UNIVERSITY OF EDUCATION, WINNEBA

TEACHERS' LEADERSHIP STYLES AS A CORRELATION OF STUDENTS' CLASS PARTICIPATION IN BASIC SCHOOLS AT GA CENTRAL MUNICIPALITY OF GREATER ACCRA REGION

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DECLARATION

STUDENT'S DECLARATION

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

Signature: ……………………………………..

Date: …………………………………………

SUPERVISOR'S DECLARATION

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

Name of Supervisor: Dr. Paul Kobina Effrim

Signature: ....

Date:..

DEDICATION

This project is dedicated to my sweet son Akwasi Kyere Antwi Boasiako and to my lovely husband Patrick Antwi Boasiako.

ACKNOWLEDGEMENTS

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ABSTRACT

Leadership styles teachers" exhibit within their classrooms cannot be over emphasised in teaching and learning because it has both negative and positive effects on students" participation in the classroom. The study therefore, explored teachers" leadership styles as a correlation of students" class participation in basic schools at Ga Central Municipality. The cross-sectional survey design was adopted for the study. The population comprised all Junior High School teachers and students at Ga Central Municipality with the target and accessible population comprising all public Junior High School teachers and students in the five selected Junior High Schools. Multistage sampling techniques were employed to select one hundred and fifty (150) participants for the study comprising 50 teachers and 100 students. Instrument used for data collection was a structured questionnaire. By submitting the questionnaire to the researcher's supervisor for scrutiny, content validity of the instrument was ascertained. Through test-retest method, Chronbach's alpha reliability coefficient of 0.78 was obtained. Data collected were analysed employing frequency counts, percentages and pie- charts. The results showed that most of the teachers (78%) employed democratic leadership style in schools. However 72% of the students were of the view that, the teachers adopted autocratic leadership style thus affecting their performance. In addition, it was unleashed by both parties that conducive classroom is crucial for effective classroom interaction. Finally, both parties established a negative impact of leadership styles on classroom participation with regard to exhibiting cold attitudes towards classroom participation circumstances which affect their performance. It was recommended that, school authorities should encourage teachers to adopt innovative ways to ensure full participation of students in classroom activities whereas teachers should therefore adopt different leadership styles to deal with students in and outside the classroom to ensure full participation of students.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Leadership is one of the most complex and multifaceted phenomena to which organisational and psychological research has been applied. The success of every human organisation is dependent on both leadership and participation of subjects in the operational chain or process of the entity. The educational environment employs humans and available resources to achieve desired objectives; as such administrators of schools undoubtedly rely on educational leaders (teachers) to meet these desired objectives and in the long run improving the skills and abilities of students. Burns (2012) remarked that "Leadership is one of the most observed and least understood phenomena on earth." In as much as the term "leader" was noted in the early 1300"s (*The Oxford English Dictionary, 1933*) and conceptualized even before biblical times, it has been in existence only since the late 1700"s (Stogdill & Bass, 1981).

Leadership styles in the classroom cannot be overemphasised in teaching and learning. It advertently or inadvertently determines the performance of teachers and students alike. It is in the classroom that a teacher becomes the boss, director, manager, administrator and organiser and enjoys relatively higher degree of autonomy (Okoroji, Anyawu, & Ukpere, 2014) just as in any legal entity and as such the inappropriate use of such powers will negatively affect students and the school as a whole, the reverse is true. It is generally perceived that, a teacher spends most of his life building people"s knowledge, influencing the reasoning abilities and behaviours" of students towards goal achievement. The teacher, in the educational process, plans, organises and controls students" activity and thus automatically assumes the position of a leader. Irrespective of the concrete content of the teacher"s activity, his or her

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work falls within one of the following activities; information processing, engaging in interpersonal relations and decision making. (Drobot & Rosu, 2012)

Few teachers understand the full significance of how influential their leadership style is on the output of their students in the institutions they are employed. Teachers control both interpersonal, material rewards and punishments that often influence student"s performance, motivation, and attitudes towards classroom participation (Drobot & Rosu, 2012). The major challenge in most schools or institutions has often been the leadership styles adopted by teachers or educational leaders. Teachers are supposed to have the ability to influence an entire school or institution"s performance since the choice of each style has both positive and negative impact on student"s participation.

In addition, most teachers end up affecting their student"s health and energy level by creating a stimulating classroom climate or one filled with tension and fear which ends up affecting participation or performance of students. The influence of a teacher"s style reaches greater proportions as the effects on student"s participation begin to have a cumulative effect on the performance of the entire class.

In the quest of researchers hopping to discover how individual traits are connected to leadership effectiveness, "the earliest research conducted on the concept of leadership focused on identifying the unique qualities or traits that appeared common to effective leaders; the idea that leaders are born and not made" (Swanepoel & Erasmus, 2000).

Some theories of leadership such as trait theory, behavioural theory and contingency/situational theory came out with different perspectives about what components are required to make a leader effective and these theories can be used to elaborate on the leadership styles of teachers to some extent.

Trait theory embodies a person with particular characteristics (Robins & Judge, 2009). According to the leadership trait concept, effective leaders naturally possess traits that set them apart from ineffective leaders and people who never become leaders. In 1981, Stogdill & Bass evaluated 124 trait studies which were done between 1904 and 1948. The results of their reviews seemed to indicate that there were a number of traits that differentiate leaders from non-leaders. Some of these were intelligence, integrity and honesty, alertness to the needs of others, intuition, persistence in dealing with problems, self-confidence, and acceptance of responsibility. Even though there was no evidence that any trait or combination of traits automatically assured success in leadership, this theory concentrated on the traits that allow effective leaders to influence their subordinates to achieve group or institutional performance.

As a critic to some of the early studies on the trait theory, the behavioural theory describes leadership not as a set of traits but a set of behaviours and styles. Theorists studied three main leadership styles: authoritarian, where the leader dictates what followers must do; democratic, where the leader presides over a collective decision process; and laissez-faire, where the leader does not participate in the decision and work process. "The Ohio State University, Harvard University and University of Michigan after an extensive study in the 1940s and 1950s, researchers at the Ohio State University identified two basic kinds of leader behaviors that are used to influence people they supervise" (Bass, Bass and Stogwill's Handbook of Leadership: Theory, Research and Managerial Applications, 1990), and they are consideration behaviour and initiating structure behaviour.

The final and third aspect of considered leadership style is the situational or contingency theory. This is a leadership theory developed by Paul Hersey, professor and author of the book Situational Leader, and Ken Blanchard, leadership guru and author of *The New One Minute Manager*. The theory was first introduced as "Life Cycle Theory of Leadership" but during the mid-1970s, "Life Cycle Theory of Leadership" was renamed "Situational Leadership theory". It also argues that the desired traits and behaviours exhibited by a leader depend largely on the situation at hand, and that there is no best way to lead. Based on this theory, the authoritarian leadership style is effective during times of crisis but not for everyday operations, the democratic leadership style is more effective when a consensus needs to be built, and the laissez-faire leadership style is effective when subjects or subordinates are trained and experienced individuals who appreciate the freedom it provides. From the situational or contingency theory, a leadership style or qualities may be learnt but may not apply in all situations.

It is argued that effective leadership has a positive influence on the performance of organizations and for the purpose of this study classroom participation (Maritz, 1995; Bass, 1997; Charlton, 2000). Ultimately it is the performance of many students that culminates in the performance of the school, or in the achievement of schools goals.

In the competitive world it is vital that organizations employ leadership styles such as Autocratic Leadership Style, Democratic Leadership Style or Laissez – Faire Leadership Style that enable organizations to survive in a dynamic environment (Maritz, 1995; Bass, 1997). As stated by Maritz and Bass, it is imperative for schools or academic institutions to function just as a business environment does with regards to adopting the appropriate leadership styles.

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1.2 Statement of the Problem

The educational environment is deemed to bring out the best in students through constant training, directing, motivating and correcting just to mention but few. Parents and school administrators are very particular about the output of their wards, in the case of the administrator a better output or performance of their students will make the school to be highly rated and in the case of the parent a better performance will mean value for money as well as having the ease to secure schools of higher learning upon graduating from one level.

The issue of leadership style cannot be underestimated as it affects participation and standard of performance of students. The type of leadership style directly or indirectly employed by a teacher can positively or negatively affect student"s participation in class, hence their performance. On the other hand, a student"s participation may or may not be influenced by a teacher"s leadership style. Typically students do have their favourite teachers whilst detesting others; this goes a long way to affect classroom participation of students. It could also be a fact that, teacher leaders may be ignorant of what leadership style to adopt. The concept of leadership style to be employed in schools and the acceptable level of classroom participation by students could have a positive or negative correlation, hence the reason for this research using public basic schools in the Ga Central Municipality as a case study.

1.3 Purpose of the Study

The overall performance of pupils in Ga Central Municipality has been a subject of concern by head teachers and parents anytime there is a call for Parent Teachers Association (PTA) meetings. There has almost always been the subject of poor performance which are usually attributed to teachers as claimed by parents and on the other hand attributed to pupil"s lack of participation in class as claimed by teachers. In

light of the above, this study aims to assess if there are any significant correlations between teacher leadership styles and students participation in the Ga Central Municipality Public Schools.

1.4 Objectives of the Study

The specific objectives of this research are to:

1. examine the leadership styles of teachers in Ga Central Municipality Basic Schools in the Greater Accra Region.

2. determine the relationship leadership styles have on students participation in decision making in Ga Central Municipality Basic Schools in the Greater Accra Region.

3. identify the relationship leadership styles have on classroom participation in Ga Central Municipality Basic Schools in the Greater Accra Region.

