

UNIVERSITY OF EDUCATION, WINNEBA

THE EFFECTS OF HEADMASTERS LEADERSHIP STYLES ON TEACHERS'
PERFORMANCE IN SELECTED SENIOR HIGH SCHOOLS IN THE OFFINSO
MUNICIPALITY



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Studies, University of Education, Winneba, in partial fulfilment of the
requirements for award of the Master of Arts (Educational Leadership) degree**

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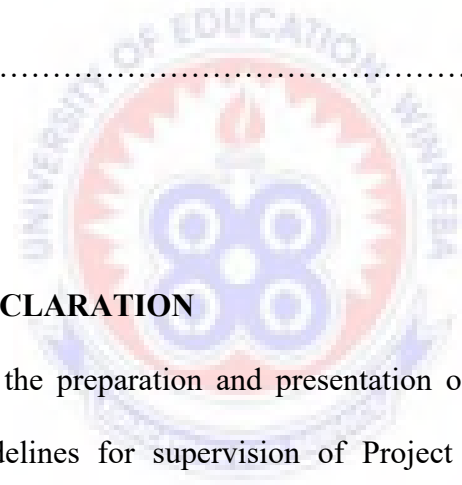
DECLARATION

STUDENT'S DECLARATION

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

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SUPERVISOR'S DECLARATION

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

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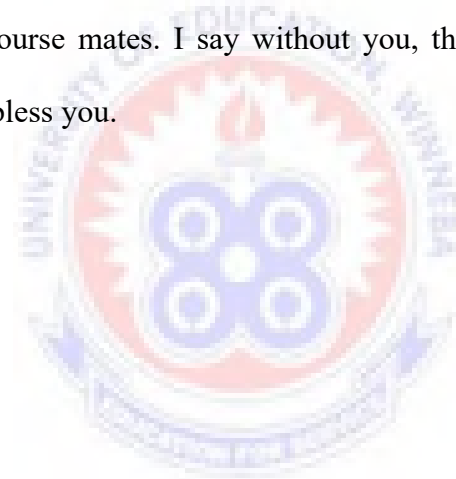
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DEDICATION

To my dear brother, Francis Kofi Awiagah, my husband Samuel Adjei and my children Kayla, Casey, Karissa and Mavis.



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ABSTRACT

The study was conducted to investigate the effect of head teachers' leadership styles on the performance of teachers in selected Senior High Schools in the Offinso Municipality. The objectives of the study were to find out the leadership styles of headmasters, determine the effect of headmasters leadership style on teaching and learning and to find out the challenges headmasters face in their leadership in selected Senior High Schools in the Offinso Municipality. Descriptive survey design using the quantitative approach was used for the study. The target population for the study was the entire 132 teaching staff of the three Senior High Schools in the Offinso Municipality. Census sampling was used to select all the 132 teachers in three Senior High Schools for the study. Closed ended questionnaire was used to collect data for the study. The study found among others that head teachers allowed teachers to participate in decision making and also delegated powers to teachers when the need arose. The head teachers' leadership styles improved headmaster- teacher relationship to enhance school performance and also inspired teachers to improve on their instructional capabilities. Head teachers leadership styles improved headmaster- teacher relationship to enhance school performance and inspired teachers to improve on their instructional capabilities, Lack of congenial work environment, lack of time (work overload) and teachers' lack of commitment towards training and development were some of the challenges in head teachers' leadership. It is recommended based on the findings that since lack of time was one of the challenges in heads leadership, the work load of heads should be reduced by the Ghana Education Service to enable them have ample time in their school leadership.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Leadership style is an important aspect in the success of any organization due to its effects on employee's performance. In a constantly changing social, economic, and technological environment, leadership is a more important attribute of management today than before. Whereas managers are concerned with bringing resources together, developing strategies, organizing and controlling activities to achieve agreed objectives, leadership performs the influencing function of management. Leadership increases the effectiveness and proficiency of management and sustainable performance (Reed, 2015) and effective management of resources. Maicibi (2015) observe that proper leadership style leads to effective performance in learning institutions. Leadership style in many organizations has been facing different challenges due to its effects on organizations' performance, department, and teams, as well as work climate and atmosphere. Leaders who want the best results should not rely on a single leadership style (Nampa, 2013). Clark and Clark (2012) explain that different people require different styles of leadership. For example, a newly hired person requires more supervision than an experienced employee. A person who lacks motivation requires different leadership styles and supervision than one with a high degree of motivation. A leader must have an honest understanding of who his subordinates are, what they know and what they can do. Many people believe that leadership is simply being the first, biggest or most powerful. Leadership in organizations has a different and more meaningful definition. A leader is

interpreted as someone who sets direction in an effort and influences people to follow that direction (Cole, 2015).

Leadership is the process of influencing group activities towards the achievement of goals. Leaders influence and change the way people think about what is desirable, possible and necessary. Not all managers in organizations are leaders, but they do share with the leaders the desire to achieve the goals of organizations (Harris, 2013). Better still leadership style is the manner and approach of providing direction, implementing plans, and motivating people (Lunenburg, 2012).

The style or approach adopted by a leader or head will determine in the short or long run the way the organization would go. A positive leader will have an influence on how the organization should go and move forward while a negative leader will also have the same influence on the organization though negatively. There is a difference in ways leaders approach their employee. Positive leaders use rewards, such as education, independence, etc. to motivate employees. While negative employers emphasize penalties. While the negative approach has a place in a leader's repertoire of tools, it must be used carefully due to its high cost on the human spirit.

According to Reed (2015), negative leaders act domineering and superior with people. They believe the only way to get things done is through penalties, such as loss of job, days off without pay, reprimand employees in front of others. They believe their authority is increased by frightening everyone into higher level of productivity. Yet what always happens when this approach is used wrongly is that morale falls; which of course leads to lower productivity.

It is also important to note that most leaders do not strictly use one or another, but are somewhere on a continuum ranging from extremely positive to extremely negative. People who continuously work out of the negative are bosses while those who primarily work out of the positive are considered real leaders (Harris, 2013).

The issue of leadership styles is a major and basic concern for all organizations and institutions in various countries. Different countries around the world have been attempting to highlight and stress the concept of efficient leadership styles in various ways in their organizational daily activities, programs, and performance. In Ghana, there is rapid and increasing awareness in various sectors and fields in line with a sharp increase in the number of teachers, including the educational institutions such as universities, colleges, schools and others which are indirectly related to educational domain (Oduro, 2011).

In every organization for which the school is not an exception, management is expected to produce results. These results do not just happen overnight. They demand great efforts by the leaders who in turn, are to spearhead the affairs of the organization. The person at the helm of affairs is usually the manager (Ekeland, 2012). Successful school leaders have been taught different styles that are used in their administration process. The leader's leadership style influences the efficiency and also the effectiveness of the teachers' performance in school (Alageheband, 2011). Scholar has proposed path goal theory to explain leadership.

According to House (1968) in the Path Goal theory, a leader does the following: clarifies and sets goals together with the subordinates and properly communicates to them. Besides, delegates duties to subordinates according to their abilities, skills,

knowledge and experience. The leader further helps the subordinates to find the best path for achieving the desired goals, defines positions and task roles and promotes group cohesiveness and team effort by removing barriers to performance. The leader finally increases personal opportunities for satisfaction and improved work performance by reducing stress, making external controls and people's expectations clearer (Harris, 2013). In supporting this theory, Ajayi and Ayodele (2014) opine that the behaviour of the leader is acceptable to the subordinates only if they continue to see the leader as a source of personal opportunity to improve performance and satisfaction. Some leaders seem to find it difficult to effectively administer their schools (Gronn, 2014).

Therefore, it is imperative that they learn and understand the importance of the styles that enhance positive performance in the schools. As such, leadership style occupies an important position in school administration as the headteacher who controls the school's resources uses them resulting in positive achievement of educational goals (Oduro, 2011).

1.2 Statement of the Problem

It has been observed that effective leadership is very important for the survival of every organization and very crucial in human lives in general. It however, appears that the leadership styles adopted by most of these headteachers have great ramifications affecting all facets of organizational and social life.

Headteachers play a pivotal role in the success of schools in building a strong culture of collaboration and creative problem solving, set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes

responsibility for students achievement, develop and communicate plans for effective teaching, among all staff members and monitor students learning progress and closely work with parents (Oduro, 2011). It is however argued that the successful implementation of the curriculum depends to a large extent, on delegation and sharing decision making styles of headteachers that boost teachers' job opportunities, satisfaction, career commitment and intention to complete the syllabus contents on terms scheduled.

