kinds of behaviours: task behaviours and relationship behaviours (Northouse, 2010). The behaviour approach attempted to explain how these two types of behaviours interface in a manner that allowed a leader to influence a group to reach a goal.

The approach emphasizes behaviour of the leader (Bogler, 2001). Coleman (2005) describes behavioural models of leadership, as those that focus on differences in the actions of effective and ineffective leaders. Northouse (2010) stated that these models are based on what effective and ineffective leaders actually do, how they delegate tasks to subordinates, where and when they communicate to others and how they perform their roles. Bass (1990) shows how the leader's behaviour is a cue to evoke the subordinates' task behaviour. The leader's behaviour will determine how well tasks are accomplished by followers.

The main behavioural models are McGregor's Theory X and Theory Y (1960), the Ohio State and University of Michigan Models (in Bass, 1990) and the Managerial Grid Model of Blake and Mouton (1985). These will be explained below:

McGregor's (1967) Theory X and Theory Y model proposed two distinct theories of leadership behaviours: one negative labelled theory X and the other positive labeled theory Y. His theories contend that leadership behaviours are based on an assumption about employees. His Theory X assumption includes the belief that employees dislike work and will avoid it if possible. According to McGregor (1967), here managerial behaviours include coercing employees, controlling their tasks and activities, and directing their behaviours. McGregor's (1967) Theory Y assumption includes the belief that employees can view work as a positive experience given the right conditions. Here, managerial behaviours include providing encouragement, positive reinforcement and rewards.

The Ohio State and University of Michigan leadership studies identified two primary, independent factors which are consideration of structure (employee-oriented leadership) and initiation of structure (production-oriented leadership). The researchers focused on the behaviours that leaders enacted and how they treated followers. The impact of this approach dealt with the broadening of management's focus to include people-oriented as well as task-oriented activities.

Blake and Mouton (1985) developed the managerial grid model and they identified a two-factor model of leadership behaviour similar to that found at Ohio State and University of Michigan Models. Blake and Mouton (1985) called these factors "concern for people" and "concern for output". They later added flexibility as a third variable. According to Blake and Mouton (1985), leaders can only exhibit behaviours that fall into two primary categories (task-oriented or people-oriented). Depending on which category is most frequently shown, a leader could be placed along each of the two categories.

The behavioural approach looks at what effective and ineffective leaders actually do; how they delegate tasks to subordinates, where and when they communicate to others and how they perform their roles. Behavioural models made a great contribution to the understandings of leadership, as the focus shifted from who leaders are (traits) to what leaders do (behaviours). This approach demonstrated that unlike traits, behaviours can be seen and learned and also relate directly to the function being performed. This has important implications for management training in that effective behaviour, unlike traits, can be learnt. If training works, we could have an infinite supply of leaders (Robbins, 1991).

However, leadership behaviours that are appropriate in one situation aren't necessarily appropriate in another. Because the behavioural models failed to uncover a leadership style that were consistently appropriate to all situations, other leadership models were devised (Bass, 1990). Behaviour must, to some extent, be dictated to by the specific circumstances in which the leader operates (Brain, 2004). The next step in the evolution of knowledge about leadership was the creation of contingency models.

2.3.3 Contingency Theory

Contingency theory is a leader match theory that explains the match of leaders to appropriate situations. The contingency approach suggests that no single leadership style, specific leadership functions or particular leadership qualities are recommended as the best under all circumstances (Danielson, 2006). The contingency approach represents a shift in leadership research from focusing on the leader to looking at the leader in conjunction with the situation in which the leader works (Fiedler, 1967). It suggests that a leader's effectiveness depends on how well the leader's style fits with the context. To understand the performance of leaders, it is essential to understand situations in which they lead. Effective leadership occurs when the leader accurately diagnoses the development level of the subordinates in a task situation and then uses a leadership style that matches the situation (Koontz & Donnell, 1992). Leadership effectiveness depends on the fit between a leader's behaviour and the characteristics of subordinates and the subordinates' task (Danielson, 2006).

The main contingency models are the Leadership Continuum of Tannenbaum and Schmidt, Fiedler's Contingency Model, Hersey and Blanchard's Situational Leadership

Model and House's Path-Goal Model and the Leader-Member Exchange theory (Bass, 1990). These will be discussed below:

Fiedler's (1967) contingency theory posited that effective group performance was dependent upon the appropriate match of the leader's personality and the situation. Personality orientation of the leader is centered on a task or interpersonal style. Hellriegel and Slocum, (2007) indicated that leadership depends on matching a leader's style to a situation's demand. Situational factors that influence leader effectiveness included leader-member relations, degree of task structure, and power position of the leader. Leader-member relations referred to the quality of the relationship between the leader and member (Fiedler, 1967). The leader's influence over the members was enhanced through a strong relationship.

Hersey and Blanchard's (1977) situational leadership theory proposed that leaders should vary their behaviours according to the member's maturity and they classified leader behaviours along two dimensions: directive behaviour (similar to initiating structure and production-centered) and supportive behaviour (similar to consideration structure and employee-centred). Hersey and Blanchard (1977) also claimed that the levels of directive and supportive leader behaviour should be based on the level of readiness of the followers.

Directive behaviour, described one-way directional communication from the leader to the member. Supportive behaviour, described bidirectional communication from the leader when providing social-emotional support for the member. Member maturity or readiness referred to the ability and willingness of members to take responsibility for directing their own behaviour in relation to a specific task.

These behaviours are labeled as delegating, participating, selling, and telling. As an employee becomes mature (i.e. grows in capacity, ability, education, experience, motivation, self-esteem, confidence), the need for socio-emotional support increases, while the need for structure declines. Beyond a certain level of maturity, the need for both types of orientation decreases. Thus, as the employee matures, directing and supporting are replaced with negotiating and participating, and all are eventually terminated or applied only on an as needed basis.

The path-goal theory of leadership (Horner, 1997) postulated that the eventual performance and satisfaction of group members was highly influenced by the appropriateness of leader behaviours in relation to member's needs and desires as well as the characteristics of the task. Therefore, the function of the leader was to provide coaching, guidance and personal support to members if necessary. The path-goal theory proposed that group members preferred a highly structured regime when presented with ambiguous, varied and interdependent tasks.

Initiating structure and close supervision from the leader helped clarify the path-goal relationship and increased the coordination, satisfaction and performance of the group members. Should the members not be able to make valid judgments about situational requirements because of their characteristics, the leader must take action and decide for the members.

The leader-member exchange theory addresses leadership as a process centered in the interaction between leaders and followers. Leader-Member Exchange theory (LMX) was developed by Davies and Ellison (1997) as a response to Average Leadership Style (ALS), which assumed that leaders maintain similar relationships with all of their

employees. They highlighted the ways leaders differentiate between their subordinates by creating in-groups and out-groups. Subordinates become in group members based on how well they get along with the leader and whether they are willing to expand their roles and responsibilities (Davies & Ellison, 1997).

In-group members receive extra opportunities and rewards, while out-group members receive only standard benefits. Thus, in-group members have high quality exchanges characterized by “mutual trust, respect, and obligation (Kirkbride, 2006), whereas out-group members have low quality exchanges that have less trust, respect, and obligation.

The weakness of the contingency approach is that it failed to provide some universal principles of leadership (Bass, 1990). The theory has not adequately explained the link between styles and situation (Kirkbride, 2006). Principles such as integrity are not governed by any particular situation (Robbins, 1996). The basic approaches also do not pay enough attention to the needs of the follower and this is contrary to literature on motivational theories (Kirkbride, 2006). The contingency approach also assumes that leaders are merely shaped by their situation, when it might be possible that truly effective leaders can shape situations around them (Miner, (2005). Yukl (1998) also stated that although situational leadership theories provide insights into reasons for effective leadership, conceptual weaknesses limit the approach’s usefulness. Thus, it is difficult to derive specific testable propositions from the approach, with the approach not permitting strong inferences about the direction of causality.

Each of these approaches (behavioural and contingency) has its advocates and each attempts to identify the leader behaviours most appropriate for a variety of different

situations (McCull-Kennedy & Anderson, 2002). The main contribution of the contingency was, therefore, to demonstrate the importance of situational factors in leadership, resulting in more systematic leadership research.

2.3.4 Transactional Theory

The central theory in this approach is the Leader-Member Exchange Theory (LMX) proposed by Kirkbride, 2006). LMX theory describes the nature of the relations between leaders and their followers. High-quality relations between a leader and his follower are based on trust and mutual respect whereas low-quality relations between a leader and his followers are based on the satisfaction of contractual obligations. According to the theory, high-quality relations generate more positive leader outcomes than do lower-quality relations (Shea, 1999).