1.5 Research Questions

The study sought to find answers to the following questions:

1. What are the leadership styles of teachers in Ga Central Municipality Basic Schools in the Greater Accra Region?

2. What relationship does leadership styles have on students" participation in decision making in Ga Central Municipality Basic Schools in the Greater Accra Region?

3. What influence does leadership styles have on classroom participation in Ga Central Municipality Basic Schools in the Greater Accra Region?

1.6 Significance of the Study

The teacher – student relationship that exist is supposed to improve the performance of the latter and the teaching practices of the former. Anything contrary to these objectives will be a significant area of concern to researchers, school administrators,

parents, municipal education directorate and any other stakeholder in education. In as much as the performance or participation of students is of importance, the leadership style of teachers is of similar importance. Teachers are in a unique position to cause or promote change in students" or pupils" hence the findings of this research will help teachers who may not have seen leadership styles as a significant tool in improving students"/pupils" participation and performance in class to take a second look at their leadership styles. The findings of this research will help teachers demonstrate support for their pupils" in facilitating positive interaction in class to enhance participation. It will also serve as a resource document which will enlighten new teachers posted to the Ga Central Municipality on the need to uphold a perfect instructional leadership style in the interest of pupils and the school as a whole.

Also, the findings from the study will help teachers to know which leadership style to blend to exhibit effective leadership skills in the classrooms in influencing the participation of pupils. Finally it will add to the existing knowledge base in the educational sector and serve as a reference point to other researchers.

1.7 Delimitation of the Study

The scope of this study is limited to the pupils and teachers of the Ga Central Municipality Basic Schools in Greater Accra. For the purpose of this study, the basic schools constitute Junior High schools of which there are class teachers and subject teachers. Questionnaires will be administered to Junior High School students and teachers for which they will be guided in answering them to collect data.

1.8 Definition of Terms

Leadership is the development of vision and strategies and the alignment of relevant people behind those strategies and the empowerment of individuals to make the vision happen despite obstacles (Kotter, 1999).

Leadership style is a leader's method of providing direction, implementing plans and motivating followers (Kotter, 2001).

1.9 Organisation of the Study

The research is organised into five chapters. Chapter one presents the introduction of the study; this includes the background to the study, statement of the problem, purpose of the study, objectives of the study, the research questions, significance or justification of the study, delimitation of the study, definition of terms and organization of the study. Chapter two of the study entails a detailed review of literature with attention to both theoretical and empirical studies, definitions of terms and terminologies. Chapter three focused on the research methodology; this includes the research design, target population, sample size and sample selection, research instruments, validity and reliability, sources of data and data gathering procedure, questionnaire design, statistical treatment of data and ethical consideration. In chapter four, results and analysis of data gathered from the field was presented in figures, tables and narrations. Chapter five comprised a summary of the findings, conclusion and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a review of selected theoretical and empirical literature on leadership styles with respect to teachers and how it affects student participation. The exhaustive presentation of this review will provide the understanding of previous related research on leadership and will establish the rational for the selection of certain variables and methodologies in this study.

The discussion in this chapter initially describes the nature and definition of leadership through exiting theories. Leadership is then discussed in terms of traditional and new theories, culminating in a discussion of the move from the traditional to the new leadership approaches. Traditional leadership theories are discussed in terms of the trait theory, behavioural approaches and situational or contingency approaches. The new leadership theories, namely transactional, transformational and teacher leadership theories are discussed. In furtherance leadership styles and factors that determines a style of leadership is considered in this chapter. Also, leadership roles of teachers are discussed. Finally, ways of enhancing leadership skill development among teachers and students participation in classroom are expatiated.

2.1 Traditional Leadership Theories

Leadership has been a widely researched area from centuries to centuries but still receives attention whenever it is discussed in organizations, educational environment and political settings (Masood, Dani, Burns, & Backhouse, 2006). It has however subject itself to academic investigations where researchers have attempted to understand the unique factors, qualities and behaviours that contribute or makes an effective leader (Chan & Chan, 2005).

Within the past century, influential theories for leadership have been developed. The Trait Approach that endured up to the late 1940s claimed that leadership ability is inborn. In the late 1940s to late 1960s, Bebavioural Approach became dominant advocating that effectiveness in leadership has to do with how the leader behaves. In the late 1960s to the early 1980s, the Contingency Approach became popular suggesting that effective leadership is dependent upon the situation (Bryman, 1992). Recent approaches to leadership focus on vision and charisma, the term used by sociologist Max Weber to describe leaders who can lead but who do not hold a ,,‟ṣanctioned office‟‟‟(English, 1992). Later, Burns (cited in Deluga, 1995) introduced the concepts of transactional and transformational leadership.

2.1.1 Traits Theories of Leadership

The study of special traits of leaders emerged from the belief that leadership and abilities such as intelligence were inherited. In addition to intelligence other factors such as birth order, status and liberal parents highly correlate with leadership abilities (Carlson, 1996). Carlson posits that leadership ability is inborn. Trait theory depends heavily on a person with particular characteristics. According to the leadership trait concept, effective leaders naturally possess traits that set them apart from ineffective leaders and people who never become leaders. In 1948, Stogdill evaluated 124 trait studies which were done between 1904 and 1948. The results of his review indicated that there were a number of traits that differentiate leaders from non-leaders. Some of these were intelligence, integrity and honesty, alertness to the needs of others, intuition, persistence in dealing with problems, self-confidence, and acceptance of responsibility. Even though there was no evidence that any trait or combination of traits automatically assured success in leadership, this theory concentrated on the

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traits that allow effective leaders to influence their subordinates to achieve group or organizational performance.

There is an assumption that the leader"s traits existed prior to leadership and most of them have failed to approach the study of personality as an organized whole (Gouldner, 1965). Gibb (cited in Campell, Corbally & Ramseyer, 1966) also argues that failure to outline leadership traits should not be accounted for their absence, but for lack of measurement and comparability of data from different kinds of research. Again, Gary Yukl argued that, a leader"s effectiveness rather than leader traits based on the assumption that becoming a leader and becoming an effective leader are different tasks (Hoy & Miskel, 1991).

With this, it is seen that traits of an individual do not necessarily make a leader but the competence of such individual counts. It will however not be out of place to agree with Gary Yukl one might possess certain traits but may not be a leader at all or if a leader; may not know how to utilize it to be an effective leader.

2.1.2 Behavioural Theories of Leadership

The proponents of the trait theory did not receive the acceptance of many researchers and this gave birth to the "behavioural theory of leadership". Behavioural studies of leadership aimed to identify behaviours that differentiate leaders from non-leaders (Robbins, 1998). Behavioural theories are based on the fact that, leaders are made and not born and that anyone with the right behaviour can be a good leader. Behavioural theories of leadership support that a set of particular behaviour can be named as a style of leadership. Leadership style refers to a distinctive behaviour adopted by persons in formal positions of leadership (Campell, Corbally, & Ramseyer, 1966).

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As a critic to some of the early studies on the trait theory, the behavioural theory describes leadership not as a set of traits but a set of behaviour and styles. Theorists studied three main leadership styles under the behavioural theory: authoritarian, where the leader dictates what followers must do; democratic, where the leader presides over a collective decision process; and laissez-faire, where the leader does not participate in the decision and work process.

From the above, it can be deduced that, this leadership theory focuses on the actions of leaders and not the intellectual abilities and so on considered by the trait theorists. It can also be said that, under the behavioural theory one can become a leader through training, learning or observation. Naylor (1999) posits that, interest in behaviour of leaders has been stimulated by a systematic comparison of autocratic and democratic leadership styles.

2.1.2.1 The managerial or leadership grid

Using the behavioural approach of leadership study, Warrick said in his book that; Blake and Mouton developed the managerial grid also known as the Leadership Grid focusing on two aspects of managerial or leadership behaviour, thus concern for production and concern for people. The term concern for production and people, as used in the grid, is a theoretical variable reflecting basic attitudes or styles of control. It does not reflect actual production or effectiveness. Concern for production means obtaining results and achieving objectives with less regard for the people concerned. Concern for people highlights healthy interpersonal relationships in the work group over task results. The horizontal axis of the management grid represents concern for results and the vertical axis represents concern for people. Each axis on the grid is on a 9-point scale, with 1 meaning low concern, and 9 meaning high concern.

The 9-9 represents the most effective leader (team leadership); members work together to accomplish task outcomes. The 1-9 represents management in the country club where emphasis is given to employee(student) rather than to work outputs (thoughtful attention to needs of people for satisfying relationships leads to a comfortable, friendly organizational /educational atmosphere; the 9-1 occurs when efficiency in work is the dominant emphasis (authority – obedience management: conditions of work are arranged in such a way that human elements interfere only minimally). 5-5 represents a moderate amount of concern for both people and organization (balancing the need to get work out with maintaining morale of people at a satisfactory level); 1-1 means absence of a management philosophy; managers exert little effort toward interpersonal relationships or work accomplishment. Possessing certain traits or exhibiting certain behaviour does not ensure that a leader will be an effective leader in all situations calling for leadership. Leaders lead a whole variety of situations and organization, and have variety of subordinates performing different tasks. The diagram below represents the leadership grid.

