UNIVERSITY OF EDUCATION, WINNEBA

THE INFLUENCE OF LEADERSHIP STYLES OF HEADTEACHERS ON THE

ACADEMIC PERFORMANCE OF JUNIOR HIGH SCHOOL STUDENTS AT

ESERESO IN THE BOSOMTWE DISTRICT

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award of the Masters of Arts (Educational Leadership) degree

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DECLARATION

STUDENT'S DECLARATION

I, SARAH SERWAA BOATENG, declare that this dissertation, with the exception of quotations and references in published works which have all been identified and acknowledged, is entirely my original research and that no part of it has been presented for another degree in this university or elsewhere.

SIGNATURE: …………………………………………..

DATE: …………………………………………………

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. KOFI ASIAMAH YEBOAH

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DATE:…………………………………………………….

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DEDICATION

To my husband Mr. Seth Kwesi Yeboah and my children Yaa Frimpomaa, Nana Yaa

Ankomaa, Abena Serwaa and Nana Kwadwo Poku.

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ABSTRACT

The main purpose of the study is to assess the influence of head teachers' leadership styles on the academic performance of basic school students in the Bosomtwe District of the Ashanti Region. The objectives of the study was to identify the leadership styles of head teachers among the public basic schools in the Bosomtwe District; establish the effects of headteachers' leadership style on students' performance and find out the challenges head teachers' leadership styles pose to teachers' performance. The researcher used descriptive survey design with quantitative research method for the study. The population for this study consists of all the teachers of the three public junior high schools at Esreso in the Bosomtwe District. A sample size of 38 were used for the study. Among the head teachers who exhibited transformational leadership style, one prominent behaviour the study established was their ability to foster good human relationship between teachers and their head teachers. The study also found that the head teachers' leadership built supportive environment that enabled teachers to improve performance, improved students achievement due to improved teaching strategies. Low morale and motivation among teachers were noted as the most challenging situation emerging from head teachers' leadership style but the least felt challenge was low level of punctuality. The study recommended that the Ghana Education Service together with the District Director of Education should provide head teachers with adequate logistics, infrastructure and residential accommodation to mitigate the challenges they face in their leadership to improve the success of the school.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Issues of leadership in organizational set up is as old as the establishment of organizations and that explains why many writers and researchers have been so much concerned over the years (Rost, 1993). Leadership is a dynamic process, and there are different theories formulated to match trends in organizational leadership styles and approaches. Leadership, according to Yukl (2002), have connotations of some sort with personality traits, motivation, skills, behavioural styles, situational, roles, and inspirational (transformational and charismatic) performance.

Recent leadership theories also advocate transformational and situational leaderships. These leaderships are captured from the top down to the bottom up model of leadership, relating to (social process, and shared relation), the concept that followers also have the opportunity to be fully involved in leadership. This is the new paradigm of leadership in the 21st century. As explained by Northouse (2007), leadership is when an individual is able to influence others for a communal goal to be attained. According to Yukl (2002), "leadership is a process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared vision or corporate objectives."

Laub (2004) suggests four leadership characteristics including vision, action, mobilization and change as very important for leadership actions to take place. The word vision or goal is used to indicate the anticipated future plans for organizations that are not visible but conceptualized. Action is the move taken to get to the preferred goal of the

organization, mobilization embodies the people in the organization to be involved freely to help attain the goal and finally the change is what the organization has intended but only conceptualized.

Headteachers have been noted as very instrumental and play an important role as leaders of the school and they influence different functions within the schools with their behaviours, personal characteristics, and biases. Many researchers (Ubben, Lloyd, & Lingdale, 2001; McEwan, 2003; Newberry, 2005; Smith & Piele, 2006; Matthews & Crow, 2010) have identified different characteristics of a successful principal. Though there is a wide range of characteristics listed by these researchers, there are several commonalities. Most importantly, nearly all of these studies list the following characteristics as being important: the head teacher as a learner, planner, visionary, politician, advocate, organizational developer, manager, leader, and agent of change. Though these characteristics are described in slightly different manners, they all demonstrate that an effective headteacher must embody characteristics that enable them to adapt to different situations.

Different leadership styles are adopted by different head teachers as they deem fit to suit circumstances and institutional environments to help achieve institutional goals and objectives. Among these include transactional and transformational leaderships which according to Northouse (2007) are based on the fact that leadership is viewed in terms of a relationship between leaders and followers. It is the exchange of services between the leader and the follower. The follower provides the services to the leader, expecting some pay back or something in return from the leader. It is based on giving out what the leader lacks and the leader giving back what the follower lacks.

Additionally, autocracy is another style of leadership which refers to a system that gives full empowerment to the leader with minimal participation from the followers. Yukl (1994) observes that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision-making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards.

In addition, the laissez-faire leadership style is equally exhibited in schools when some head teachers are hands-off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. Laissez-faire style is described by Zervas and Lassiter (2007) as the most effective style, especially where followers are matured and highly motivated. Cheng, (1994) has suggested that the style of headteachers' leadership may impact positively or negatively on the job satisfaction levels of teachers.

Head teachers' leadership styles may pose some challenges to teachers' job in one way or the other. Typically, teachers who experience autocratic leadership style of their head teachers are usually suppressed, intimidated (Nthum, 2000) and stopped from relevant information to help in the running of the school. Apathy, therefore sets in with irregular school attendance, low commitment to work, punctuality problems and low morale for work performance and consequently collapses job satisfaction of teachers.

1.2 Statement of the Problem

Head teachers play a pertinent role in developing quality education as they are responsible for excellent school management and effective school leadership. This means

that as department heads, head teachers have been entrusted with the responsibility of realizing the country's aspirations and education development (Abas, Awang & Balasundran, 2002) and hence are responsible for the success and excellence of the school. However, McNulty, Waters and Marzano (2005) emphasize that a head teacher's duties in school is not only limited to routine administrative work but he is also required to utilise all the resources and human capital under his administration, especially teachers so that they are able to contribute effectively and are committed in their work. School leadership is also recommended to practice leadership styles which emphasizes on humanistic values such as building a harmonious relationship with the teachers, being transparent, approachable, motivating and guiding the teachers (Hussein & Ahmad, 2001).

Head teachers are expected to practice various leadership styles in administering schools as each leadership model has its own weakness. One obvious weakness is that not all the leadership models can be applied in any one situation or context (Rahimah, 2003). Therefore, a head teacher has to be tactful to adapt the various leadership styles in his administration to suit a particular school, situation and the different needs.

Research shows that there have been weaknesses in the leadership styles of head teachers especially when leadership styles are linked to teachers' job satisfaction (Chan, 2009). In moving forward to giving their best and in getting the team of teachers and pupils to work alongside them, head teachers have been known to be too result-oriented resulting in little or no time at all to even stop and talk to the teachers. Therefore the head teacher has little time to interact with both teachers and pupils (Chan, 2009). There are also head teachers who only focus on examination results and fail to look into their teachers' welfare. There are still many head teachers who practice this autocratic style in their administration,

running the school like a 'one-man' show (Azlin, 2006). They seldom ask for their assistants' opinions, let alone the teachers and run the school as they deem fit.

According to Ross (2006), head teachers' effective leadership styles and practices have positive relationship with student academic performance and that of the institution at large.

In order to improve the quality of learning at the basic school level through head teacher behaviour, the In-Service Unit of the Teacher Education Division (TED) of the GES developed the Head Teachers' Handbook (Ministry of Education, 1994). The question is "Does this book stipulate the kind of leadership styles heads of department should adopt in order to achieve high academic performance in their schools?" How many head teachers even use this Handbook as a reference in their day to day management and administrative work in their schools is yet another question to be answered. Ghana has experienced many educational reforms but none of them focused on developing head teachers leadership proficiencies even though leadership research informs us that head teachers have a major effect on virtually every aspect of school life.

Their decision making and influence reverberate throughout the school and the community (Mai-tin, Warren & Trinetia, 2008). Due to the lack of leadership training for head teachers before their appointment, some resort to any leadership style that suits them and this might affect the academic performance of the school either positively or negatively. Hence this research into the leadership styles practiced by the head teachers and their perceived effect on the level of the school's academic performance.

1.3 Purpose of the study

The main purpose of the study is to assess the influence of head teachers leadership styles on the academic performance of basic school students in the Bosomtwe District of the Ashanti Region.

1.4 Research Objectives

This study will seek to:

1. identify the leadership styles of head teachers among the public basic schools in the Bosomtwe District of the Ashanti Region.

2. establish the effects of headteachers' leadership style on teachers' performance in the Bosomtwe District.

3. find out the challenges head teachers' leadership styles pose to teachers' performance in the Bosomtwe District.

1.5 Research Questions

1. What leadership styles are exhibited by the head teachers in basic schools in the Bosomtwe District?

2. What are the effects of headteachers' leadership styles on teachers' performance in the Bosomtwe District?

3. What challenges are posed by head teachers' leadership style to teachers' job performance in the Bosomtwe District?

1.6 Significance of the Study

This research is significant in the sense that it will contribute to the formulation of policy directives for addressing the basic issues pertaining to leadership efficiencies and effectiveness in public basic schools in the Bosomtwe District of the Ashanti Region. Issues like decision making process in the public schools, parental involvement in the education of their children, low performance of schools and the preparation of the School Performance Improvement Plan (SPIP) will be addressed.

The researcher, through the education directorate, seeks to come out with interventions that may be intended to contribute significantly to appropriate in-service training for leadership in the schools. These interventions may be in the form of school visits and training workshops as a way to build capacities.

Finally, the study is significant because its findings will lead to recommendations and contributions to the existing body of knowledge in the area of existing educational leadership. It will address leadership inefficiencies and competencies in the running of public basic schools in the study area in particular and Ghana as a whole.

1.9 Delimitations of the Study

The study was conducted to explore the influence of head teachers leadership styles and its perceived effects on performance in basic schools in the Bosomtwe District.

The study is delimited to some selected public basic schools in the Bosomtwe district, generalization could only be made of the head teachers and teachers of the public junior high schools at Bosomtwe District. Again, the unit of analysis was narrowed down

to permanent and professionally qualified teachers because the researcher wanted the feelings and aspirations directly from the teachers themselves.

1.10 Organization of the Study

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

Chapter Two, which is titled "Review of Related Literature", provides the theoretical framework of the study and the review of existing scholarly works that are related to the topic under study. Chapter Three titled "methodology" deals with the research method used, research design, the population under study, sample size and sampling procedure, instrument for data collection, procedure for data collection and method of data analysis.

Chapter Four is also captioned "Presentation and Data analysis" and provides the analysis of the research findings. Chapter Five which is titled "Summary and Implications of Findings", captures the summary of the research findings and implications to all stakeholders in education, challenges, conclusion and recommendation.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on a review of some theoretical and empirical studies by other authors which are seen very relevant to the study. The review covers transformational leadership and the Herzberg two-factor theory to form the theoretical bases for the study. Some areas of empirical studies reviewed include; the definition and concept of leadership, situational, transactional, democratic, autocratic and laissez-faire leadership styles and job satisfaction of teachers.

