

UNIVERSITY OF EDUCATION, WINNEBA

THE INFLUENCE OF FEMALE HEAD TEACHERS' LEADERSHIP
BEHAVIOUR ON TEACHER EFFICACY IN BASIC SCHOOLS IN SEFWI
BEKWAI CIRCUIT OF THE BIBIANI ANWIASO BEKWAI DISTRICT

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Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfillment of the
requirements for award of the Master of Arts (Educational Leadership) degree**

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DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE.....

DATE.....

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. KOFI ASIAMAH YEBOAH

SIGNATURE.....

DATE.....

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DEDICATION

To my beloved husband, Mr. Enoch Abrokwah Annor, my late parents Mr. and Mrs. Opoku and my siblings.



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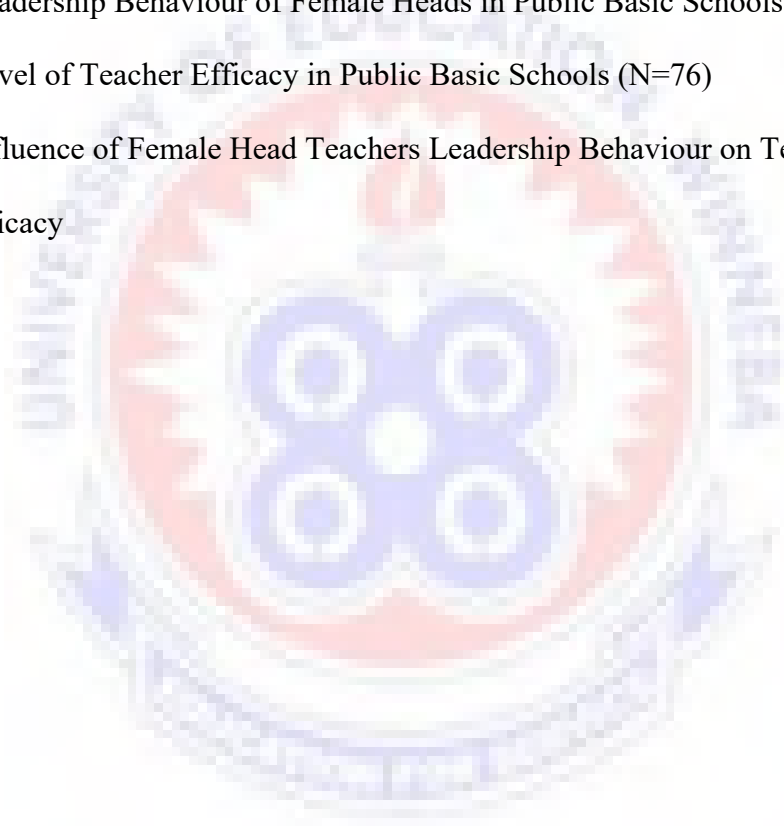
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ABSTRACT

The purpose of this study was to explore the influence of female head teachers' leadership behaviour on teacher efficacy in public basic schools in the Bekwai Circuit of the Bibiani Anwiaso Bekwai District. The objectives of the study were to determine the leadership behaviour of female head teachers in public basic schools, find out the level of teacher efficacy in public basic schools and to establish the effect of female head teachers leadership behaviour on teachers self-efficacy. The study employed a descriptive research design and used questionnaire as the research instrument. The target population for the study was 83 female head teachers and teachers. The accessible population was 83, consisting of 7 female head teachers and 76 teachers. Purposive sampling was used to select all the 7 female head teachers and 76 teachers in the 4 Junior High Schools and 3 primary schools for the study. The reliability test yielded cronbach alpha of 0.85. The data was analysed descriptively using the Statistical Package for Social Sciences (SPSS) version 20.0. The study found among others that the female head teachers involved teachers in the preparation of the School Performance Improvement Plan (SPIP) and delegated responsibilities to other teachers when necessary. The teachers were able to control disruptive behavior in the classroom and made their teaching interesting and effective. The female head teachers leadership behavior created supportive environment that enabled teachers to maximize their potential to be able to teach to the understanding of students. It is recommended based on the findings that the Ghana Education Service (GES) should organize regular seminars, forums and workshops on effective leadership styles for all heads of educational institutions in the district to further improve heads leadership behaviour.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

The importance of teacher efficacy in the academic setting cannot be discounted. There is a need therefore to explore what contributes to self-efficacy of teachers. Teachers have to meet and interact with a lot of students with various backgrounds, abilities, and interests every day, some of whom succeed while others fail. The self-confidence to interact with students daily, demands commitment and a strong sense of efficacy on the part of the teacher. According to Ross, and Gray (2006), teacher's self-efficacy is one of the most influential factors on the quality of teaching and Hoy and Woolfolk (1993) also believe that the concept of teacher self- efficacy is one of the key constructs for success.

Perceived self-efficacy is the believe in one's capabilities to organize and execute the course of action required to produce given attainments (Bandura, 1997). He proposed that believe in one's abilities was a powerful drive in influencing motivation to act, the effort put forth in the endeavor, and the persistence of coping mechanisms in the face of setbacks. He further stated that, perceived self-efficacy determines one's feelings, thoughts, motivations and behaviour. Individuals' self-efficacy are judged based on their perceptions of competence rather than the actual level of competence. Therefore, it is possible for individuals to either over or under-estimate their level of ability.

Ryan (2007) presented significant connection between heads leadership behaviours and teacher efficacy. He stated that school heads face tremendous obstacles in building an effective level of teacher efficacy. The head teachers' role as school leader is fundamental in fulfilling the task of leading teachers to accomplish a level of

student achievement beyond expectations. Fullan (2001) stated that it takes a dedicated, highly competent teaching force working together for the continuous betterment of schools to produce and sustain a vital public system. One cannot get teachers working like this without leaders at all levels guiding and supporting the process. Goddard (2003) noted that whereas teachers are directly in charge of student learning, head teachers are in charge of creating or maintaining an organization that promotes teaching and learning.

Leadership is a process of persuasion and acting by example, by which others are motivated to behave accordingly. Fullan (2003) defined leadership as the process of helping individuals, teams and organizations become more valued and achieve more than they ever thought possible. He contends that leaders help people become more: principled, knowledgeable, skilled, passionate, determined, integrated, and balanced. Fullan (2003) further explained that by so doing leaders subsequently help people achieve more productivity, quality and success. A leader helps to inspire others, has a strong vision for the future and can greatly influence organizations. Several studies which examined the relationship between school heads leadership behaviour and teacher efficacy have shown that female heads leadership behaviour and style influence teacher's sense of efficacy (Tschannen-Moran, Woolfolk & Hoy, 1998).

Blasé and Blasé (2000) postulated that, female heads' leadership behaviour determines the teachers' professional growth, teachers' autonomy, role conflict and overall satisfaction, all of which are strongly associated with perceived teacher efficacy. Teachers who perceive their heads as influential, used their leadership to provide resources for them, buffered them from disruptive factors, modeled appropriate behaviour, provided rewards contingent on performance and allowed them to participate in the decision making process, reported higher levels of personal teaching

efficacy. These findings reinforce the notion that in school female, head teachers leadership behaviour is a significant influencing factor on teachers' self-efficacy. Studies so far suggest that teacher efficacy is directly linked to student achievement, learning about the determinants of teacher efficacy also increases. It is important for school heads to understand the relationship between what they do and its impact on teachers' work and teacher efficacy (Pillai & Williams, 2004). Head teachers better understand their own particular behavioral patterns and they are better able to see how it will affect their schools teacher efficacy levels.

1.2. Statement of the Problem

Blasé and Blasé (2000) noted that there is a relationship between head teachers leadership behaviour and teacher efficacy. In this era of rapid change of pace in modern society, schools are finding it difficult to adequately meet the needs of students. Schools are unprepared to provide students with necessary skills to be lifelong learners. When change is needed, failure to act will lead to extinction (Fullan, 2001). With the public school institution being threatened by alternative schooling, Fullan (2001) expresses a hope that appropriate school leadership will once again strengthen the public school system. Good school heads are the cornerstone of good schools. Without the head's leadership, efforts to raise student achievement cannot succeed (Fullan, 2001). Within the school, the head is the individual who carries the responsibility for maintaining a supportive, productive atmosphere (Hoy, Tarter & Wiskowskie, 1992). Specifically, supportive heads respect the competence of their faculty and exhibit both a personal and a professional interest in the well being of their teachers (Hoy et al., 1992). This support and productivity often takes the form of praise, feedback with constructive criticism, and a "healthy" school environment. Fullan (2001) adds that effective leaders

listen attentively. Effective leaders will provide environments that promote teacher and student success.

Uline, Miller and Tschannen-Moran (1998) state that teaching and learning takes place at the classroom level, whereas other levels of the organization are providing the conditions necessary for these activities to take place. The head's role within the school and how that role impacts teachers has been widely studied. Edmonds (1999) states that there are some bad schools with good heads, but there are no good schools with bad heads. Head teachers have a key role to play in improving the quality of education for the learners. In the school, female head teachers leadership behaviour is a significant influencing factor on teachers' self-efficacy. Studies so far suggest that teacher efficacy is directly linked to student achievement, learning about the determinants of teacher efficacy also increases. It is important for school heads to understand the relationship between what they do and its impact on teachers' work and teacher efficacy. This has been the motivation for the researcher to investigate the various leadership behaviours being adopted by female head teachers in basic schools in Sefwi Bekwai Circuit and the extent to which their leadership behaviour affect teacher efficacy

1.3 Purpose of the Study

The main purpose of this study was to investigate the influence of female head teachers' leadership behaviour on teacher efficacy in public basic schools in the Bekwai Circuit of the Bibiani Anwiaso Bekwai District.