Figure 1: Leadership Grid
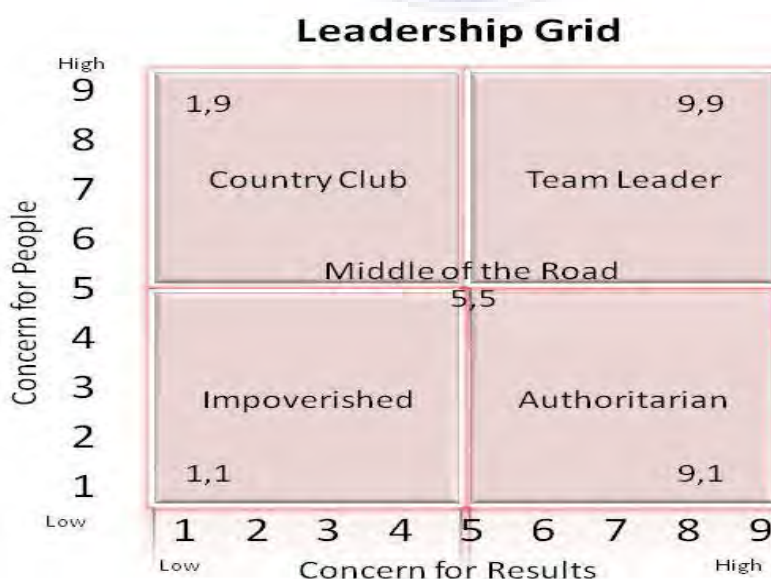
Source: Blake & Mouton (1964)

2.1.3 Situation or Contingency Theories of Leadership

The traits theory has been heavily criticized by a number of great researchers in the likes of Mullins and Swanepoel. Mullins (1999) and Swanepoel (2000) posits that, the situation or contingency theories of leadership examines how leadership changes from situation to situation; hence there is no best way to lead. They are also of the view that, effective leaders diagnose the situation at hand and then adopt the appropriate style of leadership that will remedy the situation at hand rather than focusing on the traits of the leader.

Hersey and Blanchard (1988) argued that there was no best leadership style, but rather there could be best attitudes for leaders. Leadership styles can therefore be defined as the behaviour of an organization‟s leader as influenced by the situation surrounding that leader (Senior, 1997). Yukl (1998) states that although situational leadership theories provide insights into reasons for effective leadership, conceptual weaknesses limit the approach‟s utility. Thus, it is difficult to derive specific testable propositions from the approach, with the approach not permitting strong inferences about the direction of causality (Yukl, 1998).

Though there had been many criticisms of the traditional approaches discussed in the previous theories above, one such criticism, by Bass (1990), is that these approaches have not been rigidly tested in practice and are too specific either in defining leadership in terms of traits, behaviour or situation.

2.2 Assessment of Leadership Styles

2.2.1 Transformational and Transactional Leadership

Many recent leadership readings give credit to Burns and Bass for their work in the development of theories of transactional and transformational leadership theories. Burns conceptualized two aspects of leadership, that separated the "ordinary" from

the "extraordinary": the ordinary was transactional and the extraordinary was transformational. In a 2008 paper, Burns reflected on his previous work and wrote that by transactional he meant leadership that was practiced by means of "bargaining, negotiation and give-and-take", what Popper and Zakkai (1994) referred to as "a framework of exchange relations". Burns argued that such leaders are negotiators and are bound by "honesty, responsibility and reciprocity". In other words, they make a contract and must stick to it. Bass (1990) stated that transactional leadership is effective when it involves reward for doing well and punishment for doing badly, but that it is a "prescription for mediocrity".

Burns continued by saying that he became more interested in transformational leadership, but in parenthesis he stated that he prefers the term transforming and he argued that transformational leadership raises itself above the transactional, because it involves the study and promotion of change and requires vision. Gareth and George (2003) described a transformational leader as a leader who makes subordinates aware of the importance of their job and performance to the organization and that of their own needs for personal growth and motivates them to work for the good of the organization. A transformational leader encourages subordinates to put in extra effort and to go beyond what they (subordinates) expected before (Burns, 1978). Burns took the time to mention the concept of followership and pointed out that very little is said about the followers of great leaders. For Burns, there cannot be leaders without followers and vice-versa. In his paper Burns wrote that the ultimate test of leadership is, "the ability to mobilize followers and convert them into new leaders" That is a key aspect that is relevant to student leadership. Like Burns and Bass (1990) saw greater merit in the transformational style, which looks beyond the needs of the individual and towards the good of the group as a whole. Success here is dependent upon the

leader generating an awareness of the organization‟s mission and values, and working to ensure acceptance of them. Burns (2008) set out his views on the characteristics of the two styles of leadership.

The transactional leader depends on contingent reward, passive management by exception, active management by exception and a laissez-faire attitude whiles the transformational leader has charisma and gives intellectual stimulation, inspiration and individualized consideration. He reported the findings of his own research that transformational leaders "make more of a contribution to the organization than do those who are only transactional". He argued that transformational leaders should be encouraged and they make the difference between success and failure.

Nevertheless, Burns (2008) did admit that "transformational leadership is not a panacea" and that in many situations it is not the appropriate style. He conceded that in the main, a transactional leadership style is more effective in a stable market. That has relevance to schools, in the sense that it could be argued that when times are stable, the best style is transactional, whereas in times of change, transformational is best. One weakness of Bass‟s views is that it is possible for leaders to change their style as circumstances demand.

2.2.2 Charismatic Leadership

Gareth and Jennifer (2003) described a charismatic leader as an enthusiastic, self-confident leader who is able to clearly communicate his or her vision of how good things could be in their work groups and organizations that is in contrast with the status quo. Their vision usually entails dramatic improvements in groups and organizational performance as a result of changes in the organization‟s structure, culture, strategy, decision making and other critical processes and factors. This vision paves way for gaining a competitive advantage. Charismatic leaders generate

"extremely intense loyalty, passion and devotion" (Pierce & Newstrom, 2000) and may blind followers who need to have extremely emotional devotion, commitment, motivation and performance.

Conger and Kunungo describes in Jon Pierce and John Newstrom's Leaders and the Leadership Process, seven characteristics of charismatic leaders as follows: self-confidence, vision, ability to communicate that vision, strong convictions about that vision, behaviour that is out of the ordinary, other people's perception about them as being change agents, and environment sensitivity.

A charismatic leader can appear similar to a transformational leader, in that the leader injects huge doses of enthusiasm into his or her team, and is very energetic in driving others forward. Idealized influence (in transformational leadership) is often associated with charismatic leadership (Shamir & House, 1993; Yukl, 1998). Charismatic leaders project their self-confidence onto others, even though self-confidence and self-esteem are universal traits of charismatic leaders, it is their "display of confidence in a follower's willingness to make self-sacrifices and an ability to accomplish exceptional goals" that is a powerful motivating force of idealized influence and role modelling behaviours (House & Shamir, 1993).

2.2.3 Servant Leadership

Servant leadership is a logical extension of transformational leadership (Stone & Patterson 2004). Greenleaf (1998) also saw servant leadership as being transformational on a personal level. This type of leadership simply classifies teacher leaders as servants, giving leadership to their school and students, by serving the school's mission. In order to transform institutions, the individual had to be transformed. He felt that servant leadership could be used in programmes to develop personal, spiritual, professional, emotional and intellectual growth, and that it had the

potential to raise the quality of life throughout society, as it would encourage people to serve and lead others. He also felt that servant leadership could be institutionalized and that has relevance to schools. While he saw that personal servant leadership had to come first, he argued the need for people in institutions to "work together towards synergy", which he believed would transform the institution and the student as a whole. He expounded the view that the transformational power of that synergy would work best in large institutions.

Most relevant to topic of teacher leadership was his notion that teachers, in large numbers, had "leadership latent in them". In a criticism of educational institutions he contrasted the amount of time, resources, coaching and development put into a budding athlete, with the paucity of approach to potential leaders.

2.2.4 Teacher Leadership

"Teachers are leaders when they function in professional environments to affect student learning, contribute to school improvement, inspire excellence in practice, and empower stakeholders to participate in educational improvement" (Childs-Bowen, Moller, & Scrivner, 2000). Teacher leadership can simply be explained as a demonstration of skills by teachers through their daily interactions with students and peers. The American Federation of Teachers issued a white paper in 2016 to state that, teacher leadership in its most effective form utilizes teachers beyond the traditional four walls of the classroom with a top-down structure of authority and recognizes that, teachers are essential to the success of the school and district as a whole. The paper went ahead to give examples of teacher leadership which included; working with colleagues or students as a mentor or coach, working on departmental chair or multi – classroom support, or broader policy work. Okoroji, Anyawu & Ukpere (2014) confirmed the understanding that, some leadership styles enhance teachers – pupil

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relationship while some impose dissatisfaction. In this regard, it is very paramount to ascertain or determine each leadership styles and how it affects teaching and learning. Okoroji, Anyawu and Ukpere (2014) went further to explain that, principals or school administrator's plays a key role in developing teacher leadership. Wynn (2001) posits that, principals or school administrators should define teacher leadership, encourage teachers to become leaders, help teachers develop leadership skills and provide a constructive feedback.

2.3 Evaluation of Leadership Styles

The various approaches in managing or directing subjects or students constitute a teachers style of leadership. Leaders carry out their roles in a wide variety of styles, for example autocratic, democratic and laissez-faire. The manner and approach in which leaders provide direction, implements their plans and motivates people reflects their leadership style unconsciously (Wikipedia). Often, the leadership style depends on the situation at hand, including the life cycle or size of the organization or institution. Based on this, the leadership style exhibited determines how well a group accomplishes its goals.

2.3.1 Autocratic Leadership Style

In this style, the leader places a low emphasis on people and a high emphasis on performance. The leader is seen as the boss and therefore makes decisions for the entire group, and does not tolerate disobedience. The leader limits discussions on ideas and new ways of doing things and as well dominates team members. His main purpose as a leader is to push for performance and maintain his authority. It is the appropriate style to use when the leader has all the information required to do the work. It leads to higher subject or student performance. Under this style, there is close supervision on work and little interest in student's feelings. Such leaders do not

hesitate to reprimand anyone who challenges their authority or makes a mistake (Warrick, 1981).