2.1 Theoretical Framework

Academic writings require a theoretical support to form the bases of the study. In this regard, this study reviewed the theory of Transformational leadership.

2.1.1 Transformational leadership theory

According to this theory, leadership is based on terms of relationship and on a form of collaboration rather than hierarchy. As contributed by Sergiovanni and Starratt (2006) trust, empowerment, sharing and involvement of followers in taking part in decision making are the main driving forces behind this type of leadership. Oyetunyi (2006) holds that transformational leaders share power with followers rather than exercise power over followers and by so doing, transformational leadership empowers followers to be able to accomplish what they think is important. As a result, teachers under transformational leaders must be exposed to responsibilities that release their potential while head teachers

(as leaders) concern themselves with what teachers are accomplishing rather than what they are doing. The study synchronizes these leadership practises and teachers' job satisfaction. From this perspective, a leader in an educational institution is one who not only adapts his or her behaviours to the situation but also transforms it (Cheng & Chan, 2002).

2.2 Empirical Studies

Other relevant literature works of early researchers are reviewed for in-depth knowledge of the topic area under study and to obtain empirical support for the study. These views cover definitions and concepts of leadership, head teachers' leadership styles and practices as well as concepts of job satisfaction.

2.3 Definition and Concept of Leadership

Leadership in organizations has been widely studied in different forms and has evolved over time (Northouse, 2007). Different leadership styles have been applied depending on the time. The leadership of the 21st century is different and has evolved with different theories such as trait theory, style, contingency, power and influence. There are numerous ways that leadership has been defined. Hoy and Miskel (2001) define leadership as a social influence where one person enlists the aid and support of their followers to accomplish a task or reach a goal. They go on to say that leadership is a social process where an individual "exerts intentional influence over others to structure activities and relationships in a group or organization" (p. 392). Leaders inspire their followers to put

aside their personal interests in order to achieve the interests of the organization. (Hoy & Miskel, 2001).

Gary (1998) acknowledged that all groups have a specialized leadership role and responsibilities, which cannot be shared without endangering the effectiveness of the organization. The person with the most responsibility is defined as the leader and other members of the organization are the followers or subordinates. An alternative concept of leadership is the idea that the social process of leading occurs naturally within the social system (Hoy & Miskel, 2001).

Leadership is shared among the members of the organization. Subscribing to the shared leadership theory means that leadership is by product or property of the organization, rather than a product of one individual (Hoy & Miskel, 2001). Hackman and Johnson (2004) define leadership as communication that changes attitudes and behaviours of others. Hackman and Jackson (2004) go on to state that leadership is a fundamental condition of human behaviour and daily life.

Simply put, "wherever societies exists, leadership also exists," (Hackman & Johnson, 2004:33). Managing or administrating is often equated with leadership, however Hackman and Johnson (2004) state that managing an organization is different from leading an organization. Managers are generally concerned with maintaining the standards whilst leaders are more concerned with the direction of the organization (Hackman & Johnson, 2004). In a public school setting the person ultimately responsible for the decisions of that school are sometimes referred to as administrators not leaders, but more often than not leaders and administrators are used interchangeably. Hoy and Miskel (2001) stated that administrators by definition emphasize stability and effectiveness. However, leaders

persuade people to agree about what needs to be accomplished. Administrators are charged with planning, budgeting, overseeing, and evaluating staff. Leaders motivate employees; they establish direction and inspire the people in the organization.

The leader or manager of an organization may often have to wear many different hats in order to be effective. Mintzberg (1989) stated that a manager's job can best be explained by the various "roles" or sets of behaviours that can be identified with the position. The first role described by Mintzberg was the figurehead role. In this role, a manager is responsible for greeting important visitors, attending special occasions of employees, and other ceremonial duties. A second manager role identified by Mintzberg (1989) is the leader role. In most organizations the manager is responsible for hiring and training his own staff. In this role, the manager must resolve the individual needs of the employees while meeting the overall needs of the organization. This role is different in a public school setting in Ghana and most other countries. Effective leadership has been explored because of the link with business organizations that is concerned with profit, and this turned the attention in educational organizations to school improvement, effectiveness and efficiency.

Northouse (2007) is of the view that the key for sustainable school reform is leadership. In any country in the world there are reforms in educational organizations with challenges to improve learning at school. This has received greater attention from the United States of America, Canada, Australia, the United Kingdom and the developing countries alike with research on leadership and teachers' job satisfaction and performance. The research indicates that various leadership models could have a greater effect on student learning (Greenlee, 2007). Instead of maintaining the formal leader to lead the school,

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leadership is spread across the school to each individual. According to the literature, the idea of distributed, teacher, instructional, democratic, participatory, morale and transformational leadership, among others, have emerged under different labels but aim at accomplishing the same objective (Leithwood, Louis, Anderson & Wahlstrom, 2004).

Distributed leadership draws a broader array of members to take part in school improvement. Democratic and participatory procedures encourage members to partake in decision making for school improvement. Instructional leadership sets the directions for classroom improvement and transformational leadership is about the need for change in learning. These leaderships include students and teachers depending on the approach being invested in but the general objective is for school improvement that is geared towards student learning.

Kraines (2001) stressed that the word leadership has been used by most disciplines: political science, business executives, social workers and educationists. However, there is large disagreement as regards the exact meaning. This view was also supported by Taffinder (2006), who gave different definitions to leadership: "a simple meaning: leadership is getting people to do things they have never thought of doing, do not believe are possible or that they do not want to do". With reference to an organization, he defined leadership as "the action of committing employees to contribute their best to the purpose of the organization" (p.6). While on a complex and more accurate view, he explains that you only know leadership by its consequences from the fact that individuals or a group of people start to behave in a particular way as a result of the actions of someone else".

It is important to distinguish between leadership as an organization function and as a personal quality. According to Bowery (2004), the later entails special combination of

personal characteristics, which brings to light qualities and abilities of individuals. The former refers to the distribution of power throughout an organization and it brings to focus the pattern of power and authority in the organization.

Defining leadership in its various reflections is very important. However, it is necessary to buttress what our focus is when any of its definition is referred to and under what condition. Previous views about leadership show that it is seen as a personal ability. However, Messick and Kramer (2004) were of the opinion that the degree to which individuals' exhibits leadership depends not only on his characteristics and personal abilities, but also on the characteristics of the situation and environment in which he finds himself.

Messick and Kramer (2004) further explained that since human beings could become members of an organization in order to achieve certain personal objectives, the extent to which they are active members depends on how they are convinced that their membership will enable them to achieve their predetermined objectives. Therefore an individual will support an organization if he believes that through it, his personal objectives and goals could be met, if not the person's interest in the organization will decline.

The state of the art focusing on problems of leadership and organization is covered in this chapter. Just as humans, the needs of an organization are numerous. Therefore it is important for an organization to effectively coordinate the behaviour of people in order to achieve its aims and objectives. According to London (2001), objectives assist executives in performing leadership roles by providing the basis for uniting the efforts of the workers within the organization. It was further stressed that achieving set objectives help to give identity to an organization as well as recognition and status.

As mentioned by Dubrin (2007), there are different classes of needs. These include: physical, social and egoistic needs. However, job satisfaction is often associated with human needs and condition. Leadership has been linked to management as it involves directing, controlling to an extent the nature, degree, extent and passé of activities and changes occurring within the organization. Management as a process is rooted in the interactions of people at work directed towards maximization of efficiency and scarce resources: labour, machines, raw materials and information (Hoover, 2001).

Importantly, leadership of an organization should be given adequate attention, if the organization intends to achieve its objectives. The practice of leadership as it were involves taking charge and streamlining the activities of organization members to ensure that desired results are achieved. In context, leadership development can be viewed as the planned experience, guided growth and training opportunities provided for those in position of authority. To this effect the leader of a small scale business should recognize that their responsibilities include performing management function, which according to Dubrin (2007), are planning, organizing, directing, controlling and co-ordination of all activities as they relate to the activities of the firm in order to achieve the firm's objectives.

Paley (2004) explained that planning is a process of looking ahead to determine the course of action(s) a firm or organization will follow to achieve its objectives. Both short and long term plans should be duly considered for an organization's success. Paley further buttressed that organizing as a function involves correlating the basic components of the firm: people, tasks and materials so that they follow and align with the set goals and objectives. In most organizations, directing involves face-to-face supervision of

employment. In the daily business activities, the effectiveness of the manager or leader in directing is a major factor in determining the success of the industry.

Controlling as another duty of a leader is the function that provided the manager with the means of checking to ensure that the plans that were developed were properly implemented.   This was further explained by Huisman and Wissen (2004) that control involves having the capacity to guide and correct activities, which does not promote achieving the organization's goals. However, control could be said to consist of four basic steps:

a. Set standard of performance (establish acceptable levels of employee output)

b. Check performance at regular intervals: hourly, daily, weekly or monthly.

c. Determine if there are deviations from the performance standard

d. If there are deviations, take corrective measures such as more training or retraining. If no deviation exists, continue with the activity.

Early in this century leadership has reflected the industry model, which is characterized by power and control (Block, 1996). Commonly known as bossing, it is based on the premise that leaders are to direct and oversee the operations. This model is simple to follow because the people at the top tell the ones in the middle and on the bottom what is expected. Formal authority is exercised, and power is used to make things happen the way they have planned without any input from employees.

Leading has been defined by many people throughout history. The following pages highlight some of the leadership types and qualities in education. Acknowledgment of the impact of principals' leadership behaviours on school outcomes has generated an extensive body of research over the past decade (Leithwood & Steinbach, 1991). The importance of

strong leadership at the school level and the effect of certain leadership behaviours of the head teachers are both explicit and implicit in professional literature and research. The head teacher has been singled out as the most important factor in effective schools (Gallmeier, 1992). Yet, the majority of studies on leaders over the last 50 years were conducted in industrial and military settings. Early head teacher studies borrowed heavily from these studies (Thomas, 1997). A key point in the early development of models and theories of leadership was made by Lewin and Lippit in 1938. They suggested three different approaches to leadership. The first was autocratic, characterized as directive and task-oriented. The second is democratic, characterized as participative and process and relationship oriented, and the third approach is Laissez-faire, characterized as nondirective and lacking formal leadership. Some leaders have the ability to use pieces of all three of these leadership styles in their repertoire. They have the ability to lead positive change in their organizations; thus they could be called transformational.