1.4. Objectives of the Study

The study sought to:

1. find out the leadership behaviour of female head teachers in public basic schools in the Bekwai Circuit of the Bibiani Anwiaso Bekwai District.
2. find out the level of teacher efficacy in public basic schools in the Bekwai circuit of the Bibiani Anwiaso Bekwai District.
3. establish the influence of female head teachers leadership behaviour on teachers self-efficacy.

1.5. Research Questions

1. What is the leadership behaviour of the female heads in public basic schools in the Bekwai Circuit of the Bibiani Anwiaso Bekwai District?
2. What is the level of teacher efficacy in public basic schools in the Bekwai Circuit of the Bibiani Anwiaso Bekwai District?
3. What is the influence of female head teachers leadership behaviour on teachers self-efficacy?

1.6. Significance of the Study

The findings of the study will add to the existing knowledge and the literature on females and their involvement in educational leadership in the Ghana Education Service.

The findings of the study will also enable researchers and leadership developers to establish a potential relationship between leadership behaviour, teacher efficacy and the different indicators affecting it as it will serve as a reference point.

The findings of the study will again be useful in assisting administrators to develop and implement leadership practices that are conducive for increasing teacher efficacy levels as the study reviews best leadership practices.

The findings of the study will help to develop school heads and providing them with a knowledge base of leadership skills that are most desired by teaching staff to equip newly trained heads with skills and leadership qualities they can employ into their leadership roles that will enable them to become more effective school leaders. The study would serve as a guide to future researchers who may want to undertake the same study in other parts of the country.

1.7 Limitations of the Study

The researcher faced other problems that had direct influence on the outcome. It was very tedious conducting the study as well as undertaking other academic works. The overall time for the research work was too small as other academic activities took much of the time.

Some respondents delayed in filling the questionnaire so the researcher had to maintain several reminders. The results of this study may not be generalized since the study focused only on public basic schools in the Bekwai Circuit of the Bibiani Anwiaso Bekwai District

Similar studies should be carried out in the other metropolis, municipal and districts of the Western Region to overcome this problem. These challenges notwithstanding, the data collection was successful and all the needed data were gathered.

1.8 Delimitation of the study

This study was delimited to the influence of female head teachers' leadership behaviour on teacher efficacy in public basic schools in the Bekwai Circuit of the Bibiani Anwiaso Bekwai District. The population of the study was female head teachers, assistant female head teachers and teachers in the Bekwai Circuit of the Bibiani Anwiaso Bekwai District.

1.9 Organization of the study

The study was organized in five chapters. Chapter One dealt with the introduction, background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study and organization of the study.

Chapter Two contained the review of literature. Chapter Three dealt with the methodology which focused on introduction, research design, area of the study, population, sample and sampling procedures, data collection instrument, piloting, data collection procedure and data analysis and presentation. Chapter Four presented the analysis and discussions of the data collected. Chapter Five dealt with summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. Introduction

The chapter entailed review of literature related to the study. That is the researcher looked at the relevant literature under the following headings: theoretical framework, leadership theories, headmasters leadership, the educational leadership, leadership behavior, self-efficacy, self-efficacy behavioural implications, self-efficacy and leadership and the impact of school leadership on teachers' self-efficacy beliefs.

2.1. Theoretical Framework

The theoretical framework that underpins the study was Bandura's Social Cognitive Learning theory. Bandura revealed that self-efficacy is the core factor affecting human functioning within the context of the social cognitive learning theory. Bandura's social cognitive learning theory contrasts theories of human functioning that overemphasize the role that environmental factors play in the development of human behaviour and learning as well as those same theories that overemphasize biological influence in human development and adaptation (Pajares, 2002). His evolutionary theory emphasizes the influence of individual's self-beliefs that enables them to exercise measurable control over thoughts, feelings, and actions.

According to Pajares (2002) indicated that another component that runs contrary to previous behaviorist beliefs is that Bandura's social cognitive theory proposes that economic conditions, socioeconomic status, as well as educational and familial structures do not affect human behaviour directly. Instead, these factors impact people's aspirations, self-efficacy beliefs, personal standards, emotional states, and other self-regulatory influence. Fundamental human capabilities perceived by the social cognitive

theory that are influential in determining the human destiny primarily are the ability to symbolize, plan alternative strategies (forethought), learn through vicarious experience, self-regulate and self-reflect. Symbolization is proposed as the vehicle of thought and through symbolization humans can provide their lives with structure, meaning and continuity. Through forethought people plan courses of action and anticipate the likely consequences of the actions. Vicarious learning, or learning by observing the behaviour of others, enables people to acquire a learned behaviour without actually experiencing the redundancy of the trial and error process. As well, people have self-regulatory mechanisms that enable self-directed behavioral changes inclusive of self-motivators that act as personal incentives for self-directed behaviour (Pajares, 2002).

The capability that is most “distinctly human” (Bandura, 1986) is that of self-reflection which enables humans to make sense of their experiences and adjust their thinking and behaviour accordingly. Within the factors of Bandura’s social cognitive theory, self-efficacy beliefs provide the foundation for human motivation, well-being, and personal accomplishment of which female head teachers’ leadership also require. Unless a person believes that their actions can produce or influence outcomes, they have no motivation to initiate, proceed with, or complete a constructive task (Pajares, 2002). Although human functioning is influenced by many factors, Bandura (1997) contends that the primary role of self-efficacy beliefs in human functioning is that people’s level of motivation, affective states, and actions are based more on what they believe than on what is objectively true. Therefore, human behaviour can better be predicted by what they believe than what they are actually capable of. Pajares (2002) supports this assertion with a statement that, since beliefs and ability are seldom perfectly matched, people’s accomplishments are better predicted by their self-efficacy beliefs than by their skills or ability. Although the acquisition of skills and knowledge

can be significantly affected by an individuals' self-efficacy, no amount of self-confidence can produce success in the absence of requisite skills and knowledge.

Pajares (2002) opined that, self-efficacy beliefs can influence human functioning in a vast number of ways. Beliefs affect choices people make, the relative plan of action initiated, and the magnitude of the incentive to pursue such actions. The level of effort a person expends on a particular action or activity is affected by self-efficacy beliefs along with the level of perseverance maintained when confronted with adversity. An individual's thought patterns and emotional reactions are influenced by the strength or weakness of his/her efficacy beliefs often creating a self-fulfilling prophecy as ones accomplishments mirror their beliefs.

According to Pajares (2002), several factors influence the strength of the relationship between self-efficacy beliefs and human action. Self-efficacy beliefs must be measured in reference to the specific behaviour in question otherwise ambiguity can occur. Knowledge of requisite skills to accomplish a task is also critical as misjudging these skills can result in relational discrepancies. As well, awareness of the nature and difficulty of a task is important to a person's efficacy judgments and if not accurate, judgments will be misleading (Pajares, 2002). Bandura (1986) states that these factors are especially relevant in situations where an individual's accomplishment is socially judged by ill-defined criteria so that one has to rely on others to find out how one is doing. Therefore, faulty self-knowledge creates unpredictable results (Pajares, 2002). Pajares (2002) again reports that self-efficacy beliefs are formed or created primarily by interpreting information from four sources. First and foremost is the result of previous performance called, mastery experience. People judge their ability to perform on tasks based on their interpretation of the results of previous personal performances. Second, efficacy beliefs are established by the vicarious experiences of observing

others in task performances. Although these experiences result in a more moderate effect, they are important when there is a lack of previous personal experience. The third source of influence in developing self-efficacy beliefs is social persuasions which involves verbal judgment imparted by others. Effective persuasion can culminate significant belief in one's capabilities. Finally, somatic or emotional states provide influential information about efficacy beliefs. A person's emotional state can influence the degree of confidence inflected as a person engages a task. And, as well, with positive or negative emotions, outcome success or failure can be relatively affected by either (Pajares, 2002).

Based on an individual's ability to control their own thinking and feeling, Bandura (1997) indicates that people live in psychic environments that are primarily of their own making. As Bandura purposes the impact of beliefs on performance, various types of leadership potentially influence the magnitude of those beliefs and this is so with female head teachers' leadership behavior in the school.

Bandura (1986)'s Social Cognitive Learning theory is all about people's behavior. The beliefs that people have about themselves are critical elements in the exercise of control. Bandura stated that what people think, believe, and feel affects how they behave. This assertion is highly associated with the study as it sought to find out the leadership behavior of female head teachers in the area.

2.2. Leadership Theories

The leadership theories that will be discussed in this section include Trait Leadership theory, Behavioural Leadership theory, Path Goal theory and Situational Leadership theory.

Behavioural Leadership Theory

Robbins, Judge, Odendal and Roodt (2009) postulated that the fundamental difference between trait theories and behavioral theories are based on the fact that trait theories maintain that leaders are born and cannot be created whereas behavioral theories, on the contrary, maintain that leaders can be created by mimicking the leadership behaviour of successful leaders. The behavioral approach towards understanding leadership is basically encompassed by the findings of two studies, which were performed independently at the Ohio State University and the University of Michigan respectively.

The results of the research done by the University of Michigan, identified two dimensions of leadership behaviour, which they deemed to be sufficient for effective leadership. These dimensions of leadership were named employee-oriented leadership and production or task-oriented leadership (Northouse, 2010). According to Northouse (2010), employee-oriented leadership merely referred to leaders who take personal interest in their employees and do not just see them as a means to an end. These type of leaders promote interpersonal relationships between themselves and their employees. Production-oriented leaders, on the other hand, are more interested in harnessing the efforts of their employees in attaining set goals without giving any thought towards the needs and feelings of their employees regarding their job. When employing the production-oriented leadership style, employers basically consider their employees as a means to an end.

As a result of the study performed at the University of Michigan, researchers found that the employee-oriented leadership style is more effective in increasing productivity and job satisfaction among employees. The production-oriented leadership style on the other hand, seems to decrease productivity as well as job satisfaction (Robbins et al., 2009).