The relationship between headteachers leadership style and teachers job performance has been a subject of debate over the years. The controversy was centered on whether or not the style of leadership of heads of schools influences the level of job performance among teachers. Common observation in the school system shows that the style of leadership of a headteachers could perhaps have serious impact on teachers' job performance. In the study area where the researcher teaches, hardly has she seen or observed any study with regards to the leadership styles of headteachers and its effects. This study therefore investigates the effect of head teachers' leadership styles on the performance of teachers in selected Senior High Schools in the Offinso Municipality.

1.3 Purpose of the Study

The purpose of the study is to investigate the effect of head teachers' leadership styles in selected Senior High Schools in the Offinso Municipality.

1.4 Objectives of the Study

The objectives of the study were to;

1. find out the leadership styles of headmasters of selected Senior High Schools in Offinso Municipality
2. determine the effect of headmasters leadership style on selected Senior High Schools in the Offinso Municipality
3. find out the challenges headmasters face in their leadership in selected Senior High Schools in the Offinso Municipality.

1.5 Research Questions

The following questions will serve as a guide to the study.

1. What leadership styles do headmasters/headmistresses exhibit in selected Senior High Schools in Offinso Municipality?
2. What is the effects of headmasters leadership style on selected Senior High Schools in the Offinso Municipality?
3. What challenges do heads face in exhibiting their leadership styles in selected Senior High Schools in the Offinso Municipality?

1.6 Significance of the Study

The findings of this research have significance for the enhancement of school teacher's performance and satisfaction. Specifically the result may help school leaders to be aware of the styles that influence the level of teacher performance so that heads of schools can exercise efficient leadership styles so as to improve teachers' performance.

The study is very significant because it will add to the existing literature of books and works already written on leadership styles to get jobs done. It will also be beneficial to the academic community and decision makers whose roles and styles are of prime importance to the running of organizations in the country and to make meaningful proposals and suggestions to improve organizational behaviours in Ghana. Also the study is important because it reveals the importance of leadership roles and styles to the socio-economic development of Ghana.

1.7 Limitations to the Study

The study was presented without limitations. First, while there are various models of leadership style and this research did not incorporate all models to determine teachers' performance. The investigation was conducted by focusing on the four leadership styles and teachers performance. In addition this research was conducted at some selected schools in the Offinso Municipality. These limitations notwithstanding, the researcher gathered the necessary data for the study.

1.8 Delimitations of the Study

The study will be delimited in both content wise and geographically. The contents were delimited to investigating leadership styles on performance of teachers at selected senior high schools in the Offinso Municipality.

Geographically the scope of this study was delimited to three senior high schools' at Offinso.

1.9 Organization of the Study

The study consists of five chapters. The first chapter consists of the background to the study, statement of the problem, Scope of the study, Objective of the study and significance of the study and lastly the organization of the study.

Chapter two deals with literature review on concepts and theories relevant to the study. Chapter three, the methodology adopted to conduct the research into the Leadership styles of Head teachers was stated. This chapter deals with issues such as the research design, instrument and data collection tools. Chapter four also deals with data presentation, discussions and analysis. Chapter five indicates the findings of the study, conclusion, recommendations and suggestions for further studies.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a theoretical literature on leadership styles and teachers performance. A wide range of relevant literature was consulted with special reference to literature pertaining to leadership styles models, theories and factors affecting teachers' performance.

2.1 Concept of Leadership Styles and Performance

Adeyemi (2014) argued that, head teachers who have poor leadership skills lack focus on instructional leadership. This can be a problem, particularly in the primary phase, where head teachers equate accountability with responsibility and have little understanding of how to delegate those areas of responsibility that might best be carried out by another member of staff.

The study on Principals' Leadership Styles and Teachers' Job Performance in Lagos State Public Secondary Schools by (Akerle, 2011) concluded that leadership style could be seen as the process of influencing the activities of an organization toward goal setting and goal achievement. As such, it must be stressed that any meaningful and useful definition of leadership must contain some elements such as a group to be led which must have a set of laid down objectives, there must be conscious attempts to influence the behavior of others within the group and there must be willingness of subordinates to carry out the action.

Okumbe (2011) on the other hand defines leadership styles as “particular behaviors applied by a leader to motivate subordinates to achieve the objectives of the organization. In view of the foregoing leadership styles were defined in various ways. It is also a process through which the Principal influences a teacher or a group in the attainment of educational goals. This is evident in research findings as reported by Barker (2012), which portrays the head teacher as an individual capable of creating the climate needed to arouse the potential motivation of staff and students. The study indicates that an effective head teacher can turn round a school that lacks direction and purpose to a happy, goal-oriented and productive school.

According to Eshiwani (2012) schools which consistently perform well tend to have sound and efficient leadership. He further stresses that leadership is a crucial factor in the success of a school. The qualities that are expected of a school head teacher include setting a climate of high expectations for staff and students, encouraging collegial and collaborative leadership and building commitment. The head teacher plays an important role in this aspect.

Hargreaves (2013) argued that there is no doubt that teachers themselves prefer head teachers who are honest, communicative, participatory, collegial, informal, supportive and demanding and reasonable in their expectations with a clear vision for the school. Hargreaves continues to argue that teachers prefer a headteacher who work with them rather than through them. Leadership is the interpersonal influence towards attainment of specific goals in specific situations; he also observes that without leadership, organizations were nothing but masses of individuals. Management of

teachers in the school context involves the skillful control and guidance of teachers in order to achieve the school desired outcomes.

Chandan (2010) defines leadership style as the ingredient of personality embodied in leaders that causes subordinates to follow them. Okumbe (2008) on the other hand defines leadership styles as particular behaviors applied by a leader to motivate subordinates to achieve the objectives of the organization. The school principal is in a unique position as the manager or administrator who controls schools' resources for the purpose of the achievements of educational goals and can accelerate the process of schools development or can demolish the progress of education (Adeyemi, 2014). As such, a leadership style occupies an important position in school management. Leaders express leadership in many roles. These, among others, are: formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh 2011). However, Nathan (2014) asserts providing leadership is a very essential component of a leader's role. The leadership style leaders choose to perform the above mentioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relationships with staff.

2.2 Types of Leadership Styles

Style of leadership is the manner in which the leader goes about communicating with those whom he or she leads. There are many things to be taken into account when determining what style of leadership is appropriate for a given situation (Akerele, 2014). Various styles of leadership were defined as a result of these studies of leader behaviors.

In response to this problem, this study compares four leadership styles: authoritarian, democratic, Transformational and laissez-faire.

2.2.1 Democratic leadership style

Democratic leadership style also referred to as interactive or participatory leadership is characterized by cooperation and collaboration. This leadership style refers to situations where a leader seeks for the opinion of the subordinate before making a decision. In this leadership style the leader seeks opinion of the subordinates on a tentative plan of action and then makes decisions or the leader may ask for group input in formulating plans before making a decision. The style decentralizes power and authority (Okumbe, 2011).

Cole (2015) advocates for the leadership of a head teacher to be democratic combining self-confidence, friendliness, firmness and tact and should not merely consist of issuing orders. The head teacher should be aware of the techniques that work in which situations and those that backfire. Democratic style of leadership practiced by head teachers, proper delegation of duties relieves the school administrators from their many tasks and secondly it inculcates a sense of responsibility, hardworking and commitment among the subordinates which in turn enhances teacher performance.

Nzuve (2010) argued that a democratic leader is one who obtains ideas and opinions from workers. He gives them a chance to express their feelings about how things should be done. The manager considers the ideas and opinions of workers and he still makes the final decision. The head teacher allows staff to participate in decision-making within the framework of the mission and objectives of the school. Democratic

leaders show consideration and concern for others by empathetic listening and understanding. They foster open communication among all employees at all levels. Reasons and circumstances pertaining to decisions that affect the employees, department, or organization are shared in a timely fashion. The democratic or enlightened leader practices employee involvement in considering important issues and exercises influence in reaching consensual decisions (Northouse, 2006). Democratic style of leadership means that leaders work together with others, including discussing matters with the teachers before taking decisions. “Leadership is distributed among the teachers. This helps to create a co-operative atmosphere in the schools. Schools become more democratic through the practice of participative decision making and actions. Leadership requires participation from everyone so that all members are engaged in creating a meaning and acting on that meaning (Harris, 2013).

Goldman (2000) states that leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self-direction. From my own experience I have observed that these leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to one’s needs. They are able to motivate teachers to participate in decision-making and are respectful. The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan & Bennis 2009). In this style of

leadership, a high degree of staff morale is always enhanced (Mba, 2014). In other words, consultation, teamwork and participation are the common key characteristics of successful schools.

2.2.2 Laissez -Faire Leadership

Laissez-Faire leadership is when leaders are hands-off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. Laissez-faire style is described by Hackman and Johnson (2009) as the most effective style, especially where followers are mature and highly motivated. Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Talbert & Milbrey, 1994).