Some researchers believe that transformational leaders use their charisma to inspire their followers (Somech, 2005). They talk about their performance being essential, and how confident the leaders are to their followers. Transformational leaders motivate their workers to do more than is thought possible (Avolio & Bass, 1992). Setting higher and higher goals and informing workers of their importance in attaining goals helps workers produce more than was perceived possible. This allows the workers to focus on general goals for the entire group, and on the school. It also enables the workers to realize their personal goals and needs. According to Glanz, Shulman and Sullivan (2007), leadership is predicated on the foundation of changing core beliefs and values". He believed that the relations between transformative leaders and their workers were a powerful force to cause

change in a positive direction. Another important leadership responsibility is to involve stakeholders in the design and implementation of the policies (Marzano, Waters & McNulty, 2005).

Allowing teachers to have input is one of the key responsibilities of an educational leader. It is imperative that teachers have input on attendance policies and sick leave if leaders want the teachers to change their behaviour and take ownership of their behaviours. Glanz, Shulman and Sullivan (2007) stated that supervision as a school-based or school-college-based activity, or process, at its best, should engage teachers in meaningful and ongoing instructional dialogue for the purpose of improving teaching and learning in a school. Most people are more likely to participate when they have had a say in developing ideas and practices. Engaging teachers in dialogue that is meaningful for instructional purposes will in turn help improve the learning of the students they teach (Glanz, Shulman & Sullivan, 2007). Administrators too often want to prescribe for teachers the lessons and objectives that they teach. Transformational leadership is also concerned about the creation and use of knowledge by leaders to accomplish their objectives for high achievement for all students. Fullan (2003) created a list of beliefs about the effective use of knowledge:

Knowledge lies less in its databases than in its people. For all information's independence and extent, it is people, in their communities, organizations, and institutions who ultimately decide what it all means and why it matters. A viable system must embrace not just the technical system but also the social system the people, organizations, and institutions involved. Knowledge is something we digest rather than merely hold. It entails the knower's' understanding and having some degree of commitment.

A number of researchers have studied the relationship between principals' leadership style and decision-making processes and teacher satisfaction and performance (Koh, Steers & Terborg, 1995). In a study of metropolitan Washington, D C schools, Hunter-Boykinand Harris (1995) found a small but positive relationship between principals' leadership styles and teachers' morale. They further reported that one third of California teachers surveyed rated their jobs as stressful or extremely stressful. Long-term exposure to stress in the workplace provokes sickness absence, psychosomatic symptoms, and burnout (Imants &VanZoelen, 1995).

Leaders can also be distinguished by the extent to which they involve other members of the group in the decision-making process. Authoritarian leaders are instrumental in their decision making, their outlook, and demanding strict compliance from the workers (Senge, 1990). This style of leadership is likely to win little personal affection from workers; however the authoritarian leader may be highly effective when the organization faces a crisis situation that calls for an immediate decision to be made. Democratic leaders have more qualities that seek to include as many workers as possible in the process of making the right decision (Beane & Apple, 1995).

2.4 Head Teachers' Leadership Styles and Practices

Head teachers play a pivotal role in leading their school in a positive and, for that matter, an academically successful manner. Teachers and staff tend to feel more comfortable if their head teacher understands their role in the school and will respond to the principal if they are motivated and inspired. For this study, it is important to understand different leadership styles employed by head teachers, especially when it comes to

directing teachers and making major decisions that affect the school. Because the leadership roles in a school's system are so important to the success of a school, it is not surprising that very few researchers have written in opposition of the concept of leadership abilities as they relate to principal-teacher interactions. Fullan (2004) states that leadership styles have five main characteristics, including: having moral purpose, allowing for change processes, developing rational skills, and being able to achieve consistency in the workplace. If a principal is to shift the educational paradigm in a school, he or she must exude these characteristics in order to foster change and not dwell upon systems that are no longer functional. Goldman (1998) believes that these different leadership styles are deep-seated, learned behaviours.

Similarly, McBer (2000) found that leadership styles are greatly influenced by the emotional intelligence of each leader, and include attributes such as: being coercive, authoritative, affiliative, democratic, pacesetting, and coaching. These six emotional intelligences allow a principal to lead the school with soul and not merely guide teachers as if they were robots.

2.5 Transformational Leadership Style

Transformational leadership is derived from the works of Bass (Rost, 1993; Owens, 2001). It is a leadership style that seeks to satisfy the needs of followers. Transformational leadership can convert followers into leaders and may convert leaders into moral agents. It also seeks to satisfy the needs of the followers through high motivation. It is collaborative (Owens, 2001), considering the needs of the followers, keeping them motivated and the moral standard of the leader becomes high. It expects followers to collaborate. In such a

collaborative relationship followers develop a sense of commitment and motivation to act beyond the expected level.

Bass and Avolio (2004) also refer to transactional leadership as a process where there is an evolution among the leader and the follower, where the leader is not interested in the follower's concerns or needs. These leaders have certain skills and expect respect when leading in the organization. They tend to believe that followers are motivated by rewards or punishments. If a follower does something good, they are rewarded; if they do something wrong, they are punished.

Rost (1993) defines transformational leadership as the leadership that is based on influence, real change, active involvement of followers, and that the change should reflect the mutual agreement. In this definition, there are important points: active followers, influence, and real change intention, a mutual purpose that the leaders and followers have agreed upon. Rost (1993) and Pounder (2006) suggest that Bass identified key elements in transformational leadership. These elements were:

a. idealized influence - vision, gaining of respect, pride, trust and clarity of the task;

b. inspirational motivation -members acting as models to communicate and breed confidence and values to members;

c. individual consideration - mentors, coaches, care about individual followers and need for development;

d. intellectual stimulation - rethinking of new ways of accomplishing tasks, changes, challenges of the task and encouragement to solve problems in the best possible ways.

Transformational leadership has a strong role to play on how teachers work with each other and with the head teacher. Teacher leadership has values of transformational leadership: influence, communication, inspiring others and raising expectation. It fosters a greater sense of teaching and collective work in a collaborative atmosphere (Pounder, 2006). It also gives teachers a sense of belonging and empowering in a joint effort to develop the school. Therefore, transformational leadership is "the process of influencing major changes in the attitudes and assumptions of organizational members and build(s) commitment for the organization's mission, objectives and strategies" (Pounder, 2006: 127).

Transformational leaderships is based on the fact that leadership is viewed in terms of a relationship between leaders and followers. It is the exchange of services between the leader and the follower. The follower provides the services to the leader, expecting some pay back or something in return from the leader. It is based on giving out what the leader lacks and the leader giving back what the follower lacks. School heads who hold formal leadership positions reward hard working teachers who are committed to providing the services to the schools for improvement and growth. Sergiovanni and Starratt (2006) describe this compliment and appreciation by school leaders to followers as a trade off or bargain. A good leader will not end his relation at the service level with the followers but will think of transforming the followers through the established relationship. This leadership is based on terms of relationship and on a form of collaboration rather than hierarchy. Trust, empowering, sharing and involvement of followers in taking part in decision making are the main driving forces behind this type of leadership.

There is a great deal of evidence in Sergiovanni and Starratt (2006) research that everyone in school has something to contribute to the success of the school and this can be carried out through active participation in decision making and management. The responsibility of the school is shared by all, and involvement in sharing the responsibility sets the direction of the school through the vision, creating a culture where every teacher feels that he or she is a leader and has something important to contribute to the development and growth of the school. Sergiovanni and Starratt confirm that this leadership style unites the followers toward a common mission but also has higher needs of the followers to be satisfied. It is building followers and at the same time uniting them towards the achievement of a common goal.

This approach encourages and empowers leadership in others. This is the basis of teacher leadership in school. Muijs and Harris (2006) reinforce the assertion by adding that this leadership is concerned with empowering others, and is also related to successful schools and effective leadership practice. Regarding the Finnish school context there is a shift from the traditional hierarchical model to teacher leadership, focusing more on collaboration, trust, empowering, sharing and democratic action among teachers in decision making. When we discuss teacher leadership in school, it is more of teacher learning centred, creating an atmosphere of collaboration, influencing, improving relations and trust in school among teachers and the leader.

There are a few barriers of teacher leadership expressed in literature. The literature suggests that schools are structured in a way that hinders the idea of teacher leadership. Firstly, Bennett, Woods, Wise and Harvey (2003) study reveals that the top down model is still dominant in many schools today and cannot facilitate teacher leadership. Many

teachers see themselves not as leaders because there is no formal status that confers that name onto them as formal authority leaders. Hence, in most schools the idea of teacher leadership remains the problem of the principal who may decide to recognize teachers as leaders or not. Heads of services or people who hold that top position in school (principals) claim that introducing the idea of teacher leadership will reduce their influence on teachers (Frost & Durrant, 2003).

Secondly, Murphy (2005) and Harris (2003a) also bring out three aspects that hinder teacher leadership: culture, support and organization. An environment that supports teacher leadership is not built in many schools. The deep structures of symbols, routines, norms and conventions are not in favour of teacher leadership. Without a change in the way the teachers' workplace is situated and institutionalized, teacher leadership will not occur. The way the organization is structured helps to define the interaction of the members, network related attitudes, behaviours of the teachers and principals that give a chance to teacher leadership. Based on the nineteenth century culture of schools, the hierarchical culture of schools does not permit teacher leadership. The framework is not opening up new roles and norms for teachers to act as change agents. Schools discourage teacher leadership as that adds more responsibility to teachers' work.

Thirdly, the organizational structure of schools makes it difficult for teachers to take up leadership responsibility. Schools are bureaucratic organizations, which have only one person as the main leader, who is always the principal. Giving an equal right to teachers is like reducing the principals' power, changing the culture, the traditional relationship between teachers and principals and above all, the notion of a single leader (Bennett, et al., 2003).

Fourthly, Harris (2003a) argues that the role of the trade union in hindering teacher leadership is quite important. Trade unions protect teachers' rights and do not always want teachers to do any additional task or take up any extra responsibility. The trade unions spell out teachers' responsibility from bureaucratic or administrative roles. There are two types of unions; the labour trade union and the teachers' trade union. The labour trade union separates teachers' work from administrative work while teachers' trade union protects the rights of the teachers. This prevents teachers from acting beyond their classroom work and thus impedes teacher leadership. Teacher leadership is described to be interactive and based on the activity of teachers and principals of the school and how they carry out their formal and informal tasks, delegation of power and the structure of the school as an organization. When this leadership is found in school, it is obvious that it will impact student learning and staff development.

The Hersey, Blanchard and Johnson (1996) situational model helps to explain that despite these factors that inhibit teacher leadership in school, it might be possible for such a leadership to work, depending on the leader. The model is used in this study to explain the leadership styles (Hersey, et al., 1996) on how school leadership functions. The situational leadership model was derived from the contingency theory. The contingency theory argues that there is no ideal leadership style. The best leader is the one who fits in the existing situation. Leadership should be appropriate to the situation and should fit to the situation. It explains two leadership behaviours as studied in Ohio state leadership studies.