Cook (1987) Social Exchange theory on the other hand, focus on the exchange between the leader and a group of followers. The main idea of this theory is that leadership is a dynamic process of interpersonal evaluation and exchange, where the leader earns or loses credit in the eyes of the followers. “Social exchange” exists between a leader and the other members of the group: the leader defends a course of actions, and the group affords the leader a greater (or lesser) degree of power, status, and influence based on the perceived success (or failure) of the plan. When the leaders plan succeeds, the leader wins a greater power and influence, while on the other hand if plans fail, leader will experience a loss of status and influence (Zagoršek, 2004).

2.4. Leadership Behaviour

The leadership behaviours of human relations, trust and instructional leadership were discussed in the study as follows:

2.4.1. Human Relation

School head-teacher relationships vary greatly among schools and even among teachers at the same school. Furthermore, those relationships affected student achievement (Edgerson & Kritsonis, 2006). This phenomenon occurs because teachers who see principals as facilitators, supporters, and reinforces for the jointly determined school mission rather than as guides, directors, and leaders of their own personal agenda are far more likely to feel personally accountable for student learning (Edgerson & Kritsonis, 2006). Human relations are defined as those formal and informal interactions that occur between people. Bartlett and Ghoshal, (1995), based on his assessment of the leadership skills of 51 aspiring school leaders, concluded that more than 50% have weaknesses in the human relations area. In other words, their interactions with others tended to produce a negative situation. Bartlett and Ghoshal, (1995) surveyed 375 teachers to identify those behaviors their principals practiced that were mistakes. An analysis of the data produced 14 categories of perceived mistakes or harmful behaviors that principals practiced. Perceived mistakes in human relations and interpersonal communications were the most frequently reported. Specific behaviors in the human relations area were a lack of trust and an uncaring attitude. The most frequently perceived behavior in the area of interpersonal communications was failure to listen or a lack of openness. Clearly, openness and trust are essential for human relations. Baird (1986) examined the human relations skills of

principals who have been successful in retaining classroom teachers. The study was guided by two research questions: a) what are the human relations skills of principals in urban schools with low teacher turnover rates as perceived by teachers and assistant principals and b) what are the human relations skills as perceived by principals themselves related to their own school's teacher turnover rate?

The results of the questionnaires and the interviews of the principals and assistant principals were coded and organized into themes. The themes revealed a specific list of human relations skills of urban principals who are successful in retaining teachers. The Human Relation Skills of Urban Principals with Low Teacher Turnover Rates were:

- **Sincerity:** The principal cared about the teacher's family.
- **Mentorship:** The principal mentored the teachers through professional and personal experiences.
- **Encouraging:** The principal empowered the teachers with new ideas.
- **Open Minded:** The principal listened to criticisms or suggestions.
- **Understanding:** The principal listened and understood where the teachers were coming from.
- **Accessibility:** The principal had an open door policy.
- **Mutual Trust:** The principal trusted the teachers and the teachers trusted the principal.
- **Effective Communicator:** The principal was a positive communicator.
- **Positive Outlook:** The principal believed the teachers would succeed.
- **Compassionate:** The principal loved the teachers. Human relations are significantly important to maintain harmonious work relationship between

administration and teachers (Alcaide, 1994). Furthermore, her study found out that good human relations of the school administrators had significant contribution to the performance of teacher. Strategies and techniques are therefore needed to work relationship between the school administrator and the teacher.

2.4.2. Trust or Decision Making

Trust has been called the foundation of school effectiveness (Lunenburg & Ornstein, 1996) due to its pivotal role in fostering those attributes by which schools are most often judged to be effective. Defined as “an individual’s or group’s willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open”, trust relationships are the common thread interwoven through the fabric of effective schools.

The need for trust is an essential element of motivational theory. Psychologists have long recognized that individual’s actions are driven by motivation that results from the satisfaction of trust and other similar needs (Van Wart, 2003). One of the best known examples is Maslow’s (1954) hierarchy, in which the satisfaction of fourth level, esteem needs, is prerequisite to the development of self-directed and growth motivated educators. At this level, the presence of trust relationships assists in building educators’ esteem so that their professional efforts focus on educating students rather than the fulfillment of personal needs (Mullins, 1999). There are a number of things principals can do to improve levels of openness and trust. Principals need to spend more time listening to their teachers and encouraging them to give him/her feedback on a wide variety of items, e.g., allow

teachers to evaluate the principal, have group meetings where faculty and administration can share how things are going and how they can be improved.

To Mullins (1999), leaders have to stay open to others and that trust is maintained when people see that we are not ‘‘know -it-all’’ and are interested in learning from others. Listening is an openness dimension that is a building block for trust. When a person listens to someone, a message is conveyed that you value that person, and that you have time for them because they are important. In other words, you care about them. When people believe that you care, the process of trusting is under way (Mullins, 1999). Maritz (1995) found out that another skill which the status leader may choose to explore is that of developing the feeling among the staff that everyone is getting a fair deal. This feeling can do much toward building trust among the faculty.

In the process of developing this trust, the administrator needs a deep perspective and understanding because justice to the individual is only what he thinks is justice. The human relations that take place in this determination are sometimes quite complex. Compromise may be possible in the administration of justice, but, above all, the principal, in an attempt to satisfy all parties concerned, will be guided by the desire to be fair and to do the right thing. The mature school executive administers justice tempered with mercy. Some may call this sympathy, but whatever term is used to describe the situation, it will certainly be recognized that the sympathetic approach is a restorer and preserver of confidence. The findings of Bulach et al. (2001) reinforce that human relations are a crucial area for effective leadership. While there are no definitions of human relations, the words trust, communications, and listening skills are recurring themes. It seems logical that trust would be at the heart of human relations. In a marriage, which should epitomize successful

human relations, trust is essential. Closely related to trust is a construct called openness. When people trust, they leave themselves open, and this can subject them to risk being hurt by the person they trust. As a result, there is a tendency for teachers and principals to be closed rather than open. While there is little disagreement that levels of openness and trust are important for an effective organization, there is little agreement that they are present in the schools of Georgia. The data from this research clearly indicate that improvement is needed on these two constructs that affect an organization's culture and productivity.

2.4.3 Instructional Leadership

Research has consistently shown that principals play a significant role in school reform efforts. As the developing concept of management, it is by communication that managers behavior will change (Jones & George, 2000). These studies consistently found that the school head was the key to an effective school. Research found that the unique position principals hold, as the one person in a school who is responsible for and empowered to oversee the entire school, places them in a powerful position to coordinate the entire school operation and move it forward. The research further revealed that the most effective principals had a clear vision of how the school could serve its students; had aligned resources and priorities with the vision; and could engage other key players, within and outside the school, in achieving the goals embedded in the vision. Chang, (2009), added that the role of the principal continues to be key to the improvement of schools. Instructional leadership was also noted as the most significant leadership dimension. This dimension has altered the role of the principal by shifting the focus of the principal's responsibilities from operational management to instructional leadership. Instructional

leadership can be defined as "those actions that a principal takes, or delegates to others, to promote growth in student learning." In practice, this means that the principal encourages educational achievement by making instructional quality the top priority of the school and brings that vision to realization.

The result of instructional leadership is a collaborative learning environment where learning is not confined to the classroom and is the objective of all educators. Instructional leadership is an important departure from the ancient model of administrator as authoritarian. Inherent in the concept is the idea that learning should be a top-down process. If those in charge of the school are excited about learning, then they will share their enthusiasm throughout the community.

Those who learn to be instructional leaders acquire many characteristics that are beneficial to their schools and communities. Instructional leaders exhibit a clear sense of direction for their schools and prioritize and focus attention on the things that really matter in terms of the work of students. Furthermore, instructional leaders know what is happening in their classrooms and develop the capacities of staff by building on their strengths and reducing their weaknesses. These leaders also attempt to sustain improvement and change in their schools by anticipating and overcoming the obstacles that inevitably will emerge along the way (Jones & George, 2000). Kotter (1988) stated that instructional leadership differs from that of a school administrator or manager in a number of ways. Principals who pride themselves as administrators usually are too preoccupied in dealing with strictly managerial duties, while principals who are instructional leaders involve themselves in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers.

In short, instructional leadership reflects those actions a school head takes to promote growth in student learning. The instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization. Instructional leaders need to work closely with students, developing teaching techniques and methods as a means for understanding teacher perspectives and for establishing a base on which to make curricular decisions. If heads are to take the role of instructional leader seriously, they will have to free themselves from bureaucratic tasks and focus their efforts toward improving teaching and learning (Vigoda-Gadot, 2007).