A research conducted at the Ohio State University, performed at approximately the same time as that of the University of Michigan, also identified two leadership dimensions that accounted for most of the leadership behaviours described by employees. These two dimensions, or leadership styles, were called “Initiating Structure and Consideration-Oriented leadership”. The “Initiating Structure dimension”, relates to leaders that define and structure the role of their employees in order to attain a set goal. The “Consideration dimension” refers to leaders that facilitate team interaction, and who put emphasis on the relationship between themselves and their employees, in terms of trust and respect (Bartolo & Furlonger, 2000). In many ways the studies performed at the Michigan and Ohio State University can be seen to have yielded the same results. The Initiating Structure dimension as proposed by researchers at the Ohio State University is similar to that of the Production-Oriented dimension which was proposed by researchers at the University of Michigan. Likewise, the Consideration-Oriented dimension researched at the Ohio State University is similar to the Employee-Oriented dimension researched by the University of Michigan.

Many experts in the field of leadership studies also refer to the initiation structure and Consideration-Oriented leadership styles as Task-Oriented and Employee-Oriented leadership respectively (Iqbal, 2009). The fundamental difference between the two studies, however, is that researchers at the Ohio State University are of the opinion that effective leadership is only attainable if a combination of initiation structure and consideration-oriented leadership are employed. Researchers at the University of Michigan, however, are of the opinion that effective leadership is attainable by employing employee-oriented and production-oriented leadership independently of each other (Robbins et al., 2009).

Path-Goal theory

Dixon and Hart (2010) stated that, leaders that lead by means of a Path-Goal leadership style reward and encourage their followers for goal achievement and also provide their followers with the necessary direction, clarity and assistance with the elimination of obstacles in order for them to attain their goals). House (1996) identified four leadership styles namely Directive, Supportive, Participative and Achievement Orientated leadership. The directive leader is a type of leader that schedules the tasks of his/her followers. Directive leaders also provide guidance to their followers and let them know exactly what is expected from them. Supportive leaders show concern for the needs of their followers by means of friendly interaction. Participative leaders use collective decision making by consulting their followers and using their suggestions before making any decisions. Achievement-oriented leaders expect their followers to perform at their highest level by setting goals for them to reach (House, 1996).

Situational Leadership theory

Hersey and Blanchard (2008) indicated that situational leadership theory can be subdivided into two categories namely task oriented leaders and relationship oriented leaders. The correct leadership style would depend on the maturity level of the follower in a given work situation. Hersey and Blanchard's (2008) situational leadership theory includes Directing leadership, Coaching leadership, Participating leadership and Delegating leadership. Directing leadership will be used in a situation where the follower shows low competence, low commitment and unwillingness to do his job. A leader in this situation will show high task and low relationship focus. Coaching leadership will be used where the follower shows little competence and variable commitment, but is willing to do the job. A leader in this situation will show high task

and high relationship focus. Participative leadership will be used where the follower shows high competence and variable commitment but is unwilling to do the required job. A leader in this situation will show low task and high relationship focus. Delegating leadership will be used where the follower is competent, committed and willing to do his job. A leader in this situation will show low task and low relationship focus (House, 1996).

2.3. Headmasters Leadership

A lot of writers have written on the role of the school heads and its impact on various aspects of the school. The head's role has evolved from the bureaucratic manager focused on the building, equipment, and the budget; to the more humanitarian manager still primarily tending to physical and fiscal components with more of an employee minded demeanor; to the instructional leader tending more to the student and instruction; to the transformational leader building internal leadership capacity and employing change to meet global demands.

At least a half dozen leadership models appear in educational leadership literature (Leithwood & Duke, 1999), however, two models currently vie for most of the attention among practicing educators; instructional and transformational models. Each model has an extensive and well developed body of research about its nature and impact (Leithwood & Jantzi, 2000).

2.3.1. Headmaster Instructional Leadership

The emergence of instructional leadership began with the onset of school restructuring in the late 1970s. Prior to this, heads were considered effective if they took command and set clear expectations, administered firm discipline and maintained

high standards. The head's role was viewed as hierarchical with steady, direct authority over subordinate staff (Maciel, 2005). In the 1980s school heads instructional leadership became the dominant paradigm for school leaders after researchers noticed that effective schools usually had heads who kept a lofty focus on curriculum and instruction (Lashway, 2002).

Edmonds (1999) laid the groundwork for school heads instructional leadership with his research on effective schools and the development of the effective schools correlates. The first correlate notably mentioned is that of the head as an instructional leader. Edmonds implied that head and teacher's collective behaviour significantly influences teacher's interactions with children in the classroom and affects student learning (Edmonds, 1999). Leithwood and Jantzi (1999) confirm Edmond's implication by assuring that school head instructional leadership typically focuses on the leader's impact on the behaviours of teachers as they engage in activities directly affecting the growth of students. Lashay (2002) also posited that school heads instructional leadership was originally defined as involving traditional tasks such as setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers. A more comprehensive definition currently implies deeper endeavors into the science of teaching and learning, carries more extensive views of professional development, and prioritizes the use of data to make decisions with a shift from an emphasis on teaching to learning.

According to Sergiovanni (1992), school head instructional leadership differs from earlier administrative expectations through a proposed model that identifies five leadership forces: These include, technical, human, educational, symbolic, and cultural. The technical aspects of instructional leadership encompass traditional management tasks such as planning, management, theory and organizational development. The

human component involves the interpersonal elements of instructional leadership including communication, motivation and facilitation. The educational force includes the instructional factors of teaching, learning and curriculum implementation. The symbolic aspect represents the principal's ability to model that which is important and purposeful and finally, the cultural force represents the values and beliefs of the organization.

Sergiovanni (1992) groups the technical and human leadership skills as those characteristic of most leadership models. He indicates, however, that the educational, symbolic, and cultural leadership forces are those distinct to schools and educational settings. School heads must be adept in instructional strategies, learning theory and curriculum as well as hold the ability to build an organizational culture that enhances an effective learning environment (McEwan, 1994). McEwan (1994) defines the head's role as inclusive of three dimensions of instructional leadership, are defining the school's mission, managing the instructional program, and promoting a positive school learning environment. Maciel (2005) describes the three dimensions as follows:

2.3.2 Defining the school's mission

Defining the school's mission is concerned with the head's role in working with staff to ensure that the school has a clear mission and that the mission is focused on academic progress of its students. This dimension assumes that the head's responsibility is to ensure that the mission exists and is communicated widely to staff.

2.3.3 Managing the instructional program

Managing the instructional program is the second dimension. This incorporates three leadership functions: supervising and evaluating instruction; coordinating the curriculum; and monitoring student progress. The head holds the key leadership responsibility.

2.3.4 Promoting a positive school learning environment

The third dimension, promoting a positive school learning environment, is a dimension that is broader in scope and intent. It confirms the notion that successful schools create an academic press, through the development of high standards and expectations and a culture of continuous improvement.

The head as an instructional leader appears throughout literature as one of the most common characteristics of effective schools. Effective instructional leaders impact student achievement, teacher attitudes, student behaviour, and community support. Schools that make a difference in the life of the whole child are, for the most part, led by heads who make a significant and measurable contribution to the effectiveness of the staff and the learning of pupils in their charge (McFarland, 2005).

2.3.2. Headmasters Transformational Leadership

In a time when accountability issues are impacting schools as they strive to satisfy expectations of state and national standards, change is eminent and time is of significant value. Leaders must find ways to raise the level of student and teacher performance to maintain pace with these rapidly changing ideals. Current instructional leaders have tended to think of their leadership responsibility as the capacity to take charge and get things done in a hierarchical, top down manner. This concept has served many schools and administrators well throughout the 1980s and 1990s, but has often inhibited an emphasis on teamwork and comprehensive school improvement (Liontos, 1992).

In view of current restructuring initiatives that have swept schools into the 21st century, some research indicates that instructional leadership may have served its time and is no longer the vehicle of choice for the necessary transformation. As practitioners

cease to view leadership as an aggressive action and more so as a way of thinking about us, our jobs and the nature of the educational process, some researchers are touting transformational leadership as the evolving model for school success.

Leithwood (1992) sees transformational leadership as a more appropriate range of practice; it ought to subsume instructional leadership as the dominant image of school administration. The origin of transformational leadership dates back to 1978 when James MacGregor Burns developed the idea to describe the ideal situation between leaders and followers (Bass, 1985). Bass (1985) extended Burns concept to build a developmental model of leadership defining it as a person who possesses the fundamental qualities of charisma, vision, intellectual stimulation and inspiration. These individuals reach the souls of others in a fashion that raises human consciousness, builds meaning, and inspires human intent.

Burns (1978) defined leadership as inducing followers to act for certain goals that represent the values and the motivation, the wants and needs, the aspirations and expectations of both leaders and followers. He declared that the leader is not merely wielding power, but appealing to the values of the follower. Burns insisted that for leaders to have the greatest impact on the led, they must motivate followers to action by appealing to shared values and by satisfying the higher order needs of the led (Burns, 1978).