The laissez-faire leadership style is also known as the hands-off style. It is one in which the manager provides little or no direction and gives employees as much freedom as possible. Basically, this style looks simple and easy-going between leaders and subordinates. Leaders who adopt the laissez-faire leadership style exercise little control over the followers and let the followers have freedom to carry out their assigned tasks without direct supervision (Wu & Shiu, 2009).

According to Mbiti (2013), laissez-faire leadership style refers to style as a free-reign style where the leader doesn't lead but leaves the group entirely to itself. Such a leader allows maximum freedom to subjects. They are given a free hand in deciding their

own policies and methods”. The leaders who use this style of leadership believe that there should be no rules and regulations since everybody has inborn sense of responsibility. Laissez-faire leadership style is not suited for use by head teachers because complete delegation without follow-up mechanisms creates performance problems. “Teachers and students are motivated when they are afforded opportunities to make their own decisions. The acceptance of their opinions and ideas, together with the monitoring of their performance by head teachers is a healthy way of enhancing discipline in secondary schools (Wu & Shiu, 2009). In laissez-faire leadership, the head teacher believes that there should be no rules and regulations since everyone has a sense of responsibility (Pont, Nurshe & Moorman, 2008). A laissez-faire schools environment may be more creative and fulfilling for those involved in school management system. The extent to which a head teacher succeeds in attaining the school objectives, mission, vision and philosophy depends on how he or she uses suitable management styles to a specific school contextual environment.

2.2.3 Authoritarian leadership

Autocratic leadership refers to a system that gives full empowerment to the leader with minimal participation from the followers. Yukl (1994) found that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision-making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. Since this style of leadership usually only involves one person deciding, it permits quick decision-making.

Although the autocratic style is relatively unpopular, in certain circumstances it can be an effective strategy, especially when the leader is short on time and when followers are not productive. The autocratic leadership style is also known as the authoritarian style of leadership where power and decision-making reside in the autocratic leader. The leader directs group members on the way things should be done and does not maintain clear channel of communication between him or her and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (John, 2002).

Wu and Shiu (2009) explained that, Authoritarian leadership is gained through punishment, threat, demands, orders, rules, and regulations. The functions of authoritarian leadership include unilateral rule-making, task-assignment, and problem solving while the roles of authoritarian followers include adhering to the leader's instructions without question or comment. Authoritarian leadership is appropriate in settings with a constant stream of new employees, limited decision-making time or resources, and the need for large-scale coordination with other groups and organizations. Authoritarian leaders receive aggressive or apathetic behavior from their subordinates. Productivity is slightly higher under the authoritarian leader than under the democratic one.

However, it is the lowest under the laissez-faire leader's supervision" (Lunenburg & Ornstein, 2012). In authoritarian leadership, the leaders make most or all of the decisions, without the involvement or input of the employees. Authoritarian leaders inform their subordinates on what must be done, how it should be done and when it must be completed. This kind of leader is likely to ignore suggestions made by staff members.

Where quick decision making is a key factor, this particular leadership style might work well because there might not be any time to consult with staff for their involvement anyway.

2.2.4 Transformational leadership

According to Sergiovanni (2004), Transactional leadership is another type of leadership. It is sometimes called bartering. It is based on an exchange of followers' services in lieu of various kinds of tangible rewards (such as a salary) that the leader controls. It is also based on the conviction that people desire to be led rather than be liable for their own actions and decisions. As a result, the leader relies on top down decision processes to control staff, allocate resources and initiate the process of change.

Transactional leadership is often viewed as being complementary with transformational leadership. In a study conducted by Bateh and Heyliger (2014) on Academic Administrator Leadership Styles and the Impact on Faculty Job Satisfaction and self-esteem in Florida, the results of logistic regression analysis revealed that faculty members who identified transformational leadership as dominant had increased performance, while faculty members who identified transactional leadership as dominant had increased job satisfaction, and faculty members who identified passive/avoidant leadership as dominant had decreased job satisfaction. Demographics did not appear to predict satisfaction. Using this model, academic leaders can take further action by refining their leadership styles on the basis of their faculty members' indicated preferences. The study results may contribute to social change at the departmental level

by making academic administrators aware of effective leadership models that promote higher job satisfaction among faculty in universities.

Headmaster often encounters with the need to transform the school from low performance to acceptable performance or from acceptable performance to high performance. At other times, a headmaster is expected to move firm from crisis mode to high ground. To accomplish these purposes, the transformational leader attempts to have a strong teacher's commitment towards the school. The increasing range and complexity of leadership responsibilities in schools means that it is no longer possible for the principal to be the sole leader (Michel & Peter, 2007).

In her study, Brown (2003) was unable to find any statistically significant correlation among any of the transformational leadership behaviors and continuance commitment. The leadership behaviors may not be related to how employees feel about having to stay in the current organization. Transformational leadership stimulates and inspires followers to achieve beyond expectation and in the process developing their own capacities. With an aim of building shared vision, the transformational leader responds to followers' needs through empowerment and aligning the objectives and goals of the organization with that of followers. A high level of follower performance is attained affirmed that transformational leadership behaviours were positively related with higher performance (Bass & Avolio, 2000).

Headteachers should do everything they can to give information and experience to teachers in order to accomplish certain task or jobs, especially for those who are new in this field. This could improve their early job experience. Head teachers also should provide opportunities for committing acts and the school must show high level of

commitment to the teachers in return. There is also a need for training programme, designed to improve and to increase head teachers transformational leadership (Michel & Peter, 2007). Delegation of responsibility was constrained by teachers' anticipation for promotion, inadequate resources, and delegation to teachers not formally appointed by the teachers' service commission as heads of department. Heads of department who were not appointed by teachers' commission felt that there are roles not recognized by the employer. The results of this study established also that teachers expected promotion or payment for the extra work they do (Kipkoech, 2004).

Okumu (2006) in his study about delegation of duties, positive effects on management of secondary schools in terms of motivation, commitment, satisfaction, discipline and general improvement in teacher performance and management of schools. Delegation of duties is the process of a supervisor or officer dividing up his total work load and giving part of it to subordinates. He identified that effective delegation is efficient, motivating and developmental towards work performance. Delegation can operate within two ends of a continuum. At one end is a loose control but wide freedom while at the other end is a tight control with little freedom (Maicibi, 2005).

In almost all school activities, communication plays an important role. "How and what we talk about both construct and form our reality. This implies that communication can be both a way to analyze and understand processes in schools and a process to influence others' actions and understanding. An ordinary working day for head teachers and teachers contains many meetings, interactions and conversations (Czarniawska-Joerges, 2000).

According to Eriksen (2001), a communicative leadership is especially important in organizations with values that are non-negotiable". Even if the principal takes part in different processes and therefore is affected by them, there are organizational expectations on how the leader shall contribute to these processes. What principals and teachers talk about and how they communicate both reflect and construct what is considered important in different processes and activities. Communication therefore reveals what is in focus in the organization's everyday work. How the principal listens, transmits information, makes decisions and leads dialogues will affect leadership and communication processes and ultimately the school outcomes.

The different techniques and how individual skills are used in conversations can reveal the communicator's pre-understanding, values, knowledge and preparation. Communication becomes a way to understand and conduct leadership and actions within the organization. A communicative leadership uses language and communication to motivate different actions (Isaacs, 2006).

Bennell and Acheampong (2003) explained that, work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. The received wisdom among occupational psychologists is that 'pay on its own does not increase motivation. There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school system are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions.

Teachers play a very important role in the learning process of students who idealize teachers and try to copy them. The motivation of teacher is, therefore, very important as it directly affects the pupils. The quality of both current and future teachers is likely to decline given their level of motivation. Poor living and working conditions have, over time, seriously eroded many teachers' motivation to carry out their teaching and non-teaching roles in an acceptable manner. The situation in Tanzania is similar to that in many other developing countries (Sumra, 2004). Watt and Richardson (2007) provide evidence for links between teachers' motivation and their performance, commitment and persistence in teaching and their inclination to become involved in professional development. Much of the evidence for the effects of motivation focuses on teacher efficacy their self-perceived capabilities to affect outcomes. There is considerable agreement that teachers' efficacy and skepticism is associated with enthusiasm, job commitment, and instructional behavior.

2.3 Theory of Leadership

Theory adopted in this study is path-goal theory advanced by House (1968) as cited by Okumbe (2011), the theory asserts that a good leader should enhance subordinates job performance by clarify and setting goals with the subordinates. The leader shows the subordinates a clear path to follow and how to remove barriers to the goal achievement. Path-goal theory was explained in figure 2.1.