Firstly, the nature of the task or the job of the leader is to manage the school. One major task of the principal is to explain what every subordinate has to do by communicating

it clearly. The principal does this by clearly stating how, when and where the task needs to be performed. Secondly, the leader has to take into consideration and acknowledge that he works with people and not alone, hence establishing a good working relationship with followers is vital.

2.6 Democratic Leadership Style

Democratic leadership refers to a situation where there is equal work among leaders and followers. According to Goldman (2002), democratic organizations typically have the following six characteristics: policies are determined by a group of organizations, technical and job performance measures are discussed so they are understood by all, leaders provide advice to members in regards to implementing tasks, members are free to choose with whom they work, the group determines the distribution of tasks, and leaders try to be objective in giving praise and criticism.

Goldman (2000) states that leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self-direction. Goldman further observed that these leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in decision-making and are respectful. Conger and Stroud (2003) on their part attributed democratic leadership to shared leadership and described it as a dynamic, interactive, influence process among individuals in groups for which the objective is to lead on another to the achievement of group or organizational goals or both.

The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan & Bennis, 1999). In this style of leadership, a high degree of staff morale is aroused. Ingersoll (2001) maintained that teachers were more satisfied when they were part of the school decision making and when they had control over their classrooms. Iqbal (2010) revealed that teachers working under a democratic style of leadership were more satisfied than teachers working under other styles of leadership. Omeke and Onah (2011) established that democratic leadership style exerts positive influence on teachers' job satisfaction. Employees are satisfied with democratic leadership because their opinions, comments and suggestions are needed for decision-making (Obi, 2003).

2.7 Autocratic Leadership Style

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

Owens (2001) has noted that autocratic style of leadership does not promote staff empowerment but empowering others serves a great deal to manage the school. In

leadership, leaders and followers share a vision and cannot be done smoothly without sharing power. Traditionally, power was with those in administrative hierarchy. Power in this sense is no longer considered to exist with authority but in terms of taking part in decision making and creating an atmosphere of trust. Owens explains that once power is not shared in an autocratic environment trust among leaders and subordinates is eroded and communication tends to be mainly top-down. However, since this style of leadership usually only involves one person deciding, it permits quick decision-making. Although the autocratic style is relatively unpopular, in certain circumstances it can be an effective strategy, especially when the leader is short on time and when followers are not productive.

The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision-making reside in the autocratic leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between himself or herself and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (Hoy & Miskel, 1992; Maxwell, 2002).

2.8 Laissez-Faire Leadership

Laissez-Faire leadership is when leaders are hands-off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. Laissez-faire style is described by Zervas and Lassiter (2007) as the most effective style, especially where followers are matured and highly motivated. Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what

they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Talbert & Milbrey, 1994).

2.9 Effective Leadership

The role of reduction in labour turnover as well as grievances are factors affecting leadership process, the principal aim of this research in leadership style is to establish its effects on job satisfaction. Effective leadership is determined by the degree to which it facilitates adequate or high productivity from satisfied employees (Dubrin, 2007). Related to a school setup areas of effective leadership often focus on effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers. There may be no leadership style that could be effective in every situation. Thus, there has to be modifications. Agboli and Chikwendu (2006) further stressed that different work situations need different styles if they are to perform optimally.

Task structure (extent to which a work is defined or programmed) could be said to be an important factor determining the leadership style in an organization. Gerhard (2002) explained that technology often influences task structures and this is best illustrated by two extremes:

a. Structures or highly programmed work; an assemblage in a mass production factor, is strictly defines with respect to method and time. Every job is specific as regards time and method. Every job is specialized and should be carried out with strict compliance to achieve the desired result. Based on this, the subordinate is left to take little or no individual decision on the job.

b. Unstructured or loosely programmed: this has a wider perspective which allows the subordinate to make decisions regarding methodology and sequence of performing his job. Occasionally, the job may be unspecific hence there could be many means of doing it. Thus, it can be said that the subordinate is at his own liberty. Gerhard (2002) therefore related teaching and learning in educational institutions to the unstructured task structure.

Leadership could be said to be dynamic because it varies with circumstances and individuals involved. It is also said to be personal because of the inter-personal influences allowed. However, this does not necessarily mean direct contact between the leader and the subordinates. While some leaders are known to have direct contacts with their subordinates as evidenced in most small scale industries others are void of this process, possibly because of larger number of subordinates involved.

Nature of environment in which interpersonal group relationship occurs also affects the quality of leadership of the head teacher. The environment is affected by leader's success and failures, which in turn is also affected partly by other external factors like government policy (Cleland, 1998). Among the environmental factor is the hygienic factor. Supervision, working condition, wages, policies, interpersonal relation, policies and job security are easy to come by during prosperity. During adversity, the hygienic factors may gradually reduce in volume, scope and quality: benefits and salaries are reduced. However, human relations and supervision may improve, certain efforts may yield better results than the others and there may be shift of attention as the case may be. At this point, it may be important if reward and self-development aspects of motivation system become prominent (Cleland, 1998). Whatever the environment is, leaders emerge to make decisions and make positive impacts. Strategic planning is very important while making decisions. According

to Dubrin (2007), self-analysis of the company is needed to assess past performance and present position of the organization. Strategic planning is designed based on realistic assessment of the capacity: strength and weakness of the organization, which are of great managerial value (Dubrin, 2007).

It has been widely accepted that universal leadership trait does not exist; some evidences suggest that different traits may lead to leadership effectiveness in different situations (Outcalt, 2000). A leader is anyone who directs and controls a group of people to achieve a set purpose. However a social organization has many leaders operating at the same time. They may be rivals but they share the various leadership functions of planning, directing, reviewing, and coordinating and so on. Circumstance may cause changes in leadership pattern thus leading to classification of leadership, based on how it is.

According to Goldman (2006), early writers were of the opinion that leaders or managers were given birth to and not made, perhaps they came from a specific family or lineage. Thus, there is only one specific form of leadership style. However, later studies focusing on behavioural point of view of both leaders and subordinates in actual work situation showed that there exist different forms of leadership styles.

Worker's participation refers to the inclusion of workers in decision- making process in the organization. This means that the employees could have adequate information on which to base their decision (Dubrin, 2007). Sometimes, when the involvement of employees in decision-making is much, it could be because they are co-owners of the business. At times, management makes the major decisions and later invites the employees for comments. The extent to which the worker's participation is possible and desirable is a very controversial issue as it entails political overtones (Allan, 2003).

2.10 Effects of leadership style on organizational performance

Most research results showed that the leadership style has a significant effect on organizational performance, and different leadership styles may have a positive correlation or negative correlation with the organizational performance, depending on the variables used by researchers. Sun (2002) compared the leadership style with the leadership performance in schools and enterprises, and showed that the leadership style has a significantly positive effect on the organizational performance in both schools and enterprises. Broadly speaking, the leadership performance is identical with the organizational performance.

Campbell (1977) thought that when executives use their leadership style to concern, care and respect for employees, it would increase self-interests of employees in work as well as organizational promises, enable them to make better performance in work place and affect their job satisfaction. Howell and Frost (1989) and Bryman (1992) also presented that there is a positive relation between the leadership style and the organizational performance.

2.11 School Leadership and Teacher Performance

Teaching effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Onyeachu, 1996). The influence of teachers' teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Adediwura &

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Tayo, 2007).

The above studies suggest that effective teaching is a significant predictor of students' academic achievement. Therefore effective teachers should produce students of higher academic performance.

Ofoegbu (2004) suggests that poor academic performance of students in Nigeria has been linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation. It has also been observed that conditions that would make for effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in public secondary schools in Nigeria are poor (Oredein 2000). These prevailing conditions would likely show a negative influence on the instructional quality in public schools, which may translate to poor academic performance, attitude and values of secondary school students.

Although teachers' strong effect would significantly influence students' academic achievement, other factors such as socio-economic background, family support, intellectual aptitude of student, personality of student, self-confidence, and previous instructional quality have been found to also influence students' examination score (Starr, 2002) either positively or negatively. To this end, according to Blankstein (1996), had stated that students' grades and test scores are not good indicators of the quality of teachers' instruction.

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2.12 Improving School Leadership in Ghana

This study also reviews an article published in the Ghanaian Times, 31st July, 2009 edition on the above subject. According to Essah-Hienno (2009), many countries across the globe are making conscious efforts to adapt to an educational system that responds to the needs of the contemporary society. He said some African countries have moved towards decentralization, making schools more autonomous in their decision making and holding them more accountable for their results. He further intimated that the function of school leadership in Africa today is increasingly defined by a demanding set of roles which include financial and human resource management and leadership for learning. Heads of educational institutions now have heavy workloads; many are reaching retirement, and it is getting harder to replace them. More often than not, potential candidates hesitate to apply for the job because of overburdened roles, insufficient and inadequate support and rewards.

He further stressed that, the increased responsibilities and accountability of school leadership are creating the need for the distribution of leadership within schools. Policy makers need to broaden the concept of school leadership and adjust policy and working conditions accordingly. The mass media and the citizenry at large do criticize school Headmasters/ Headmistresses/ Principals for poor learner performance and a lack of discipline in schools. It is perhaps a truism that Heads of schools today must serve as leaders for student learning, must know academic content, pedagogic techniques, and work with teachers to strengthen skills. Essah-Hienno (2009) added by saying that heads of schools must collect, analyze and use data in ways that will fuel excellence: and they must rally learners, educators, parents and the community around the common goal of raising

learner performance. Also, they must have leadership skills and knowledge to exercise the autonomy and authority to pursue these strategies. He said if we need to improve school leadership in Ghana, we need to benchmark the following:

(1) **Distribution of leadership**: By encouraging and ensuring that distribution of leadership can strengthen management and succession planning. This will better equip Assistant/Deputy Heads of educational institutions to take over from their superiors when they retire or otherwise. Distributing leadership across different people, no doubt, can help to meet the challenges facing schools today and improve school effectiveness.

(2) **Leadership teams:** There is the need to support distribution of leadership by reinforcing the concept of leadership teams. Therefore, leadership training and development must be extended to school Heads, their deputies and potential future leaders in the school.

Felix (2009) added his voice to the numerous calls on the needs to be stated however that salary for teachers and for that matter school administrators should be given the attention it deserves. Many feel that the inputs made into the teaching profession are not commensurate with the salary that they take home; and the need also for area of concern which many people have grossed over, which is the lack of parent and community support. This stems from the fact that fewer parents are actively involved in the academic development of their wards. Felix said; lack of respect for the teaching profession is a source of worry, many look at the profession with scorn because many are those who use the profession as a stepping stone to getting into juicier' professions.

Again, the negative criticism school leadership receives at the hands of the media and the public at large, when issues of the schools come to the public domain are enough to deter people from wanting to take leadership positions in the schools.