Bass (1985) concluded that transformational leadership should fuse the leader's vision so strongly in the follower, that both are motivated by high moral and ethical principles. He continues, indicating that the bonds necessary to make transformational leadership possible requires Bass's (1985) four interrelated components. To enable leaders to move followers into the transformational style involves idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Bass

(1985) thinks the goal of transformational leaders is to inspire followers to share the leader's values and connect with the leader's vision. He states that when the leader and led values are in synchronizing, followers do not have to be supervised. They will know what to do when the time comes. Bass (1985) summarized his thoughts into ten tenets describing his view of transformational leadership: leaders have high moral and ethical values, leaders express genuine interest in followers, leaders have an inspirational vision, genuine trust exists between leaders and led, followers share leader's values and vision, leaders and followers perform beyond self-interest, participatory decision-making is the rule, innovative thinking and action is expected, motivation is to do the right thing, leaders mentor

In the 1990s, transformational leadership became a subject of empirical inquiry in educational research. Researchers began to make systematic attempts to explore the meaning and use of the model in schools. Considerable evidence suggests that transformational leadership practices do contribute to the development and commitment in schools (Leithwood & Jantzi, 2000). To date, Leithwood (1992) and colleagues have provided the most fully specified model of transformational school leadership that has been the object of several dozen studies from 1990 to the present (Leithwood & Jantzi, 2000). They completed three studies in an ongoing series aimed at addressing the issues of transformational leadership. They studied schools initiating reforms of their own choice as well as schools responding to district and state initiatives. Their results suggested that transformational school leaders are in more or less continuous pursuit of three fundamental goals which are helping staff members develop and maintain a collaborative and professional school culture, fostering teacher development, and helping them solve problems together more effectively. Other studies by Leithwood and colleagues found sizeable influence of transformational practices on

teacher collaboration and highly significant relationships between aspects of transformational leadership and teachers' own reports of changes in attitudes toward school improvement and altered instructional behaviour. Their studies judged the effects of transformational educational leadership to be quite limited, but uniformly positive (Leithwood, 1992). Leithwood (1994) outlined seven transformational leadership behaviours in later studies as follows: identifies and articulates a vision, fosters the acceptance of group goals, conveys high performance expectations, provides appropriate models, provides intellectual stimulation, provides individualized support, contingent reward

Leithwood then modified them somewhat by describing the dimensions of leadership in four categories. The categories are: shares power, supports collaboration, frequent communication, uses symbols and rituals to express values, and provides resources, distributes power, shares decision making, allows for autonomy, allows for planning time to enable collaboration, provides individual support, models good practice, provides intellectual stimulation, develops vision, builds consensus about group goals and priorities, and holds high expectations (Elliott, 2000)

The instrument utilized in this study to measure Principal Leadership Behaviours is the PLBQ that was developed by (Jantzi & Leithwood, 1996) in a study to explain the variation of teachers' perceptions of transformational school leadership. The questionnaire includes 24 items representing six constructs: provides vision or inspiration, models behaviour, fosters commitment to group goals, provides individual support, provides intellectual stimulation, and holds high performance expectations. This study produced three results. First, doing good work on behalf of one's school, and being seen to do such work, is likely to be the most powerful strategy for positively influencing teachers' perception of one's leadership. Second, visibly contributing to the

school's mission, vision, and goals; culture; programs and instruction; policies and organization; decision-making structures; and resources in ways that teachers find helpful is likely to be interpreted by teachers as a sign of leadership. And the third implication of the study concerns the role of unalterable variables in accounting for teachers' leader perceptions, particularly in the role of leader gender.

Transformational leadership focuses on the importance of teamwork and comprehensive school improvement as an alternative to other models. The issue is more than who makes the decisions, but more importantly, finding a way to be successful by collaboratively defining the essential purpose of teaching and learning. It entails empowering the entire school learning community to become focused and driven. In schools that empower the entire school learning community to become focused and driven, teaching and learning become transformative for everyone (Liontos, 1992).

2.4. The Educational Leadership

A clear definition of the concept of educational leadership can be very difficult to provide. Nonetheless, several authors share their views on what they see educational leadership to be. According to Liontos (1992) educational leadership is a term applied to school administrations that strive to create positive change in educational policy and processes. The author explains that Educational leaders and for the purpose of this study, headmasters are trained to advance and improve educational systems or institutions and that educational leaders usually are employed as school principals or administrators but take on additional roles, such as department chair or academic dean. Dubrin (2008) is of the view that an educational leader is one who is able to promote a shared community vision, mobilize people, lead curriculum and pedagogical practice, administrate effectively and reflect critically on all practice. According to Chance and

Chance (2002) there are two definitions applicable to an educational leader. They assert that one definition of an educational leader is a professional and pragmatic person capable of setting a direction and goals for his or her school. Another definition of the educational leader is a social and moral agent. They buttress their argument by stressing that the second definition supports the idea that schools should be communities with shared moral and social values and highlights the importance of the head in setting these guidelines.

Starratt (2003) believes that the core work of school leaders or educational leaders is to be involved with teachers in seeking to promote quality learning for all children, and that all management tasks serve that core duty. Put simply, an educational leader or head teacher is an individual who is tasked with the responsibilities of increasing the educational quality of an educational institution.

2.5. Leadership Behaviour

Donaldson and Grant-Vallone (2002) states that leadership is an organization of action which involves people in change leadership. Hence it can be understood from their description of leadership that there are components that are essential namely resource, power and motive. Further, it was stated by Edmunds, Ntoumanis and Duda (2006) that leadership is shown in how leaders act and see their motivation and values of other people. On their part, Villanueva and Sanchez (2007) indicated that the main task of leaders is to develop the direction for attaining the vision of the organization and aligning their followers with the organization's vision.

Consequently, this can be initiated through the communication of the vision to the followers, inspiring the followers and also overcoming the potential obstacles. It was also argued by Costello, Brunner and Hasty (2002) that firms can be more effective

with leaders and cannot achieve purposeful goals without a leader. Thus, leadership practices in an organization like inspirational and visionary leadership, transformational leadership and charismatic leadership has the task of transforming the attitudes and beliefs of organizational employees to conform to the objectives and mission of the organization (Peterson & Arnn 2005). According to Hoyle (2002), today's leaders must be capable of learning across borders and developing multicultural teams and networks. They have to be sensitive to cross cultural diversity, able to filter conflicting cultural messages and be willing to keep an open mind. The assumptions that what works in one culture is appropriate for any culture is no longer valid as failure to examine these differences can lead to problems in introducing change initiatives.

Failure to examine these differences can make managers from one culture rely on their own familiar set of cultural assumptions to evaluate others. When this happens, it is important that they address this shortcoming by having a self-insight and be able to see differences and refrain from immediately passing judgment (Creighton, 2004). There is also evidence that the effectiveness of a particular leadership behaviour is dependent on subordinates' conceptions of what good leadership constitutes (Creighton, 2004) This means a subordinate from a different culture may respond differently towards different leadership and this relationship can result in a better relationship between them.

There are three leadership behaviours by Sinha (1980) adapted to test Path Goal Theory. These are autocratic behaviours (same as directive behaviour), participative behaviour and nurturant-task behaviour. A nurturant task leader "cares for his subordinates, shows affection, takes personal interest in their well-being, and above all is committed to their growth (Sinha, 1980). A nurturant task leader is a task-oriented with a blend of nurturance.

Autocratic leader

An autocratic leader is a leader who is very strict, directive, makes use of his power of influence from his position to control rewards and force the followers to comply with his instruction (Bass, 1985). This type of leader dominates and controls all the decisions and actions by giving instruction and direction to the followers on what to do and how to carry out a task whereby restricting follower's creativity and innovativeness in most previous studies (Pfeffer, 1997). According to Ogawa (2005) leaders who were autocratic and directive were deemed effective. However, in view of globalization and the knowledge economy, autocratic leadership may no longer be accepted by the subordinates who are becoming more competent, independent and knowledgeable (Pfeffer, 1997).

Authoritarian leaders employ coercive tactics to enforce rules, use Machiavellian tactics to manipulate people and decision making, and reward loyalty over merit. Control is the primary management strategy employed by authoritarian leaders. This form of leadership emphasizes objectivity in the workplace, tends to be impervious to human problems, is insensitive to race and gender, and displays little emotion or affection toward employees. Douglas McGregor's Theory X becomes the authoritarian leaders' believing that people must be forced to work, closely supervised, and rewarded or punished based on individual productivity. They believe in a top-down, line and- staff organizational chart with clear levels of authority and reporting processes. Authoritarian leaders can be viewed as successful in certain task situations; allowing for the extremes of consideration and ruthlessness, depending on the situation. School boards looking for a "take charge" superintendent encourage authoritarian leadership types. Research is silent on analyzing leadership styles across school leaders

and situations, but there is a general consensus that some leaders are better than others in reading the environment and adjusting their style to address issues.

Notwithstanding more recent democratic leadership styles, scientific management and the views of Frederick Taylor continue to prevail in many schools across the world. Excessive accountability demands by legislators, school boards, and communities can lead to top-down authoritarian environments.

Nurturant-task leader

According to Hoyle (2002), the nurturant-task leader helps his subordinates to grow up and assume greater responsibility, gives responsibility as much as his subordinates can handle; openly shows affection for those who work hard; if subordinates need help he helps as much as he can; has affection for his subordinates and listens to their personal problems and family matters. A Nurturant-task leadership originally proposed by Sinha (1980) is a combination of task and relationship oriented behaviour with a blend of nurturance. The Nurturant-task style is considered to be a forerunner of the participative style in the reciprocal influence processes between a leader and his/her subordinates. The uniqueness of the NT model is the priority attached to productivity over job satisfaction (Sinha, 1980). This particular style has been advocated as suitable for many organizations and educational institutions (Sinha, 1980).

Participative leader

The participative leader places high value on maintaining partnership in the group and treats group members as equals, gives total freedom to subordinates even to the extent that they may disagree with him; believes in joint decisions and interactions of seniors and subordinates, helps his subordinates as much as he can; believes that all have more or less equal potentials, and above all he is a friendly type (Ogawa, 2005).

Participative leadership involves consultation, encouragement and facilitation between the leaders and subordinates in making a decision (Yukl, 2002). Given the notion that workforce are more knowledgeable and are equipped with relevant skills, subordinates would prefer managers who would give them the opportunity to be heard. Instead of suppressing the disagreement to appease their superior as done previously, the new generation of workers would definitely want to have a part to play in decision making. The emergence of this preference for participative style was evident in the findings of several researchers. For example, Sinha (1980) reports that subordinates prefer consultative and participative leadership. He emphasized that collaborative process brings a familial atmosphere to the workplace and creates respect for the contributions by each member.