Autocratic leadership can be said to be the extreme form of transactional leadership and it is best used when there is limited time to accomplish a task or to improve performance. Practically output is highest under this style while the leader is present, but slumps in the absence of the leader.

2.3.2 Democratic Leadership Style

In Warrick (1981) article, "Leadership Styles and their Consequences", a democratic leader is one who places a high emphasis on both people and performance. Such leaders are genuinely interested in their people but also expect a high level of performance in terms of both quality and quantity. A leader who employs this style take the time to establish clear objectives, define responsibilities and provide the necessary leadership, planning, organizing, controlling and communicating, motivating, and developing to reach a high level of both productivity and satisfaction. Leaders under this style includes subjects or subordinates in decision making and do not closely supervise them. It also promotes a sense of teamwork and delegation but never losing sight of responsibilities as a leader. This style is mostly used when leaders have part of the information and followers also have other parts which are joined together to achieve a common goal (allows the group to make better decisions). The use of Democratic leadership style is a sign of strength or synergy that followers will respect. Performance is thereby higher under democratic leadership, not as high as in an autocratic situation; also performance does not drop when the leader is absent.

2.3.3 Laissez-faire Leadership Style

Warrick in his book (163) says laissez-faire leaders have low emphasis on people and performance; they do just enough to get by being vague about the task and exercise ground rules and by offering information primarily as a result of being asked. They provide little direction if any and let followers do whatever they want as well as show little concern for followers or performance. Laissez faire behaviour is not really leadership at all. In fact, it is referred to as non-leadership.

With this style of leadership, the leader does not really lead. The leader allows followers to use their own approach towards the achievement of collective goals. Basically, he allows things to happen but does not make things happen. A laissez-faire leader also called an avoidant leader may either not intervene in the work affairs of subordinates or may completely avoid responsibilities as a superior and is unlikely to put in effort to build a relationship with them. Laissez-faire style is associated with dissatisfaction, unproductiveness and ineffectiveness (Deluga, 1992). It has the lowest level of productivity of all styles of leadership.

2.3.4 The Consequences of Each Style

Few theories have been more heavily researched than the leadership styles theories. The extensive research makes it possible to predict the usual consequences of each style (Warrick, 1981). The typical consequences are summarized hereunder;

Beginning with laissez-faire style, followers become apathetic, disinterested, and resentful of the institution and their leader which results in the lowest performance and satisfaction. Its output or performance level is the lowest among all the leadership styles.

With autocratic style too, although the emphasis is on high performance, it often breeds counter forces of antagonism and restriction of output. It frequently results in hostile attitudes, a suppression of conflict, distorted and guarded communications, high absenteeism, low performance and work quality, and a preoccupation with rules, procedures, red tape, status symbols, and trying to cater to the whims of the leader. This style tends to develop dependent and uncreative followers who are afraid to seek responsibility.

The democratic style on the other hand results in high performance, satisfaction, cooperation, and commitment. It reduces the need for controls and formal rules and procedures. There is low absenteeism and turnover and thereby develops competent people who are willing to give their best, think for themselves, communicate openly, and seek responsibility.

2.4 Students Participation in Classroom

According to Wade (1994), most students can obtain the benefits such as the enjoyment of sharing ideas with others and learn more if they are active to contribute in class discussion. Effective learning process occurs when both the teacher and the students interact and actively participate in learning activities. Students in any situation as long as they are in the classroom or outside the classroom are believed to be acquiring new or modifying existing knowledge, skills or behaviours that will reflect their performance. The behaviours of students in classroom may range from passive to active participations. They may just sit quietly, taking notes, listening, doing something else, or asking questions, giving opinions, or answering questions posed (Mohd, Rahamah, & Maizatul, 2011); Hussein, 2010; Bas, 2010). The first four is a passive type of behaviours while the latter is an active type of classroom behaviours.

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Liu (2001) elaborated four types of student behaviours in the classroom as full integration, participation in the circumstances, marginal interaction, and silence observation. In full integration, students engage actively in the class discussion, know what they want to say and what they should not say. Their participation in class is usually spontaneous and occurs naturally (Zainal Abidin, 2007). Participation in the circumstances occurs when students influenced by factors, such as socio-cultural, cognitive, affective, linguistic, or the environment and these often lead to student participation and interaction with other students and teachers become less and speak only at appropriate time. In marginal interaction, students act more as listeners and less to speak out in the classroom. Unlike the students who actively participate in the classroom discussions, these categories of students prefer to listen and take notes than involved in the classroom discussion.

 Lastly, in silent observation, students tend to avoid oral participation in the classroom. They seem to receive materials delivered in the classroom by taking notes using various strategies such as tape-recording or writing. The fore mentioned types of classroom behaviours of active learners, ensures that, students engage actively in class by acting as information seekers. According to Davis (2009), student‟s enthusiasm and willingness to participate in a classroom through these verbal engagements will create a conducive classroom environment.

Research has it that, there could be one or more factors that, influences student‟s activeness of passiveness in class. The first factor is self-efficacy (Pajares, 1996; Schunk, 1995) students who exhibit these traits showed better academic achievement and participate more in class. This trait according to Pajares (1996) helps students to display more of their curiosity and exploring urge which will in turn motivate students to become more active and positive reciprocity (Rahil, Habibah, Loh, Muhd Fauzi,

Nooreen, & Maria, 2006). Thus, if students" self-efficacy is high, it will enhance their confident level to become more active and speak more in the classroom. They will show higher interest to learn more and know more with asking questions, giving opinions and discussing the topics in the classroom. Students can become passive in classroom discussion due to the self-limitations, such as cannot focus during lecture or learning time, fear of offense (Siti Maziha, Nik Suryani & Melor, 2010), low levels of self-confidence, do not make preparations before class, fear of failing to show their intelligence, fear that their answers will be criticized by the teachers and the feelings of confusion, thus becoming less engaged in classroom discussions (Fassinger, 1995; Gomez, Arai & Lowe, 1995).

The second important factor that affects the students to participate actively in the classroom is the traits and skills of the teacher. Traits that have been shown by teachers, such as supportive, understanding, approachable, friendliness through positive nonverbal behaviour, giving smiles and nodded for admitting the answers that are given by students (Siti Maziha, Nik Suryani & Melor, 2010), affirmative and open-mindedness (Dallimore,

Hertenstein & Platt, 2004; Fassinger, 1995; 2000) also contributed to the students active participation conducted by Siti Maziha, Nik Suryani and Melor (2010) which aimed to examine the influence of factors that make the participation of students in Malaysia found that the traits shown by teachers play an important role in providing incentives for students to participate in class discussions.

Apart from the positive qualities shown by teachers to encourage active students" participation in classroom discussion, the skills of the instructor may also affect the classroom environment. For example, a study by Nurzatulshima, Lilia, Kamisah, and Subahan (2009) on three experienced science teachers through observation in

classroom, interview with students and analysis of students" documents for the purpose to explore the way teachers managing their students in order to increase their participation in science practical work showed that student participation in science practical class is high when the teacher divided the students into three to five in a group and delegating the work, patrolling and checking the students" progress during practical session giving out positive rewards and friendly cooperation from lab assistant in monitoring students.

One important finding from the study by Siti Maziha, Nik Suryani and Melor (2010) on students in the classroom of a university in Malaysia found that the traits shown by peers or classmates play an important role in providing incentives for students to participate in class discussions.

Besides that, Cayanus and Martin (2004) found that students, who are open-mindedness, give a motivational effect on other students to actively participate in class. Environmental factor such as the size of classroom also affect the motivation of students to engage verbally in classroom. A study conducted by Shaheen, Cheng, Audrey, and Lim (2010) aims to explore the perceptions of 172 postgraduate students from three graduate programmes in the Wee Kim Wee School of Communication & information, Nanyang Technological University, Singapore found that 90% of students felt that they prefer to participate in discussions in small group as compared with in bigger classroom. A classroom equipped with proper lights, fan or air conditioning, and other basic facilities will make students to feel comfortable and may encourage them to participate in the learning activities.

2.5 Empirical Review of Leadership Styles

Maicibi (2005) contends that, without a proper leadership style, effective decision making and performance cannot be realised 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. Wallin‟s (2003) findings confirmed that leadership styles of teachers has significant impact on the performance of students as it improves pupils‟ grades and school climate. According to him, the opportunity made available to students to choose class content and class load and the learning opportunities motivate them to work hard to improve their performance. In the words of Rooney (2003), students and teachers function effectively through effective leadership styles and this contributes to a caring environment in which everybody cares for one another and invariably foster excellent teaching and learning.

Sashkin and Sashkin (2003) maintain that leadership matters because leaders help reduce ambiguity and uncertainty in organisations or society. Leaders take constructive acts to achieve long-term goals and provide clear positive reasons for their actions, goals, and accomplishments. In essence, leaders add clarity and direction to life and make life more meaningful. These scholars say that leadership matters because effective leaders adopt leadership styles that make difference in people‟s lives. They empower followers and teach them how to make meaning by taking appropriate actions that can facilitate change. Schermerhorn (2000) maintain that leadership is the heart of any organization because it determines the success or failure of the organisation. Thus, the study of leadership in organisations is closely tied to the analysis of organisations‟ efficiency and effectiveness. In an organisation

such as a school, the importance of leadership is reflected in every aspect of the school: instructional practices, academic achievement, students‟ discipline, school climate and so on. For instance, the Social Policy Research Association‟s findings (as reported by Soukamneuth, 2004) on how leaders create circumstances for positive inter-group relations and a caring and safe environment indicate that strong leadership is of great importance. Teachers in schools are able to prevent disruptive behaviour by promoting positive inter group relations using different approaches and styles to create a safe and caring environment. In essence, the head teacher as a leader needs leadership style to reduce racial tensions among students that lead to negative social behaviour and attitude.