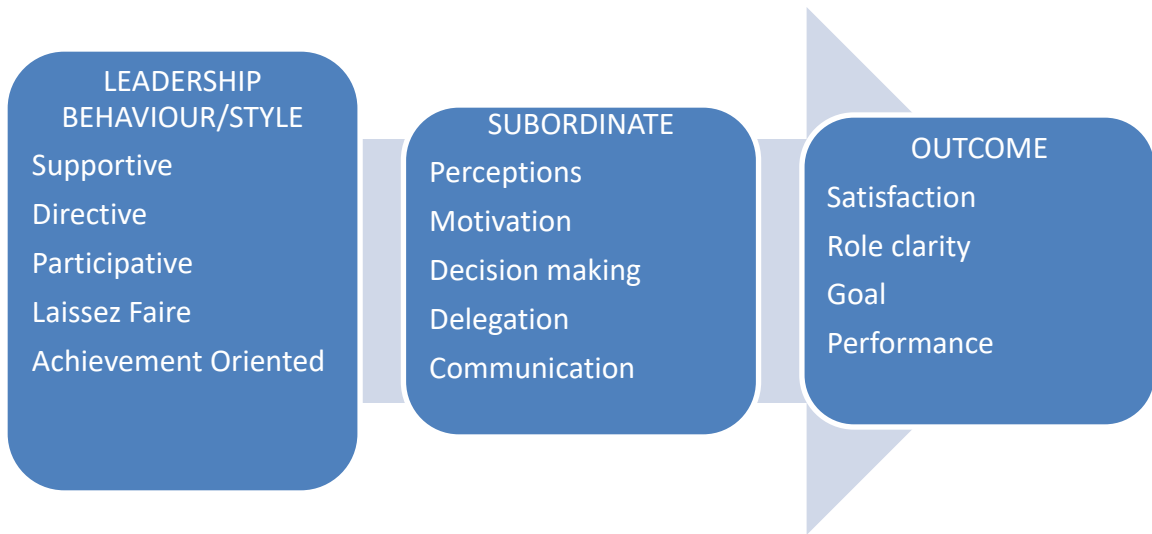


Figure 2.1: Path-Goal Theory of Leadership

Source: Okumbe, (2011). Educational management theory and practice, Nairobi University Press, Nairobi

House (1968) as cited by Okumbe (2011) stipulates that path-goal approach helps in improving the performance of subordinates (teachers) thus enhancing goal achievement as follows; when subordinates are confused, the leader tells them what to do and shows them a clear path to follow. When the path is shown, the subordinates (teachers) become satisfied and motivated, so they accept leaders behavior thus performing effectively. The leader's behavior further enhances the subordinates work environment through directing, controlling, supervising, rewarding, proper communication, delegation of duties and joint decision making between principals' and teachers thus enhancing good performance among the workers. The leader defines role tasks and positions of subordinates thus reducing stress among the employees. By doing these, workers expectations become high, thus their performance is improved. Basing on these, the researcher believes the path-goal theory as advanced by House (1968) help

headteachers involve teachers in decision-making, communicate to teachers and proper delegation of duties to teachers.

2.3.1 Conceptual Framework

Based on the literature review, a conceptual framework on the impact of leadership styles on teachers' performance is attempted here. Consequent to the review of House's (1968) path-goal theory (Section 2.2.1) a conceptual framework relating the variables in the study as indicated in Figure 2.3.1.



Figure 2.2: Conceptual Framework

Source: adopted from Onen (2010) Leadership styles and behaviors relationships on employee performance.

The conceptual model in Figure 2.3.1 suggests that the independent variable is conceptualized as consisting of four leadership styles (democratic, authoritarian, transformational and laissez-faire) measured in form of; headteachers' involvement of teachers in decision making, communication to teachers and delegation of duties to

teachers while the dependent variable is teacher performance which is conceptualized as lesson preparation, assessment and co-curricular activities. Figure 2.3.1 further predicted that all leadership styles: democratic, authoritarian, transformational and laissez-faire, have positive relationship with teacher performance. The figure above shows that leadership styles with good leadership behaviours improves or leads to increase teacher performers in terms of lesson notes preparation, syllabus completion and assessment of students by teachers.

2.3.2 Communication and Teachers Performances

Hannagan (2002) defines communication as a way of passing an information about the effectiveness of particular work behaviors and it is thought to perform several functions. For example, it is directive, by clarifying specific behaviors that ought to be performed; it is motivational, as it stimulates greater effort; and it is error correcting, as it provides information about the extent of error being made. However, the importance of communication in institutions of learning has in most cases been undermined.

Pritchard (1988) as quoted in Hannagan (2002) indicates that communication by itself can lead to higher level of performance if it is properly used. He further asserts that communication allows the person to track how well he/ she is doing in relation to the goal, so that if necessary, adjustments in effort can be made. He further indicates that communication may be in form of memos, telephone calls, messages, posting notices, writing letters and sending E-mail or fax. Unfortunately, these modes of communication are not properly applied in fields of education more particularly.

The concept of communication in leadership is highly internalized by Armstrong and Baron (1998). They endeavored to describe how it is used, operated and thus stressed its importance. They argued that information is usually communicated to employees in form of memos, meetings and telephone calls to enhance their performance. These ideas are supported by Handy (1996) who expressed that for performance to be effective, it is important for employers to communicate on what is to be done and how it is to be done. He added that communication may be presented directly or indirectly to individuals to boost up their performance. However, he emphasized that good counseling and guidance for individual may come as a result of good and open communication provided by heads of human resource departments or heads of institutions like principals.

This concept of communication is supported by House (1968) Path-Goal Theory that stipulates that for subordinates to perform well the leader has to guide or direct them through verbal or written communication in form of notices, memos or meetings. The theory further stresses that through communication errors are identified and corrected. It also helps one to know how well or bad he or she is performing a given task. This enhances performance in any organization or institution of learning.

Armstrong (2003) presents the advantages of communication in leadership process as were derived from a survey conducted by the performance management. The advantages identified include; individuals get broad perspective of how they are perceived by others than previously possible. Communication further increases awareness of and relevance of competencies, gives people a more rounded view of performance and finally it clarifies to employees' critical performance aspects. This view has a relationship with research conducted by Ashridge management research group in Handy

(1996) which identified that one of the reasons why communication is important is to support a number of human resource processes such as appraisal, resourcing and succession planning. Communication therefore becomes more than distributing messages, it becomes an interplay between actors (Johansson, 2003). Depending on how communication is conducted, in what circumstances and with what actors, it can deliver different outcomes. The communication quality is dependent on both the actors, such as principals and teachers, and the actual situation and its prerequisites.

To view leadership as a social process makes communication essential both for understanding how the work inside organizations contribute to results and how the individual leader uses communication as a tool. Communication is so vivid in our everyday work and lives, we easily forget how much it affects what and how we do things. A traditional way to describe communication is as a process including a sender, a message, channels, a receiver and feedback (Dumbleby & Burton, 1998 & Fiske, 1990). Today's view of communication is therefore much more complex. Communication can have several purposes, to satisfy individual and social needs, to cooperate and understand the world, as well as a way to distribute information and messages (Dumbleby & Burton, 1998).

2.3.3 Involvement in Decision-Making and Teacher Performance

Involvement in decision-making refers to a practice by which both superiors and subordinates jointly sit together to discuss the way to run the organization (Okumbe, 2008). Involvement in decision-making is a typical characteristic of participatory type of leadership. While lack of involvement in decision making portrays autocratic leadership

style, laissez-faire is portrayed when leaders may reluctantly involve subordinates in decision making process. Webster (2012) defines participative leadership style as a way of involving individual participation in decision-making. While Chandan (2010) defines democratic leadership style as one where subordinates are consulted and their feedback is taken into the decision making process. This is in line with House's Path-goal theory that stipulates that both leaders (principals) and subordinates should involve themselves in decision making if an organization is to achieve its goals. He added that when goals are set together, the subordinates (teachers) become committed; self-confident and knowledgeable about the set goals thus making them perform well. Thus, this model encourages active participation by subordinates involved, increases creativity and commitment, and develops talents and skills of team members.

UNESCO (2010) identified that teachers performance as being negatively affected by lack of participate in decision. UNESCO, (2010) study in Ethiopia indicated that "There is a strong sense of distance from regional and national-level decisions that are eventually communicated to teachers as immutable decisions, often divorced from their daily situation". Without adequate communication or consultation, teachers lose morale to perform well and even some feel disenfranchised and more ineffectual in their roles.

On one hand, Mullins (2015) is of the opinion that many people believed that staff participation in decision making leads to higher performance and which is necessary for survival in an increasingly competitive world. Welfson (2011) reiterated that boredom (dullness) and frustration (disturbance) at work is often the result of an employee's lack of involvement in decision making processes with the organization's goals and a feeling

that their ideas are not wanted or listened to. He further expatiated that staff turnover increases as employee's walkout of the door for more interesting jobs.