2.6. Self-efficacy

Self-efficacy refers to the individual's belief in their ability to gather the cognitive, motivation, resources, and the action required to meet the demands of any situation (Donaldson et al. 2002). This implies that self-efficacy involves the confidence (or conviction) of an individual in their abilities to execute a certain task successfully in a given situation. Individuals with self-efficacy have a higher likelihood of recovering quickly when faced with frustrations and failure in their work; hence they have persisted and employ creativity in solving a problem. Hence such individuals believe every problem has a solution and they work hard (DiLiello & Houghton 2006). Nevertheless, when they are not successful, it is not due to their motivation, the situation or their ability, rather due to the fact that they have not made an effort. People whose self-efficacy is very high persevere at work even when failure is inevitable.

It was also demonstrated by Carmeli, Meitar and Weisberg (2006) that performance is related strongly to self-efficacy. In addition, Chen, Gully and Eden

(2001) believes that people's actions, motivation level, susceptibility to depression and stress, perseverance and thoughts are affected by self-efficacy. As regards the challenges of changes in an organization, a trait such as self-efficacy has a great impact. Implication to leaders seeking ways of developing employees who are motivated, self-efficacy in specific tasks can be enhanced through successful productivity; however leaders can structure the effective repetitions and mastery experience in order for the employees to learn better.

The theory of self-fulfilling prophecy posits that the behaviour of an individual is consistent with the individual's expectations and these behaviours influence outcomes in turn. Studies by Paglis and Green (2002) also suggest that the personality type of individuals and efficacy are predictors of their leadership effectiveness particularly in leading organizational change efforts. Semadar, Robins and Ferris (2006) further explains that self-efficacy constitutes an individual's conviction about their capability of mobilizing the cognitive resources, motivation and the action required to successfully conduct a certain task in a given context.

The beliefs of a person about their capabilities don't only have an effect on outcomes of actions taken, but also individuals tend to shun situations and activities that they believe they may fail, hence they adjust their effort levels based on expected outcomes (Tierney & Farmer 2004). It was contended by Tierney and Farmer (2004) that the behaviour of a person is predicted better from their beliefs rather than the actual outcome of their actions. This theory is important because of the implication on, where business leaders need to target their energies to develop a workforce that can succeed at strategies required to change the organization.

Self- fulfilling model

Pygmalion effect mainly occurs when the high expectation level of individuals about another person emanates a high performance level (Chen et al. 2001). When an individual's high expectation level produces high performance, then it is considered that Galatea effect has occurred. Task-related self-efficacy is among the major conceptual frameworks of performance expectations.

According to the theory of self-fulfilling insight, a person's behaviour is compatible with one's expectations, and such behaviours are in turn expected to influence outcomes (Chemers et al. 2000). The major direction of importance for conducting self-fulfilling studies of organizations is by learning how managers enhance self-expectations of employees. Chen, Gully and Eden (2004) identified malleability of self-efficacy and self-expectations as a reason for further research by organizations.

Social Cognitive Theory

Social cognitive theory (SCT) has been employed by organizations as a framework for clarifying a number of phenomena, including achievement, behaviour, career choice, motivation and goal setting, academic performance, gender variations in performance, drug and substance abstinence, decision making, job performances including motor and sport performance (Chan & Drasgow 2001).

The SCT framework explains the behaviour of an individual as a linkage between 3 reciprocal elements which include an individual's environment, behaviour such as previous success of unproductive performance, and social cognitions. Due to the influence of reciprocal dimensions, employees serve as both producers and products of their behaviour, personality and environment (Bandura 2000). Study in the SCT field has advanced over the past few years to include the self-efficacy factor.

The human performance formula provided by Bandura (2001) utilizes the two variables which are motivation and ability, and self-efficacy comes in as an additional

variable. Rigotti, Schyns and Mohr (2008) refer ability as the possession or capacity of knowledge which enable one to perform valuable tasks within an organization.

2.7 Self-efficacy behavioural implications

Brown et al. (2002) revealed that self-efficacy that is very high influences a person's behaviour in various ways. Additionally, emotional responses and thought patterns are influenced by self-efficacy. Individuals with low levels of self-efficacy may think that tasks are more challenging than they appear, whereas individuals with high level of self-efficacy will be persevere despite temporary setbacks such as view failures and obstacles. Self-efficacy also affects the extent of work-related anxiety and stress experienced by a person. Self-confidence leads to success, which eventually promotes more difficult performances (Carmeli et al., 2006). Further, self-doubt encourages hesitation and lack of motivation for future attempts. One, behavioural choices are influenced by self-efficacy whereby individuals tend to avoid activities for which they are not competent in and prefer activities which they feel they can complete successfully. However a person's perception towards self-efficacy influences the number of attempts that will be made and the length of individuals' perseverance.

2.8. Self-efficacy and leadership

Transformational leaders seek to transform self-concepts and personal values of the followers so that followers can widen and raise their aspirations and needs to concentrate and attain greater levels of potential and needs. This higher value alignment level as reported by Kark and Shamir (2002) strengthen the influence of transformational leaders on the intrinsic motivation of employees that on other styles of leadership.

Ross and Bruce (2007) analyzed a model comprising of self-efficacy of followers and goal level. Identifiers of higher self-efficacy level would respond positively to leaders who comprehend the overall collective effort of a group. Nevertheless, organizations with such identity would initiate a positive identity of an individual and hence lead to better social identity. Therefore, it is easier to hypothesize that self-efficacy employees respond and work confidently with self-efficacy leaders, who are the transformational leaders as noted by Mesterova (2014). On the contrary, employees with low level of self-efficacy, respond to low-level self-efficacy leaders, who are the transactional leaders. Thus self-efficacy has a great influence on the styles of leadership. The study by Paglis and Green (2002) found that a significant relationship exists among quality goal, performance goal, the quality of vision and self-efficacy. Hence, self-efficacy and goal level are moderators of the relationship with leadership behaviour. In the opinion of Peterson and Arnn (2005), transformational leadership is attributed to employees' psychological performance level and work. This is evident as it is reported by McNatt and Judge (2004) that leaders who are effective are skilled and can adjust behaviour to fit in a group based on their perceptions about what employees want in a workplace.

According to Malone (2001), effective leadership needs high confidence and agency levels. Therefore, to become a successful manager, one must practice self-efficacy. In previous studies, this assumption has indicated that there is a positive relationship between self-efficacy and performance increase. Most importantly, self-efficacy relates to concepts relevant to leadership. Given the complexity of leadership tasks, it is argued by Anderson et al. (2008) that leadership, execution is associated with self-efficacy increases. On the contrary, a study by Chan and Drasgow (2001) indicated that when evaluating the potential of managers, self-efficacy relates to the challenging

task chosen and motive of approaching success, defined as the tendency to select tasks that manifest one's capabilities.

Since leadership is complex, and that managers are continually confronted with varying tasks, variables including learning orientation and performance adaptability appear relevant to be studied on. Previous studies have indicated that these variables and self-efficacy are related. For instance, a positive relationship has been established between self-efficacy and learning orientation as well as between self-efficacy and performance adaptability. This implies adaptation of skills and knowledge to meet the requirements of the new circumstances, and resilience so as to maintain concentration and motivation all through the session. It therefore means that behaviours relevant to future successful leaders and self-efficacy are related.

2.9 The Impact of School Leadership on Teachers' Self-efficacy Beliefs

With the rapid change of pace in modern society, schools are finding it difficult to adequately meet the needs of students. Schools are unprepared to provide students with necessary skills to be lifelong learners. When change is needed, failure to act will lead to extinction (Fullan, 2001). With the public educational institutions being threatened by alternative schooling, Fullan (2001) expresses a hope that, appropriate school leadership will once again strengthen the public school system. Good school heads are the cornerstone of good schools. Without the head's leadership, efforts to raise student achievement cannot succeed (Fullan, 2001).

The idea that school heads should serve as instructional leaders and not just generic managers in their schools is widely subscribed to among educators (Fink & Resnick, 1999). Within the school, the head is the individual who carries the responsibility for maintaining a supportive, productive atmosphere (Hoy, Tarter

&Wiskowskie, 1992). Specifically, supportive heads respect the competence of their faculty and exhibit both a personal and a professional interest in the well-being of their teachers (Hoy et al., 1992). This support and productivity often takes the form of praise, feedback with constructive criticism, and a "healthy" school environment.

Fullan (2001) adds that effective leaders listen attentively. Effective leaders will provide environments that promote teacher and student success. Uline, Miller and Tschannen-Moran (1998) state that teaching and learning takes place at the classroom level, whereas other levels of the organization are providing the conditions necessary for these activities to take place. The head's role within the school and how that role impacts teachers has been widely studied. Edmonds (1999) states that there are some bad schools with good heads, but there are no good schools with bad heads (Stone, 1992). This statement identifies the school heads as an integral force for successful schools. Lortie (1995) suggests that administration that is not supportive and provides little feedback negatively impact teachers' self-confidence. Bandura (1997) too, emphasized the importance of feedback and appraisals for affecting teachers' sense of collective efficacy. Further, there is a relation between teachers' efficacy and head leadership behaviour (Pajares, 2002). Hoy, Tarter, and Witkoskie (1992) found school head support to be a significant predictor of school effectiveness. The study's correlational analyses showed that supportive leadership is related to collegial trust and effectiveness. Specifically, the role of the head is to develop a supportive environment that promotes teachers to maximize their potential, creating effective schools. While school head leadership can fall into generic categories of instructional, transformational, moral, participative, managerial, and contingent (Leithwood, 1992), each is distinguished by the concentration and focus.

Generally, effective leaders foster a supportive environment as well as confidence in the teachers (Fullan, 2001), which promotes teachers' beliefs that they possess the ability to successfully instruct their students. This perception of teachers' ability is what Albert Bandura would refer to as a perception of self-efficacy. If school leaders provide the necessary support, encouragement, and organizational/collegial support, teachers should possess a higher perception of self-efficacy. Those with a high perception of self-efficacy tend to try harder and persist longer in the presence of difficulties, resulting in improved student academic performance. Lack of heads support was found to impede teachers' confidence in self-efficacy (Lortie, 1995). Leadership not attuned to teachers' professional needs stifled teachers' potential, rather than motivated teachers to strive to reach their fullest potential.