He concluded the article by adding that; there is also the need to change leadership and management styles in our schools. The top-down management and leadership style, where management decisions only trickle down to the School Head at the bottom who have little power to influence policy must change. The School Head needs to be more of an educational manager or instructional leader than an administrator.

2.13 Qualities of Successful School Leaders

Research suggests that there is a strong association between leaders' personal qualities and leadership success. For example, a study by Day et al. (2007) finds that head teachers 'values are key components in their success.

"Successful heads improve pupil outcomes through who they are - their values, virtues, dispositions, attributes and competences – as well as what they do in terms of the strategies they select and the ways in which they adapt their leadership practices to their unique context."

This study suggests that the most successful school leaders are open-minded; ready to learn from others; flexible; have a system of core values and high expectations of others; and are emotionally resilient and optimistic. It asserts that it is these traits that enable successful leaders to make progress in schools facing challenging circumstances. The study in particular finds that successful school leaders share certain attributes, as follows:

- A strong sense of moral responsibility and a belief in equal opportunities;
- A belief that every pupil deserves the same opportunities to succeed;

- Respect and value for all people in and connected with the school;

- A passion for learning and achievement; and

- A commitment to pupils and staff.

2.14 Challenges Head teacher's Leadership Styles Pose on Teachers' Job

Fru and Ding (1998) identify two overriding issues associated with measuring employee performance. They are employee effectiveness and employee efficiency. To them employee effectiveness is a measure of the degree to which an employee achieves his/her set objectives and goals. The key is that an employee is effective if he/she achieves his/her objectives and goals. Efficiency has to do with the employee achieving his/her objectives or set goals with a proportionally few resources.

Effectiveness and efficiency are related to the extent that one complements the other towards the achievement of the organisational goals. Teachers need to know that their contribution to the school management and culture are honoured. Nthum (2000) established that teachers who claim a voice in moving towards institutional goals increase their commitment to the school and enhance their job satisfaction. Nthum further posits that employee performance, achievement, effectiveness and efficiency are seen relational to leadership styles experienced in organizations.

In a related study, McNeil (2000) found that head teachers' leadership style influences teachers' attitude towards their job. McNeil explained that effective leadership style fosters healthy leader-subordinate relationships and same among subordinates. Therefore, teachers under effective leadership relate well with each other and that enhances

teachers' job satisfaction. Apparently, participatory leadership approach tends to prompt high teacher regularity and punctuality at work and reduces lukewarm attitude attitudes.

2.15 Summary of literature reviewed

The literature review has reviewed the influence of head teachers' leadership styles on teachers' job satisfaction. For example, Kasinga (2010) found that democratic leadership style was the most applied and laissez faire was the least applied. Nsubuga (2008) concurred with this finding while in Lesomo (2013), the study revealed that the school managers did not restrict themselves to one management style. In Nthuni (2012), the study findings indicated that pre-school teachers led by head teachers who practice authoritarian and laissez faire style of leadership are demotivated to a large extent based on leadership factors singled out by the researcher. Okoth (2000) established that democratic head teachers produced higher mean score as a result of good motivation compared to autocratic head teachers. According to Okoth, ineffective leadership style pose challenges such as low commitment, apathy, punctuality as well as regularity problems to teachers' job.

Avolio and Bass (2002) have also noted that no one specific leadership style is appropriate for all situations; each situation may require a different style. "Each leader has a profile that includes some or all of these transformational, democratic and autocratic behaviours. The better leaders practice a combination of leadership styles to be effective and efficient. Due to the above inconsistencies in research findings, there is the need to carry out this research with a view of identifying the influence of head teachers' leadership styles on teachers' job satisfaction.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter takes care of the methods used in carrying out the study. Methodology as explained by Saunder, Lewis and Thornhill (2007) is the systematic and scientific procedures used to arrive at the results and findings for a study against which claims for knowledge are evaluated. Areas covered under the topic include research design, population, sample, sampling technique, research instruments, data collection procedure and analysis of data. Other areas include validity and reliability of the questionnaires as well as the ethical considerations.

3.1 Research Design

Research design is a guideline within which a choice about data collection methods has to be made. As explained by Kumar (2005), research design is a procedural plan that the researcher adopts to answer questions vividly, objectively, accurately and economically. This study is typically a descriptive study and specifically a survey assessing head teachers' leadership styles on the job satisfaction of teachers in public junior high schools at Esreso in the Bosomtwe District of the Ashanti Region. Survey research also called descriptive research makes use of instruments such as questionnaires and interviews to gather information from respondents (Ary, Jacobs & Sorensen, 2010). In a survey

research, investigators ask questions about peoples' beliefs, opinions, characteristics, and behaviour (Creswell, 2003) and it is appropriate to investigate associations between respondents' characteristics such as age, education, social class, race and their current attitudes or beliefs towards some issue.

The study adopted the structured type of questionnaire of the Likert type and thus was mainly close-ended.. Questionnaire was appropriate for this study because it is able to reach a large number of people relatively quickly and with minimal expenditure (Ballantyne, 2009).It is important to note that many researchers such as Gravetter and Forzano (2006) agreed that a study may employ the quantitative, qualitative or a mix method approach but this study used the quantitative paradigm to provide easy way of generalizing to the population.

3.2 Population for the Study

Population for a study is the entire set of individuals of interest to a researcher. According to Gravitter and Forzano (2006), the large group of interest to the researcher is called the population. The population for this study consists of all the teachers of the three public junior high schools at Esreso in the Bosomtwe District of the Ashanti Region totalling forty-two.

3.3 Sampling and Sample Size

Realizing that the numerical strength of the teachers in the study area was not all that great, it was decided that a census approach is taken to involve every teacher in the survey in support of Greenwell, Moreno, Jones and Richard (2002a). However, the survey

was able to involve a sample size of thirty-eight (38) teachers because some teachers were absent within the period whilst others also for their own personal reasons opted out as participants. Newman and Benz (2006) posit that a sample for a study should be representative enough in character and size. Thus a sample size of 38 out of a total population of 42 representing 90.5% response rate was representative enough for the study. The schedule of respondents for the study has been presented in Table 3.1.

Table 3.1 Schedule of Respondents

School	Number of teachers	Number of participants	Percentage taken (%)
Esreso D/A 1 JHS	16	15	94
Esreso D/A 2 JHS	15	14	93
Methodist JHS, Esreso	11	9	82
Total	42	38	90.5

Source: Survey Data, 2020

3.4 Research Instruments

The Likert type of questionnaire was used in the study for its ease of administration in terms of reaching out to respondents in a relatively short time (Ary, et al., 2010), relieving respondents from the stress of writing lengthy responses, and with minimal expenditure. The questionnaire was divided into four (4) sections – A, B, C and D. Section A captured the demographic characteristics of the respondents whereas section B related to head teachers' leadership styles. Section C focused on effects of head teachers' leadership styles and section D finally dealt with the challenges head teachers' leadership

style pose to teachers' performance in the Bosomtwe District. In all, a minimum of seven (7) questions were set for each section with a total of twenty-eight (28) question items for the study.

3.5 Validity and Reliability

As defined by Polit, Tiwel and Triff (2001) ''validity is the degree to which an instrument measures what it is supposed to measure" (p.305). In the opinion of McNabb (2002), validity implies that the research was to measure what it is supposed to measure. Validity explains the accuracy of measurements (Ngansathil, 2001). Content validity in this study is ensured as the scales used (likert scale) are adopted from established scales that have already been subjected to content validity tests or analysis. The research methodology employed in this study is consistent with most recent studies in the field of human resource management.

Polit, et al. (2001:305) describe reliability as "the consistency with which an instrument measures the attribute". An instrument is said to be reliable if its measures accurately reflect the true score of the attribute under investigation. To reinforce and assess the reliability of the instrument in this research, the questionnaire was subjected to strict supervision of a competent supervisor. The questionnaire was then pilot-tested on 5 of the sampled population in a nearby district to test reliability.

3.6 Ethical Consideration

It is always important to observe ethical issues in the conduct of research study (Malhotra & Birks, 2007) to ensure that no respondent or institution is harmed in any way.

Before the start of data collection, the researcher sought permission from the District Director of education of the study area who was given the main purpose and objectives of the study. Upon his approval, the researcher went to the schools chosen for the study and met the headteachers who served as gate keepers in this study. Questionnaires were only administered to respondents upon their personal approval, and full assurance was given that information provided by respondents would be very confidential. To that extent, no respondent was made to indicate particulars that could trace their identity, such as names or contact numbers, stressing that the study was for academic purpose only and they had the option to refuse participation.

3.7 Data Collection Procedure

Data collection is the process of gathering relevant information about the subject from research participants. As explained by Martins, Loubster and Van (1999), the data gathering process may vary from relatively simple observation at a specific location to an extensive survey of large corporations across the world. Various methods used in data gathering, especially in the social sciences include questionnaires, interviews, focus group discussions and observation of participants. Each of the methods of data collection has its own unique advantages and disadvantages. Some of the advantages of the questionnaire method as used in the current study include cost efficiency, easy administration and easy analysis. Additionally, the questionnaire administration would help yield the most satisfactory range of reliable data.

The researcher was mindful of the disadvantages associated with written questionnaire, in that the possibility of a written questionnaire being misunderstood exists.

To overcome this problem, the researcher carried out an initial pre-test of questionnaire in a nearby school outside the case study, to evaluate the respondents' understanding of the research area and the question items. Some modifications were therefore made to certain confusing, conflicting and ambiguous questions or statements to make them straight forward and more meaningful. This is to complement Malhotra and Birks (2007), that sensitive questions may be embarrassing to respondents especially when they begin a survey instrument and may also create dissatisfaction and disinterest.

In his study, the researcher went to the school, and sought permission from the headteachers of the schools to conduct the study in their schools. In consultation with the headteachers, the researcher set a date to administer the questionnaires. On the set day when the researcher got to the school, she did not encounter any difficulty. This is because the headteachers who served as gate keepers had already informed the teachers about the impending exercise. At the staff common room, where the teachers had gathered for the exercise, the researcher gave a thorough explanation of the purpose and intent of the study. She assured them of confidentiality, and gave them the opportunity to opt out of the exercise if they so wished. She then distributed the questionnaire to the respondents and told them that they could remain anonymous by not writing their names on the questionnaire. They were to answer the items of the questionnaire by ticking the appropriate responses. The researcher allowed for a week and went back to collect the questionnaire for further processing.

3.7 Data Analysis

The essence of data collection in a survey is to interpret and analyse to transform information (data) into a meaningful form in order to answer the original research question(s). Gravetter and Forzano (2006) opine that raw data obtained from a research study might not be meaningful until it is transformed to suit the purpose for which it was intended, that is to answer a research question or to solve a research objective. Data analysis usually involves reducing the raw data into manageable size, developing summaries and applying statistical inferences. The Statistical Package for Social Sciences (SPSS) version 16.0 was used in analysing the data from which frequency tables and graphs were produced to aid analysis and discussions. The SPSS software has been widely used by researchers as data analysis tool to help generate frequency tables, charts, graphs and as well establish relationships among variables to ease discussion of results for generalization of research findings to the research populates (Zikmud, 2003).