Effective instructional leaders need to be resource providers. It is not enough for principals to know the strengths and weaknesses of their faculties; they must also recognize teachers' desires to be acknowledged and appreciated for a job well done. Teachers seek only tiny morsels of praise and the assurance to support them as a resource provider. Effective instructional leaders need to be instructional resources. Teachers count on their principals as resources of information on current trends and effective instructional practices. Instructional leaders are tuned in to issues relating to curriculum, effective pedagogical strategies, and assessment. All schools need effective instructional leaders who are well prepared and capable of leading the changes in curriculum and instruction that will result in higher levels of learning for all students. Effective instructional leaders create a school culture of high expectations conducive to the success of all students. Effective instructional leaders ensure that school programs, procedures, and practices focus on the learning and achievement of all students and support the social and emotional development necessary for students to attain academic success.

2.5 Role of a School Heads

School heads hold extremely responsible positions at their schools. A school head is not just performing his duties rather he/she is creating a nation for future prospective roles. This idea definitely creates a vision and provides a motivational force for our school leaders. Our current school leadership holds not only a challenging position but at the same time he/she has to provide and deliver quality services to all the stakeholders which brings and develops pressure, stress and control over the school head (Hoyle, 2001).

Recent findings from effective leadership research consistently highlight that leadership basically stands for influencing therefore the authority should certainly not remain confined to the personality of the leader rather it has to be dispersed within the school and among the followers as well. Therefore, the challenge paradigm shifts from improvement to sustainability of improvement among majority of our schools. Largely, it depends upon the internal capacity of the school system to maintain and facilitate growth and subsequently the leadership performance capability of the whole faculty not vesting with the few among the group.

The emergence of market forces in educational systems has led to more competitive environments for schools (Foskett, 2002). Key elements in this marketisation process include open enrolment, choice, diversity of school provision, competition among educational providers and demand-driven funding (Briggs, 2001). School heads have to give much priority to the marketing of their schools, i.e., to enhance the school's image, recruitment and retention of students (Foskett, 2002). The survival of many schools depends on their ability to recruit new students and retain existing ones, mobilization of resources, student achievements and on their successes in making their programs attractive

(Grace, 1995). Schools operating in competitive environments tend to incorporate various forms of marketing strategies to recruit prospective students (Foskett, 2002).

In most schools, the head is responsible for marketing, and teachers' explicit commitment to market their school is low (James & Philips, 1995). Marketing of the school is essential as it promotes the school to prospective students and parents. Several studies have noted that privatization of schools have lead to such achievements as lower student-teacher ratios, increased teacher autonomy, increased attendance, greater student access to computers and better-maintained facilities in schools under private management (Edwards, 1997).

However, most studies have noted the lack of evidence of student achievement gains under privatization models (Richards, 1996). Enhanced supervision and discipline may deter behaviour at schools by increasing the probability of punishment for violation or disciplinary problems on school grounds (Bryk, Lee & Holland, 1993).

Private schools in Ghana are all set up by entrepreneurs. These entrepreneurs have to show strong leadership, managerial skills and are generally motivators. Leadership describes the behavior of the school leader by task orientation, relationship orientation and change orientation. Managerial skills refer to the way the school leader resolve problems and make decisions. Motivational skills can be viewed from three dimensions: achievement motivation, affiliation motivation and power motivation.

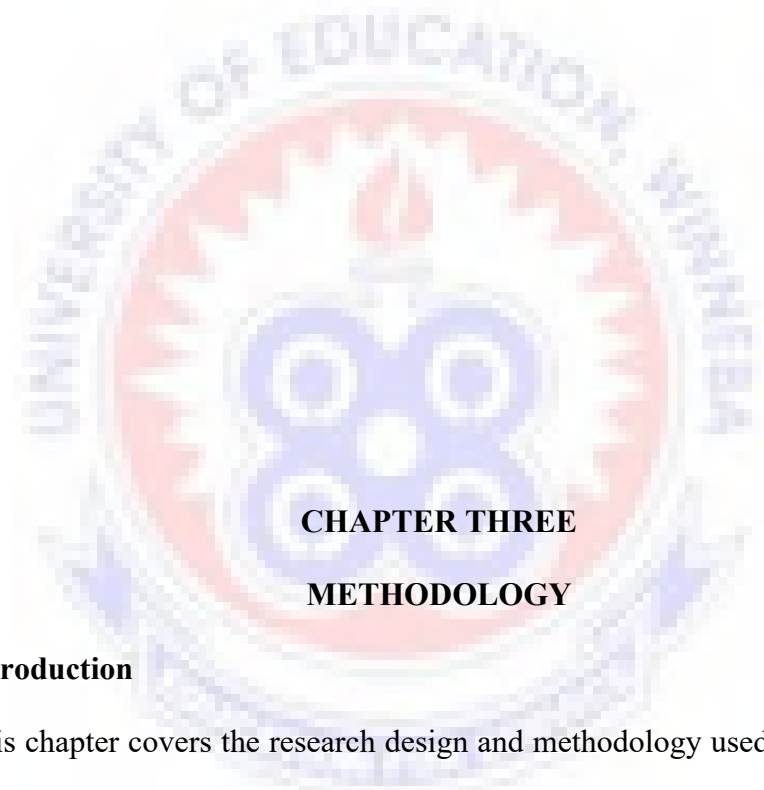
Many private school heads believe that the growing knowledge about effective education is not well reflected in government policy. The educational outcomes of many of the reforms over the last five years have been disappointing because the reforms have not taken into account the problems faced by private schools. Some school heads contend

that recent government policies have deliberately adopted regressive policies that support increased equality between the larger and the smaller private institutions, and also between the government-funded and private institutions. Many heads see politics as antithetical to education and may wish that political pressures might diminish so that they can get on with their work (Levin & Riffel, 1997). This distrust of politics is also one of the motivators to use markets as vehicles to solve educational problems (Plank & Boyd, 1994). This is exactly the case of Ghana private education sector where many schools are subjected to the various competitive forces in the market.

Private school heads, however, realized that there is no chance whatsoever of politics disappearing from education. The end has been very much in the opposite direction. More regulations are expected to be introduced in the near future to regulate private schools. Educational leadership is evolving to meet with the changes to the educational environment brought on by increasing external pressures from various quarters. Strategic leadership is the main role of the heads while pedagogical leadership is the responsibility of the teachers (Smylie-Hart, 1999). Their relationships have been described by Crowther et al. (2000) as parallel leadership. Teacher and heads work in parallel and develop new roles and relationship within the school.

Bolger (2001) describes the head as a mover to improve the general feelings of teachers. He observes that it is through transformational leadership and participative behavior that heads motivate the teachers. The influence of transformational leadership is also stressed by Geijsel, Slegers, Leithwood and Jantzi (2002). Their study demonstrates the direct effects of transformational leadership on teachers' commitment to school reform and indirect effects on teachers' efforts through teacher motivation. They conclude that the

extra commitment and efforts of teachers result in changes in their interactions with students and this have a positive influence on students' outcomes (Geijsel, Slegers, Leithwood & Jantzi, 2002).



3.1 Introduction

This chapter covers the research design and methodology used in this study. Also it provides an overview of the research study, the instrument used for data gathering, the population and sample and the survey procedure used.

3.2 Research Design

According to Gray (2004) research design entails the detail of exploration of the specific case, which could be community, person or organization. Generally, research

design is a framework for collecting and analyzing data. Generally, research design is a logical model of proof that allows the researcher to draw inference concerning the causal relationship among the variable under investigation.

The study employed a descriptive survey design. According to Gray (2004), descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. Teddies and Fen (2007) on the other hand give the purpose of descriptive research as determining and reporting the way things are. By involving a broad category of head teachers and teachers, the study used the cross-sectional sub-type of descriptive survey study designs.

3.3 Population of the Study

According to Morse and Niehaus (2009) research population is a group of people from which a sample can be drawn. Population is the total collection of elements about which we wish to make some inferences. The target population for this study comprised all head teachers and teachers in the selected junior high schools. The target population of the study comprised all headteachers and teachers in the selected Junior High Schools. Target population was 396 and 30 headteachers. Out of this population 120 teachers were selected. Also target population of teachers were 30 and 18 of them were selected for the study. Table 3.1 below illustrates the information above.