2.10 Summary of Literature

The chapter has reviewed literature under the following headings: theoretical framework, leadership theories, headmaster's leadership, the educational leadership, leadership behavior, self-efficacy, self-efficacy behavioural implications, self-efficacy and leadership and the impact of school leadership on teachers' self-efficacy beliefs.

The literature revealed that leadership behavior of heads has influence on teachers efficacy.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the methods used in the research. These include the research design, population, sample and sampling procedure, data collection instrument, validity and reliability of the instrument, pre-testing of the instrument, data collection procedure, data analysis procedure and ethical considerations.

3.1 Research Design

The researcher used descriptive survey design for this study. Descriptive research design was chosen for it determines the opinions attitudes, preferences and perceptions of group of people of interest to the researcher (Babbie & Butto, 2001). Leedy and Ormrod (2005) adds that descriptive research is concerned with conditions that exist, practices that prevail, beliefs and attitude that are held, processes that are on-going and trends that are emerging.

According to Amin (2005), the descriptive method of research is used to gather information about the present existing condition. A descriptive design was therefore

adopted because the study ultimately sought to investigate the influence of female head teachers' behaviour on teacher efficacy in basic schools.

3.2. Population of the Study

Population is the complete set of individual cases or objects with some common observable characteristics (Mugenda & Mugenda, 1999). The target population for this study consists of all the 83 female head teachers and their teaching staff in the public basic schools in Sefwi Bekwai Circuit. There are 7 female heads consisting of 4 Primary School female heads and 3 Junior High Schools female heads and 76 teachers in the Sefwi Bekwai Circuit of the in Sefwi Anwiaso Bekwai District. The accessible population for the study was 83 comprising 7 female head teachers and 76 teachers in the 4 Junior High Schools and 3 primary schools, summing up to 83 for the study.

3.3. Sampling Procedure

According to Gall and Borg (2007), sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research. Purposive sampling was then used to select all the 7 female head teachers and their 76 teachers in the 4 junior high schools and 3 primary schools, summing up to 83 for the study. According to Amin (2005) purposive or judgmental sampling is appropriate in situations where respondents are targeted due to their position, expertise, situation, and so on.

3.3.1 Sample

According to Cresswell (2005), a sample is the set of actual participants that are drawn from a larger population of potential data sources. To determine an appropriate sample size for the study, an updated list of all public basic schools headed by females

in the Sefwi Bekwai Circuit was obtained from the Bibiani Anwiaso Bekwai District Director of Education.

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). The researcher used questionnaire with closed-ended questions to gather data for the study. Questionnaire relates to a form or document containing a number of questions on a particular theme, problem, issue or opinion to be investigated (Kumar, 2005). Questionnaires are instruments that are designed to collect data for decision making in research. A questionnaire can also be described as a systematic compilation of questions that are administered to a sample of a population in research (White, 2005).

The questionnaire was a self-administered tool designed by the researcher. It was a 4-point Likert scale (1= Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree) in which higher score indicate more perceived positive responses.

Closed ended questionnaires were used by the researcher because it is easy to administer on a large population. Questionnaires require less time and money compared to other methods like focus group discussions (Creswell, 2003). The questionnaire was used to collect data from the respondents on teachers' perceptions of their heads leadership behaviour and its influence on teacher efficacy.

3.5. Validity and Reliability

Validity

Validity is the degree to which a test measures what it is supposed to measure. The researcher tested both face and content validity of the questionnaire. Face validity

referred to the likelihood that a question may be misunderstood or misinterpreted. Content validity refers to whether an instrument provides adequate coverage of a topic. Expert opinions, literature searches, and pre-testing of the questionnaire helped to establish the face and content validity of the instrument.

3.6.2 Reliability

Bell (2008) indicated that, the purpose for piloting is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire. The questionnaire was pre tested on 30 respondents with similar characteristics in 5 basic schools outside the study area.

The purpose of the pilot-test was to enable the researcher to make necessary changes to items which may be inappropriate and also to determine the level of ambiguity of the questions for corrections and to be made. Ambiguous items were modified and inappropriate items were deleted.

Reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials. Reliability is the extent to which the measuring instrument produces consistent scores when the same groups of individuals are repeatedly measured under the same conditions (Kerlinger, 1986). The instrument was pre-tested on the same group of subjects in the Anwiaso circuit, twice with two weeks intervals between the first and the second test and results the of the two test correlated. The reliability test yielded cronbach alpha of 0.85.

3.7. Data Collection Procedure

The researcher took an introductory letter from the University of Education, Winneba-Kumasi Campus to seek permission from the Bibiani Anwiaso Bekwai District Director of Education before conducting the study. After permission had been given, the researcher visited the selected schools and interacted with the head teachers and their teachers about the study. The researcher thereafter personally administered the questionnaires to the teachers and the head teachers and collected them after two weeks. This was done during school days between ten o'clock in the morning and two o'clock in the afternoon. The researcher appointed a teacher to assist in the collection the questionnaire. The researcher was able to collect all the 83 questionnaire distributed.

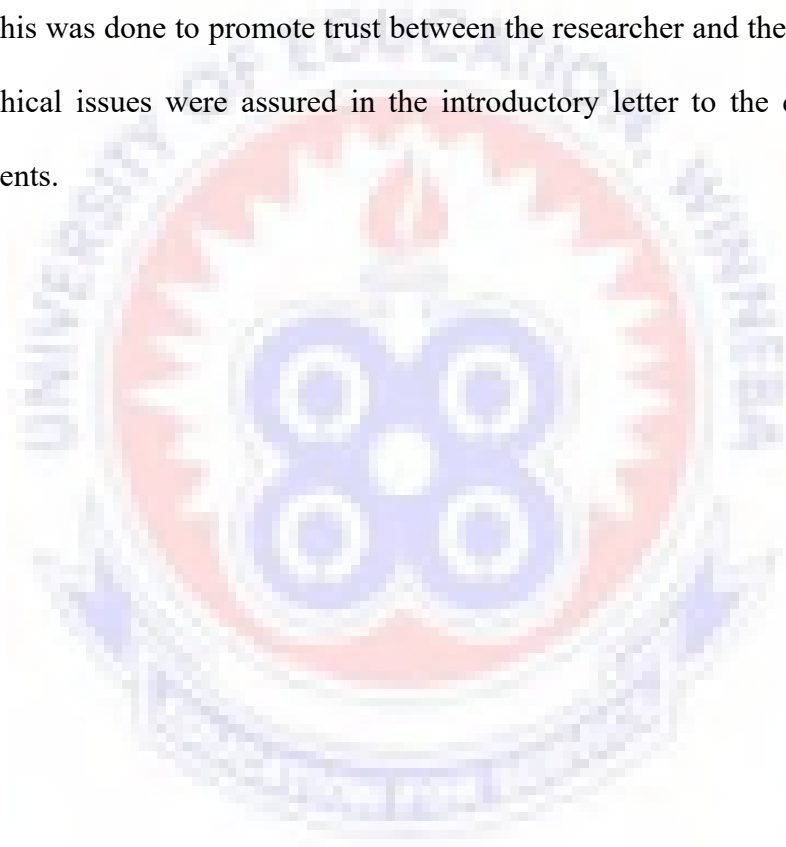
3.8. Data Analysis Procedure

The data was cleaned with the aim of identifying mistakes and errors which may have been made and blank spaces which may have not been filled. A codebook for the questionnaire was prepared to record the response. The data was computed descriptively using the Statistical Package for Social Sciences (SPSS) version 20.0. Frequencies and percentages were used to analyze and answer all the research questions. The statistical analysis such as tables with frequencies and percentages were used to present the findings of the data collected, based on the research questions.

3.9. Ethical Considerations

As far as the study utilized human participants in gathering primary data, certain ethical issues were addressed. The thoughtfulness of these issues was necessary for the purpose of ensuring the privacy as well as the security of the participants.

The respondents were given ample time to respond to the questions posed to them to avoid errors and inaccuracies in their answers. They were assured of the anonymity of their identity as they were not required to write their names on the questionnaire. The respondents were also assured that the information that they would give would be treated with utmost confidentiality and that they could opt out of the study if they so wish. The respondents' cooperation was eagerly sought after, and they were assured that the data gathered from them would be used for academic purposes only. This was done to promote trust between the researcher and the respondents. All these ethical issues were assured in the introductory letter to the questionnaire for respondents.



CHAPTER FOUR

RESULTS AND FINDINGS

4.0 Introduction

This chapter presents and discusses the findings of the study. The chapter consists of the demographic data of the respondents which dealt with data on age, sex, educational background and teaching experience. It also dealt with presentation, analysis and discussions of the main data generated to address the research questions.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents of the study are presented in Table 4.1-4.4

Table 4.1: Sex of Respondents

Variable	Frequency	Percent (%)
<i>Sex</i>		
Male	51	61
Female	32	39
Total	83	100

Source: Field Data, 2018

Table 4.1 indicates that 51(61%) of the respondents were males while 32(39%) of the respondents were also females.

Table 4.2: Age of Respondents

Variable	Frequency	Percent (%)
Age		
21-30 years	14	17
31-40 years	22	27
41-50 years	26	31
51-60 years	21	25
Total	83	100

Source: Field Data, 2018

Also, 14(17%) of the respondents were between the ages of 21-30 years, 22(27%) of the respondents were between the ages of 31-40 years, 26(31%) of the respondents were between the ages of 41-50 years while 21(25%) of the respondents were between the ages of 51-60 years.

