

UNIVERSITY OF EDUCATION, WINNEBA

THE PERCEPTION OF TEACHERS ON THE LEADERSHIP STYLES OF
HEADTEACHERS OF PUBLIC JUNIOR HIGH SCHOOLS IN THE
BOLGATANGA MUNICIPALITY

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**A Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the school of Graduate
Studies, University of Education, Winneba, in partial fulfilment of requirements
for award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2018

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:

DATE:

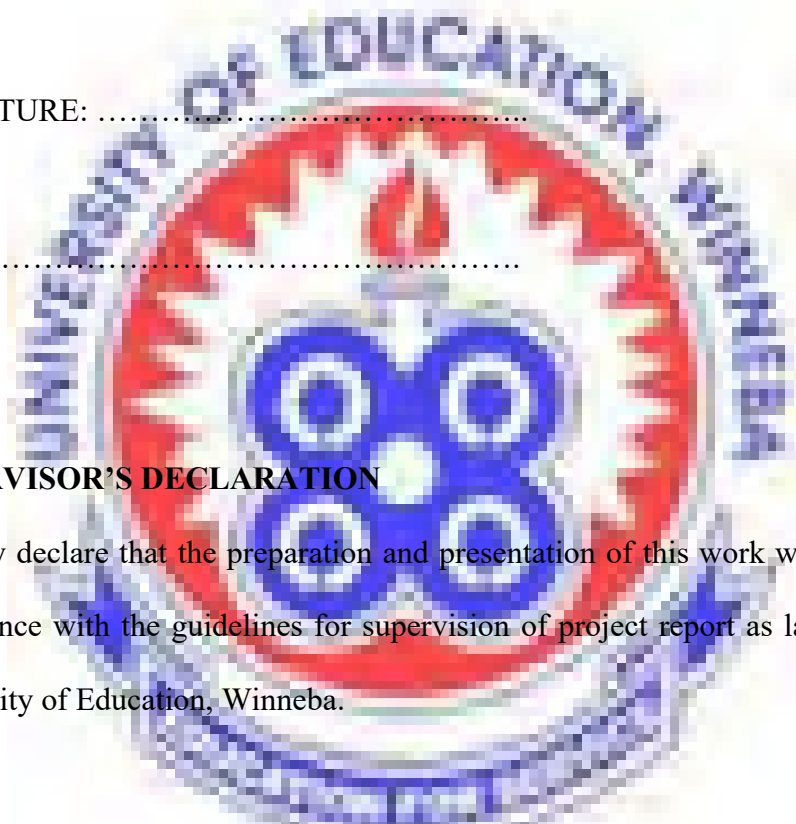
SUPERVISOR'S DECLARATION

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

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DATE:



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DEDICATION

To my sweet mother Madam Margaret Anyigra and my adorable sons Michael-Starr,
Emmanuel McGold and Isaac.