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter analyses and discusses results of data gathered from respondents for the study. The analysis covered the demographic characteristics of respondents, the leadership style of head teachers, job satisfaction of teachers and the challenges posed by the head teachers' leadership style to teachers' job. The analysis and discussion have been tailored in line with the research objectives to help solve the research questions.

4.1 Demographic Characters of Respondents

The demographic features as gathered covered gender, age, educational qualifications and the number of years served at the current school. Data gathered on respondents' demographic features was captured in Table 4.1.

Table 4.1 Respondents Demographic Characteristics

Variables	Frequency	Percentage (%)
Gender: Male	18	47
Female	20	53
Total	38	100
Age (years): 18 – 25	2	5

26 – 30	8	21
31 – 35	13	34
36 – 40	9	24
41 – 45	6	16
46 + years	0	0
Total	38	100
Highest Educational Qualification:		
Teachers' Certificate	0	0
Masters' Degree	1	3
1st Degree	26	68
Diploma	11	29
Total	38	100
Years at current school:		
1 year	1	3
2 – 5years	17	45
6 – 9years	17	45
10 years +	3	7
Total	38	100

**Source: Survey data, 2020**

As observed from Tab

Table 4.1 shows that the female teachers within the study area outnumbered their male counterparts with 20 (53%) and 18 (47%) respectively. The 6% difference established in favour of females was however not to depict gender bias. On the age dimension, two

(5%) of the respondents were found within the age group of 18-25 years, 8 (21%) were found within age 26-30 and 13 (34%) were in the age range 31-35. Additionally, 9 (24%) of them fell within age 36-40 whilst 6 (16%) of them were found within 41-45 years, but there were no teacher respondents more than 45 years. The age categories of respondents showed about 23 (60%) being the youth of 35 years and below and the elderly group of 36 years and above also representing 15 (40%) of respondents. The youthful nature of teachers in the study area promises high teacher productivity if factors such as favourable leadership style (McBer, 2000) are adopted to boost up teacher job satisfaction.

From the perspective of respondents' educational attainments, the study recorded on Table 4.1 that 11 (29%) of the respondents held diploma certificate and 26 (68%) held 1st degree whereas only one person (3%) held Master's degree. The calibre of teachers at the study area is very encouraging as the least qualification is diploma which meets Ghana Education Service (GES) requirement. Therefore, with all other things being equal if teachers experienced favourable leadership style from their heads (Agboli & Chikwendu, 2006) their job satisfaction levels would be heightened for improved performance.

When teachers' years of stay at the present school was investigated, it was found out that only one (3%) of them had just joined the school within the first year and 17 (45%) each of them had equally been in their present school between 2 - 5 years and 6 - 9 years respectively. This implies that about 34 (90%) of the respondents had been with their schools for less than 10 years which conforms to GES policy for teachers not to stay at one particular school for more than 10 years. However, 3 (7%) of them had been with their current schools for 10 or more years. Respondents' years of stay at the current schools was summarized in Figure 4.1 to ease analysis.
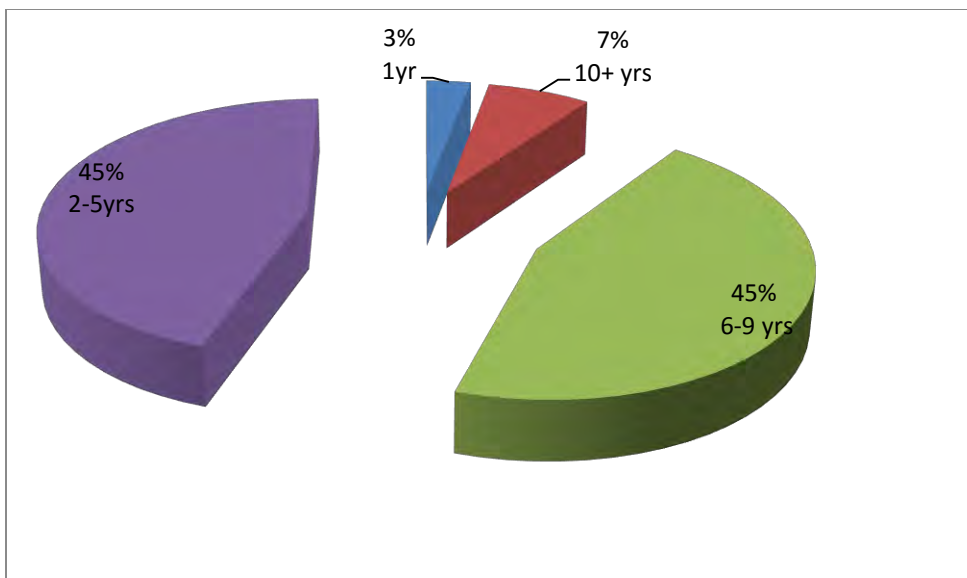
Figure 4.1 Respondents' Years of Stay at Current Schools

The reasonably long period of stay in their present schools signals respondents' in-depth knowledge of the head teachers' leadership situations in the schools. Data gathered from this source would therefore be credible and reliable.

4.2 Research Question One: What leadership styles are exhibited by the head teachers in basic schools in the Bosomtwe District?

About nine questionnaire items were presented to respondents to ascertain the type of leadership styles adopted by head teachers at the study area (public junior high schools at Esreso in the Bosomtwe District of the Ashanti Region), to assess the transformational, autocratic and democratic leadership styles. Data collected on the leadership styles of head teachers were recorded in Table 4.2 for further analysis.

Table 4.2 Assessment of Head Teachers' Leadership Styles

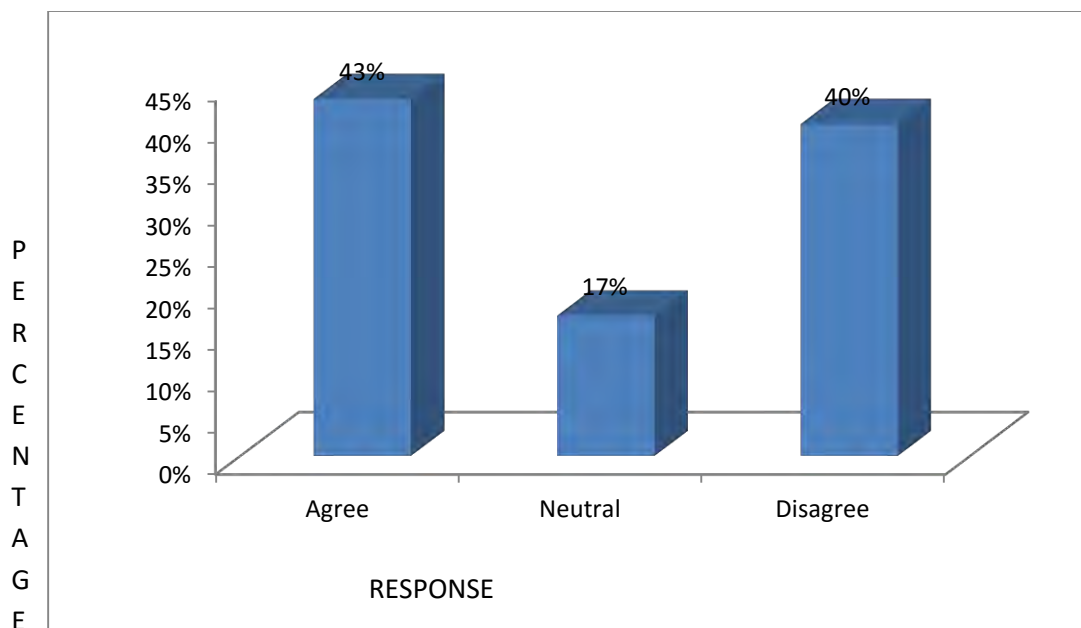|	Response									
Statement	SA		A		N		D		SD	
Transformational leadership:	N	%	N	%	N	%	N	%	N	%
Heads reward good performance	2	5	10	26	10	26	12	32	4	11
Heads foster good leader-staff relations	11	29	13	35	2	5	5	13	7	18
Belongingness & teacher empowerment	7	18	7	18	7	18	8	22	9	24
Autocratic leadership:										
Heads evaluate performance standards	9	24	5	13	13	34	4	11	7	18
Heads are considerate	6	16	12	32	9	24	6	15	5	13
Delegation to wide range of staff	9	24	10	26	8	21	8	21	3	8
Democratic leadership:										
Heads encourage shared responsibility	10	26	11	29	9	24	5	13	3	8
Consensus building in decision making	5	13	9	24	14	36	1	3	9	24
Heads are listening & share ideas	7	18	15	39	4	11	4	11	8	21

Source: Survey data, 2015

When respondents were asked to indicate if their head teachers reward performance, 2 (5%) of them strongly agreed to the assertion and 10 (26%) also agreed.

This implies that nearly one third 12 (31%) gave a positive response to the assertion but a little over one-quarter 10 (26%) of the respondents did not declare their position. However, about two-fifth 16 (43%) of them disagreed that head teachers in their schools reward teachers for high or excellent performance. The below average support for reward system as reported by respondents might adversely affect the job satisfaction level of teachers. Duodu (2001) opined that when teachers' expertise are acknowledged and rewarded by their heads, it helps to sustain and boost their satisfaction. Duodu (2001) further affirms that the attention paid to workers and their involvement in activities of the organization could bring about increased productivity.

On the issue of head teachers fostering good interpersonal relationship, respondents who agreed or strongly agreed represented over three-fifth 24 (64%) of them. Two respondents representing five percent of them however kept mute without taking sides but less than one-third 12 (31%) were not in favour of such attitude of head teachers. Research (Northouse, 2007) support leaders' healthy inter-personal relationship as vital and characterized transformational leaders.

Additionally, transformational leaders mostly build a sense of belonging among employees. This leadership approach according to (Northouse, 2007) improves on the job satisfaction of teachers. Respondents in the study did not see much of this leadership approach from their head teachers as only a little above one-third 14 (36%) confirmed such an approach. Almost one-fifth 7 (18%) of them kept mute on this issue but 17 (46%) representing the majority disagreed that their head teachers build a sense of belongingness. The average responses regarding the transformational leadership status of head teachers has been presented in Figure 4.2.

Figure 4.2 Transformational Leadership Status of Head Teachers

Source: Survey Data, 2020

An average of 16 (43%) could be extracted from respondents who answered in favour of all the three questionnaire items measuring transformational leadership style. About 7 (17%) of the respondents decided not to comment on the items but an average of 15 (40%) disagreed with all the three items.