Table 4.3: Qualification of Respondents

Variable	Frequency	Percent (%)
Educational Background		
Diploma	12	14
Bachelor's Degree	42	51
Masters' Degree	29	35

Total	83	100
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Source: Field Data, 2018

On respondents' educational qualifications, 12(14%) of the respondents possessed the Diploma certificate, 42(51%) of the respondents possessed the Bachelor's Degree while 29(35%) of the respondents possessed the Master's Degree.

Table 4.4: Teaching Experience of Respondents

Variable	Frequency	Percent (%)
Teaching Experience		
1-5 years	10	12
6-10 years	22	27
11-15 years	27	32
16 years and above	24	29
Total	83	100

Source: Field Data, 2018

On respondents' teaching experiences, 10(12%) of the respondents had been in the teaching profession for between 1-5 years, 22(27%) of the respondents had been in the teaching profession for between 6-10 years, 27(32%) of the respondents had been in the teaching profession for between 11-15 years while 24(29)% of the respondents had been in the teaching profession for 16 years or more.

Analysis of the Data

Research Question1: What is the leadership behaviour of the female heads in public basic schools in the Bekwai Circuit of the Bibiani Anwiaso Bekwai District?

This research question sought to find out the leadership behaviour of the female heads in public basic schools in the Bekwai Circuit of the Bibiani Anwiaso Bekwai District. The respondents were requested to agree or disagree on the following leadership behaviours of female heads in the study area. The results are shown in Table 4.5.

Table 4.5: Leadership Behaviour of Female Heads in Public Basic Schools

(N=83)

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
	N (%)	N (%)	N (%)	N (%)	N (%)
involves teachers in the preparation of the School Performance Improvement Plan (SPIP)	24(29)	48(58)	11(13)	-	83(100)
delegates responsibilities to Other teachers when makes sure that teachers follow laid down rules and regulations	32(39)	35(42)	16(19)	-	83(100)
Encourages teachers who maintain high standard of performance in their duties	20(24)	48(58)	10(12)	5(6)	83(100)
	18(22)	48(58)	11(13)	6(7)	83(100)

Encourages teachers to					
assume greater	26(31)	52(63)	5(6)	-	83(100)
responsibility on the job					
takes personal interest in the					
Promotion and continuous	16(19)	54(65)	9(11)	4(5)	
development of teachers					
Openly praises teachers who					
are punctual and	34(41)	44(53)	5(6)	-	83(100)
hardworking					

Table 4.5 indicates that 24(29%) of the respondents strongly agreed that female heads involved teachers in the preparation of the School Performance Improvement Plan (SPIP), 48(58%) of the respondents agreed while 11(13%) of the respondents disagreed. Again, 32(39%) of the respondents strongly agreed that female heads delegated responsibilities to other teachers when necessary, 35(42%) of the respondents agreed while 16(19%) of the respondents disagreed.

Also, 20(24%) of the respondents strongly agreed that female heads made sure that teachers follow laid down rules and regulations, 48(58%) of the respondents agreed, 10(12%) of the respondents disagreed while 5(6%) of the respondents strongly disagreed. Moreover, 18(22%) of the respondents strongly agreed that female heads encouraged teachers who maintain high standard of performance in their duties, 48(58%) of the respondents agreed 11(13%) of the respondents disagreed while 6(7%) of the respondents strongly disagreed.

Further, 31% 26(31%) of the respondents strongly agreed that female heads encouraged teachers to assume greater responsibility on the job, 52(63%) of the

respondents agreed while 5(6%) of the respondents disagreed. Again, 16(19%) of the respondents strongly agreed that female heads took personal interest in the promotion and continuous development of teachers, 54(65%) of the respondents agreed 9(11%) of the respondents disagreed while 4(5%) of the respondents strongly disagreed.

Finally, 34(41%) of the respondents strongly agreed that female heads openly praised teachers who were punctual and hardworking, 44(53%) of the respondents agreed while 5(6%) of the respondents disagreed. All the results in Table 4.2 are in line with Hoyle (2002) who asserts that a good leader helps his subordinates to grow up and assume greater responsibility, gives responsibility as much as his subordinates can handle; openly shows affection for those who work hard; if subordinates need help he helps as much as he can; has affection for his subordinates and listens to their personal problems and family matters. Sinha (1980) also indicated that a good leader places high value on maintaining partnership in the group and treats group members as equals, gives total freedom to subordinates even to the extent that they may disagree with him; believes in joint decisions and interactions of seniors and subordinates, helps his subordinates as much as he can; believes that all have more or less equal potentials, and above all he is a friendly type.

Research Question 2: What is the level of teacher efficacy in public basic schools in the Bekwai Circuit of the Bibiani Anwiaso Bekwai District?

This research question sought to find out the level of teacher efficacy of the female heads in public basic schools in the Bekwai Circuit of the Bibiani Anwiaso Bekwai District.

The teacher-respondents were requested to rate their opinion on the following teacher efficacy statements. The results are shown in Table 4.6.

Table 4.6: Level of Teacher Efficacy in Public Basic Schools (N=76)

Statements	A great deal N (%)	Quite a bit N (%)	Little N (%)	Very little N (%)	Total N (%)
How well can you control disruptive behavior in the	24(32)	44(58)	8(10)	-	76(100)
How much can you motivate students who show low	32(42)	34(45)	6(8)	4(5)	76(100)
How well can you make your teaching interesting and	28(37)	40(53)	8(10)	-	76(100)
How well are you able to establish good rapport with	34(45)	42(55)	-	-	76(100)
How well can you respond to difficult questions from	32(42)	34(45)	10(13)	-	76(100)
How much can you help your students' value	18(24)	46(61)	8(10)	4(5)	76(100)
How well can you adjust your lessons to the proper	36(47)	34(45)	6(8)	-	76(100)

Table 4.6 indicates that 24(32%) of the teachers indicated that the level of their efficacy in public basic schools in the area studied, was that they could control disruptive behavior in the classroom a great deal, 44(58%) of the teachers indicated that they could control disruptive behavior in the classroom quite a bit while 8(10%) of the teachers indicated that they could control disruptive behavior in the classroom a little which means that majority of the teachers in the area studied are in the position to control disruptive behavior in the classroom.

Again, 32(42%) of the teachers indicated that the level of their efficacy in public basic schools in the area studied, was that they could motivate students who show low interest in school work a great deal, 34(45%) of the teachers indicated that they could motivate students who show low interest in school work quite a bit, 6(8%) of the teachers indicated that they could motivate students who show low interest in school work a little while 4(5%) of the teachers indicated that they could motivate students who show low interest in school work very little, which means that majority of the teachers in the area studied are in the position to motivate students who show low interest in school work.

Also, 28(37%) of the teachers indicated that the level of their efficacy in public basic schools in the area studied was that they could make their teaching interesting and effective a great deal, 40(53%) of the teachers indicated that they could make their teaching interesting and effective quite a bit while 8(10%) of the teachers indicated that they could make their teaching interesting and effective a little which means that majority of the teachers in the area studied are in the position to make their teaching interesting and effective.

Further, all the 76 teachers (100%) indicated that the level of their efficacy in public basic schools in the area studied, was that they were able to establish good rapport with their students greatly which means that majority of the teachers in the area studied are in the position to establish good rapport with their students significantly. Furthermore, 32(42%) of the teachers indicated that the level of their efficacy in public basic schools in the area studied was that they could respond to difficult questions from their students a great deal, 34(45%) of the teachers indicated that they could respond to difficult questions from their students quite a bit while 10(13%) of the teachers indicated that they could respond to difficult questions from their students a little which means that majority of the teachers in the area studied are in the position to respond to difficult questions from their students.

Moreover, 18(24%) of the teachers indicated that the level of their efficacy in public basic schools in the area studied, was that they were able to help their students value learning a great deal, 46(61%) of the teachers indicated that they were able to help their students value learning quite a bit, 8(10%) of the teachers indicated that they were able to help their students value learning a little while 4(5%) of the teachers indicated that they were able to help their students value learning very little which means that majority of the teachers in the area studied are in the position to help their students value learning.

Finally, 36(47%) of the teachers indicated that the level of their efficacy in public basic schools in the area studied was that they were able to adjust their lessons to the proper level of individual students a great deal, 34(45%) of the teachers indicated that they were able to adjust their lessons to the proper level of individual students quite a bit while 6(8%) of the teachers indicated that they were able to adjust their lessons to the proper level of individual students a little which means that majority of the teachers

in the area studied are in the position to adjust their lessons to the proper level of individual students.

In tandem with all the results in Table 4.6, Carmeli, Meitar and Weisberg (2006) demonstrated that performance is related strongly to self-efficacy. In addition, Chen, Gully and Eden (2001) believes that people's actions, motivation level, susceptibility to depression and stress, perseverance and thoughts are affected by self-efficacy. As regards the challenges of changes in an organization, a trait such as self-efficacy has a great impact. Implication to leaders seeking ways of developing employees who are motivated, self-efficacy in specific tasks can be enhanced through successful productivity; however leaders can structure the effective repetitions and mastery experience in order for the employees to learn better.

Studies by Paglis and Green (2002) also suggest that the personality type of individuals and efficacy are predictors of their leadership effectiveness particularly in leading organizational change efforts. Semadar, Robins and Ferris (2006) further explains that self-efficacy constitutes an individual's conviction about their capability of mobilizing the cognitive resources, motivation and the action required to successfully conduct a certain task in a given context.

Research Question 3: What is the effect of female head teachers' leadership behaviour on teachers' self-efficacy?

This research question sought to find out the effect of female head teachers' leadership behaviour on teachers' self-efficacy. The respondents were requested to agree or disagree with the following statements on the influence of female head teachers' leadership behaviour. The results are shown in Table 4.7.