Table 3.1: Distribution of the study population and their schools and sample selected

Schools	Teachers		Head Masters	
	Population	SS	Population	SS
Public Junior High Schools				
Tafo – Pankrono J.H.S “A”	70	20	5	3
Tafo – Pankrono J.H.S. “B”	79	20	5	3
Methodist J.H.S, Old Tafo	71	20	5	3
Private Junior High Schools				
Roman Catholic J.H.S	52	20	5	3
Holy Ghost Int. J.H.S.	69	20	5	3
Macnellinus S.D.A. J.H.S	55	20	5	3
Total	396	120	30	18

Note: SS = Sample Selected

3.4 Sample Size and Sampling Technique

A sample is a proportion of the population that participates in the study (Gibbs, 2007). Gray (2004) posits that a good sample is a miniature of the population, just like it but it is only smaller. Out of a population of 396 teachers’ as stated in table 3.1, a sample of 120 was selected for the study using simple random sampling method and a population of 30 head teachers, a sample of 18 teachers were also selected using simple random sampling method. The purpose of simple random sampling method was to obtain a sample that is a representative of the population. Bryman (2004) shared similar view as he opines that if a sample is not representative of the population from which it is drawn, the study findings cannot be used to make generalizations about the entire population. With the use of the simple random sampling technique, ‘‘YES’’ or ‘‘NO’’ that is the lottery method, was written on piece of papers folded during break time at the staff common room and

those who selected the ‘‘YES’’ were selected. In all, 20 teachers were randomly selected from each of the selected schools.

With regard to the selection of head masters, purposive sampling technique was used to select 3 head teachers from each school (i.e. main head master, assistant in charge of administration and assistant in charge of academic).

3.5 Instruments for Data Collection

The instruments used for this research were questionnaires. Questionnaires require less time and money compared to other methods like focus group discussions (Gray, 2004). On the other hand, a questionnaire requires some level of expertise to develop. Some respondents may not be honest in their answers thereby distorting the overall findings of the study. Also, some respondents may not fully understand some aspects of the questions while some may misinterpret the question as the researcher may not be around to clarify or respond to respondents’ queries. Another setback to the use questionnaire is that participation on the part of respondents is voluntary so many people may refuse to complete the questionnaire while some may not return completed questionnaires.

The questionnaires contained items on a Likert-type scale. All of the questions were closed-ended with the exception of section B which was open-ended. The questionnaire had three sections, i.e., section A, B and C. Section A collected data on the respondents’ demographic variables of age group, sex, educational status, teaching experience and the type of school. Section B collected data on head teachers’ leadership behaviours. This questionnaire consisted of 18 items on 4-point scale ranging from strongly disagree (1) to strongly agree (4). Item 1 to 6 measured behaviors in the human relations domain, items 7

to 12 measured behaviors in the trust/decision making domain, while items 13 to 18 measures instructional leadership domain. The section B of the questionnaire was to measure students' academic orientation. This questionnaire consisted of 5 items on 4-point scale ranging from strongly disagree (1) to strongly agree (4).

3.6 Reliability and Validity

Hay (2006) refers to reliability as the ability of an instrument to produce similar results at different times with the same group of respondents. The reliability of the scales used in the study was measured using Cronbach's alpha. Reliability refers to the consistency of the instruments in tapping information from more than one respondent. A pilot test was conducted at Presbyterian Senior High School that was not part of the study. Thirty (30) teachers were selected to participate in this pre-test. The purpose of the pre-test was to remove ambiguities, and unnecessary items in the questionnaire. Pilot testing of the questionnaire helped to unearth the face and content validity and reliability of the questions in measuring what it was intended.

A reliability test was conducted using the SPSS programme to establish the reliability coefficient for the questionnaire items. The reliability estimates for teachers was 0.85 and that of the head teachers was 0.78. Hay (2006) indicated that an alpha of 0.60 and above was satisfactory for using that instrument.

Creswell (1994) posits that validity is the extent to which the sample gives an accurate representation of the population which it is supposed to represent. To ascertain the validity of the research, my supervisor read through the questionnaires and the responses that were provided by the respondents helped the researcher to know if the

instrument was valid. In this study, content validity was used to assess the validity of the instrument by means of assessing the adequacy, appropriateness, inclusiveness and relevancy of the questions to the subject under study. Therefore, in this study, content validity was strengthened through an extensive review of the literature.

3.7 Data Collection Procedure

The researcher sought permission from the various heads of the selected schools. Four days after this, the researcher met the teachers of each school to seek their willingness to answer the questionnaire. The questionnaire was administered a day after the preliminary contact. This was done during school days between 10am – 2:00pm. The researcher visited each school and personally administered the questionnaires to the teachers and head teachers and collected the questionnaire later when he was informed about the completion of the instrument.

3.8 Data Analysis Procedure

After sorting out the questionnaires, the data were computed and analyzed using the Statistical Package of Social Sciences (SPSS) version 16.0. The statistical analysis such as, mean, standard deviation was used to answer the research questions.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter is divided into two major sections. The first section provides the demographic characteristics of the respondents. The second section presents the answers and discussions to the study research questions.

4.2. Section A – Demographic Characteristics of Teachers

Table 4.1 shows the demographic of respondents of teachers. The dominant age group of the teachers ranged between 31 – 40 years representing 52 (43.3%), followed by the age group less than 30 years representing 30(25%) followed by age group ranged between 41 – 50 years representing 26(21.7%) whereas 51 and above made up the smallest group, representing 12 (10%) of the teachers. The sex distribution of the teachers indicated differences with 80 male representing 66.7% and 40 female teachers representing 33.3%. The table further below illustrate that in terms of the teachers' education status, 8 of them representing 6.7% had diploma status; 78 representing 65% had first degree and 34 of them represented 28.3% were second degree holders. With regard to their working experience, the same table presents that 18 of the teachers representing 15% reported that they have

worked between the years 1 to 5, 22(18.3%) indicated that they have worked for the years between 6 to 10 years, 63(52.5%) also reported that they have worked between the years of 11 to 15 years, while 17 of them representing 14.2% indicated that they have worked for 16 years and above.

Table 4.1: Demographic Characteristics of Teachers

Age (Years)	Frequency	Percentage
Less than 30	30	25.0
31- 40	52	43.3
41 – 50	26	21.7
51+	12	10.0
Total	120	100
Sex Distribution of Teachers		
Female	40	33.3
Male	80	66.7
Total	120	100
Teachers Educational Status		
Diploma	8	6.7
First Degree	78	65.0
Second Degree	34	28.3
Total	120	100
Working Experience		
1 – 5 yrs	18	15.0
6 – 10 yrs	22	18.3

11 – 15	63	52.5
16 +	17	14.2
Total	120	100

4.3 Demographic Characteristics of Head Masters

Table 4.2 shows the demographic characteristics of head teachers. It was found that out of 18 head teachers who participated in the study, 4 of them representing 22.2% age group them ranged between 41 – 50 years and 14 of them representing 77.8% were 51 and above years. The sex distribution of the head teachers indicated differences with 15 male representing 80% and 3 female representing 20%. Table 4.2 further illustrates that 10 of them representing 55.5% had had first degree and 8 of them represented 44.5% were second degree holders. With regard to their working experience all of the head teachers had the experience of 16 years and above.

Table 4.2: Demographic Characteristics of Head Masters

Age (Years)	Frequency	Percentage
41 – 50	4	22.2
51+	14	77.8
Total	18	100
Sex Distribution of Teachers		
Female	3	20.0
Male	15	80.0
Total	18	100
Teachers Educational Status		
First Degree	10	55.5
Second Degree	8	44.5
Total	18	44.5

Working Experience

16 +

18

100.0

4.4 Section B – Analysis of Research Questions

4.4.1 Research Question One – What are the leadership behaviors of the school heads in public and private junior high schools in the study area

Objective of this research question aimed at establishing the causes of conflict among teachers in the selected study area. Griffin (2006) identified three leadership behaviours used by the researcher in her study. These are:

1. Human Relations
2. Trust/Decision Making
3. Instructional leadership

Human Relations

This section of the research question was meant to identify the avoidance method the head master employ to resolve conflict in their schools. The participants' responses were recorded in Table 4.3 as follows:

Table 4.3: Public and Private Junior High School Teachers and Head teachers' perceptions on the leadership behaviors of human relations

Human Relations	School Type	Teachers Response		Heads Response	
		Mean	SD	Mean	SD
1.The head teacher demonstrate caring attitude	Public	1.98	0.77	3.00	0.49
	Private	3.20	0.84	3.67	0.49
	Public	3.03	0.90	3.39	0.70