Wilkinson (2009) substantiate this fact and saw involvement of employees in decision making as empowerment while a neglect of employees in decision making was seen as an assumption that workers are untapped resources with knowledge and experience and an interest in becoming involved, employers need to provide opportunities and structures for their involvement. He also assumed that participative decision making is likely to lead to job satisfaction and better quality decisions and that gains are available both to employers or increased efficiency and workers or job satisfaction, in short an everyone-wins scenario. Staff cooperation is believed to be an indisputable asset to the school principals while involvement in decision making process by the teachers could ease the principal's mounting problems as many heads would be put together to intellectually solve problems that could have remained unsolved by the principals alone.

On the contrary Awotua-Efebo, (2009) described that, where teachers lack motivation and involvement in decision making, truancy, excessive excuses, abstention and complaints usually emerge leading to general ineffectiveness, inefficiency, low productivity and non-achievement of goals of organization. Okoye (2010) in his view said that workers should be involved in decision that concern them like general working conditions, fringe benefits and staff development programs as this adds to the attractiveness of the organization climate.

Short, Robert and Talbert (1991) said openness and risk taking characterize the kind of school climate that encourages involvement in decision-making. This

environment encourages teachers to try new ideas and approaches. However, it should be noted that teachers were less willing to participate in decision making if they perceive that their principals sought their opinions but want to make the final decision rather than allowing teachers that opportunity. Ezeuwa (2010) support the fact that when people are part of decision making process, there is greater opportunity of the expression of mind, ideas, existing disputes and more occasions for disagreements and agreements. In some establishments, they are gender biased that women are marginalized in decision-making process.

2.3.4 Delegation of Duties and Teachers Performances

Webster (2012) define delegation is the act of investing with authority to act for another. Delegation is where a leader transfers power, responsibility, authority and decision making procedures to subordinates working in various departments of any given organization (Hannagan 2012). Blair (2012) defines delegation as a management skill that underpins a style of leadership which allow the staff to use and develop their skills and knowledge to full potential and as a dynamic tool for motivating and training the team to realize their full potential. Maicibi (2015) stated that, delegation is the process of a supervisor/ officer dividing up his total work load and giving part of it to subordinates. He identified that effective delegation is efficient, motivating and developmental towards work performance. Delegation as a leadership behavior is highly supported by House (1968) Path-Goal Theory that stipulates that for proper performance of the subordinates and goal achievement, the leader has to distribute different tasks to subordinates according to skills, abilities, knowledge, interests, talents and experience. Where the

subordinates become confused, the leader has to come and direct them, he further removes barriers to clear the way for better performance. This motivates and satisfies the workers, so they accept the leader's behavior thus performing well. Basing on the path-goal theory therefore, the leader who does not delegate duties to subordinates is autocratic while one, who makes delegation of duties as part and parcel of the organization, is a democratic leader. On the other hand, the leaders who take delegation as a free will to whoever may like or may not like such leadership style is laissez-faire.

Healthfield (2014) found out that for delegation to be successful; the leader has to establish objectives of delegation, specifying the tasks to be accomplished and deciding who is to accomplish them. Though Heathfield (2014) does a good job to mention that successful delegation depends on joint objective formulation, he does not really show how joint objective formulation would help teachers in secondary schools in these zones perform better. Chapman (2005) found out that it is important to ask other people what level of authority they feel comfortable being given. He further discovered that successful delegation depends on the ability, experience and reliability of the subordinates. He, however, discovered that inexperienced or unreliable people will need a lot of close supervision to get a job done to the correct standards. His findings were good and realistic because his study was carried out in the developed world where subordinates are experienced and reliable unlike Offinso where both head teachers and teachers of basic schools are unreliable on their working stations and therefore need regular supervision by inspectors of schools for work to be done as expected.

The school, by its nature, is a complex organization such that delegation of authority is un-avoidable; it is therefore imperative for all school managers and

administrators at whatever level, primary, secondary or tertiary, to understand the concept of delegation, its importance and how to use it effectively. Therefore, this subtopic sets out to explain the concept of delegation, its place in school management, the possible barriers to effective delegation and ways of ensuring productive delegation.

The above definitions show that, delegation exists at both organization and individual or personal level. At the organization level, it has to do with location of decision making and it is reflected in the organizational chart, that is, it provides the structure of the organization. It is also influenced by the size of the organization.

2.4 Effects of Leadership Styles on Employee Performance

Leadership plays an important role in the attainment of organizational goals by creating a climate that would influence employees' attitudes, motivation, and behavior. Effective leadership acts by empowering employees to engage them and improve work outcomes (Aldoory & Toth, 2014). Leadership as a key factor in determining organizational success has been studied extensively in the past century in the management field. It fosters a climate of trust, nurtures employees' confidence, and encourages their individual development (Bass & Avolio, 2010). Leadership and motivation opens our minds to new thoughts of how people behave and why. It also helps in understanding some general principles of human behaviour.

According to Bass and Avolio (2010) good leadership, corporate culture is not forced but it is developed. Communication is daily and open. Everyone understands the vision and goals of the organization, and everyone has input into how they can be improved. Employees feel that they are an important part of the whole and that every job

matters within the company. Decisions for promotions are based on picking people of integrity whose talents and experience best fit the positions. Employees are encouraged to compete with their own best to get ahead and they understand that helping their coworkers to succeed is the best way to get ahead them. The result of good leadership is high morale, good employee retention, and sustainable long-term success.

Leadership can help a business maintain singular focus on its operations. According to Burns, (2000) larger business organizations can suffer from too many individuals attempting to make business decisions. Business owners can use leadership skills to get managers and employees on the same page and refocus on the original goal. Leadership skills can also help correct poor business practices or internal conflicts between employees. Chemers (2003) stated that Leadership can have negative effects on organizational performance. Leaders who are overly dominant or become obsessed with achieving goals can overlook various details in the business organization. Managers and employees may also be less willing to help dominant or extremely critical leaders with accomplishing goals and objectives. In a work environment where multiple conflicting demands can make everything seem equally important, goals establish what is relatively more or less important and focus staff and student attention and effort accordingly (Vroom & Jago, 2010).

2.5 Leadership Challenges

The influence of teachers' teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Adu & Olatundun, 2007). The studies suggest that effective teaching is a

significant predictor of students' academic achievement. Therefore effective teachers should produce students of higher academic performance.

It has also been observed that conditions that would make for effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in public secondary schools in Nigeria are poor (Oredein 2000). In Ghana, instructional materials as well as the general conditions of infrastructure in public schools are also inadequate. These prevailing conditions would definitely show a negative influence on the instructional quality in public schools, which may translate to poor academic performance, attitude and values of secondary school students. Although teachers' strong effect would significantly influence students' academic achievement, other factors such as socio-economic background, family support, intellectual aptitude of student, personality of student, self-confidence, and previous instructional quality have been found to also influence students' examination score either positively or negatively.

2.6 Summary

The study was conducted to investigate the effect of head teachers' leadership styles in selected Senior High Schools in the Offinso Municipality. This chapter has reviewed theoretical literature on leadership styles of headteachers. A wide range of relevant literature was consulted with special reference to literature pertaining to leadership styles models, theories and factors affecting teachers' performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

According to Leedy and Ormrod (2005), methodology is essentially the steps that will be taken in order to derive reliable and valid answers to the research questions. Research methodology is a science of studying how research is to be carried out.

The chapter outlines the methodology used for the study which include research design, population, sample and sampling procedures, research instrument, the procedure for data collection, piloting, validity and reliability of the instruments and data analysis procedure and ethical considerations

3.1 Research Design

The descriptive survey design was used for the study. This is because it enabled the researcher to collect and describe variety of data related to the leadership style and teacher performances. As argued by Kumar (1999) descriptive research design is used to describe the nature of the existing conditions. Seyoum and Ayalew (1989) also agreed that descriptive survey design is the more appropriate design to gather several kinds of data in a broad size to achieve the objectives of the study.

Descriptive survey has its own strengths and weaknesses. The major strength for using descriptive design is that it provides researchers with a lot of information from various respondents. Also, the data collected are easy to analyze. However, one big weakness of descriptive survey design is how to retrieve all questionnaires from respondents.

3.2 Population

A research population can be defined as the totality of a well-defined collection of individuals or objects that have a common, binding characteristics or traits (Polit et al., 2006). Burns, Descombe and Garth (1993) added that a population is defined as all elements (individuals, objects and events) that meet the sample criteria for inclusion in a study.