Table 4.7: Influence of Female Head Teachers Leadership Behaviour on Teachers Self-Efficacy

Statements	Strongly Agree N(%)	Agree N(%)	Disagree N(%)	Strongly Disagree N(%)	Total N (%)
Head teachers' leadership behavior					
Creates supportive environment that promote teachers to maximize their improves students	34(41)	38(46)	11(13)	-	83(100)
achievement due to improved	30(36)	40(48)	9(11)	4(5)	83(100)
Create productive atmosphere for teaching and learning and promotes teacher and student	34(41)	38(46)	11(13)	-	83(100)
provides feedback and appraisal for teachers self-confidence	31(37)	44(53)	8(10)	-	83(100)
Supports and motivate teachers to enhance their confidence level in self-	28(34)	48(58)	7(8)	-	83(100)

efficacy to improve					
performance					
provides teachers'					
Professional needs to be	24(29)	46(55)	8(10)	5(6)	83(100)
abreast with time to reach					
their fullest potentials					

Table 4.7 indicates that 34(41%) of the respondents strongly agreed that female head teachers' leadership behaviour creates supportive environment that promote teachers to maximize their potential to be able to teach to the understanding of students, 38(46%) of the respondents agreed while 11(13%) of the respondents disagreed. The result means that female head teachers' leadership behaviour creates supportive environment that promote teachers to maximize their potentials. Again, 30(36%) of the respondents strongly agreed that female head teachers' leadership behaviour improves students achievement due to improved teaching strategies, 40(48%) of the respondents agreed, 9(11%) of the respondents disagreed, while 4(5%) of the respondents strongly disagreed. The result means that female head teachers' leadership behaviour helps in improving students' achievement due to improved teaching strategies.

Also, 34(41%) of the respondents strongly agreed that female head teachers' leadership behaviour creates productive atmosphere for teaching and learning and promote teacher and student success, 38(46%) of the respondents agreed while 11(13%) of the respondents disagreed. The result means that female head teachers' leadership behaviour really creates productive atmosphere for teaching and learning and promote teacher and student success. Further, 31(37%) of the respondents strongly agreed that female head teachers' leadership behaviour provides feedback and appraisal for

teachers self-confidence, 44(53%) of the respondents agreed while 8(10%) of the respondents disagreed. The result means that female head teachers provide feedback and appraisal for teachers' self-confidence.

Furthermore, 28(34%) of the respondents strongly agreed that female head teachers leadership behavior supports and motivate teachers to enhance their confidence level in self-efficacy to improve performance, 48(58%) of the respondents agreed while 7(8%) of the respondents disagreed. The result means that female head teachers supports and motivate teachers to enhance their confidence level in self-efficacy to improve performance. Finally, 24(29%) of the respondents strongly agreed that female head teachers' leadership behaviour provide teachers' professional needs to be abreast with time to reach their fullest potentials, 46(55%) of the respondents agreed, 8(10%) of the respondents disagreed while 5(6%) of the respondents strongly disagreed. The result means that female head teachers provide teachers' professional needs to be abreast with time to reach their fullest potentials.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter dealt with the summary of findings of the study and main findings, the conclusions, recommendations and suggestions for further research in accordance with the research questions.

5.1 Summary

The purpose of this study was to explore the effect of female head teachers' leadership behaviour on teacher efficacy in public basic schools in the Bekwai Circuit of the Bibiani Anwiaso Bekwai District. The objectives of the study were to ascertain the leadership behaviour of female head teachers in public basic schools in the Bekwai Circuit of the Bibiani Anwiaso Bekwai District, find out the level of teacher efficacy in public basic schools in the Bekwai Circuit of the Bibiani Anwiaso Bekwai District and to establish the influence of female head teachers leadership behaviour on teachers self-efficacy.

The study employed a descriptive research design and used questionnaire as the research instrument. The target population for this study consisted of all female head teachers and their teaching staff in the public basic schools in Sefwi Bekwai Circuit.

The total population for the study was 83 comprising seven(7) female head teachers and their seventy-six (76) teachers in the four(4) Junior High Schools and three (3) primary schools. Purposive sampling was used to select all the seven (7)female head teachers and their seventy-six (76)teachers in the four(4) Junior High Schools and three primary schools for the study.

5.2 Main Findings

On female head teachers' leadership behavior, the study revealed that female head teachers involved teachers in the preparation of the School Performance Improvement Plan (SPIP), delegated responsibilities to other teachers when necessary, made sure that teachers follow laid down rules and regulations, encouraged teachers who maintain high standard of performance in their duties, encouraged teachers to assume greater responsibility on the job, took personal interest in the promotion and continuous development of teachers and openly praised teachers who were punctual and hardworking.

On teachers' efficacy, the study revealed that the teachers were able to control disruptive behavior in the classroom, motivate students who show low interest in school work, make their teaching interesting and effective, establish good rapport with their students, respond to difficult questions from their students, help their students' value learning and are able to adjust their lessons to the proper level of individual students.

On effects of head teachers' leadership behavior, the study revealed that it created supportive environment that promote teachers to maximize their potential to be able to teach to the understanding of students, improved students achievement due to improved teaching strategies, created productive atmosphere for teaching and learning and promote teacher and student success, provided feedback and appraisal for teachers self-confidence, supported and motivated teachers to enhance their confidence level in

self-efficacy to improve performance and provided teachers professional needs to be abreast with time to reach their fullest potentials.

5.3 Conclusions

The study concluded based on the findings that the female head teachers' leadership behaviour was very laudable as they involved teachers in their administration. The female head teachers involved teachers in the preparation of the School Performance Improvement Plan (SPIP), delegated responsibilities to other teachers when necessary and encouraged teachers who maintain high standard of performance in their duties. If this is the result of the study, then the leadership behavior of the head teachers would impact positively on teacher efficacy to promote teaching and learning.

5.4 Recommendations of the Study

1. The Ghana Education Service should motivate head teachers financially to enable them reach their maximum potentials to give of their best to promote teaching and learning.
2. The Ghana Education Service should organize seminars, forums and workshops on effective leadership style for all heads of educational institutions to impact positively on teacher efficacy.
3. The Ghana Education Service should provide teachers with regular in service training to build on their capabilities in the teaching and learning process.

5.5 Suggestion for Further Study

The study was conducted to explore the effect of female head teachers' leadership behaviour on teacher efficacy in public basic schools in the Bekwai Circuit of the Bibiani Anwiaso Bekwai District. Therefore, further study could be conducted in the remaining circuits of the Bibiani Anwiaso Bekwai District and even beyond.

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APPENDIX A

INTRODUCTION NOTE TO THE QUESTIONNAIRE

Dear Respondent,

I am carrying out a survey assessing the effect of Female Head teachers' leadership behaviour on Teacher efficacy in basic schools in partial fulfillment for the award of the Master of Arts in Educational Leadership. It is for this reason that you have been selected to participate in this research work.

I would therefore be very grateful if you could frankly and openly fill the attached questionnaire for me to gather the needed information for the study.

Please be informed that your participation is voluntary and responses will be treated confidentially anonymously and used only for academic purposes.

Your co-operation is anticipated.

Yours faithfully,

Gloria Opoku

(Post Graduate Student)

QUESTIONNAIRE FOR THE RESPONDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Please respond to all the questions as frankly as possible. Tick [] the appropriate box for your answer.

1. What is your age?

a). 21- 30 []

b). 31- 40 []

c). 41- 50 []

d). 51- 60 []

1. What is your gender?

a). Male []

b). Female []

3. What is your highest educational qualification?

a). Diploma []

b). Bachelor's Degree []

c). Master's Degree []

5. For how many years have you been teaching?

a) 1-5 years

b) 6-10 years

c) 11-15 years

d) 16 years and above

SECTION B – HEAD TEACHERS LEADERSHIP BEHAVIOUR**STRATEGIES**

Please, respond to the statements by ticking [√] the number on the 4-point likert scale using the following keys: 1=**strongly agree**, 2= **Agree**, 3=**Disagree**, 4=**strongly Disagree**, as sincere as possibly.

No.	Statements	SA	A	D	SD
	The head.....				
1	involves teachers in the preparation of the School Performance Improvement Plan (SPIP)				
2	delegates responsibilities to other teachers when necessary				
3	makes sure that teachers follow laid down rules and regulations				
4	encourages teachers who maintain high standard of performance in their duties				
5	encourages teachers to assume greater responsibility on the job				
6	takes personal interest in the promotion and continuous development of teachers				
7	openly praises teachers who are punctual and hardworking				

QUESTIONNAIRE FOR TEACHERS

SECTION C: TEACHER EFFICACY STRATEGIES

Please indicate your opinions about each of the statements below by ticking [√] the appropriate number using the following scale: **1= a great deal, 2= quite a bit, 3= little, 4= very little, 5= nothing**

No.	Statements	1	2	3	4	5
1	How well can you control disruptive behavior in the classroom?					
2	How much can you motivate students who show low interest in school work?					
3	How well can you make your teaching interesting and					
4	How well are you able to establish good rapport with your students?					
5	5 How well can you respond to difficult questions from your students?					
6	How much can you do to help your students' value					
7	How well can you do to adjust your lessons to the understanding of individual students?					

QUESTIONNAIRE FOR RESPONDENTS

SECTION D – IMPACT OF HEAD TEACHERS LEADERSHIP BEHAVIOUR ON TEACHER EFFICACY

Please, respond to the statements by ticking [√] the number on the 4-point likert scale using the following keys: 1=**strongly agree**, 2= **Agree**, 3=**Disagree**, 4=**strongly Disagree**, as sincere as possibly.

No.	Statements	SA	A	D	SD
	Head teachers leadership behavior.....				
1	creates supportive environment that promote teachers to maximize their potential to be able to the understanding of students				
2	improves students achievement due to improved teaching strategies				
3	creates productive atmosphere for teaching and learning and promotes teacher and student success.				
4	provides feedback and appraisal for teachers self-confidence				
5	supports and motivate teachers to enhance their confidence level in self-efficacy to improve performance				
6	provides teachers' professional needs to be abreast with time to reach their fullest potentials				