The findings of Quinn‟s (2002) study on the relationship between teachers‟ leadership behaviour and instructional practices support the notion that leadership impacts instruction and participation in decision making. His findings indicate that teachers‟ leadership is crucial in creating a school that value and continually strives to achieve exceptional education for students. Similarly, Waters, Marzona and McNulty‟s (2004) research findings indicate that teachers‟ effective leadership can significantly boost pupil‟s achievement and participation in all aspects of school life. Apart from the fact that the head teacher knows what to do, he/she knows when, how, and the reason for doing it, the kind of changes that are likely to bring about improvement on students‟ achievement and the implication for staff and students. In effect, the teachers are expected to communicate expectations for the continual improvement of the instructional programme, engage in staff development activities and model commitment to school goals. It may therefore be argued that a head teacher, who does not engage in actions consistent with instructional leadership, has a wrong perspective of the school‟s goals. This is evident in research findings as reported by Barker

(2001), which portrays the head teacher and teachers as individuals capable of creating the climate needed to arouse the potential motivation of students. The study indicates that an effective head teacher and teachers can turn around a school that lacks direction and purpose to a happy, goal-oriented and productive school by adopting an appropriate leadership style.

2.6 Summary of Reviewed Literature

The literature review has led the researcher to gather that, leadership styles has a direct relationship with the birth order, status and other individual traits according to Carlson (1996). Carlson emphasizes that the ability to lead is inborn and cannot be learned. The trait theory under the traditional leadership theories was criticized by Mullins (1999) and Swanepoel (2000) as they were of the view that, having a particular trait in its self is not enough or do not guarantee a good leader but rather, the situation that confronts the person in charge and how the situation is addressed determines a good leader. Sergiovanni (2000) hinted that, and Ryan (2006) postulated in affirmation the posit of Mullins and Swanepoel, that good leaders slip in and out of differing styles, contingent upon the situation presented to them.

Also Burns (2008) and Bass (1990) who worked on the development of the transformational and transactional leadership theories were of the view that, leadership is a "give and take" or a practice of bargaining in the case of transactional leadership as well as the promotion of change in the case of transformational leadership style.

The researcher could infer from the literature review materials gathered that, it is paramount to consider all the various styles of leadership to be able to settle on a blend for a better output in any environment.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This research study examined how leadership styles of teachers relates to students" class participation in Junior High School 2 at Ga Central Municipality. This chapter will provide information on the research design, population, sample and sampling techniques, research instrument, validity and reliability, data collection procedure, data analysis technique and ethical issues.

3.2 Research Design

Research design refers to the outline plan or strategy specifying procedure to be used in seeking answers to the research questions (Zikmund 2003). This has to do with how the researcher arranged the conditions for collection, analysing and interpreting data in the most economical way. The cross-sectional survey design was adopted for the study. Cross-sectional survey is a type of non-experimental research design in which the manipulation of the variables and randomization of samples are not present (Leedy & Ormrod, 2005). Survey is advantageous since it involves the collection of data to test a hypothesis or answer research questions concerning the current status of a particular phenomenon (Cresswell, 2009). The descriptive survey design was selected for this study to enable the researcher in describing, analysing, interpreting and reporting conditions as they currently exist since it is versatile and practical (Newman, 2013).

3.3 Population

 Hair, Lamb and McDaniel (2000), says population is the identifiable total set of elements of interest being investigated by a researcher. Population as used in this study refers to all the persons the researcher intends to use for the study. The study

population comprised all Junior High School teachers and students" at Ga Central Municipality. The target population comprised all public Junior High School teachers and students" at Ga Central Municipality. The accessible population comprised all Junior High School teachers and students" in the five selected Junior High Schools whose estimated total population is eight hundred and fifty (850).

3.4 Sample and Sampling Technique

Amoani (2005) defines sampling as the procedure whereby elements or people are chosen from population to represent the characteristics of that population since it is impossible to test every single individual in the population. Multistage sampling techniques were employed in the selection of the participants for the study. During the former, purposive sampling technique was employed to select teachers for the study. This enabled the researcher to obtain in-depth information into the case since the sample comprised teachers who suit the study purpose (Latham, 2007; Mugo, 2002). It also gave a clear representation of the sample population and eliminates bias (Branner, 2005; Bourke, 2014).

During the latter, simple random sampling was employed to select a proportion of the students. According to Cresswell (2008) simple random sampling is a type of probability sampling technique in which certain units within a population are assigned numbers and the units bearing that numbers are included in the sample. This was done by creating two papers each with the assertion "YES" and "NO" regarding the number of students" the researcher intend to include within each school. The papers were put in a bowl and evenly mixed for the students to pick from it. Students" that picked the statement "YES" within each school were included in the sample. This technique was useful to the researcher because it provided each of the students" equal opportunities to be included in the sample (Cresswell, 2009). In all, one hundred and

fifty (150) participants were sampled comprising fifty (50) teachers and hundred (100) students.

3.5 Research Instrument

The main instrument for the data collection for the study was a structured questionnaire. According to Creswell and Miller (2000), a questionnaire is a formalized set of questions for obtaining information from respondents. The overriding objective is to translate the researcher"s information needs into a set of specific questions that respondents are willing and able to answer. While this may seem straightforward, questions may yield very different and unanticipated responses. A questionnaire enables quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis. The questionnaire for teachers were in two sections. Section A dealt with their demographic features which included their age ranges, sex, and academic qualifications. Section B was structured open and close-ended questions on the research statements thus, leadership styles of teachers at Ga Central Municipality Basic Schools in Greater Accra Region, relationship leadership styles have on classroom participation at Ga Central Municipality Basic Schools in Greater Accra Region, relationship leadership styles have on students participation in decision making at Ga Central Municipality Basic Schools in Greater Accra Region, and ways of enhancing leadership styles adopted by teachers for improve academic performance at Ga Central Municipality Basic Schools in Greater Accra Region. The items were constructed on a five-point Likert scale (1=Strongly Disagree; 2=Disagree; 3=I Don"t Know; 4=Agree; 5=Strongly Agree). The questionnaire for students were also in two sections. Section A deals with their demographic features which included their age ranges and sex. Section B was structured open and close-ended statements on the research questions thus, leadership

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styles of teachers at Ga Central Municipality Basic Schools in Greater Accra Region, relationship leadership styles have on classroom participation at Ga Central Municipality Basic Schools in Greater Accra Region, relationship leadership styles have on students participation in decision making at Ga Central Municipality Basic Schools in Greater Accra Region, and ways of enhancing leadership styles adopted by teachers for improve academic performance at Ga Central Municipality Basic Schools in Greater Accra Region. The items were constructed on a five-point Likert scale (1=Strongly Disagree; 2=Disagree; 3=I Don't Know; 4=Agree; 5=Strongly Agree). A total of 150 copies of the questionnaires were distributed to two categories of respondents (teachers and students) mentioned above.

The questionnaires gave uniformity of the demographic information, personal opinions, facts, or attitudes from respondents (Cresswell & Miller, 2000). The questionnaire is enabled the researcher to obtain the level of intellectual capacity of the respondents, covered wider geographical coverage, and also ensured anonymity of respondents responses (Cresswell, 2012).

3.6 Validity and Reliability

There was the need to ensure reliability and validity of the data collection instrument. To ensure reliability and validity the research instrument must measure what it is supposed to measure. The questionnaire was designed to reflect the research questions the researcher intended to find answers to. There was the need to ensure that the research instrument produce consistent result. A high reliability on research instrument according to Huck (2007) and Robinson (2009) ensure a high internal consistency which increases transparency and decrease opportunities to insert researcher's bias in the study (Singh, 2014).

As a result, accidental sampling was employed by the researcher to select 20 teachers and 50 students from two Junior High Schools from Ga Central Municipality in the Greater Accra Region; institutions that share similar characteristics with that of the study areas and the instrument was pre-tested on them. The pre-testing enabled the researcher to check the wording and sequence of questions, the length of the questionnaire, clarity of instruments, and effectiveness of the cover letter. This enabled the researcher to correct any inconsistencies (unreliability) and inaccuracies in the instrument that was used in the actual survey. Furthermore, very simple language was used in wording the questions to facilitate easy understanding by respondents. This ensured that the instrument elicit responses to measure variables that it is intended to measure. To further enhance on the validity of the instrument, the items on the questionnaire were formulated based on the research objectives.

In addition, the questionnaire was critically assessed by some of my supervisor and other experts in Measurement and Evaluation. Their comments and suggestions helped in no small way to correct the inconsistencies in the instrument. The reliability was to make sure of reliability co-efficient and to achieve that the results were ensured by subjecting the field data to thorough editing to remove contradictions, errors and inconsistencies before analysing. A Cronbach alpha coefficient of 0.75 was obtained after the piloting. The instrument was considered reliable for data collection because its coefficient is within the acceptable range of reliable instruments (Huck; 2007; Leedy & Omrod, 2005).

3.7 Data Collection Procedure

A letter of introduction was collected from the University of Education, Winneba which was presented to heads of selected Basic Schools in the Ga Central Municipality to allow access to the school. The researcher met the headmasters and

the students and organised a meeting to brief them about the project work and its importance and appealed to the students to co-operate with the researcher when the need arise. The help of some teachers were solicited in the administration of the questionnaire. They were given brief orientation to enable them give assistance in administering the questionnaire to the study. Sample questions for the students were given to them to answer and collect after one week. The researcher used two weeks to gather the data.