The targeted population was all the teachers of the Senior High Schools in the Offinso Municipality. The target population for the study was the entire 132 teaching staff of the three Senior High Schools in the Offinso Municipality comprising 49 teachers from Dwamena Akenten Senior High School, 44 teachers from Saint Jerome Senior High School and 39 teachers from Namong Senior High School. The study used teachers they are supervised by the head whose leadership style had effect on their work.

3.3. Sampling and Sampling Technique

Creswell (2009) indicated that a sample is the set of actual participants that are drawn from a larger population of potential data sources. Howit and Cramer (2011) revealed that the quality of a piece of research does not only stand or fall by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted.

To get an appropriate sample size for the study, an updated list of all the teachers in the three Senior High Schools in the Offinso Municipality were obtained from the Offinso Municipality Director of Education. Census sampling was afterwards used to

select all the 132 teachers in three Senior High Schools in the Offinso Municipality for the study. The teachers were sampled because they work hand in hand with the headmasters and therefore know their leadership styles.

3.4 Data Collection Instrument

A research tool or instrument is a specific mechanism or strategy, the researcher uses to collect, manipulate, or interpret data (Leedy & Ormrod, 2005). According to White (2005), questionnaires are instrument that are designed to collect data for decision making in research.

The researcher used close ended questionnaire as the data collection instrument for the study. The close-ended questionnaire was meant to assist respondents to provide uniformity of responses and to enable more information to be gathered. They also provide easier and accurate analysis of the data to obtain precise interpretation of the responses. A questionnaire is cost effective and less time consuming as compared to other instruments.

The questionnaire was developed from the literature with guidance from her supervisor. The questionnaire was divided into sections to cover the research objectives and research questions. The researcher personally administered the questionnaire which requires respondents to choose from a 4-point Likert scale during break time in each of the schools.

3.5 Validity

Validity of a research study is the degree to which the study accurately answers the questions it was intended to answer. There are various methods for determining validity: face validity, content validity, construct validity and criterion-related validity.

In this research, the researcher ensured face validity. Face validity is concerned with the way the instrument appears to the participant. The face validity was ensured by requesting an expert (my supervisor) to provide his views on the relevance of questions on the questionnaire. Based on my supervisor's recommendations, questions that were deemed not valid were deleted while ambiguous questions were modified.

3.6 Reliability

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials. The questionnaire was administered to 30 respondents from Barekese Senior High School twice in the pilot study with a two week grace period between the first and the second test and the coefficient of reliability from the two tests correlated. The reliability test yielded Cronbach alpha of 0.78.

3.7 Data Collection Procedure

The researcher sought permission from the Offinso Municipal Director of Education to conduct the study. After permission was given to conduct the study by Offinso Municipality Director of Education, the researcher visited the sampled population to brief them on the purpose of the study. The questionnaire was thereafter administered to the respondents. The respondents were given two weeks to fill after which they were collected. The researcher was able to retrieve all the 132 questionnaires distributed.

3.8 Data Analysis Procedure

The data was cleaned with the aim of identifying mistakes and errors which may have been made and blank spaces which have not been filled. A codebook for the questionnaire was prepared to record the response. The data was computed using the Statistical Package for Social Sciences (SPSS) software package version 16.0. The data was analyzed descriptively and presented in frequencies and percentages to answer all the research questions.

3.9 Ethical Considerations

In the data collection process, informed consent of the respondents was sought and respondents were guaranteed beforehand the privacy of the information they would provide. Respondents were fully informed of the nature of the research both verbally and in writing. The researcher also ensured that participation in the study was completely voluntary. Thus no one was forced to participate. Creswell (2009) stated that the rights of any individual involved in a research study are; confidentiality, anonymity, voluntary participation, not to be harmed, dignity and self-respect.

In this regard, several measures were employed to ensure confidentiality and anonymity of respondents. Consequently, the names of respondents were not taken and all filled questionnaires were kept in a secure location with restricted access. The researcher accordingly, acknowledged all scholarly work and data consulted including books, journals, thesis, and field data.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter presents the analysis of the data collected through the questionnaire on the perception of teachers on head teachers' leadership style on teachers' performance in selected Senior High Schools in the Offinso Municipality.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents' which include gender, age, length of service and educational qualification is presented in Table 4.1.



Table 4.1: Demographic Characteristics of Respondents

Variable	Frequency	Percentage
Gender		
Male	77	58
Female	55	42
Total	132	100
Age		
31-40	45	34
41-50	55	42
51-60	32	24
Total	132	100
Highest Educational Qualification		
Bachelor's Degree	76	58
Master's Degree	56	42
Total	132	132
Length of Service		
1-5 years	22	17
6-10 years	31	23
11-15 years	37	28
16 years and above	42	32
Total	132	100

Source: Field Data 2018

Table 4.1 shows the demographic data of the respondents of the study. On the gender of respondents, 77 were males representing 58% while 55 females representing 42% of the respondents.

On the age of respondents, 45 respondents representing 34% were in the age bracket of 31-40, 42 respondents representing 55% were in the age bracket of 41-50 while 32 respondents representing 24% were in the age bracket of 51-60.

On highest educational qualification of respondents, 76 respondents representing 58% were holders of the Bachelor's Degree while 56 respondents representing 42% were also holders of the Master's Degree.

On length of service of respondents, 22 respondents representing 17% had worked for between 1 and 5 years, 31 respondents representing 23% had worked for between 6 and 10 years, 37 respondents representing 28% had worked for between 11 and 15 years while 42 respondents representing 32% had worked for 16 years and above.

Research Questions 1: What leadership styles do senior high school heads in the Offinso Municipality use?

The researcher therefore sought the opinion of respondents on their headmasters' leadership styles. The result is presented in Table 4.2

Table 4.2: Leadership Styles of Senior High School Headmasters

Statement	Strongly	Agree	Disagree	Strongly
	Agree			Disagree
	N (%)	N (%)	N (%)	N (%)
Allow teachers to participate in decision making	32(24)	82(62)	18(14)	-
delegate of powers to teachers in times of need	48(36)	84(64)	-	-
Highly respect teachers by head	54(41)	70(53)	8(6)	-
Teachers are involved in resource allocation	42(32)	69(52)	14(11)	7(5)
Give teachers the full mandate to make academic decisions without interference	62(47)	63(48)	7(5)	-
Give teachers the freedom to do as they deem is in the best interest of the school	32(24)	76(58)	24(18)	-
Allow teachers to make major decisions	62(47)	70(53)	-	-
Take decisions with selected few	71(54)	34(26)	16(12)	11(8)
Solely take decisions at times regarding school programmes	100(76)	22(17)	10(7)	-
At times take interest in completion of task not teachers welfare	90(68)	26(20)	16(12)	-

Source: Field Data 2018

Table 4.2 shows that 32 respondents representing 24% strongly agreed that their heads allowed teachers to participate in decision making, 82 respondents representing 62% agreed while 18 respondents representing 14% disagreed.

Besides, 48 respondents representing 36% strongly agreed that their heads delegated powers to teachers in times of need while 84 respondents representing 64% agreed while 18 respondents representing 14% disagreed.

Again, 54 respondents representing 41% strongly agreed that their heads highly respected teachers, 70 respondents representing 53% agreed while 8 respondents representing 6% disagreed.

Also, 42 respondents representing 32% strongly agreed that their heads involved teachers in resource allocation, 69 respondents representing 52% agreed, 14 respondents representing 11% disagreed while 7 respondents representing 5% strongly disagreed.

All the results for the first four items in Table 4.2 indicate that the headmasters exhibited democratic leadership style. The results are in tandem with Okumbe (2011) that democratic leadership style also referred to as interactive or participatory leadership is characterized by cooperation and collaboration. This leadership style refers to situations where a leader seeks for the opinion of the subordinate before making a decision. In this leadership style the leader seeks opinion of the subordinates on a tentative plan of action and then makes decisions or the leader may ask for group input in formulating plans before making a decision. The style decentralizes power and authority (Okumbe, 2011).

Cole (2015) advocates for the leadership of a head teacher to be democratic combining self-confidence, friendliness, firmness and tact and should not merely consist of issuing orders. The head teacher should be aware of the techniques that work in which situations and those that backfire. Democratic style of leadership practiced by head teachers, proper delegation of duties relieves the school administrators from their many

tasks and secondly it inculcates a sense of responsibility, hardworking and commitment among the subordinates which in turn enhances teacher performance.

Once more, 62 respondents representing 47% strongly agreed that their heads gave teachers the full mandate to make academic decisions without interference, 63 respondents representing 48% agreed while 7 respondents representing 5% disagreed.

More so, 32 respondents representing 24% strongly agreed that their heads gave teachers the freedom to do as they deem is in the best interest of the school, 76 respondents representing 58% agreed while 24 respondents representing 18% disagreed

Moreover, 62 respondents representing 47% strongly agreed that their heads allowed teachers to make major decisions while 70 respondents representing 53% agreed.