Human Relations	School Type	Teachers Response		Heads Response	
		Mean	SD	Mean	SD
2.The head teacher involves teachers in decision making	Private	1.85	0.76	3.17	0.38
3.The head teacher effectively interact with teachers	Public	1.83	0.83	2.72	0.96
	Private	2.90	0.88	2.67	0.49
4.Head teachers listen to the teachers when the teachers are in need	Public	1.60	0.85	2.78	0.94
	Private	2.73	0.86	3.00	0.77
5.Head teacher provides positive reinforcement	Public	1.67	0.86	2.89	0.68
	Private	3.55	0.89	3.06	0.54
6.Head teacher compliment teachers in their teaching work	Public	1.33	0.54	2.94	0.64
	Private	2.62	0.88	2.61	0.50
	Public	1.91	0.79	2.95	0.79
Grand Mean/Standard Deviation	Private	2.81	0.84	3.03	0.53

Head teachers and teachers of public and private schools responded to 6 items on their perception on the head teachers' leadership behaviors of human relations. Mean (M) and standard deviations (SD) were determined for school type. The means were used for comparison in the context of the scale (0 – 1.00 = Strongly Disagree, 1.01 – 2.00 = Disagree, 2.01 – 3.00 = Agree, while mean value between 3.01 – 4.00 = Strongly Agree), which described the extent to which teachers and head teachers manifested on teachers and head teachers perceptions on the head teachers leadership behaviors of human relations. Table 4.6 shows that public and private school teachers and head masters' responses on the

head teachers' leadership behaviors of human relations. Respondents if the head teachers demonstrate caring attitude. With this statement, the public school teachers had the mean score of 1.98, which fall under the category of disagree, but the private teachers had the mean score of 3.20 that also fall under the category of strongly agree. This implies that while the public school teachers disagreed that their head demonstrate caring attitude, the private school teachers strongly agreed to that statement. With regard to the head teachers' perception on the same statement, both public head teachers and private school heads strongly agreed. They had mead score of 3.20 and 3.67 respectively.

In addition, I asked the respondents if head teachers involve teachers in decision making. With this statement, teachers in the public schools had the mean score of 3.03, which fall under the category of strongly agree, but the private teachers also had the mean score of 1.85 that also fall under the category of disagree. This implies that while private school teachers disagreed that their head teachers involve teachers in decision making, the public school teachers strongly agreed to that statement. With regard to the head teachers' perception on the same statement, public head teachers had the mean score of 3.39 that fall under the category of strongly agreed while the private school head teachers also had the mean score of 3.17 that also fall under the category of strongly agreed.

Moreover, the researcher further wanted to find from the participants if their head teachers effectively interact with teachers. With this statement, teachers in the public schools had the mean score of 1.83, which fall under the category of disagree, but the private teachers had the mean score of 2.90 that also fall under the category of agree. This implies that while private school teachers agreed that their head teachers effectively interact with them, the public school teachers disagreed to the same statement. With regard

to the head teachers perception on the same statement, both public head teachers and private school heads agreed to that statement, They had the mean score of 2.90 and 2.67 respectively.

Again, I researcher further wanted to find from the teachers if their head listen to the teachers when the teachers are in need. With this statement, teachers in the public schools had the mean score of 1.60, which fall under the category of disagree, but the private teachers had the mean score of 2.73 that also fall under the category of agree. This implies that while private school teachers agreed to the statement, the public school teachers disagreed to the same statement. With regard to the head teachers perception on the same statement, public head teachers had the mean score of 2.73 that fall under the category of agreed while the private school head teachers also had the mean score of 3.00 that fall under the category of agreed.

The researcher further wanted to find from the teachers if their head teachers provides positive reinforcement. With this statement, teachers in the public schools had the mean score of 1.67, which fall under the category of disagree, but the private teachers had the mean score of 3.55 that also fall under the category of strongly agree. This implies that while the private school teachers strongly agreed that statement, the public school teachers disagreed to the same statement. With regard to the head teachers perception on the same statement, both public head teachers and public head teachers strongly agreed, they had the mean scores of 3.55 and 3.06 respectively.

Lastly, I wanted to find from the teachers if head teachers compliment teachers in their teaching work. With this statement, teachers in the public schools had the mean score of 1.33, which fall under the category of disagree, but the private teachers had the mean

score of 2.62 that also fall under the category of agree. This implies that while public school teachers disagreed to that statement, private school heads on the other hand agreed. With regard to the head teachers perception on the same statement, both public and private head teachers agreed to that statement. They had the mean scores of 2.62 and 2.61 respectively.

The grand mean score of 1.91 of public school teachers and that of 2.81 of private school teachers of perception on their head teachers leadership behaviors of human relations falls under the category of disagreed and agreed respectively. This implies that averagely both private school teachers agreed their exhibit leadership behavior of human relations, while and public school teachers disagreed. With regard to the head teachers perception on the same issue, while private school heads strongly agreed, public school head teachers agreed. They had the average mean scores of 2.95 and 3.03 respectively.

Trust/Decision Making

This section of the research question was meant to identify the trust and decision making method the head master employs to manage their schools. The participants' responses were recorded in Table 4.4 as follows:

Table 4.4: Public and Private Junior High School Teachers and Head teachers' perceptions on the leadership behaviors of trust/decision making

Trust/Decision Making	School Type	Teachers Response		Heads Response	
		Mean	SD	Mean	SD
1. Head teacher corrects the teachers in front of other teachers instead of privately	Public	1.80	0.86	1.89	0.58
	Private	2.83	0.81	1.28	0.46
2. The head teacher evaluates situations carefully before taking actions	Public	1.95	0.72	3.22	0.65
	Private	3.33	0.95	3.44	0.51
3. The head teacher gossip about other teachers	Public	3.12	0.80	1.28	0.46
	Private	1.53	0.72	1.17	0.38
4. The head teacher uses coercion to motivate teachers	Public	1.78	0.87	1.33	0.49
	Private	3.32	0.97	3.39	0.70
5. The head teacher displays lack of trust	Public	2.25	0.93	1.44	0.51
	Private	1.58	0.79	1.39	0.50
6. The head teacher listens to both sides of teachers issues before making a decision	Public	2.38	0.99	3.23	0.75
	Private	2.90	0.92	3.17	0.71
Grand Mean/Standard Deviation	Public	2.20	0.86	1.90	0.57
	Private	2.58	0.87	2.31	0.54

Head teachers and teachers of public and private schools responded to 6 items on their perception on the head teachers leadership behaviors of trust or decision making. Mean (M) and standard deviations (SD) were determined for school type. The means were used for comparison in the context of the scale (0 – 1.00 = Strongly Disagree, 1.01 – 2.00 = Disagree, 2.01 – 3.00 = Agree, while mean value between 3.01 – 4.00 = Strongly Agree), which described the extent to which teachers and head teachers manifested on teachers and head teachers perceptions on the head teachers leadership behaviors of trust or decision making. Table 4.4 shows that public and private school teachers and head masters' responses on the head teachers' leadership behaviors of trust or decision making. I asked the respondents if the head teachers correct the teachers in front of other teachers instead of privately. With this statement, the public school teachers had the mean score of 1.80, which fall under the category of disagree, but the private teachers had the mean score of 2.83 that also fall under the category of agree.

This implies that while the private school teachers agreed that their head teachers correct the teachers in front of other teachers instead of privately, the public school teachers disagreed to that statement. With regard to the head teachers' perception on the same statement, public head teachers had the mean score of 1.89 that fall under the category of disagreed while the private school head teachers had the mean score of 1.28 that fall under the category of disagreed.

In addition, I asked the respondents if head teachers evaluate situations carefully before taking actions. With this statement, teachers in the public schools had the mean score of 1.95, which fall under the category of disagree, but the private teachers also had the mean score of 3.33 that also fall under the category of strongly agree. This implies that

while private school teachers strongly agreed that their head teachers evaluate situations carefully before taking actions, the public school teachers disagreed to that statement. With regard to the head teachers' perception on the same statement, public head teachers had the mean score of 3.22 that fall under the category of strongly agreed while the private school head teachers also had the mean score of 3.44 that also fall under the category of strongly agreed.

Moreover, the researcher further wanted to find from the participants if their head teachers gossip about other teachers. With this statement, teachers in the public schools had the mean score of 3.12, which fall under the category of strongly agree, but the private teachers had the mean score of 1.53 that also fall under the category of disagree. This implies that while private school teachers disagreed that their head teachers gossip about other teachers, the public school teachers strongly agreed to the same statement. With regard to the head teachers' perception on the same statement, public head teachers had the mean score of 1.28 that fall under the category of disagreed while the private school head teachers also had the mean score of 1.17 that also fall under the category of disagreed.