3.8 Data Analysis Technique

Data analysis is the interpretation of raw data in order to obtain its meaning and pattern (Bell, 2010). Data gathered from the questionnaire were used for analysis by feeding it into Version 20.0 of Statistical Package of Social Sciences (SPSS). The demographic features of the respondents were analysed using frequency counts, simple percentages, and pie-charts. The research questions were also analysed by employing simple frequency counts and percentages. Finally, the researcher elaborated her views based on the data she obtained from the participants and backed it by related literature.

3.9 Ethical Considerations

In the process of collecting data, the identity of the researcher will not be concealed from the respondents or participants for ethical reasons. The researcher explained to the participants that participation within the study is solely voluntarily. In addition, the objectives of the study were explained to participants while seeking the consent of participants before administering the questionnaires. Finally, the researcher assured participants confidentiality and anonymity by not disclosing participants" responses to anyone likewise attaching their names to their responses respectively.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the results and discussion of the study on leadership styles and class participation in Ga Central Municipality. The chapter focuses on data collected from the field which have been analysed and presented in tables and charts. The data addresses the research objectives and questions. The presentation of results and discussion were done in line with the stated objectives in the following order:

- Demographic data of Respondents

- Leadership styles of teachers at Ga Central Municipality Basic Schools in Greater Accra Region.

- Relationship leadership styles have on classroom participation.

- Relationship leadership styles have on students participation in decision making

- Ways of enhancing leadership styles adopted by teachers for improve academic performance.

4.1 Demographic Data of Teachers

This section presents the results of the personal data of teachers age ranges, sex, and educational status.

Table 1: Age Distribution of Teachers

Age	Frequency	Percent
20-30	3	6
31-40	30	60
41-50	11	22
50+	6	12
Total	**50**	**100**

Source: Field Data (2020)

The study revealed that, 60% of the teachers were between the ages of 31 to 40, 22% of them were between the ages of 41-50 and little as 12% were above 50 years. The results of the study as summarised in Table 1a shows that majority of 30 teachers representing (60%) were within the 31-40 age bracket. The results showed that majority of the respondents were below 40 years and have more years to serve in the teaching profession. Teacher respondents were asked to indicate their sex. This question was posed in order to know the composition of the respondents with regard to sex. The responses given are depicted in Figure 2.
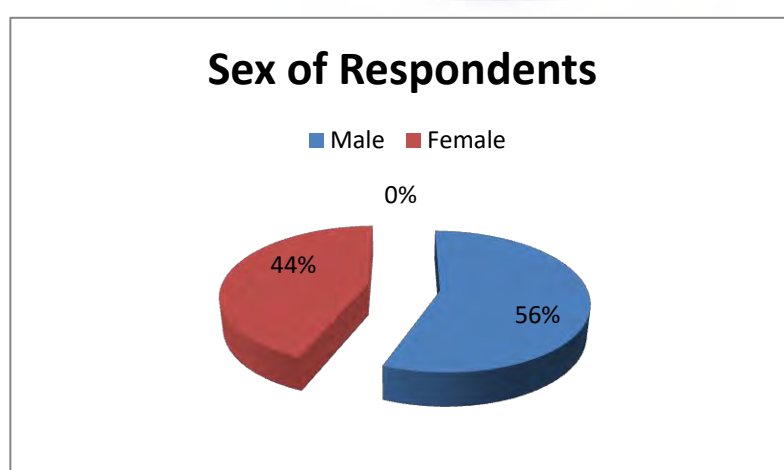
Figure 2: Sex Distribution of Teachers

Source: Field Data (2020)

4.2 Demographic Data of Students

This section presents the results of the personal data of students age ranges and sex. The outcome is presented in Table 2.

Table 2: Students Demographic Data

Age	Frequency	Percent
12-15	81	81
16-19	19	19
20+	-	-
Total	**100**	**100**
Sex		
Males	**51**	**51**
Female	**49**	**49**
Total	**100**	**100**

Source: Field Data (2020)

The study revealed that, 81% of the students were between the ages of 12 to 15 years, 19% of them were between the ages of 16-19 while none of the respondents was above 20 years. With regard to sex 51% of them were males while 49% were female.

Table 3: Qualification of Teachers

Age	Frequency	Percent
Master's Degree	2	4
Bachelor's Degree	27	54
Diploma	21	42
Total	**50**	**100**

Source: Field Data (2020)

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The results of the study as presented in Table 3 show that as high as 27 teachers representing (54%) obtained Bachelor Degree, 21 teachers representing (42%) obtained diploma while as low as 2 teachers representing (4%) obtained master's degree. The results showed that majority of the respondents obtained bachelor degree. A follow up question was then asked for the respondents to indicate their working experience. The responses given depicts that a vast majority 22 of teachers representing (44%) worked between 11-15 years, while a minority of 3 teachers representing (6%) worked between 1-5 years. The results showed that majority of the teachers worked for more than 10 years.

The summary of the responses given reveals that majority of 28 teachers representing (56%) were male while the remaining 44 percent of the respondents were female. Sex, for example has played a significant role in the teaching profession.

4.3 Research Question 1: What are the leadership styles of teachers at Ga

Central Municipality Basic Schools in Greater Accra Region?

This section presents the results of the leadership styles adopted by teachers. Many leadership styles combine to influence how teachers manage students. To this end, a question was posed for the respondents to rank some listed leadership styles adopted by teachers. The responses given are summarised in Table 4.

Table 4.: Leadership Styles of Teachers

Factors	Strongly Agree	Agree	Strongly Disagree	Disagree	I Don't Know
Democratic	76% (38)	20% (10)	4% (2)	-	-
Charismatic	52% (26)	14% (7)	34% (17)	-	-
Transformational	42% (21)	48% (24)	6% (3)	4% (2)	-
Autocratic	-	30% (15)	48% (24)	14% (7)	8% (4)

Source: Field Data (2020)

The study results as depicted in Table 4 show some listed leadership styles adopted by teachers. One of the leadership styles is democratic. Majority of 38 teachers representing (76%) strongly agreed to democratic style and as little as 2 teachers (4%) strongly disagreed to the democratic style. Another factor that was listed was charismatic. An overwhelming majority of 26 representing (52%) ranked it as strongly agreed while as little as 7 teachers representing (14%) strongly disagreed to the adaptation of charismatic leadership styles.

Transformational was another listed leadership style. As many as 24 teachers representing (48%) agreed to the assertion, 21 of the teachers representing (42) percent strongly agreed with assertion while as little as 2 teachers representing (4%) said completely disagreed with the assertion. Autocratic was also listed as leadership style. The results showed that 15 teachers representing (30%) agreed that autocratic was adopted, majority of 24 teachers representing 48% strongly disagreed while as low as 4 teachers representing 8% indicated that they did not know.

Table 5: Leadership Styles of Teachers in Students' Perspective

Factors	Strongly Agree	Agree	Strongly Disagree	Disagree	I Don't Know
Democratic	41% (41)	19% (19)	31% (31)	9% (9)	-
Charismatic		17% (17)	65% (65)	18% (18)	-
Transformational		48% (48)	41% (41)	11% (11)	-
Autocratic	-	82% (82)	8% (8)	10% (10)	-

Source: Field Data (2020)

The study results as depicted in Table 5 show some listed leadership styles adopted by teachers. One of the leadership styles is democratic. Majority of 41 students representing (41%) strongly agreed to democratic style and as little as 9 students (9%) disagreed to the democratic style of leadership.

Another factor that was listed was charismatic. An overwhelming majority of 65 students representing (65%) ranked it as strongly agreed while as little as 17 students representing (17%) agreed to the adaptation of charismatic leadership styles. Transformational was another listed leadership style. As many as 48 students representing (48%) agreed to the assertion while a minority of 11% disagreed with assertion.

Autocratic was also listed as a leadership style. The results showed that 82 students representing (82%) agreed that their teachers adopted autocratic leadership style while as little as 8 students representing 8% strongly disagreed that their teacher adopted autocratic leadership style.

A follow up question was posed to the respondents to find out whether students are comfortable with the leadership style teachers adopt in their school. Responses of respondents is summarised in Table 6 and 7.

Table 6: Comfortability with Leadership Styles - Teachers

Age	Frequency	Percent
Yes	41	82
No	9	18
Total	50	100

Source: Field Data (2020)

Table 6 shows that overwhelming majority of the respondents (82%) of teachers asserted that they are comfortable with their leadership style while a minority (18%) were of the view that they are not comfortable with the leadership styles adopted in their schools. The results showed majority of the teachers were comfortable with the leadership styles adopted by teachers and school authorities. Those who asserted that they are comfortable explained that things are done in the school based on Ghana Education Service guidelines and that teachers are often consulted on issues affecting the school.

A follow up question was posed to the respondents to find out whether students are comfortable with the leadership style teachers adopt in their school. Responses of students is summarised in Table 7.

Table 7: Comfortability with Leadership Styles – Students

Age	Frequency	Percent
Yes	42	42
No	58	58
Total	100	100

Source: Field Data (2020)

Table 7 shows that overwhelming majority of the students (58%) asserted that they are not comfortable with the leadership styles adopted by their teachers while a minority (42%) were of the view that they are comfortable with the leadership styles adopted by the teacher. The results showed majority of the students were not satisfied with the leadership styles adopted by their teachers. Those who agreed explained that the school hardly involve them in decision making, unwarranted punishment by their teachers among others.

4.4 Research Question 2: What relationship does leadership styles have on students' participation in decision making?

Delegating duties to students are very crucial in the administration of a school. The respondents were asked to rank how duties are assigned to students. Their responses are shown in Table 8 and 9.