All the results from the fifth, sixth and seventh items in Table 4.2 shows that, the headmasters depicted laissez-faire leadership style. The results corroborates that of Mbiti (2013) that laissez-faire leader allows maximum freedom to subjects. They are given a free hand in deciding their own policies and methods". The leaders who use this style of leadership believe that there should be no rules and regulations since everybody has inborn sense of responsibility. In laissez-faire leadership, the head teacher believes that there should be no rules and regulations since everyone has a sense of responsibility (Pont, Nurshe & Moorman, 2008). A laissez-faire schools environment may be more creative and fulfilling for those involved in school management system. The extent to which a head teacher succeeds in attaining the school objectives, mission, vision and philosophy depends on how he or she uses suitable management styles to a specific school contextual environment.

Again, 71 respondents representing 54% strongly agreed that their heads took decisions with selected few, 34 respondents representing 26% agreed, 16 respondents representing 12% disagreed while 11 respondents representing 8% strongly disagreed.

Also, 100 respondents representing 76% strongly agreed that their heads solely took decisions at times regarding school programmes, 22 respondents representing 17% agreed while 10 respondents representing 7% disagreed.

Lastly, 90 respondents representing 68% strongly agreed that their heads At times take interest in completion of task not teachers welfare, 26 respondents representing 20% agreed while 16 respondents representing 12% disagreed.

All the results in the last three items in Table 4.2 show that the headmasters exhibited autocratic or authoritarian leadership style. The results confirms that of Autocratic or authoritarian leadership refers to a system that gives full empowerment to the leader with minimal participation from the followers. Wu and Shiu (2009) explained that, Authoritarian leadership is gained through punishment, threat, demands, orders, rules, and regulations. The functions of authoritarian leadership include unilateral rule-making, task-assignment, and problem solving while the roles of authoritarian followers include adhering to the leader's instructions without question or comment. Authoritarian leadership is appropriate in settings with a constant stream of new employees, limited decision-making time or resources, and the need for large-scale coordination with other groups and organizations. Authoritarian leaders receive aggressive or apathetic behavior from their subordinates. Productivity is slightly higher under the authoritarian leader than under the democratic one.

However, it is the lowest under the laissez-faire leader's supervision" (Lunenburg & Ornstein, 2012). In authoritarian leadership, the leaders make most or all of the decisions, without the involvement or input of the employees. Authoritarian leaders inform their subordinates on what must be done, how it should be done and when it must be completed. Where quick decision making is a key factor, this particular leadership style might work well because there might not be any time to consult with staff for their involvement anyway.

It could be inferred from the result that if one blends democratic, laissez-faires and autocratic leadership would provide a healthy leadership as teachers are professionals who could be left to take some decisions in the classroom with intermittent supervision and consultations; and decisions taking solely by the head on emergencies.

Research Questions 2: What are the effects of head teachers' leadership styles on ?

There are some perceived effects of headmasters' leadership style on the success of senior high schools. The respondents were asked to rate their level of agreement or disagreement on the following statements on some effects of headmasters leadership style senior high schools success. The result is shown in Table 4.3.

Table 4.3: Effects of Headmasters' Leadership Styles

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
	N (%)	N (%)	N (%)	N (%)
Improves headmaster- teacher relationship to enhance school performance	50(38)	82(62)	-	-
Inspires teachers to improve on their instructional capabilities	48(36)	70(53)	14(11)	-
Improves teachers morale and discipline to enhance students' success	42(32)	65(49)	14(11)	11(8)
Gives teachers confidence to motivate students to learn hard to achieve academic excellence	65(49)	67(51)	-	-
Improves time management and curriculum evaluation	32(24)	76(58)	12(9)	12(9)
Syllabus is timely completed	62(47)	56(42)	14(11)	-

Source: Field Data 2018

Table 4.3 shows that 50 respondents representing 38% strongly agreed that the headmasters' leadership style helped to improve headmaster-teacher relationship to enhance school performance while 82% respondents representing 62% agreed. The result implies that headmasters' leadership style helps in improving head teacher- teacher relationship to boost student performance.

Also, 48 respondents representing 36% strongly agreed that the headmasters' leadership style inspired teachers to improve on their instructional capabilities, 70 respondents representing 53% agreed while 14 respondents representing 11% disagreed.

The result implies that headmasters' leadership style inspires teachers to improve on their instructional capabilities in the teaching and learning environment.

Again, 42 respondents representing 32% strongly agreed that the headmasters' leadership style helped to improve teachers' morale and discipline to enhance students' success, 65 respondents representing 49% agreed, 14 respondents representing 11% disagreed while 11 respondents representing 8% strongly disagreed. The result implies that headmasters' leadership style contributes to the improvement in teachers' morale and discipline to enhance students' success.

More so, 65 respondents representing 49% strongly agreed that the headmasters' leadership style gave teachers the confidence to motivate students to learn hard to achieve academic excellence while 67 respondents representing 51% agreed. The result implies that headmasters' use of the appropriate leadership style gave teachers the confidence that encourage them to motivate students to learn hard to achieve academic excellence which is a healthy relationship.

Further, 32 respondents representing 24% strongly agreed that the headmasters' leadership style helped to improve time management and curriculum evaluation, 76 respondents representing 58% agreed, 12 respondents representing 9% disagreed while another 12 respondents representing 8% strongly disagreed. The result implies that headmasters' leadership style contributes to the improvement time management and curriculum evaluation.

Finally, 62 respondents representing 47% strongly agreed that the headmasters' leadership style facilitated the completion of the syllabus timely, 56 respondents representing 42% agreed while 14 respondents representing 11% disagreed. The result

implies that the headmasters' leadership style facilitates the timely completion of the syllabus which is very encouraging.

Research Questions 3: What challenges do heads face in exhibiting their leadership styles in selected Senior High Schools in the Offinso Municipality?

Table 4.4: Challenges Headmasters Face in School Leadership

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Lack of congenial work environment	76(58)	40(30)	16(12)	-
Lack of time (work overload)	90(68)	22(17)	20(15)	-
Teachers' lack of commitment towards training and development	75(57)	30(23)	16(12)	11(8)
Inability to organize staff training due to financial constraints	62(47)	61(46)	9(7)	-
Teachers' resistance to change	48(36)	59(45)	14(11)	11(8)
Seminars targeted on curriculum innovation and not teacher development	69(52)	63(48)	-	-
Career growth and development	54(41)	66(50)	12(9)	-
Compensation and other Financial Rewards	63(48)	52(39)	17(13)	-
Participative Management	58(44)	56(42)	18(14)	-
Delays in Promotions	66(50)	58(44)	8(6)	-

Source: Field Data 2018

Table 4.4 indicates that 76 respondents representing 58% strongly agreed that lack of congenial work environment was one of the challenges headmasters face in their leadership, 40 respondents representing 30% agreed while 16 respondents representing

30% disagreed. The result implies that lack of congenial work environment is a challenge in headmaster's leadership.

Also, 90 respondents representing 68% strongly agreed that lack of time (work overload) was one of the challenges heads face in their leadership, 22 respondents representing 17% agreed while 20 respondents representing 15% disagreed. The result implies that lack of time (work overload) is a challenge in headmaster's leadership. Simatwa (2010) stated that challenges faced by heads included; financial constraint, work overload for mentors who must continue with other assigned duties, lack of time.

Besides, 75 respondents representing 57% strongly agreed that teachers' lack of commitment towards training and development was one of the challenges headmasters face in their leadership, 30 respondents representing 23% agreed, 16 respondents representing 12% disagreed while 11 respondents representing 8% strongly disagreed. Mankoe (2007) stated that there is evidence of a stronger emphasis on selection and recruitment than on employees' training and development. More so, most employees lack commitment towards learning and training, particularly the commitment to participate in training activities.

Moreover, 62 respondents representing 47% strongly agreed that inability to organize staff training due to financial constraints was one of the challenges headmasters face in their leadership, 61 respondents representing 47% agreed while 9 respondents representing 7% disagreed. Simatwa (2010) indicated that challenges faced by headmasters in their leadership included financial constraint.

Again, 48 respondents representing 36% strongly agreed that teachers' resistance to change was one of the challenges headmasters face in their leadership, 59 respondents

representing 45% agreed, 14 respondents representing 11% disagreed while 11 respondents representing 8% strongly disagreed. Swanson and Holton (2009) indicated that employees' pessimistic attitudes and mindset towards their jobs can be detrimental and challenging because behavioral changes, performance improvement and organizational effectiveness may be affected. This assertion is supported by Mankoe (2007) that the phenomenon of change is often resisted, as it requires individuals to take aboard new learning and adopts new skills and competencies.