Again, I researcher further wanted to find from the teachers if their head teachers use coercion to motivate teachers. With this statement, teachers in the public schools had the mean score of 1.78, which fall under the category of disagree, but the private teachers had the mean score of 3.32 that also fall under the category of strongly agree. This implies that while private school teachers strongly agreed to the statement, the public school teachers disagreed to the same statement. With regard to the head teachers' perception on the same statement, public head teachers had the mean score of 1.33 that fall under the

category of disagreed while the private school head teachers also had the mean score of 3.39 that fall under the category of strongly agreed.

The researcher further wanted to find from the teachers if their head teachers displays lack of trust. With this statement, teachers in the public schools had the mean score of 2.25, which fall under the category of agree, but the private teachers had the mean score of 1.58 that also fall under the category of disagree. This implies that while the private school teachers disagreed that statement, the public school teachers agreed to the same statement. With regard to the head teachers perception on the same statement, public head teachers had the mean score of 1.44 that fall under the category of disagreed while the private school head teachers also had the mean score of 1.39 that fall under the category of disagreed.

Lastly, I wanted to find from the teachers if head teachers listen to both sides of teachers issues before making a decision. With this statement, teachers in the public schools had the mean score of 2.38, which fall under the category of agree, but the private teachers had the mean score of 2.90 that also fall under the category of strongly agree. This implies that both private school teachers and the public school teachers agreed to that statement. With regard to the head teachers' perception on the same statement, public head teachers had the mean score of 3.23 that fall under the category of strongly agreed while the private school head teachers also had the mean score of 3.17 that fall under the category of strongly agreed.

The grand mean score of 2.20 of public school teachers and that of 2.58 of private school teachers of perception on their head teachers' leadership behaviors of trust falls under the category of agreed. This implies that averagely both private school teachers and

public school teachers agreed that their head teachers exhibit leadership behavior of trust. With regard to the head teachers' perception on the same issue, the public school teachers and private school heads had the grand mean of 1.90 and 2.31 respectively. This implies that while public school head teachers disagreed that they exhibit leadership behavior trust, private school head teachers agreed that they exhibit leadership behavior of trust.

Leadership Behaviors of Instructional Leadership

This section of the research question was meant to identify the trust and instructional leadership method the head master employs to manage their schools. The participants' responses were recorded in Table 4.5 as follows:

Table 4.5: Public and Private Junior High School Teachers and Head teachers' perceptions on the leadership behaviors of instructional leadership

Instructional Leadership	School Type	Teachers Response		Heads Response	
		Mean	SD	Mean	SD
1. The head teachers frequently interrupts teaching of teachers when the head think there is deviation	Public	1.83	0.69	1.56	0.70
	Private	2.98	0.79	1.72	0.67
2. The head teacher is knowledgeable about instructional strategies	Public	3.10	0.76	2.72	0.67
	Private	3.30	0.91	3.17	0.62
3. The head teachers is knowledgeable about the curriculum	Public	2.50	0.83	3.17	0.79
	Private	2.67	0.66	2.78	0.94
4. The head teachers has rules that they always enforce them	Public	1.92	0.65	2.56	0.86
	Private	3.03	0.74	3.33	0.77

Instructional Leadership	School Type	Teachers Response		Heads Response	
		Mean	SD	Mean	SD
5. The head teacher holds teachers accountable.	Public	1.83	0.74	2.83	0.71
	Private	3.07	0.90	3.50	0.71
6. The head teacher provides feedback regarding teachers teaching	Public	1.95	0.77	2.56	0.92
	Private	3.25	0.70	3.11	1.02
	Public	2.18	0.74	2.55	0.78
Grand Mean/Standard Deviation	Private	3.05	0.77	2.94	0.79

Head teachers and teachers of public and private schools responded to 6 items on their perception on the head teachers' leadership behaviors of instructional leadership. Mean (M) and standard deviations (SD) were determined for school type. The means were used for comparison in the context of the scale (0 – 1.00 = Strongly Disagree, 1.01 – 2.00 = Disagree, 2.01 – 3.00 = Agree, while mean value between 3.01 – 4.00 = Strongly Agree), which described the extent to which teachers and head teachers manifested on teachers and head teachers perceptions on the head teachers leadership behaviors of instructional leadership. Table 4.9 shows that public and private school teachers and head masters' responses on the head teachers' leadership behaviors of instructional leadership. I asked the respondents if the head teachers frequently interrupt teaching of teachers when the head think there is deviation. With this statement, the public school teachers had the mean score of 1.83, which fall under the category of disagree, but the private teachers had the mean score of 2.98 that also fall under the category of agree. This implies that while the private school teachers agreed that the head teachers frequently interrupt teaching of teachers when the head think there is deviation, the public school teachers disagreed to that statement.

With regard to the head teachers perception on the same statement, public head teachers had the mean score of 1.56 that fall under the category of disagreed while the private school head teachers had the mean score of 1.72 that fall under the category of disagreed.

In addition, I asked the respondents if the head teacher is knowledgeable about instructional strategies. With this statement, teachers in the public schools had the mean score of 3.10, which fall under the category of strongly agree, but the private teachers also had the mean score of 3.30 that also fall under the category of strongly agree. This implies that both private school teachers and the public school teachers strongly agreed that their head teacher is knowledgeable about instructional strategies. With regard to the head teachers perception on the same statement, public head teachers had the mean score of 2.72 that fall under the category of agreed while the private school head teachers had the mean score of 3.17 that fall under the category of strongly agreed.

Moreover, the researcher further wanted to find from the participants if their head teachers are knowledgeable about the curriculum. With this statement, teachers in the public schools had the mean score of 2.50, which fall under the category of agree, but the private teachers had the mean score of 2.67 that also fall under the category of agree. This implies that both private school teachers and the public school teachers agreed to the same statement. With regard to the head teachers perception on the same statement, public head teachers had the mean score of 3.17 that fall under the category of strongly agreed while the private school head teachers also had the mean score of 2.78 that fall under the category of agreed.

Again, I researcher further wanted to find from the participants if the head teachers have rules that they always enforce them. With this statement, teachers in the public

schools had the mean score of 1.92, which fall under the category of disagree, but the private teachers had the mean score of 3.03 that also fall under the category of strongly agree. This implies that while private school teachers strongly agreed to the statement, the public school teachers disagreed to the same statement. With regard to the head teachers' perception on the same statement, public head teachers had the mean score of 2.56 that fall under the category of agreed while the private school head teachers also had the mean score of 3.33 that fall under the category of strongly agreed.

The researcher further wanted to find from the participants if their head teachers hold teachers accountable. With this statement, teachers in the public schools had the mean score of 1.83, which fall under the category of disagree, but the private teachers had the mean score of 3.07 that also fall under the category of strongly agree. This implies that while the private school teachers disagreed that statement, the public school teachers strongly disagreed to the same statement. With regard to the head teachers' perception on the same statement, public head teachers had the mean score of 2.83 that fall under the category of agreed while the private school head teachers also had the mean score of 3.50 that fall under the category of strongly agreed.

Lastly, I wanted to find from the participants if head teachers provide feedback regarding teachers teaching. With this statement, teachers in the public schools had the mean score of 1.95, which fall under the category of disagree, but the private teachers had the mean score of 3.25 that also fall under the category of strongly agree. This implies that while the private school teachers strongly agreed that statement, the public school teachers disagreed to the same statement. With regard to the head teachers' perception on the same statement, public head teachers had the mean score of 2.56 that fall under the category of

agreed while the private school head teachers also had the mean score of 3.11 that fall under the category of strongly agreed.

The grand mean score of 2.18 of public teachers' perception on their head teachers' leadership behaviors of instructional leadership falls under the category of agreed, but that of private teachers on the same issue had the grand mean score of 3.05. This also fall under the category of strongly agreed. This implies that private school teachers strongly agreed that their head teachers exhibit instructional leadership behavior. With regard to the head teachers' perception on the same issue, the public school teachers and private school heads had the grand mean of 2.55 and 2.95 respectively. This implies that both public and private school head teachers agreed that they exhibit instructional leadership behavior.

Comparison of leadership behaviors of the school heads in public and private junior high schools in the study area

Even though, the leadership behaviours of human relations, trust or decision making and instructional leadership were employed by both public and private head masters, this does not necessarily mean that all have equal impact. The following table clearly compares the overall impact of all the leadership behaviours.