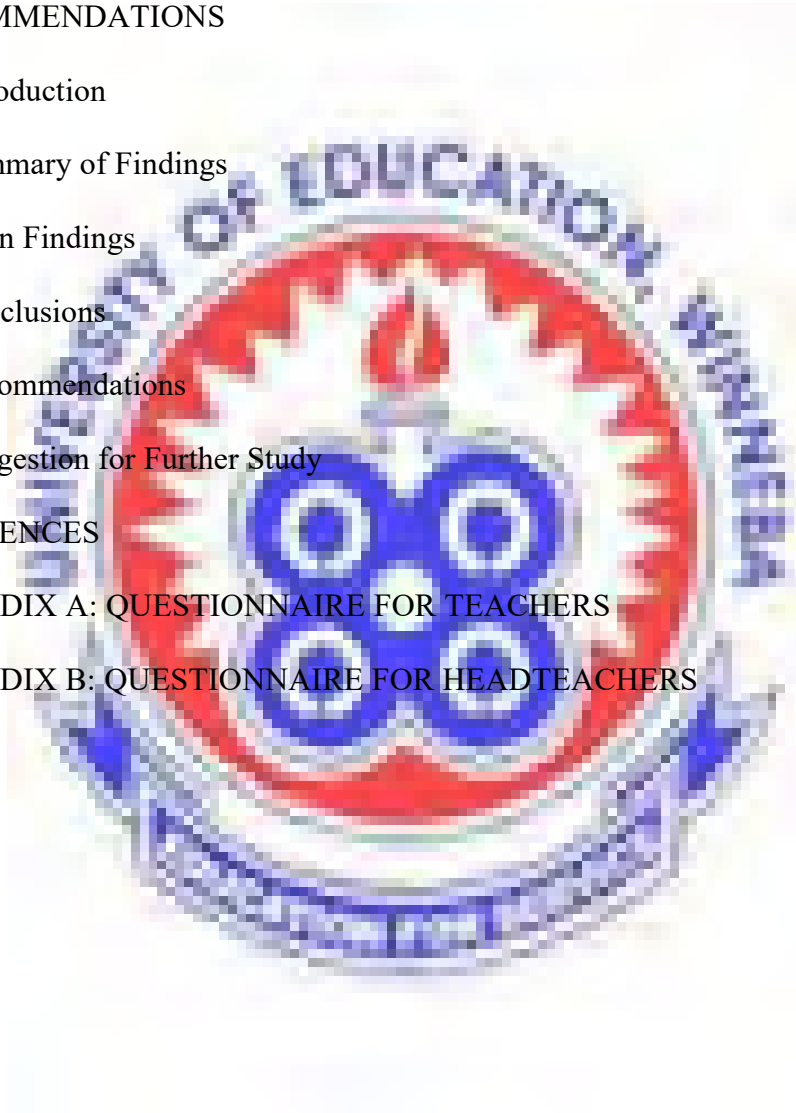


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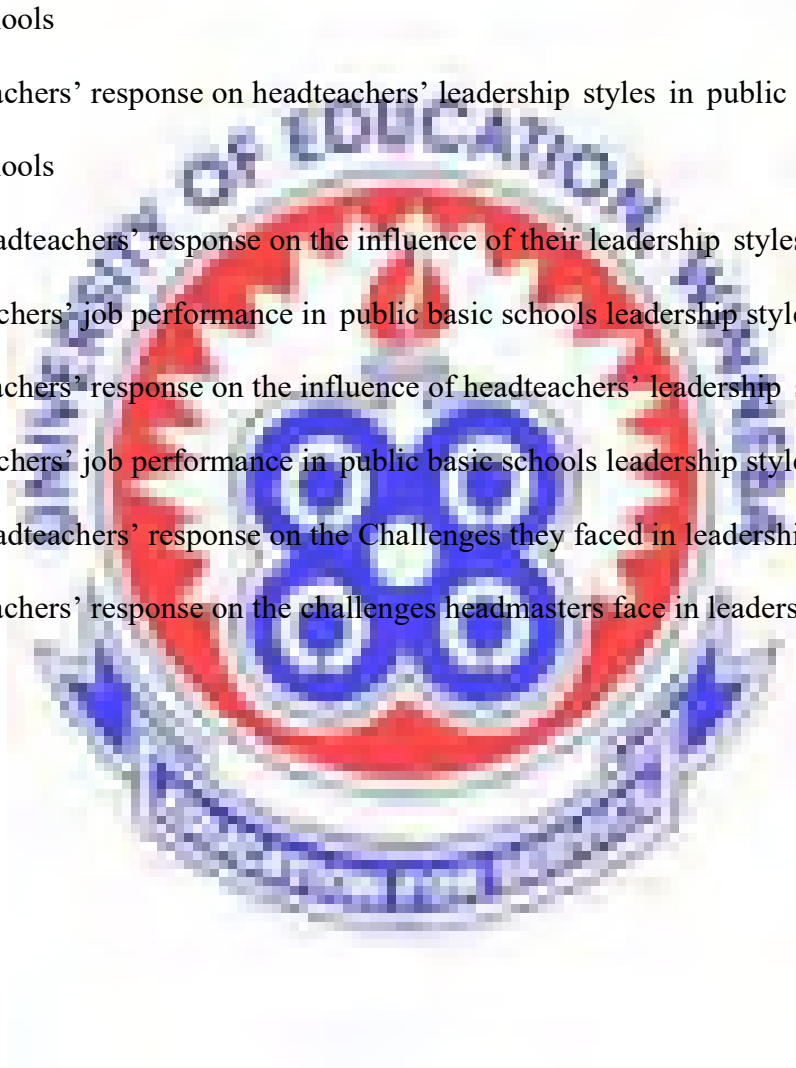
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ABSTRACT

The study was conducted to assess the perception of teachers on the leadership styles of head teachers of public basic schools at the Bolgatanga Municipality. The objectives of the study were to determine the leadership styles of Junior high schools head teachers, ascertain the perceived influence of Junior high schools head teachers leadership style on teachers' job performance and to find out the challenges headmasters faced in their leadership. A descriptive survey design was used for the study. The target population for the study was the 238 head teachers and teachers in the 14 public junior high schools. Census sampling was used to select all the 14 headteachers. Simple random sampling was used to select a proportion of 50% of the total teacher population of 224 getting a total of 126 respondents for the study. Questionnaire was used to collect data for the study. The data were analyzed descriptively using the Statistical Package for Social Sciences (SPSS). The study found among others that head teachers in the study area exhibited transactional and transformational leadership styles. Also head teachers' leadership styles enabled teachers to make adequate lesson preparation to improve teaching and learning. Some of the challenges head teachers faced in their leadership was lack of time. It is recommended based on the findings and conclusions that the Ghana Education Service should organize in-service training for heads of educational institutions on the best leadership styles that promote teaching and learning.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In Ghana, education is esteemed as the key to national development. Many Ghanaians therefore regard education as a means of alleviating poverty and improving upon the developmental strides of its citizenry. The success of Ghana's policy on education somewhat depends on the effective role heads of institutions play in the day to day performance of their duties. The study investigated the influence of leadership styles of headteachers of junior high schools on the performance of teachers in the Bolgatanga Municipality.

In 2003, Talabi espoused that, teachers and the schools were the professional educators and the main agents of education. They provide methods, curriculum, evaluation, techniques and certification. The chapter covers the background of the study, statement of the problem, purpose of the study, the significance of the study, limitations and delimitations of the study, research questions, and organization of the study.

The intricacies of leadership styles are not a new field of study. Smith (2016) wrote that, Leadership is a concept that has been widely researched and studied across a variety of academic disciplines including, both the business and educational worlds. According to Savas and Toprak (2014), leadership is seen as an effort that directs organizational activities to achieve a common goal. Due to the dynamic nature of the educational terrain, principals should introduce a vast variety of leadership styles and skills geared towards achieving common goals and a clear vision in their school organization.

Studies on leadership as far back as the early part of the 20th century focused on what has become known as “great man and trait theories”. Great man theory of leadership suggest that some persons are born to lead and would assume this role when crises arise or a situation that demands a leader Trait theory on the other hand suggest that only persons with inherent characteristics to lead will be good leaders (House & Mitchell, 1974). A paradigm shift from the old ways of leading to the use of appropriate combination of characteristics would lead to an efficient and effective running of an organization.

Over the years other theories of leadership studies have been developed to depict the level of research done and the ever-changing nature of leadership. These theories include, situational theories, participative, behavioural, contingency theories, relationship and management theories. Bass (1990) opines that 45% to 60% of all the reasons which results in organizational success or failure are determined by the leaders.