Also, 69 respondents representing 52% strongly agreed that seminars targeted on curriculum innovation and not teacher development was one of the challenges headmasters face in their leadership, while 63 respondents representing 48% agreed. The result implies that seminars targeted on curriculum innovation and not on teacher development is a challenge headmasters face in their leadership.

In addition, 54 respondents representing 41% strongly agreed that career growth and development was one of the challenges headmasters face in their leadership, 66 respondents representing 50% agreed while 12 respondents representing 9% disagreed. Choo and Bowley (2007) opined that career growth help employees to plan for the future and to be better equipped with the right skills in order to remain competitive. Choo and Bowley further argue that providing employees with internal job opportunities is a means of demonstrating that they can realise their career goals inside rather than outside of the organisation.

Furthermore, 63 respondents representing 48% strongly agreed compensation and other financial rewards was one of the challenges headmasters face in their leadership, 52 respondents representing 39% agreed while 17 respondents representing 13% disagreed.

Kinnear and Sutherland (2001) that employers should not be deceived that money doesn't matter in retention strategy any longer, is very instructive. This remark emphasises the importance of money in attracting, motivating and retaining quality employees in the organisation. Locke (1980) reviewed four methods of motivating employees toward improved performance as money, goal-setting, participation in decision making, and job redesign.

Further, 58 respondents representing 44% strongly agreed that participative management was one of the challenges headmasters face in their leadership, 56 respondents representing 42% agreed while 18 respondents representing 14% disagreed. Robbins (1993) postulated that participative management has often been promoted as a panacea for high morale and high productivity. Employee participation in management decision-making can influence both employee job satisfaction and performance by satisfying the need for socialisation and self-esteem.

Finally, 66 respondents representing 50% strongly agreed that delays in promotions was one of the challenges headmasters face in their leadership, 56 respondents representing 42% agreed, 58 respondents representing 44% agreed while 8 respondents representing 6% disagreed. The result implies that delays in promotions are a challenge headmasters face in their leadership.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the research findings, conclusions, recommendations and suggestions for further study based on the research questions.

5.1 Summary

The purpose of the study was to investigate the effect of head teachers' leadership styles on selected Senior High Schools in the Offinso Municipality. The objectives of the study were to find out the leadership styles of headmasters of selected Senior High Schools in Offinso Municipality, determine the effect of headmasters leadership style on selected Senior High Schools in the Offinso Municipality and to find out the challenges headmasters face in their leadership in selected Senior High Schools in the Offinso Municipality.

A descriptive survey design using the quantitative approach was used for the study. The target population for the study was the entire 132 teaching staff of the three Senior High Schools in the Offinso Municipality comprising 49 teachers from Dwamena Akenten Senior High School, 44 teachers from Saint Jerome Senior High School and 40 teachers from Namong Senior High School. Census sampling was used to select all the 132 teachers in three Senior High Schools in the Offinso Municipality for the study. Closed ended questionnaires were used to collect data for the study.

5.2 Key Findings

The study revealed that the leadership style exhibited by head teachers in the study area were that they allowed teachers to participate in decision making, delegated powers to teachers in times of need, highly respected teachers, involved teachers in resource allocation, gave teachers the full mandate to make academic decisions without interference, gave teachers the freedom to do as they deem is in the best interest of the school allowed teachers to make major decisions, took decisions with selected few, solely took decisions at times regarding school programmes and also took interest in completion of task not teachers welfare at times.

The study further revealed that the effect of head teachers leadership styles were that it improved headmaster- teacher relationship to enhance school performance, inspired teachers to improve on their instructional capabilities, improved teachers morale and discipline to enhance students' success, gave teachers confidence to motivate students to learn hard to achieve academic excellence, improved time management and curriculum, evaluation and also the syllabus was timely completed

The study finally revealed that lack of congenial work environment, lack of time (work overload), teachers' lack of commitment towards training and development, inability to organize staff training due to financial constraints, teachers' resistance to change, seminars targeted on curriculum innovation and not teacher development, career growth and development, compensation and other financial rewards, participative management and delays in promotions were all challenges in head teachers; leadership.

5.3 Conclusions

It is concluded based on the findings that the head teachers in the study area exhibited democratic, laissez-faires and autocratic leadership style as they allowed teachers to participate in decision making, delegated of powers to teachers in times of need, gave teachers the freedom to do as they deem is in the best interest of the school and also took decisions with selected few. It could be inferred from the findings if one blends democratic, laissez-faires and autocratic leadership it would provide a healthy leadership as teachers are professionals who could be left to take some decisions in the classroom with intermittent supervision and consultations; and decisions taking solely by the head in emergencies.

It is also concluded that the leadership styles of the head teachers impacted positively on teaching and learning as headmaster- teacher relationship were improved to enhance school performance, inspired teachers to improve on their instructional capabilities and also improved teachers' morale and discipline to enhance students' success.

It is finally concluded that the challenges associated with head teachers' leadership if addressed, would facilitate the work or administration of the school head.

5.4 Recommendations

It is recommended based on the findings and conclusions that the work load of head teachers should be reduced by the Ghana Education Service to enable them have ample time in their school leadership.

The Ministry of education in collaboration with the GES should provide regular training on effective leadership style for school heads to further enhance their leadership for the success of the school.

The Ghana Education Service should provide school heads with special allowances on their leadership to boost their motivational level for them to give of their best to further improve performance of the school.

5.5 Suggestion for Further Study

The study was focused only on public senior high schools in the Offinso Municipality to investigate the effect of head teachers' leadership styles. Therefore further study should be conducted in the remaining Metropolis, municipalities and districts of the Ashanti Region for comparative analysis.

Further study should also be conducted on the challenges of teachers' classroom leadership role and its impact on teaching and learning.

Further study should be conducted in private senior high schools in the Kumasi Metropolis on the leadership challenges headmasters face in human resource management to see if they have the same characteristics.

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APPENDIX A

QUESTIONNAIRE FOR RESPONDENTS

This is a study being conducted to explore the perception of teachers on head teachers' leadership styles on the performance of teachers at selected senior high schools in the Offinso Municipality. I will therefore appreciate if you could take some time to answer the following questions as candidly as possible. Please note that the responses you will provide will be used for academic purposes only and will be treated the utmost anonymity and confidential. Thank you in advance for your cooperation.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Indicate your gender by ticking the appropriate box.

Male ()

Female ()

2. Indicate your age in the appropriate box

(a) 31 – 40 ()

(b) 41 – 50 ()

(c) 51 – 60 ()

3. What is your highest Academic qualification?

(a) Bachelor's Degree ()

(b) Master's Degree ()

4. For how long have you been in the teaching service?

(a) 1 – 5 ()

(b) 6 – 10 ()

(c) 11 – 15 ()

(d) 16 years and above

SECTION B- What are the leadership styles of senior high school head teachers in the Offinso Municipality?

Please indicate your level of agreement with the following leadership styles of your head teacher. **Key: *Strongly Agree (SA=1) Agree (A=2) Disagree (D=3) Strongly Disagree (SD=4).***

	Statement	SA	A	D	SD
5	Allow teachers to participate in decision making				
6	delegate of powers to teachers in times of need				
7	Highly respect teachers by head				
8	Teachers are involved in resource allocation				
9	Give teachers the full mandate to make academic decisions without interference				
10	Give teachers the freedom to do as they deem is in the best interest of the school				
11	Allow teachers to make major decisions				
12	Take decisions with selected few				
13	Solely take decisions regarding school programmes				
14	Take interest in completion of task not teachers welfare				

SECTION C- What is the effects of head teachers’ leadership styles on teaching and learning?

Please indicate your level of agreement with the following effects of head teachers’ leadership style. **Key: Strongly Agree (SA=1) Agree (A=2) Disagree (D=3) Strongly Disagree (SD=4).**

	Statement	SA	A	D	SD
15	Improves head teacher- teacher relationship to enhance school performance				
16	Inspires teachers to improve on their instructional capabilities				
17	Improves teachers morale and discipline to enhance students’ success				
18	Gives teachers confidence to motivate students to learn hard to achieve academic excellence				
19	Improves time management and curriculum evaluation				
20	Syllabus is timely completed				

SECTION D- What is the challenges headmasters faces in their leadership in selected Senior High Schools in the Offinso Municipality?

	Statement	SA	A	D	SD
21	Lack of congenial work environment				
22	Lack of time (work overload)				
23	Teachers' lack of commitment towards training and development				
24	Inability to organize staff training due to financial constraints				
25	Teachers' resistance to change				
26	Seminars targeted on curriculum innovation and not teacher development				
27	Career growth and development				
28	Compensation and other Financial Rewards				
29	Participative Management				
30	Delays in Promotions				