An assessment of the autocratic leadership style among the selected head teachers was made on head teachers specifying performance evaluation standards all alone. As gathered from respondents and shown on Table 4.2, about 14 (37%) of them agreed to it whereas 13 (34%) stood neutral and 11 (29%) respondents adversely. Majority of respondents therefore seem to declare that their head teachers were autocratic. Most autocratic leaders are not considerate and would only look up for high performance (Yukl, 1994) at all cost. Majority of respondents 18 (48%) in the current study reported that their head teachers were considerate whereas nearly a quarter 9 (24%) stood neutral without

comment and 11 (28%) of them answered negatively. These head teachers therefore portray the characters of transformational leaders.

On delegation of duties to a wide range of staff, about a half of them (50%) agreed that their head teachers practiced delegated authority. Over one-fifth of them (29%) were however with a contrary view and about one-fifth (21%) also did not declare their stance. On the average of about 16 (42%) of the respondents had their response implying that their head teachers were not autocratic as against approximately 12 (32%) of them who thought as such. Data on head teachers' autocratic status of leadership styles were captured on Figure 4.3 to ease analysis.
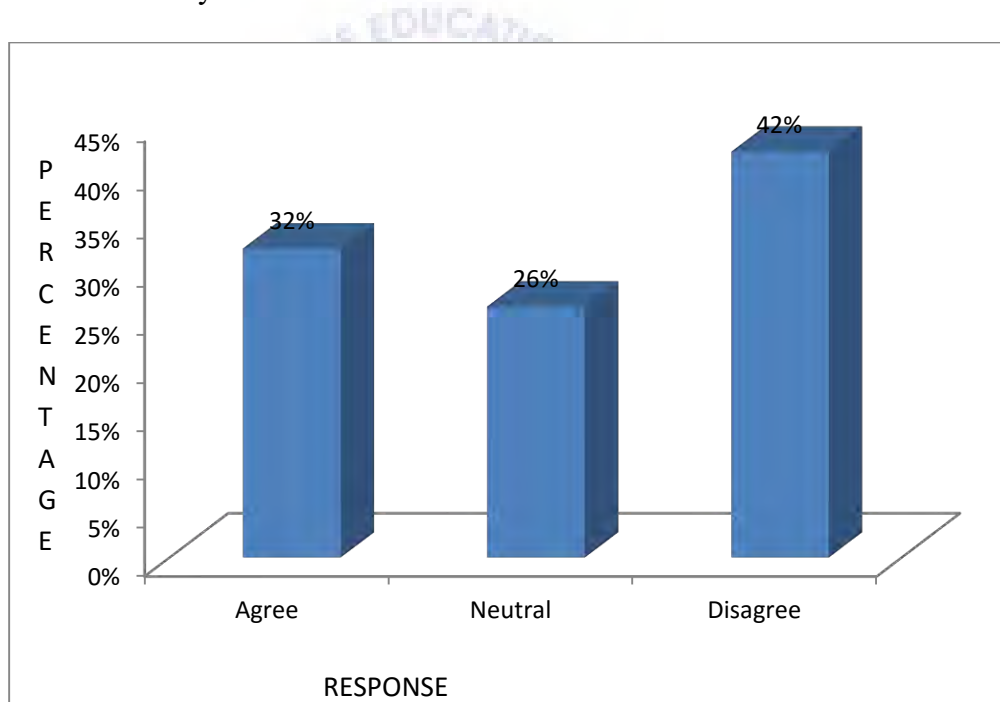
Figure 4.3 Head Teachers' Autocratic Leadership Status
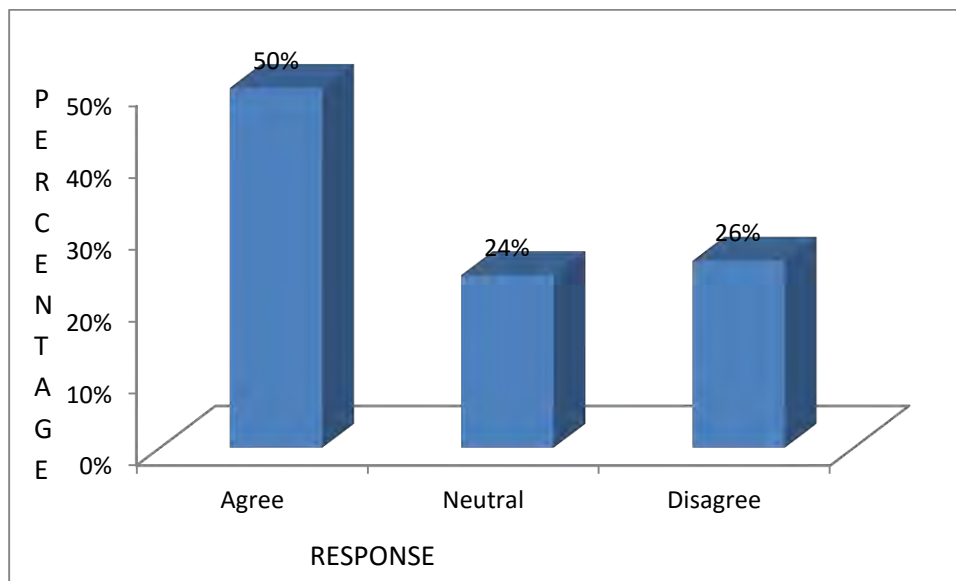
Source: Survey Data, 2020

The autocratic leadership style as put up by head teachers was confirmed by 12 (32%) of the respondents as against 16 (42%) who answered negatively.

To identify the democratic leadership style of head teachers in the study area, respondents were made to react to the assertions that head teachers ensure shared responsibility, decision making in the schools is by consensus building and heads are listening and share ideas. Over half 21 (55%) of the respondents strongly agreed or agreed that head teachers in their schools ensure shared responsibilities and about one-quarter 9 (24%) of them decided not to comment on the assertion whilst about one-fifth 8 (21%) disagreed to it. Democratic leaders as opined by Zervas and Lassiter (2007), share responsibilities but do not instruct and expect performance from subjects. As 21 (55%) of the respondents were in favour as against 8 (21%) of them not in favour, it can be deduced that head teachers in the study area proved democratic with respect to the stated assertion. Further, in response to the assertion that head teachers seek consensus in decision making, about 14 (37%) of them were in support however, nearly 10 (27%) of them held a contrary view but about 14 (36%) of the respondents did not take sides. Once again, majority of the respondents 14 (37%) favoured the assertion which admittedly described democratic leaders hence, head teachers being discussed can be described as democratic.

In respect of head teachers being listening and share idea with subordinates, about three-fifth 22 (57%) of the respondents agreed to be experiencing such leadership style in their schools. Although about one-tenth 4 (11%) of them decided not to comment on that, almost one-third 12 (32%) disagreed with the assertion. Goldman (2000) describes leaders who are listening and share ideas with teachers as democratic and would therefore fit for

the current observation. The democratic leadership style of head teachers as observed by respondents could clearly be seen in Figure 4.4.

Figure 4.4 Democratic Leadership Status of Head Teachers

Source: Survey Data, 2020

The study has established about half 19 (50%) declaring their heads as democratic with 10 (26%) who were on reverse side and 9 (24%) without specific response.

Research Question Two: What are the effects of headteachers' leadership styles on teachers' performance in the Bosomtwe District?

Table 4.3: Effects of Headteachers' Leadership Styles on Teachers' Performance

Effect of Head Teacher Leadership style on Teacher performance	Strongly Agree	Agree	Disagree	Strongly Disagree
	N (%)	N (%)	N (%)	N (%)
Builds supportive environment that enable teachers to improve performance	14(36.8)	16(42.11)	9(21.05)	-
Improves students achievement due to improved teaching strategies	15(39.47)	17(44.74)	4(10.53)	4(5.26)
Creates productive atmosphere for teaching and learning and promotes teacher and student success.	13(34.21)	16(42.11)	6(15.79)	3(7.89)
Provides feedback and appraisal for teachers to improve performance	13(34.21)	16(42.11)	5(13.16)	4(10.52)
Supports and motivate teachers to enhance their confidence level to improve performance	16(42.11)	18(47.36)	4(10.53)	-
Provides teachers' with their professional needs to be more knowledgeable to improve performance	14(36.84)	19(50.0)	5(13.16)	-

Source: Survey data, 2020

Table 4.3 shows that 14 respondents representing 36.8% strongly agreed that head teachers leadership built supportive environment that enabled teachers to improve

performance, 16 respondents representing 42.11% agreed while 9 respondents representing 21.05% disagreed. The result implies that head teachers' leadership style exhibited enable teachers to improve performance.

Again, 15 respondents representing 39.47% strongly agreed that head teachers leadership improved students' achievement due to improved teaching strategies, 17 respondents representing 44.74% agreed, 4 respondents representing 10.53% disagreed while 4 respondents representing 5.26% strongly disagreed. The result implies that head teachers' leadership style exhibited.

Also, 13 respondents representing 34.21% strongly agreed that head teachers leadership created productive atmosphere for teaching and learning and promoted teacher and student success, 16 respondents representing 42.11% agreed, 6 respondents representing 15.79% disagreed while 3 respondents representing 7.89% strongly disagreed. The result implies that head teachers' leadership style exhibited, promotes teaching and learning and teacher and student success.

Besides, 13 respondents representing 34.21% strongly agreed that head teachers leadership provided feedback and appraisal for teachers to improve performance, 16 respondents representing 42.11% agreed, 5 respondents representing 13.16% disagreed while 4 respondents representing 10.52% strongly disagreed. The result implies that head teachers' leadership style exhibited provided feedback for teachers to improve performance.

Furthermore, 16 respondents representing 42.10% strongly agreed that head teachers leadership supported and motivated teachers to enhance their confidence level to improve performance, 18 respondents representing 47.36% agreed while 4 respondents

representing 10.53% disagreed. The result implies that head teachers' leadership style exhibited motivated teachers to improve performance.

Finally, 14 respondents representing 36.84% strongly agreed that head teachers leadership provided teachers' with their professional needs to be more knowledgeable to improve performance, 19 respondents representing 50.0% agreed while 5 respondents representing 13.16% disagreed. The result implies that head teachers' leadership style exhibited provided teachers' with their professional needs to be more knowledgeable to improve performance.

The entire results in Table 4.3 are in line with Thornton (2004) that leadership is the process of helping individuals, teams and organizations become more valued and achieve more than they ever thought possible. Thornton contends that leaders help people become more: principled, knowledgeable, skilled, passionate, determined, integrated, and balanced. Thornton (2004) explains that by so doing leaders subsequently help people achieve more productivity, quality and success. Keller (2011) is of the view that influence is an instrumental part of leadership and means that leaders affect others, often by inspiring, enlivening, and engaging others to participate. Thus the process of leadership involves the leader and the follower in interaction to achieve organizational goals.