Table 8: Duties Assigned to Students – Teachers' Perspective

Response	Frequency	Percent
Very frequent	11	22
Frequent	33	66
Seldom	6	12
Never	-	-
Total	**50**	**100**

Source: Field Data (2020)

From Table 8, a large number of teachers 66% (33) were of the view that duties are frequently assigned to students, 22% asserted that duties are assigned to students and as low as 12% indicated that duties are seldom assigned to students. The results indicated that duties are assigned to students by teachers.

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Delegating duties to students play a major role in effective running of the school. The students were asked to rank how duties are assigned to them by their teachers. Their responses are shown in Table 9.

Table 9: Duties Assigned to Students –Students' Perspective

Response	Frequency	Percent
Very Frequent	5	5
Frequent	16	16
Seldom	22	22
Never	57	57
Total	**100**	**100**

Source: Field Data (2020)

From Table 9, overwhelming majority of students 57 representing 57% were of the view that duties were not assigned to them by their teachers while as little as 5 students accounting for 5% indicated that duties are very frequently assigned to them by their teachers. The results indicated that teachers woefully failed to assign duties to students in the school.

A follow up question was asked to find out whether the teachers have been involving students in decision making in the school. Their responses are shown in Table 10 and 11.

Table 10: Relationship with Students

Response	Frequency	Percent
Very Frequent	21	42
Frequent	28	56
Seldom	1	2
Never	-	-
Total	**50**	**100**

Source: Field Data (2020)

From Table 10, majority of the teachers 56% (28) stated that their frequent relationship with students enhanced communication in the school, 42% were of the view that their very frequent relationship promoted enhanced communication while only 2% indicated that their seldom relationship did promote effective communication with students.

Another question was posed to the students to determine whether their relationship with teachers enhanced communication. Their responses are presented in table 11.

Table 11: Relationship with Teachers

Response	Frequency	Percent
Very Frequent	30	30
Frequent	22	22
Seldom	17	17
Never	31	31
Total	**100**	**100**

Source: Field Data (2020)

From Table 11, majority of the students 31% (31) stated that they never had good relationship with their teachers while 30 students representing 30% indicated that they had good relationship with their teachers. The results was an indication that some students are having poor relationship with their teachers which is impeding effective communication with the teachers in the school.

4.5 Research Question 3: What influence does leadership styles have on classroom participation?

There are some leadership styles which impacted on classroom participation or interaction. To this end, a question was posed for the respondents to rank some listed leadership styles which influence classroom participation among students. The responses given are summarised in Table 12 and 13.

Table 12: Influence of Leadership Styles on Classroom Participation

Factors	Strongly Agree	Agree	Strongly Disagree	Disagree	I Don't Know
Positive					
Traits and skills of the teacher	84% (42)	16% (8)	-	-	-
Self-efficacy		46% (23)	30% (15)	10% (5)	14% (7)
Conducive class	62% (31)	38% (19)	-	-	-
Negative					
Participation in the circumstances	-	34% (17)	38% (19)	28% (14)	-
Marginal interaction	42% (21)	20% (10)	16% (8)	22% (11)	-
Silent Observation	28% (14)	64% (32)	2% (1)	6% (3)	-

Source: Field Data (2020)

From Table 12, overwhelming 42 teachers accounting for (84%) strongly agreed that traits and skills of the teacher influence classroom participation while as low as 8 teachers representing 16% agreed that leadership styles adopted by the teacher have an influence on classroom participation. Conducive class size was listed as another factor. A minority of the teachers 19 representing 38% agreed that conducive class size influence the leadership styles to be adopted by the teacher while a majority of the teachers 31 accounting for 62% were strongly agreed that ideal class size determine the leadership styles to be adopted by the teacher to promote classroom participation. On negative leadership styles which impede participation in classroom interaction, one of the negative factors listed was participation in circumstances. A vast majority of the respondents 19 representing 38% agreed that to the assertion that negative leadership styles adopted by teachers resulted in participation in circumstances in the classroom while a minority 14 teachers accounting for 28% strongly disagreed. On silent observation, a majority of respondents 32 representing 64% agreed while one respondent accounting for 2% strongly disagreed that silent observation affected classroom participation. There are some leadership styles which impacted on classroom participation or interaction. To this end, a question was posed for the respondents to rank some listed leadership styles which influence classroom participation among students. The responses given are summarised in Table 4.8b.

Table 13: Influence of Leadership Styles on Classroom Participation

Factors	Strongly Agree	Agree	Strongly Disagree	Disagree	I Don't Know
Positive					
Traits and skills					
of the teacher	51% (51)	19% (19)	30% (30)	-	-
Self-efficacy		25% (25)	41% (41)	34% (34)	-
Conducive class					
size	71% (71)	29% (29)	-	-	-
Negative					
Participation in the					
circumstances	-	29% (29)	35% (35)	36% (36)	-
Marginal interaction	20% (20)	43% (43)	37% (37)	37% (37)	-
Silent Observation	77% (77)	23% (23)	-	-	-

Source: Field Data (2020)

From Table 13, vast majority 51 students accounting for (51%) strongly agreed that traits and skills of the teacher influence classroom participation while as low as 19 students representing 19% agreed that traits and skills of the teacher have an influence on classroom participation. Conducive class size was listed as another factor. A majority of the students 71 representing 71% strongly agreed that conducive class size influenced the leadership styles to be adopted by the teacher while a minority of the students 29 accounting for 29% were agreed that appropriate class size determine the leadership styles to be adopted by the teacher to promote classroom participation. On negative leadership styles which impede participation in classroom interaction, one of the negative factors listed was participation in circumstances. A vast majority of the respondents 36 representing 36% disagreed to the assertion that negative leadership

styles adopted by teachers resulted in participation in circumstances in the classroom while a minority 29 students accounting for 29% strongly agreed. On silent observation, a majority of students 77 representing 77% strongly agreed while 23 students accounting for 23% strongly agreed that silent observation affected classroom participation. The results was an indication that silent observation was very prevalent in basic schools.

4.2 Discussion of Findings

The study established that 78% of the teachers strongly agreed that teachers adopted democratic leadership style in the school while 41% of the students also agreed to the assertion that democratic leadership help students in many ways. These findings were also confirmed by Warrick (1981). In Warrick (1981) article, "Leadership Styles and their Consequences", a democratic leader is one who places a high emphasis on both people and performance. Such leaders are genuinely interested in their people but also expect a high level of performance in terms of both quality and quantity. A leader who employs this style take the time to establish clear objectives, define responsibilities and provide the necessary leadership, planning, organizing, controlling and communicating, motivating, and developing to reach a high level of both productivity and satisfaction. Leaders under this style includes subjects or subordinates in decision making and do not closely supervise them. It also promotes a sense of teamwork and delegation but never losing sight of responsibilities as a leader. This style is mostly used when leaders have part of the information and followers also have other parts which are joined together to achieve a common goal (allows the group to make better decisions). The use of Democratic leadership style is a sign of strength or synergy that followers will respect.

Concerning autocratic leadership style, 48% of the teachers disagreed that autocratic leadership style was not adopted by the teachers while majority of the students 72% agreed that their teachers employed autocratic leadership style in the school. Warrick (1981) completely collaborated the assertion of the students. He explained that in this style, the leader places a low emphasis on people and a high emphasis on performance. The leader is seen as the boss and therefore makes decisions for the entire group, and does not tolerate disobedience. The leader limits discussions on ideas and new ways of doing things and as well dominates team members. His main purpose as a leader is to push for performance and maintain his authority. It is the appropriate style to use when the leader has all the information required to do the work. It leads to higher subject or student performance. Under this style, there is close supervision on work and little interest in student's feelings. Such leaders do not hesitate to reprimand anyone who challenges their authority or makes a mistake.

Leadership styles on classroom participation is important to promote effective academic performance of the students. The study identified that the traits of the teacher has a significance impact on students' performance. Majority of the teachers 42% strongly agreed while 51% of the students also strongly agreed to the assertion. Conducive classroom is crucial for effective classroom interaction in view of this 62% of the teachers and 71% of the students respectively strongly agreed that conducive classroom promote effective classroom participation.

Siti Maziha, Nik Suryani and Melor (2010) explained that the second important factor that affects the students to participate actively in the classroom is the traits and skills of the teacher. Traits that have been shown by teachers, such as supportive, understanding, approachable, friendliness through positive nonverbal behaviour, giving smiles and nodded for admitting the answers that are given by students,

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affirmative and open-mindedness (Dallimore, Hertenstein and Platt (2004) also contributed to the students active participation conducted by Siti Maziha, Nik Suryani and Melor (2010) which aimed to examine the influence of factors that make the participation of students in Malaysia found that the traits shown by teachers play an important role in providing incentives for students to participate in class discussions. Apart from the positive qualities shown by teachers to encourage active students" participation in classroom discussion, the skills of the teacher may also affect the classroom environment.

Environmental factor such as the size of classroom also affect the motivation of students to engage verbally in classroom. A study conducted by Shaheen, Cheng, Audrey and Lim (2010) aims to explore the perceptions of 172 postgraduate students from three graduate programmes in the Wee Kim Wee School of Communication and Information, Nanyang Technological University, Singapore found that 90% of students felt that they prefer to participate in discussions in small group as compared with in bigger classroom. A classroom equipped with proper lights, fan or air conditioning, and other basic facilities will make students to feel comfortable and may encourage them to participate in the learning activities.

On negative impact of leadership styles on classroom participation and with regard to participation in circumstances, 38% of the teachers disagreed while 36% of the students also disagreed. With silent observation, 64% of the teachers agreed while 77% of the students strongly agreed that silent observation was a major problem. Liu (2001) elaborated four types of student behaviours in the classroom as full integration, participation in the circumstances, marginal interaction, and silence observation. In full integration, students engage actively in the class discussion, know what they want

to say and what they should not say. Their participation in class is usually spontaneous and occurs naturally (Zainal Abidin, 2007).