In 2007, Alexandrov, Babakus and Yavas wrote that, style of leadership affects the behaviour of employees and the way strategies of a firm are adopted. Managers can influence the level of commitment of employees to the quality of service delivered and employee retention by being exemplary. Valentine and Prater (2011) in a publication clearly brings to the debate the dynamism in the role of leaders of schools, “The principal’s role has become increasingly complex as the nature of society, political expectations, and schools as organizations have changed. The predominant role enacted by principals from the 1920s until the 1970s was one of administrative manager” (p. 5). This therefore presents the need for a more open and collaborative efforts by leaders toward transforming and changing their institution set up and culture.

According to Sekyere, (2012) “generally headteachers of basic school (Primary and Junior high schools) are responsible for the day-to day running of the school” (p. 36). The same headteacher is responsible for maintaining discipline and cohesion among staff and students.

The sole important contributor to school effectiveness is the headteacher (Hoy & Smith, 2007; Smith, 2016). This statement recognises the need for headteachers to know and understand how important they are for the holistic effectiveness of their school structure and culture. Smith (2016) recognises that, leadership styles that are largely practiced by school administrators play a critical role in the running of all facets of school management.

Leadership has always been a critical means to effective development. The effectiveness of schools depends on the leadership output of a sole important factor, which is the head (Hoy & Smith, 2007; Smith, 2016). This elicits the need for leaders to know leadership style and demonstrate a comprehension of how it uniquely translates into teacher performance and effectiveness of schools as a whole. The leadership styles that are predominantly enacted by school administrators play an integral role in the functioning of all aspects of a school.

Smith (2016) identified and researched on transactional, transformational, inspirational, and instructional leadership styles exhibited in varying degrees in most leaders and realized that these were not exclusive. He realized these four leadership styles formed the foundation for a combination of leadership models that could have an impact on the establishment of high performing schools. As identified by Bass (1997), effective leaders displayed elements of both transactional and transformational leadership.

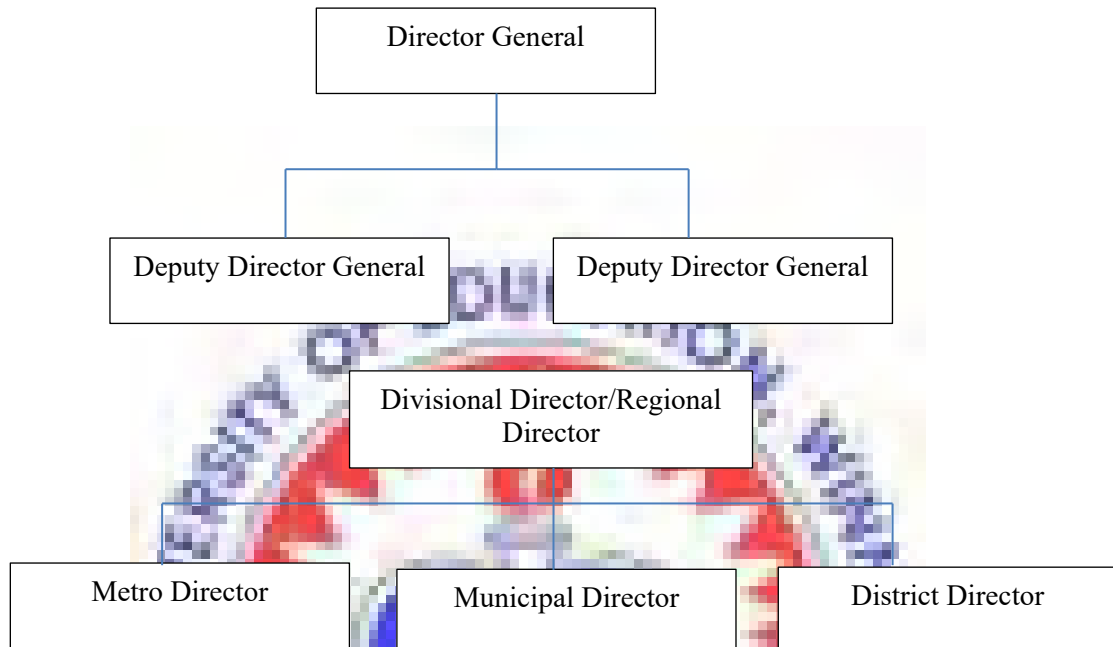
Leadership is vital in ensuring satisfaction by teachers with their job within the school structure and culture. Subordinates, who are led by transformational leaders, tend to be much more motivated, driven and look more joyous in their work (Menon, 2014). As argued by Hauserman and Stick (2013) teachers' beliefs of highly transformational headteachers inured to their being more willing to put in much efforts with their duties and are happier with the school management resulting in a rippling effect on the performance of pupils.

In 2000, Schermerhorn, Hunt and Osborn, maintain that leadership is the heart of any organisation because it determines the success or failure of the organisation. The Ghana Education Service (GES) is the body under the Ministry of Education (MOE) whose responsibility it is to ensure that, the approved national policies and programmes relating to pre-tertiary education are implemented. Some of the duties of the GES are to:

- i. service and oversee Basic, Senior High, Technical, Special and Teacher Training Education.
- ii. ensure human resource development of its members.
- iii. maintain professional standards and the conduct of its personnel.
- iv. submit to the Minister, through the Council, recommendations for educational policies and programmes.

The national organogram of the GES comprises the Director General of Education who is the head of the service, two Deputy Directors-General, Divisional/Regional Directors and Metropolitan/Municipal/District Directors. There are also four-frontline Assistant Directors (ADs) at the district level. The four-frontline assistance directors at the district level are; AD Supervision (Inspection), AD Budget Control, Finance and Administration (BCF &A), AD Statistics, Planning, Research, Monitoring and Evaluation (SPRME) and D Human for Resource

Management and Development (HRMD) (Sekyere, 2012). All these leaders must work with a sole purpose in order to offer the much needed guidance and direction for their subordinates.