4.4 Research Question Three: What challenges are posed by head teachers' leadership style to teachers' job performance in the Bosomtwe District?

Respondents were made to respond to questionnaire items to establish some challenges head teachers' leadership style pose on teachers' performance. Data gathered on the challenges were presented in Table 4.4., respondents were asked to indicate the

extent of their agreement on the assertion that there is low level of staff commitment to schools.

Table 4.4 Perceived Challenges Posed by Head Teachers' Leadership Styles

Statement	Response									
	SA		A		N		D		SD	
	N	%	N	%	N	%	N	%	N	%
Low staff commitment to work	8	21	8	21	7	18	6	16	9	24
Low morale and motivation to work	6	16	15	39	4	11	5	13	8	21
Apathy among teachers	4	11	13	34	5	13	8	21	8	21
Low level of punctuality	2	5	7	18	12	29	6	16	12	32
Weak interpersonal relations	8	21	6	16	14	37	5	13	5	13
Unwillingness to divulge information	2	5	9	24	14	37	7	18	6	16
Coercion and intimidation	2	5	7	18	9	24	9	24	11	29

Source: Survey data, 2020

About 16 (42%) of the respondents agreed to the assertion but 15 (40%) did not whilst 7 (18%) remained undecided. Inappropriate leadership style of the head teachers has been found by (Schaefer, 2005) to lower the morale and motivation of teachers to work. Almost two-fifth 21 (55%) of the respondents in the study also agreed to the assertion that there is low morale and motivation to work due to their head teachers' leadership style. However, 13 (34%) of them held a contrary view stating that morale and motivation to work are not low but 4 (11%) of them kept mute on the issue. Hongyin (2007) explains that low level of job performance breads apathy, and thus poses a challenge to teachers' job.

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The study rather established a below average response rate for low level of apathy among teachers of the study area. Less than half 17 (45%) of the respondents testified this with 16 (42%) of them also saying otherwise but 5 (13%) of them stood neutral.

The questions of whether the leadership style of head teachers has resulted in low teacher punctuality, and thus posing a challenge to teachers' job was assessed. Apparently, punctuality as a challenge to teachers job was found to be minimal represented by 9 (23%) of the respondents. Almost half 18 (48%) of the respondents refuted that argument but 12 (29%) of them did not give their version on the issue. Punctuality is therefore not a serious challenge posed by head teachers' leadership style adopted in the study area. The study further investigated to see if teachers job is challenged by weak interpersonal relation as a challenge to teacher effectiveness but the study did not see much as a challenge. Table 4.4 recorded 10 (26%) of the respondents observing weak interpersonal relation but 14 (37%) of them agreed with the assertion, whilst 14 (37%) also remained silent on the issue. The implication was that majority of the respondents (37%) were of the view that leadership style of head teachers in the study area does not weaken the interpersonal relationship among workers.

Hongyin (2007) has mentioned that workers might be unwilling to divulge vital information under certain favourable, secured and supporting circumstances of leadership. Evaluating the existence or otherwise of this challenge to teachers job, less than 11 (29%) of the respondents stated that they are unwilling to divulge vital information to help school management because of their head teachers' leadership style. This was however opposed by 13 (34%) of them but 14 (37%) of them once again did not take sides. Nine (23%) of the respondents in the study also agreed to the assertion that teachers work under coercion

and intimidation due to their head teachers' leadership style whereas 20 (53%) as a majority of them opposed to that issue. 9 (24%) of them did not declare their position. To further ease analysis, the average responses as regards the perceived challenges posed by head teachers' leadership style were presented in Table 4.4.

From Table 4.4, low morale and motivation was noted as the highest challenge that head teachers' leadership style pose to teachers' job as reported by 21 (55%) of respondents. This was followed by apathy 17 (45%), low level of staff commitment to work 16 (42%) and weak interpersonal relations 14 (37%). Invariably, all the perceived challenges were identified as existing in the schools under study but with varying degrees. Punctuality, unwillingness to divulge information as well as coercion and intimidation were equally noted as challenges but were reported by less than one-third of the respondents representing 9 (23%), 11 (29%) and 9 (23%) respectively. The study therefore confirms prior researches (Hongyin, 2007) identifying low morale, apathy, coercion (Cheng, 1994) and low commitment (McNeil, 2000) resulting from inappropriate leadership style in the organizations.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the main findings of the study as derived from the analysis and discussions in the previous chapter. Conclusions are then made from the study findings after which recommendations are outlined to guide current and prospective leaders who may access the study report.

5.1 Summary of Findings

Following from the analysis of data collected for the study, it was found out that all the three perceived leadership styles (transformational, autocratic, and democratic) were identified among the head teachers in the study area.

Among the head teachers who exhibited transformational leadership style, one prominent behaviour the study established was their ability to foster good human relationship between teachers and their head teachers. However, these head teachers did not do much with regards to rewards and punishment for staff attitude and performance. Some other head teachers noted to exhibit democratic leadership style appreciably ensured shared responsibility, they were listening and sharing ideas with subordinates.

The study also found that the head teachers' leadership built supportive environment that enabled teachers to improve performance, improved students achievement due to improved teaching strategies, created productive atmosphere for teaching and learning and promoted teacher and student success, provided feedback and appraisal for teachers to improve performance, supported and motivated teachers to

enhance their confidence level to improve performance and provides teachers' with their professional needs to be more knowledgeable to improve performance.

Low morale and motivation among teachers were noted as the most challenging situation emerging from head teachers' leadership style but the least felt challenge was low level of punctuality.

5.2 Conclusions

From the main findings gathered, it is therefore concluded that:

Although the leadership style of head teachers within the study area reflects all three leadership styles under study (transformational, autocratic, democratic) most of the head teachers were democratic. Most head teachers did not make effective use of rewards for performance and punishment for wrongful doings. Head teachers identified as transformational leaders rather lack the sense of belongingness and did not empower teachers for leadership roles. The leadership style of head teachers featured delegated authority to a wide range of staff, signifying shared responsibility but still lacks consensus building in decision making

It is also concluded that the head teachers' leadership impacted positively on teachers as it built supportive environment that enabled teachers to improve performance, improved students achievement due to improved teaching strategies and also created productive atmosphere for teaching and learning and promoted teacher and student success.

The study lastly concluded that, head teachers style of motivation did not meet teachers' taste and that negatively affect teachers. No wonder the morale of teachers was

found low. Teachers' performance is seriously being challenged by low staff commitment and apathy which adversely affect teachers' performance.

5.3   Recommendations

The following recommendations were made for consideration by current and prospective leaders as well as educational authorities as policy guidelines:

1. The Ghana Education Service together with the District Director of Education should provide head teachers with adequate logistics, infrastructure and residential accommodation to mitigate the challenges they faced in their leadership to improve the success of the school.

2. Reward and punishment must be effectively utilized by head teachers to encourage high performing teachers and discourage poor performance among teachers.

3. Head teachers need to empower teachers to ensure mass participation and complete involvement in school activities to build a sense of belongingness.

4.   It is again recommended that human relations among teachers and head teachers must be further managed and improved by head teachers, although respondents reported they were satisfied with the degree of subordinate-leader relationship. High levels of healthy interpersonal relations would foster cooperativeness at work and heighten teachers' performance.

5. It is again recommended for headteachers to be listening, empathic and considerate so as to influence high teacher commitment to work and avoid lukewarm attitude emanating from dissatisfied job environment.

5.4 Suggestions for Further Study

Upon the finding that teachers' performance is seriously being challenged by low staff commitment and apathy as a result of head teachers' leadership style, it is suggested for further study to be conducted to establish the relationship between head teachers' leadership style and teacher performance.

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APPENDIX A

QUESTIONNAIRE FOR TEACHER RESPONDENTS

The researcher is pursuing a postgraduate program at THE UNIVERSITY OF EDUCATION, WINNEBA leading the award of Master of Arts in Educational leadership. This questionnaire intends to collect data to help the researcher assess head teachers' leadership style and its effects on job satisfaction of teachers.

Please, you have been selected as a respondent to this questionnaire. May you spare me few minutes to fill out this questionnaire. It is strictly for academic purposes, and thus all information provided shall be treated with the maximum caution and confidentiality. All personal data provided shall be treated collectively and not on personal levels.

Please, tick (√) as appropriate.

Section A: Demographic Data of Respondents.

1. Gender

   Male ☐   Female ☐

2. Age group (in years)

   18 – 25 ☐   26 – 30 ☐   31 – 35 ☐   41   36-40 ☐   41-45 ☐

   46 and above ☐

3. Highest educational qualification

   a. 3yr/4yr Certificate ☐   b. Diploma ☐   c. 1st Degree ☐

   d. 2nd Degree. ☐   Others (specify)..............

4. Years worked in present school

   a. Below 1 year ☐   b. 2 – 5 years ☐   c. 6 -9 years d. ☐

   d. 10 years and above ☐

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Section B: Identifying Head Teachers' Leadership Style

Please, indicate the extent to which you agree with the following statements as it pertains in your school. The ratings have been made as: Strongly agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly disagree (1)

Statement	Response				
	5	4	3	2	1
Transformational leadership style					
1. Head teacher rewards good performance					
2. Head teacher fosters good relationship between teachers and head teachers					
3. Head teacher builds a sense of belongingness and empowers teachers					
Autocratic leadership style					
4. Head teacher specifies performance evaluation standards all alone					
5. Head teacher is considerate					
6. Head delegates work to wide range of staff					
Democratic leadership style					
7. Head teacher ensures shared responsibilities					
8. Decisions are made upon consensus through group participation					
9. Head teachers are listening and share ideas with subordinates					

Section C: Effects of Headteachers' Leadership Styles on Teachers' Performance

This questionnaire seeks to ascertain the effects of headteachers' leadership style on teachers performance. Please, indicate the extent to which you agree with the following statements as it pertains to you as an individual teacher. The ratings have been made as:

Strongly agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly disagree (1)

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Builds supportive environment that enable teachers to improve performance				
Improves students achievement due to improved teaching strategies				
Creates productive atmosphere for teaching and learning and promotes teacher and student success.				
Provides feedback and appraisal for teachers to improve performance				
Supports and motivate teachers to enhance their confidence level to improve performance				
Provides teachers' with their professional needs to be more knowledgeable to improve performance				

Section D: Challenges Head Teachers' Leadership Style Pose on Teachers' Job

Please, indicate the extent to which you agree with the following statements as it pertains in your school. The ratings have been made as: Strongly agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly disagree (1)

Statement	Response				
	5	4	3	2	1
1. Low level of staff commitment to work					
2. Low morale and motivation to work					
3. Apathy among teachers					
4. Low level of punctuality					
5. Weak interpersonal relationship					
6. Teachers' unwillingness to divulge vital information					
7. Staff work under coercion and intimidation					

Thank you