Participation in the circumstances occurs when students influenced by factors, such as socio-cultural, cognitive, affective, linguistic, or the environment and these often lead to student participation and interaction with other students and teachers become less and speak only at appropriate time. In marginal interaction, students act more as listeners and less to speak out in the classroom. Unlike the students who actively participate in the classroom discussions, these categories of students prefer to listen and take notes than involved in the classroom discussion.

 Lastly, in silent observation, students tend to avoid oral participation in the classroom. They seem to receive materials delivered in the classroom by taking notes using various strategies such as tape-recording or writing.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study was conducted to explore teachers‟ leadership styles as a correlation of students‟ class participation in basic schools at Ga Central Municipality of Greater Accra Region. The analytic descriptive survey method was selected as research design for the study. A total of 150 respondents made of 50 teachers and 100 students were selected for the study and the purposive sampling technique was adopted to select the respondents. A questionnaire was employed to gather information from the respondents. The Statistical Package for the Social Science (SPSS) version 22, was employed in the analysis of data.

5.2 Main Findings of the Study

The study established that 78% of the teachers strongly agreed that teachers adopted democratic leadership style in the school while 41% of the students also agreed to the assertion that democratic leadership help students in many ways.

Concerning autocratic leadership style, 48% of the teachers disagreed that autocratic leadership style was not adopted by the teachers while majority of the students 72% agreed that their teachers employed autocratic leadership style in the school. The study identified that the traits of the teacher has a significance impact on students‟ performance. Majority of the teachers 42% strongly agreed while 51% of the students also strongly agreed to the assertion. Conducive classroom is crucial for effective classroom interaction in view of this 62% of the teachers and 71% of the students respectively strongly agreed that conducive classroom promote effective classroom participation.

On negative impact of leadership styles on classroom participation and with regard to participation in circumstances 38% of the teachers disagreed while 36% of the students also disagreed. With silent observation, 64% of the teachers agreed while 77% of the students strongly agreed that silent observation was a major problem.

The vast majority of the students 72% indicated that autocratic leadership style impeded effective classroom participation with 48% of the teachers disagreed with the assertion.

5.3 Conclusion

The following conclusions were drawn from the study. Study findings provided several concepts that concluded leadership styles adopted by teachers especially democratic and autocratic styles impacted positively and negatively on students" participation in classroom activities. Considering the results of the study and the literature, it is imperative that concerted effort should be made by school authorities especially teachers to adopt the appropriate leadership styles in the classroom to encourage full participation of students in classroom activities.

5.4 Recommendations

The study revealed that, students" participation is low as far as decision-making and participation in classroom are concerned. It is recommended that, school authorities should encourage teachers to adopt innovative ways to ensure full participation of students in classroom activities.

School authorities should ensure that duties are duly assigned to students and ensure that their respective schedules are clearly defined to avoid duplication of duties. Students by this will be able to discharge their duties effectively.

The way a teacher relates with students is the most important element, as the most relevant attributes of the ideal teacher are in their perspective communication, indulgence, friendly attitude, fairness or patience in the teacher or student relationship. Thus, the portrait of the ideal teacher in the students" vision should be focused on the teachers" communication and rationing skills, on his or her attitude (patience, calmness) but also on the quality of explanations and teaching (pedagogic talent).

Teachers should therefore adopt different leadership styles to deal with students in and outside the classroom to ensure full participation of students.

5.5 Areas for Future Research

The following are recommended for future research:

It is recommended that further research be conducted on relationship between challenges teachers and school administrators" face in adopting leadership styles in the school. It is also recommended that research be conducted on attitude of school administrators towards their subordinate in educational institutions in the Ga Central Municipality. Further studies to be conducted on the perception of teachers and students on how school administrators instructional leadership influences academic performance of students in the Ga Central Municipality.

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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE FOR TEACHERS

As part of my work towards fulfilling the requirement for the award of a certificate in Post-Graduate Degree in Education, at the University of Education, Winneba, I am undertaking a research on "teachers" leadership styles as a correlation of students" class participation in basic schools at Ga Central Municipality of Greater Accra Region" Your answers to questions in the questionnaire will be used together with other information to determine the extent of factors affecting academic performance among students in Ga Central Municipality.

Please, this research is solely for academic purpose therefore, you are encouraged to answer the questions as frankly as possible. Your responses would be held in strict confidence.

Section A: Demographic Data

1. Sex: Male [ ] Female [ ]

1. Age: 20-30 [ ] 31-40 [ ] 41-50 [ ] 51- 60 [ ]

2. Educational Status: Master Degree [ ] Bachelor [ ] Diploma [ ] Others……………….

3. Work experience: 1 – 5 years [ ] 6 – 10 years [ ] 11 – 15 years [ ] 16+ years [ ]

Section B: Leadership Styles of Teachers

On a scale of one to five, please circle ONE answer that best describes your response.

5 = Strongly Agree   4 = Agree   3 = Strongly Disagree   2 = Disagree   1. Don"t know

	SA	A	SD	D	DK
6. Transactional	5	4	3	2	1
7. Transformational	5	4	3	2	1
8. Democratic	5	4	3	2	1
9. Charismatic	5	4	3	2	1
10. Autocratic	5	4	3	2	1

11. Are students comfortable with the leadership style you adopt in your school?

12. If yes, Give reasons………………………………………………………….

Section C: Relationship leadership styles have on students participation in decision making.

13. How frequently are duties assigned to student?

     (a)   Very frequently   [   ]

     (b)   Frequently   [   ]

     (c)   Seldom   [   ]

     (d)   Never   [   ]

14. To what extent is your relationship with students enhanced their communication?

     (a)   Very large extent   [   ]

     (b)   Extent   [   ]

     (c)   Little extent   [   ]

     (d)   Never   [   ]

15. Do teachers involve students in decision making in the school?

      Yes   [   ]   No   [   ]

16. If no, please give reasons……………………………………………………….

17. Do teachers always inform the student body why they are making changes?

     (a)   Always   [   ]

     (b)   Sometimes   [   ]

     (c)   Seldom   [   ]

     (d)   Never   [   ]

18. How frequently do teachers in administrative positions permit student to function within limits defined by the school administration?

     (a)   Very frequently   [   ]

     (b)   Frequently   [   ]

     (c)   Seldom   [   ]

     (d)   Never   [   ]

Section D: Relationship leadership styles have on classroom participation.

On a scale of one to five, please circle ONE answer that best describes your response.

5 = Strongly Agree   4 = Agree   3 = Strongly Disagree   2 = Disagree   1. Don"t know

Positive	SA	A	SD	D	DK
19. Traits and skills of the teacher	5	4	3	2	1
20. Self-efficacy	5	4	3	2	1
21. Conducive class size	5	4	3	2	1
Negative					
22. Participation in the circumstances	5	4	3	2	1
23. Marginal interaction	5	4	3	2	1

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24. Silent Observation   5   4   3   2   1

25. Suggest ways leadership styles adopted by teachers can be enhanced for improve

academic performance……………………………………………………….

……………………………………………………………………………….

……………………………………………………………………………….

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE FOR STUDENTS

As part of my work towards fulfilling the requirement for the award of a certificate in Post-Graduate Degree in Education, at the University of Education, Winneba, I am undertaking a research on "teachers" leadership styles as a correlation of students" class participation in basic schools at Ga Central Municipality of Greater Accra Region" Your answers to questions in the questionnaire will be used together with other information to determine the extent of factors affecting academic performance among students in Ga Central Municipality.

Please, this research is solely for academic purpose therefore, you are encouraged to answer the questions as frankly as possible. Your responses would be held in strict confidence.

Section A: Demographic Data

1. Sex: Male [ ] Female [ ]

1. Age : 12-15 [ ] 16-19 [ ] 20 and above [ ]

Section B: Leadership Styles of Teachers

On a scale of one to five, please circle ONE answer that best describes your response.

5 = Strongly Agree   4 = Agree   3 = Strongly Disagree   2 = Disagree   1. Don"t know

	SA	A	SD	D	DK
6. Transactional	5	4	3	2	1
7. Transformational	5	4	3	2	1
8. Democratic	5	4	3	2	1
9. Charismatic	5	4	3	2	1
10. Autocratic	5	4	3	2	1

11. Are students comfortable with the leadership style you adopt in your school?

Section C: **Relationship leadership styles have on students participation in decision making.**

12. How frequently are duties assigned to you by your teachers?

    (a)   Very frequently   [   ]

    (b)   Frequently   [   ]

    (c)   Seldom   [   ]

    (d)   Never   [   ]

13. Do teachers involve students in decision making in the school?

    Yes   [   ]   No   [   ]

14. To what extent is your relationship with students enhanced their communication?

    (a)   Very frequently   [   ]

    (b)   Frequently   [   ]

    (c)   Seldom   [   ]

    (d)   Never   [   ]

Section D: Relationship leadership styles have on classroom participation.

On a scale of one to five, please circle ONE answer that best describes your response.

5 = Strongly Agree   4 = Agree   3 = Strongly Disagree   2 = Disagree   1. Don't know

Positive	SA	A	SD	D	DK
15. Traits and skills of the teacher	5	4	3	2	1
16. Self-efficacy	5	4	3	2	1
17. Conducive class size	5	4	3	2	1
Negative					
18. Participation in the circumstances	5	4	3	2	1
19. Marginal interaction	5	4	3	2	1
20. Silent Observation	5	4	3	2	1