1.2 Statement of the Problem

Menon (2014) posits that the style of leadership practiced has a direct effect on school, program and instruction, and student outcomes. Decision-making is the fundamental basis on which schools are built. In contrast, it is easy during this process of decision making to adopt the most convenient of solutions. It is easy for headteachers and teachers to revert to patterns of adopting the easiest and quickest ways of carrying out their duties (Smith, 2016)

The government of Ghana over the years has rolled out and adopted policies aimed at increasing enrolment in basic schools, the capitation grant and the school feeding programme are but some of such social interventions (Danso, 2011). Most of these interventions are towards increasing enrolment, with little or no improvement to

the existing infrastructure. Most public basic schools are becoming crowded and as a result, teachers are unable to adjust such that, they can continue to deliver the best of tuition required.

According to the Municipal Exam officer, (2018) GES Bolgatanga Municipality, the performance of pupils in the basic school certificate examination has been on the decline over the last five years. This, in no uncertain terms is a dent on the performance of teaching staff. It was also observed that teachers were not supervised adequately to ensure the right tuition was given to students (Bolgatanga Municipal Education Office, 2016). Headteachers therefore must be seen to make conscious and deliberate attempt to move away from the mantra of this is how it has always been done. Rather, they should endeavour to take decisions and actions that are geared towards achieving the best for teachers (Smith, 2016). These have been the motivation for the researcher to assess the perception of teachers on the leadership styles of headteachers of public basic schools: a case of Bolgatanga Municipality.

1.3 Purpose of the Study

The purpose of this study was to assess the perception of teachers on the leadership styles of headteachers of public basic schools at the Bolgatanga Municipality.

1.4 Objectives of the Study

The objectives of the study were as follows;

1. To determine the leadership styles of JHS headteachers in public basic schools in Bolgatanga Municipality.
2. To ascertain the perceived influence of JHS headteachers leadership style on teachers' performance in Bolgatanga Municipality.

3. To find out the challenges headmasters faces in their leadership in Junior high schools in the Bolgatanga Municipality.

1.5 Research Questions

1. What leadership styles do Junior high school headteachers use in the public Basic Schools in the Bolgatanga Municipality?
2. What is the influence of headteachers' leadership styles on teachers' performance in public Junior high schools in the Bolgatanga Municipality?
3. What are the challenges headteachers face in their leadership in Junior high schools in the Bolgatanga Municipality?

1.6 Significance of the Study

The study may be useful to the Ghana Education Service (G.E.S) and the Ministry of Education (M.O.E) as a whole in formulating policies on various strategies to the address challenges headteachers face in their leadership.

The outcome of the study will add to the existing knowledge on the perception of teachers on headteachers leadership style.

The outcome of the study may also serve as a blueprint to future researchers on headteachers leadership style and its influence on teachers performance.

1.7 Delimitations of the Study

The study was delimited to the perception of teachers on the leadership styles of headteachers of public Basic Schools in the Bolgatanga Municipality. The ideal situation would have required the researcher to conduct the study in all the basic schools in the entire Upper East Region but the study was further delimited public

Basic Schools in the Bolgatanga Municipality only. The study may therefore not be generalized to include all the basic schools in the entire Upper East Region.

1.8 Limitations of the Study

The study was limited to public Basic Schools in the Bolgatanga Municipality due to financial constraints. Some of the respondents delayed in filling the research questionnaires and the researcher had to constantly remind them. Further study should therefore be conducted in the remaining, municipal and districts of the Upper East Region to overcome this problem. These limitations nonetheless, the researcher was able to collect the needed data for the study.

1.9 Organization of the Study

The study was organized into five chapters. Chapter One consisted of background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation of the study, limitation of the study and organization of the study.

Chapter Two comprised the literature related to the research topic. Chapter Three dealt with the research methodology which comprised the research design, population, sample and sampling techniques, data collection instrument, reliability and validity of the instrument, data collection procedure, data analysis and ethical consideration.

Chapter Four presented the analysis of data and discussion of the findings of the study. Chapter Five covered the summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses all relevant literature related to the perception of teachers on the leadership styles of headteachers. It particularly focuses on the impact of transformational, transactional, instructional, and inspirational leadership styles on the performance of basic school teachers.

2.2 Theoretical Framework

The theoretical basis of this study is on path-goal theory, also known as the path-goal theory of leader effectiveness or path-goal model developed by Robert House in 1974 and revised in 1996. The theory states that leaders' behavior is contingent to the satisfaction, motivation, and performance of his or her subordinates. The theory was inspired by the work of Evans (1970) in which the leadership behavior and followers' perceptions of the degree to which following particular behavior (path) will lead to particular outcome (goal).

The path-goal theory assumes that leaders are flexible and that they can change their style as situation requires. The theory proposes two contingency variables such as environmental and followers' characteristics, that moderate the leader behavior-outcome relationship. Environment factors determine the type of leader behavior required if the follower outcomes are to be maximized. The followers' characteristics are locus of control, experience, and perceived ability. Effective leaders clarify the path to help their followers achieve goals and make the journey easier by reducing roadblocks and pitfalls. According to Northouse (2007) the theory is useful because it reminds leaders

that their central purpose as a leader is to help subordinate define and reach their goals in an efficient manner.

This study then will be modeled on the postulates of path-goal theory where the leader in basic schools shows the path through leadership style of transformational, transactional, inspirational and instructional, while the follower (pupils and teachers) are guided to achieve their goals, by improving upon academic performance which will be characterized by non-discrimination, appropriate tuition and supervision, healthy and safe studying environment and adequate motivation. The intervening variables include age of the leader, education qualifications training, and environment and pupils characteristics.