Table 4.6: Comparison of leadership behaviors of the school heads in public and private junior high schools in the study area

Leadership Behaviours	<u>Teachers</u>		<u>Headmasters</u>	
	PR MV	PVMV	PRMV	PVMV

Human Relations	1.91	2.81	2.95	3.03
Trust/Decision Making	2.18	3.05	2.55	2.94
Instructional leadership	2.20	2.58	1.90	2.31

Note: PB MV = Public Schools Mean Value, PVMV = Private Schools Mean Value

The grand mean in table 4.6 clearly depicts that teachers in the public schools disagreed that their head teachers employ human relation in the management of the schools, but their counterpart in the private schools agreed that their head master employ human relations in the management of the schools. Concerning the perception of head teachers on the same issue, the head teachers in the public schools agreed, but their counterparts in private schools strongly agreed.

With regard to whether the head teachers employ decision making or building trust in managing their schools, teachers in the public school agreed, but their counterparts in the private schools strongly agreed. Concerning the perception of head teachers on the same issue, both head teachers in and public and private schools agreed.

Moreover, as to whether the head teachers employ instructional leadership in managing their schools, both teachers in public and private schools agreed, but while head teachers in private schools agreed, their counterparts in public schools disagreed.

This Finding was in line with that of Fullan (2007) who noted that effective use of instructional leadership yielded high students academic performance. Fullan(2007) further emphasized that effective teaching and learning, school improvement in terms discipline and staff cooperation depend on based on the head instructional leadership. Elmore (2000) added that with the school head knowledge, they were able to alter their management behaviour into one oriented toward instruction. This implies that teacher's level of teacher

efficacy and expectations for student achievement, effective school climate are the product of head teachers instructional leadership.

4.4.2. Research Question Two – What are the academic orientations levels of the students in public and private high schools in the study area

One core specific objective of this study was to determine the academic orientations levels of the students in public and private high schools in the study area. The researcher administered questionnaires to teachers and their responses given were presented in Table 4.7 below:

Table 4.7: Public and Private Junior High School Teachers and Head teachers' perceptions on the academic orientations levels of the students

Academic Orientation	School Type	Teachers Response		Heads Response	
		Mean	SD	Mean	SD
1. Most students in this school understand why they are in school	Public	2.00	0.74	2.72	0.89
	Private	3.00	0.76	3.17	0.79
2. Students in this school are interested in learning new things	Public	1.78	0.72	2.22	0.81
	Private	2.80	0.75	3.06	0.99
3. Students in this school have fun but also work hard on their studies	Public	1.82	0.75	2.65	0.93
	Private	2.75	0.70	2.94	0.94
4. Students work hard to complete school assignments	Public	1.95	0.81	1.65	0.70
	Private	2.70	0.79	2.56	0.86

Academic Orientation	School Type	Teachers Response		Heads Response	
		Mean	SD	Mean	SD
5. Most students do their work even if the teachers stepped out of the classroom	Public	1.83	0.72	2.39	0.85
	Private	2.92	0.77	3.44	0.70
	Public	1.88	0.75	2.32	0.84
Grand Mean/Standard Deviation	Private	2.83	0.76	2.84	0.86

Head teachers and teachers of public and private schools responded to 5 items on their perceptions on the academic orientations of the students. Overall means (M) and standard deviations (SD) were determined for school type. The means were used for comparison in the context of the scale (0 – 1.00 = Strongly Disagree, 1.01 – 2.00 = Disagree, 2.01 – 3.00 = Agree, while mean value between 3.01 – 4.00 = Strongly Agree), which described the extent to which teachers and head teachers manifested on their perceptions on the academic orientations of the students. Table 4.9 shows that public and private school teachers and head masters' responses on their perceptions on the academic orientations of the students. I asked the respondents if most students in their school understand why they are in school. With this statement, the public school teachers had the mean score of 2.00, which fall under the category of disagree, but the private teachers had the mean score of 3.00 that also fall under the category of agree. This implies that while the private school teachers agreed that their students understand why they are in the school, the public school teachers disagreed to that statement. With regard to the head teachers perception on the same statement, public head teachers had the mean score of 2.72 that fall under the category of agreed while the private school head teachers had the mean score of 3.17 that fall under the category of strongly agreed.

In addition, I asked the respondents if students in their school are interested in learning new things. With this statement, teachers in the public schools had the mean score of 1.78, which fall under the category of disagree, but the private teachers had the mean score of 2.80 that also fall under the category of agree. This implies that while the private school teachers agreed that their students are interested in learning new things, the public school teachers disagreed to that statement. With regard to the head teachers perception on the same statement, public head teachers had the mean score of 2.22 that fall under the category of agreed while the private school head teachers had the mean score of 3.06 that fall under the category of strongly agreed.

Moreover, the researcher further wanted to find from the participants if students in their school have fun and also work hard on their studies. With this statement, teachers in the public schools had the mean score of 1.82, which fall under the category of disagree, but the private teachers had the mean score of 2.75 that also fall under the category of agree. This implies that while the private school teachers agreed that statement, the public school teachers disagreed to the same statement. With regard to the head teachers' perception on the same statement, public head teachers had the mean score of 2.65 that fall under the category of agreed while the private school head teachers also had the mean score of 2.94 that fall under the category of agreed.

The researcher further wanted to find from the participants if students in their school work hard to complete school assignments. With this statement, teachers in the public schools had the mean score of 1.95, which fall under the category of disagree, but the private teachers had the mean score of 2.70 that also fall under the category of agree. This implies that while the private school teachers agreed that statement, the public school

teachers disagreed to the same statement. With regard to the head teachers perception on the same statement, public head teachers had the mean score of 1.65 that fall under the category of disagreed while the private school head teachers also had the mean score of 2.56 that fall under the category of agreed.

Lastly, I wanted to find from the participants if most students in their school do their work even if the teachers stepped out of the classroom. With this statement, teachers in the public schools had the mean score of 1.83, which fall under the category of disagree, but the private teachers had the mean score of 2.92 that also fall under the category of agree. This implies that while the private school teachers agreed that statement, the public school teachers disagreed to the same statement. With regard to the head teachers perception on the same statement, public head teachers had the mean score of 2.39 that fall under the category of disagreed while the private school head teachers also had the mean score of 3.44 that fall under the category of strongly agreed.

In summary, both teachers of private and their heads strongly agreed that while most students in this school understand why they are in school, with regard to the public school on the same statement, the teachers disagreed that most students in this school understand why they are in school, but public school heads agreed to that statement. Averagely, while teachers in public schools noted that their students' academic orientation was low (i.e., grand mean = 1.83), their head teachers claimed that their students' academic orientation was high ((i.e, grand mean = 2.32). On the other side, averagely, both teachers and head teachers in private schools noted that their students' academic orientation was high (i.e, grand mean =2.83 and 2.84) respectively.

This finding concurs that of Myers & Mayer (2003) in their study of some private and public schools revealed that academic performance is better in private schools due to more effective supervision of work. They further noted that effective supervision improves the quality of teaching and learning in the classroom.

Lubienski (2006) on the other hand calls out that the attitude of some public school teachers and authorities to their duties does not engender good learning process for the pupils. Lubienski (2006) further noted that some teachers leave the classroom at will without attending to their pupils because there is insufficient supervision by circuit supervisors. This lack of supervision gives the teachers ample room to do as they please. Watkins (2006) also claimed that academic orientations of private schools are higher than that of public school due the lack of parental involvement in public schools. Watkins (2006) emphasized that parents school involvement also form a very important aspect of a child's training, especially in their formative years of life and concluded that students performance at school is indicative of the parents involvement in their children education.

4.4.3 Research Question Three – What type of the school heads leadership behavior that influence the academic orientation of the students in public and private high schools in the study area

This research question was designed to investigate into the type of heads leadership behavior that influence the academic orientation of the students in public and private high schools in the study area. This question deemed necessary because it will allow me to determine why the low or high academic performance of either public or private school. Table 4.8 below present the result.