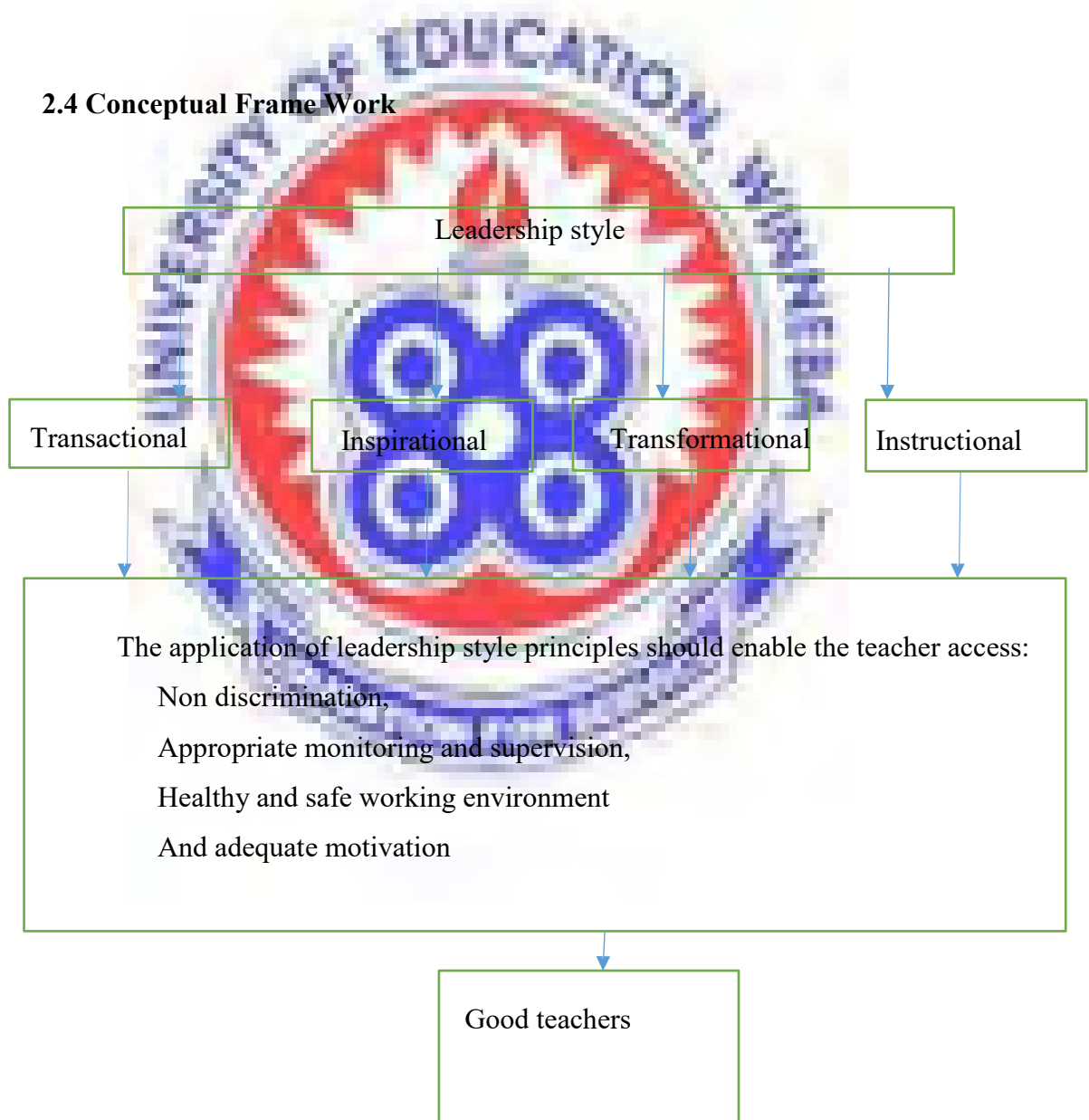
2.3 Concept of Leadership

According to Armstrong (2002), leadership is defined as a process of supporting and influencing others to work spiritedly towards realising the set goals. He adds that it is the attribute that refines talent or potential into act or reality and the sole act that detects, enhances paths and ensures an endowment of the potential of organizations and its employees.

Fulani (2001) theorized that leadership involves taking risks, taking new approach to decision making, harnessing creativity, fostering imagination, provoking critical in people to get the best, evoking contentment and excitement toward working in communities and with children, grooming new relationships and structures, and transforming the pertaining cultures. Fulani posited that while management abilities are requisite for school leaders' duties, management abilities and is no longer sufficient for the overwhelming demands and challenges of the management.

Hallinger (2003) holds the view that leadership entails helping a group to develop shared organizational values, activities, objectives and organizational understanding that could result in same sense of vision and mission. Studies by Bass (1990) states that, “leadership is often regarded as the single most important factor in the success or failure of institutions. Ogawa and Scribner (2002) sharing similar views of a broad, a great deal of variety and an increasing number of interest groups assume that, “leaders are largely responsible for school performance.

2.4 Conceptual Frame Work



2.5 Leadership styles

There are several types of leadership styles discussed by different authors and scholars alike. According to Vroom (1974), leadership styles were particular trait displayed by a leader to encourage his or her subordinates to attain the goals of the organization. Quite a number of researchers have proposed leadership style models hinging around decision-making. All of these earlier models focused on styles derived from the model in which the leader made all the decisions as his or her own. A critical element in each of those models is the determination of which style is most suitable at particular situation and whether the subordinates are capable and desiring to make decisions on their own (Jerotich, 2013).

Afful-Broni (2004) discusses several distinct leadership styles in his book, he mentions and explains autocratic, democratic, laissez-faire, nomothetic, pseudo democratic, ideographic, benevolent autocracy and transactional leadership styles (pp. 136-142). A scholarly publication by Smith (2016) discussed three types of leadership styles identified to have an impact on the performance of schools. He dwelt on transformational, transaction, instructional and inspirational leadership styles. He found out that an integration of bits and pieces of these four leadership styles were integral to realizing an effective leadership style that gave the right outcome.

2.5.1 Transformational Leadership

According to Northouse (2007) transformational leadership as the ability to get people to want to change, improve, and be led. Smith (2016) explains that though Northouse definition may appear simple, it espouse the meaning that this leadership style enable an assessment and valuation of individual encompasses the idea that this style of leadership helps to assess individual motives, satisfy organizational members' needs, and value them. Burns (1978) described transformational leadership as a way

to satisfy followers' needs and to support followers in moving toward a higher level of work performance; this type of leadership also promotes organizational involvement through a work environment where respect is displayed and participation is encouraged. The current emphasis on school change means that successful educational leaders need to develop a deeper understanding of working within a school environment (Whitaker, 2003a). This knowledge is essential because effective leaders are considered critical to the quality of teachers' work and student learning. Transformational leadership has been found to have positive effects on school and organizational conditions

Integral Features of transformational leadership. There are several core features that form the foundation of transformational leadership. First, the leader does not seek to maintain existing systems and practices. Leaders are willing to take risks in order to provide a stimulus for change and innovation (Bass & Avolio, 1994). This approach underlies a principle understanding that change is a vital part of an organization and thus plays an integral role in successful leadership, the more complex society becomes, the more sophisticated and ever-changing leadership must become.

Second, strong transformational leaders manage to motivate followers to achieve more than originally planned and create a supportive organizational climate where individual needs and differences are both acknowledged and respected (Bass, 1998). This respectful and motivational environment is a key factor in increasing productivity and in creating a sense of value and support amongst staff. Another important function of transformational leadership is that goals are shared, whereby both leaders and followers focus on the common good and commit to the organization's mission and values (Menon, 2014).

This shared commitment leads to openness and trust in the organizational climate as members learn to transcend self-interest for the sake of the organization.

Transformational leaders have distinct traits that show a genuine respect and care for their followers.

Transformational leaders pursue new ways of doing things and are less likely to support the status quo (Bass, 1998). They attempt to create and shape an environment and encourage their followers to be a part of the success. Transformational leaders have characteristics of charisma, inspiration, intellectual stimulation, and individual consideration (Bass, 1998). By leading in this way, they ultimately increase organizational members' commitment, capacity, and engagement in meeting goals (Bass & Avolio, 1994). These fundamental character traits are common amongst transformational leaders.

Basic functions of transformational leadership. According to Balyer (2012), there are three basic functions of transformational leadership. First, this style of leader sincerely serves the needs of others and inspires and empowers followers to achieve great success. Second, they charismatically lead, set a vision, and instill trust, confidence, and pride in working with them. Third, they offer intellectual stimulation to their followers. This stimulation will cause the school to become collectively empowered. As a result, the school becomes less bureaucratic and it becomes its own agent for change. The school becomes empowered to act as a collective unit (Balyer, 2012).

If leadership is seen as a process of interaction between leaders and followers whereby a leader tries to influence followers' behaviors to accomplish organizational goals, then leaders must gain support for change by creating a compelling vision for the organization and motivating the school community to achieve this vision (Bass,

1997). Because of its complexity and dynamic nature, leadership plays an integral role in building a successful school culture through vision and openness to change. Transformational leaders are not intimidated by change and lead in a manner that supports organizational change and supports those who are willing to try new things. Another important aspect of transformational leadership is that it has characteristics of shared and distributed leadership. Offering followers genuine leadership opportunities to engage in the schools' leadership processes offers a sense of responsibility and a mutual respect that ultimately leads to an increase in job satisfaction (Balyer, 2012).

Leithwood and Jantzi (2012) pointed out that transformational leadership does not assume that the principal will be the sole source of leadership in the organization, principal's share leadership with teachers and other stakeholders. According to Hoy and Smith (2007), transformational leadership enacted by a principal increases student efficacy because the principal encourages students to participate in decisions or provide feedback. Shared leadership has an empowering effect on both teachers and students.

2.5.2 Transactional Leadership

A transactional leader is one who operates within a defined system and follows its rules (Bass, 1997). Control is maintained through process. Transactional leadership appeals to an individual's self-interest and is mainly an exchange process. Transactional leaders try to maintain existing structure of organizations (Bass, 1997). They do this by giving contingent rewards and by rewarding or punishing based on performance or proficiencies. Followers are praised or punished in order to meet the organizational goals set out by the leader.

Integral considerations of transactional leadership: Bass and Riggio (2006) defined the dimensions of transactional leadership. The first dimension is based on contingent reward. The primary aim of a transactional leader is to achieve organizational objectives. The leader gives various rewards to improve the performance and motivations of followers, who can get the award while fulfilling the mandate. The second dimension is defined as management-by-exception. This dimension can be applied in two ways, active or passive. In the case of active leaders, they will correct the mistakes of followers by tracking their performance. However, if the leader follows a more passive approach, they will wait for the emergence of errors before making corrections. Transactional leaders will follow performance and when problems arise, take actions to correct the problems.

2.5.3 Instructional Leadership

A school vision that is concentrated on student learning is an important element of instructional leadership (Robinson, 2011). School based administrators must work directly with teachers to ensure continual improvement and best practice in their teaching. “Student-centered leadership requires direct involvement with teachers in the business of improving teaching and learning” (Robinson, 2011, p. 22). Through teacher assessments, informal conversations, and guided learning opportunities, principals can have great influence in leading instructional practices in their schools.