Table 4:8: Leadership Behaviour Differences on Students Academic Orientation of Public and Private Senior High School

Leadership Behaviours	Public School Academic Orientation		Private Schools Academic Orientation	
	Mean	SD	Mean	SD
Human Relations	1.82	0.55	2.71	0.42
Trust/Decision	1.84	1.84	2.96	0.68
Instructional	1.83	0.32	2.88	0.29

In answering the question of the type of the school heads leadership behavior that influence the academic orientation of the students in public and private high schools in the study area, Table 4.8 above illustrates that when the public school that employed Human Relations, the mean score of their students' academic orientation was 1.83 which falls in the category of disagree. With regard to the private school, their students' academic orientation was 2.71 that also fall in the category of agreed. The same table indicates that when the public school that employed trust/decision making, the mean score of their students' academic orientation was 1.84 which also falls in the category of disagree. With regard to the private school, their students' academic orientation was 2.96 that also fall in the category of agreed. Lastly, the same table shows that when the public school that employed Instructional leadership, the mean score of their students' academic orientation was 1.83 which falls in the category of disagree. With regard to the private school, their students' academic orientation was 2.88 that also fall in the category of agreed. This implies that both public and private schools employed trust/decision making yielded high students academic orientation. This finding was in line with that of Blasé & Blasé (2001)

who noted that teachers are closest to students, they are more aware of the needs of their students and in a better position to implement the decision of the school. Bogler (2001) on the other hand calls out that teacher participation in decision making has been shown to be one of the key characteristics of effective schools. This implies that teachers' involvement in the decision making not only improve students' academic orientation but also aids school improvement.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This is the last chapter of the research report. It includes the summary of findings, conclusions and recommendations. The purpose of the study was to explore leadership

behaviours of school heads of public and private junior high school head teachers in Tafo Sub Metro in Kumasi Metropolis and its impact of the students' academic performance.

5.2 Summary of Findings

The study attempted to look at leadership behaviours of school heads of public and private junior high school head teachers in Tafo Sub Metro in Kumasi Metropolis and its impact of the students' academic performance.

The following research questions were posed to guide the study:

1. What are the leadership behaviors of the school heads in public and private junior high schools in the study area?
2. What are the academic orientations levels of the students in public and private high schools in the study area?
3. What type of the school heads leadership behavior that influences the academic orientation of the students in public and private high schools in the study area?

The following findings were arrived at in the present study:

1. Research question one sought to find out the leadership behaviours of the school heads in public and private junior high schools in the study area revealed that whiles teachers in private schools agreed that their headmasters employed communication skills in managing their schools, their counterparts in public schools disagreed. Again, whiles in the private schools agreed that they employ instructional leadership their counterparts in public schools disagreed.
2. The second research question which sought to find out the academic orientations levels of the students in public and private high schools in the study area. The study

revealed that while teachers in public schools noted that the level students' academic orientation in their schools was low, their counterparts in private schools claimed that it was high. The head master perception on the same issues indicated that both head teachers in public and private school agreed that the level of academic orientation in their schools was high.

3. The third research question focused on the school heads leadership behavior that influences the academic orientation of the students in public and private high schools in the study area. The study revealed that both teachers and head teachers in public and private schools noted that building trust or involving teachers in decision making influence the students' academic orientation.

5.3. Conclusion

The results suggested that both teachers and head master of public and private schools employ leadership behaviours of human relations, trust or decision making and instructional leadership, but heads in private schools were ahead than their counterparts in public schools. There is no wonder that the level of students' academic orientation in private schools was high while that of public schools was low. This was due to the fact that head teachers in private schools agreed that they employ instructional leadership, while head teachers in public schools disagreed that they employ instructional leadership.

5.4 Recommendations

Base on the findings, the following recommendations are made for consideration. These recommendations, if implemented, will help minimize the challenges facing by circuit supervisors.

1. The Government should make consensus effort to improve the leadership behaviours of head teachers in public school by running in service training of leadership behaviours for them.
2. The Ministry of Education should try to educate head teachers on the determinants of students' academic orientations emphasizing on the head teachers' leadership behaviour as a key determinant.
3. The school heads should make deliberate efforts to involve all teachers in decision making process to make them have a sense of ownership of schools and to improve the students' academic orientations.

5.5 Recommendations for Future Research

The areas suggested by the study for further research include:

1. The relationship between leadership behaviours and the school climate.
2. The study was in senior high public basic schools only. A similar study should be carried out Basic schools to see whether the findings tally.

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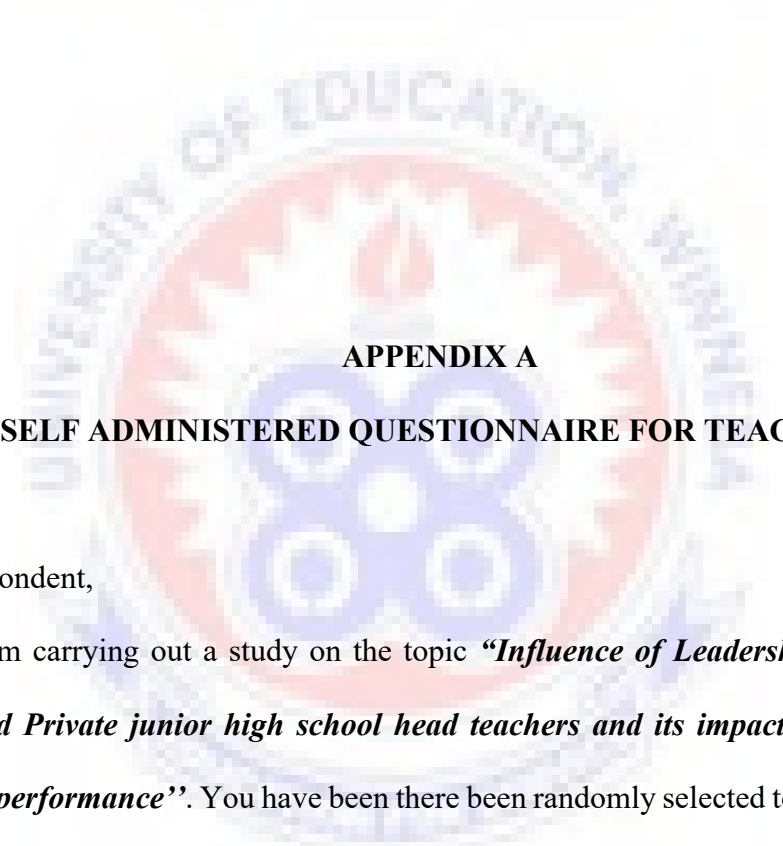
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APPENDIX A
SELF ADMINISTERED QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am carrying out a study on the topic *“Influence of Leadership behaviours of Public and Private junior high school head teachers and its impact on the students’ academic performance”*. You have been randomly selected to participate in the research by completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential. In any case the questionnaire is anonymous. Thank you.

Yours faithfully,

.....

Sawodji Patricia

Researcher



SECTION A

RESPONDENTS BACKGROUND INFORMATION

Please help us classify your response by supplying the following facts about yourself and your opinion on the raised issues by ticking an appropriate box. There is no right wrong answer therefore no particular response is targeted.

1. Age: Less than 30[]. 31- 40[]. 41 – 50[] 51+ []

2. Sex: Male []. Female [].

3. Educational Status: Diploma [] First Degree [] Second Degree []

4. Teaching Experience: 1 – 5 yrs [] 6 – 10yrs [] 11 – 15yrs [] 16+yrs []

Type of School: Public [], Private []

SECTION B

HEAD TECAHERS LEADERSHIP BEHAVIOURS QUESTIONNAIRE

This questionnaire seeks to find out the head teachers' leadership behaviours. Please, respond to the statements by ticking the number of the 4-point scale using the following keys: Strongly Disagree = 1, Disagree = 2, Agree = 3 and Strongly Agree = 4 as sincerely as possibly.

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The head teacher demonstrate caring attitude				
2. The head teacher involves teachers in decision making				
3. The head teacher effectively interact with teachers				
4. Head teachers listen to the teachers when the teachers are in need				
5. Head teacher provides positive reinforcement				
6. Head teacher compliment teachers in their teaching work				
7. Head teacher corrects the teachers in front of other teachers instead of privately				
8. The head teacher evaluates situations carefully before taking actions				
9. The head teacher gossip about other teachers				
10. The head teacher uses coercion to motivate teachers				
11. The head teacher displays lack of trust				

12. The head teacher listens to both sides of teachers issues before making a decision				
13. The head teachers frequently interrupts teaching of teachers when the head think there is deviation				
14. The head teacher is knowledgeable about instructional strategies				
15. The head teachers is knowledgeable about the curriculum				
16. The head teachers has rules that they always enforce them				
17. The head teacher holds teachers accountable.				
18. The head teacher provides feedback regarding teachers teaching				

SECTION C

STUDENTS ACADEMIC ORIENTATIONS QUESTIONNAIRE

This questionnaire seeks to find out the students' academic orientations. Please, respond to the statements by ticking the number of the 4-point scale using the following keys: Strongly Disagree = 1, Disagree = 2, Agree = 3 and Strongly Agree = 4 as sincerely as possibly.

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Students in this school understand why they are in school				

2. Students in this school interested in learning new things				
3. Students in this school have fun but also work hard on their studies				
4. Students work hard to complete school assignments.				
5. Most students do their work even if the teachers stepped out of the classroom				