It is imperative that school leaders have a student-centered vision for their school. Instructional leaders place an emphasis on student learning in their daily work and they are guided by this vision. Revisiting the school vision should be a yearly task in which input from all stakeholders including teachers, students, parents and community members, is taken into account. As Healy (2009) stated, “taking a school

from mediocre to great requires a leader who has a vision and is focused on that vision” (p. 30).

Most importantly school vision must be directly related to student learning and the pursuit of finding ways to improve learning in the school. “Achieving the vision requires their work to be deeply informed by knowledge of how to improve learning and teaching. That is why we must put education back into educational leadership” (Robinson, 2011, p. 155). Too often the urgent issue takes priority over the important ones, which is why principals often feel that they spend too much time working on administration, budget, and other school problems and not enough time working with teachers on instructional issues (Southworth, 2003).

No matter the leadership style that administrators employ, they must put student learning and achievement at the forefront of any decision that they make. Lemoine and Greer (2014) stated that, “without the involved direction of the principal, the faculty of schools will never accomplish the task of meeting the needs of students and helping them progress” (p. 20). These decisions may not always be the easiest ones, but maximizing student learning is essential.

The integration of leadership models will provide the most effective system in schools (Menon, 2014). Although transformational leadership has proven to be a dynamic and effective leadership style in schools, it is not enough to solely use this approach. Menon (2014) suggested that “transformational leadership practices are not sufficient for effectiveness unless they are combined with additional leadership behaviours such as those linked to instructional leadership” (p. 524). Becoming an instructional leader requires leaders who are competent, confident, and qualified to aid teachers in their journey to improve their instructional strategies. As Fink and Resnick (2001) stated, “most principals spend relatively little time in classrooms and even less

analysing instruction with teachers” (p. 1). Instructional leadership requires that principals spend time with teachers and find ways to improve their teaching practices.

2.5.4 Inspirational Leadership

Inspirational leadership is a relatively new leadership model that places the leader in a position to accept and encourage chaos through a one-soul at a time inspirational approach. Inspirational leaders continually reinvent, adapt, and are ever-changing (Secretan, 1999). The difference between “old style” leadership and “new style” inspirational leadership is similar to the difference between order and chaos. Old style leadership looked to create system wide motivation to create system wide behaviour. Old style leaders gained control by creating order, establishing rules, and defining goals and outcomes. The organization was viewed as a machine that could be influenced by group motivation and the individual was not recognized (Secretan, 1999). Secretan (1999) acknowledged the need for a systemic change in which leaders dealt with their followers. He acknowledged that a change was necessary and that old style leadership caused several negative attitudes that had a negative effect on the efficiencies of an organization and workplace. Secretan established that, in organizations led by old style leaders, there was a lack of trust among co-workers, no spiritual nourishment being found at work, excessive bureaucracy at all levels of leadership, unhappy relationships between workers and management, and lack of sufficient information to do work. Additionally, over half of all workers did not look forward to going to work on Monday morning. The effect of this style of leadership was a lack of positive staff perceptions of their leaders, thus promoting a negative overall climate in the workplace.

Employees desire leaders who genuinely care and are committed to their well-being. Kouzes and Posner (2007) stated “leaders who recognize and celebrate

significant accomplishments that encourage the heart show inspiration and positive energy, which increases their constituents understanding of the commitment to the vision and values” (p. 31). Employees crave to know if management cares, if they have a secure job, how they can achieve greater meaning and fulfillment from their work, if they are being told the truth, if their leaders are compassionate and respectful, and if their contribution matters (Secretan, 1999). Inspirational leaders are able to provide answers to these questions by inspiring people one soul at a time.

Core attributes of inspirational leadership: Secretan (1999) hypothesized that there are four essential attributes that are necessary for practicing inspirational leadership. The first attribute is courage. This attribute is essential because with inspirational leadership there are so many perceived risks in the first steps. Taking the journey into this leadership style makes individuals afraid of how they will be judged and that their personalities might be muted. Inspirational leaders must have courage in order to overcome their ego and find the way into their soul. They need to listen to their soul in order to get the will to change and make positive steps. It is courage that gives inspirational leaders the will to do what is necessary for change to take place in their leadership style (Secretan, 1999).

The second essential attribute is love. It is important for inspirational leaders to check on how people are doing. Leaders need to genuinely care about those around them and to care as much about the employees’ spiritual and emotional well-being as they do about them professionally. An essential skill is to not just check up on tasks, but to have a genuine love for an employee as a whole being (Secretan, 1999). The third attribute that is critical for inspirational leaders is authenticity. It is important to be real and speak the truth. This type of leadership requires alignment of the heart with the mouth and the mind.

Teachers must feel that they have a true meaning and purpose in life. Leaders who communicate genuinely in their words and the way they act will help employees find this meaning and purpose (Kouzes & Posner, 2007). It is important to share both fears and successes. Inspirational leaders are people with high integrity who say and do what they mean. In order to be successful in their calling, inspirational leaders must commit to being consistent, dependable, transparent, steady, loyal, and reliable (Secretan, 1999).

Last, Secretan (1999) believed that grace was an essential component of inspirational leadership. Simply stated, having grace means to love and to be loved. Inspirational leaders must be able to love those around them and be loved back. This attribute seems like a common trait among human beings, but it is completely necessary for those striving to truly inspire those around them. Effective leadership functions as a two-way street. What leaders put into their avocation is what they will get back. Many leaders become focused on their own needs and become blind to the needs of others (Secretan, 1999). Self-focused leaders spend time motivating others in order to meet their goals.

Selfish behaviour does not inspire. It causes people to feel used, alienated, and ignored. Self-focused leaders send signals that the needs of others are secondary to theirs, which causes resentment (Secretan, as cited by Smith, 2018). The role of the leader is to engage people in what is important to them and to serve them. A leader is a therapist, mentor, teacher, guide, friend, role-model, and counselor all rolled into one. Leaders need to remove the mask and be real human beings who relate to other human beings at a level that really matters. Inspirational leaders become involved in the personal lives of their employees.

Another important aspect of leadership is the physical environment in which we work. It must be more than just functional; it must be fun, playful, and entertaining. We must give the message that the school is a safe and caring place (Secretan, 1999). The journey of leadership and life is a collection of moments. Secretan (1999), commented that effective leaders always enjoy the journey as much as the arrival. Leadership is about human experiences, not processes. It is not a formula or a program. It is a human activity that comes from the heart and considers the heart of others. It is an attitude, not a routine (Secretan, as cited by Smith, 2018).

Inspirational leaders inspire others sometimes by doing, but more often by refraining from doing. They encourage their followers to fully utilize the power that lies within them. Kouzes and Posner (2007) stated, “to get extraordinary things done in extraordinary times, leaders must inspire optimal performance and that can only be fuelled with positive emotions” (p. 35). The real job of the leader is to make it easy for the follower to develop and implement a brilliant strategy. One of the most important tasks of the inspirational leader is to get out of the way. Inspirational leaders empower and enable. They help release the music that lies within (Secretan, as cited by Smith, 2018).

2.6 Techniques to Improve Management Practices of Headteachers

Leithwood and Jantzi (2012) suggested that some of the ways to improve management practices are: design economic incentives for leaders at all levels of an organization. The management has to focus most on senior-level economic incentives. One should not neglect substantive incentives for lower-level employees so that employees should be committed to the schools success. This will be unduly costly, a program has to be carefully structured and payouts reflect clearly defined revenue or

earnings targets Leithwood and Jantzi (further stated that institutions should provide meaningful feedback in a constructive manner on a regular basis. Feedback is a foundational management skill; the ability to provide regular, helpful feedback to employees in a manner that encourages, not discourages is a cornerstone of effective management.

Also, respect employees as individuals in addition to the job they do. Respect is a powerful motivator, just as its unpleasant twin, lack of respect, has the opposite effect. When employees feel genuinely respected (always assuming it's warranted), they're much more likely "to go the extra mile" to help a company succeed. Be sure that management at all levels of an organization receives adequate training. Most of the institutions invest heavily in leadership training while focusing far less on supervisors and middle managers. This would make the institutions not to achieve its objectives. Provide support for employees when it's genuinely needed. Valued support takes many forms: equipment when existing is outdated or inefficient; emotional support in the face of unfair criticism; flexible support for a reasonable level of work-life balance. Management support in times of need builds employee goodwill and loyalty and ensure senior leadership models behaviour that makes the rank-and-file proud to be part of the team. All these are forms of motivation that boosts teachers morale through effective managerial practices of the headteacher. What then is teacher motivation?

2.7 Teacher Motivation

According to Bennell (2004), work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. However, measuring the determinants and consequences of

work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment. There are two key inter-related aspects of motivation – ‘will-do’ and ‘can-do’. ‘Will-do’ motivation refers to the extent to which an individual has adopted the organisations goals and objectives. ‘Can-do’ motivation, on the other hand, focuses on the factors that influence the capacity of individuals to realise organizational goals.

A teacher may be highly committed to the attainment of the school’s learning goals, but may lack the necessary competencies to teach effectively, which ultimately becomes de-moralising and de-motivating. The received wisdom among occupational psychologists is that ‘pay on its own does not increase motivation’. However, pecuniary motives are likely to be dominant among teachers in countries where pay and other material benefits are too low for individual and household survival needs to be met. “Only when these basic needs have been met is it possible for ‘higher-order’ needs, which are the bases of true job satisfaction, to be realised (Bennell, 2004). A key empirical research is therefore necessary to establish the extent of this problem.

There is a wide range of views about teacher motivation in Africa in general and Ghana in particular. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions. For example, the 2000 Education For All EFA Country Assessment for Pakistan notes that poor teacher motivation is a colossal problem, which is seriously compounded by political interference. It is widely asserted that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehaviour (in and

outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterised by limited effort with heavy reliance on traditional teacher-centred practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking.

The 2004 World Development Report neatly summarises these concerns about teachers. Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing. This is not low-quality teaching - this is not teaching at all (World Bank, 2004).

The fact remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in developing countries. In the absence of adequate information, the incidence of poor teacher motivation and misbehaviour could well be seriously over-exaggerated mainly because of the pervasive negative stereotyping of teachers (especially by the media) in many countries. On the few occasions when teachers and school managers have been directly asked about teacher motivation, reported levels of morale have generally been quite high. As part of a study of the impact of the AIDS epidemic on education in Botswana, Malawi and Uganda, representative groups of primary and secondary school teachers were asked if they agreed with the statement that teacher morale at this school is high. Morale in Botswana and Uganda was reasonably good whereas there appears to be more cause for concern in Malawi, especially at primary schools (Bennell, Hyde & Swainson, 2002).

Another study on the impact of AIDS in Tanzania, Mozambique, Kenya and Uganda, noted that the morale among teachers is surprisingly high (Carr-Hill Chaudhury, Hammer, Kremer, Mularidharan, & Rogers, 2003). A recent survey in Ghana also concluded that teacher morale is reasonably high (Bennell & Acheampong,

2007). Only 13 per cent of teacher respondents indicated that they did not enjoy teaching, although nearly one third stated that they did not intend to remain in the teaching profession.

2.8 The Nature of Motivation in the Public Service

Public service motivation is popular among public management and public sector literature is increasing significantly (Maertz, Stevens, & Campion, 2003). Public sector management was defined in the early 1990s on the background of a strong research stream showing in particular that public employees behave differently from private ones (Buelens & Van den, 2007). These were founded in the desire to promote public values in a disinterested way (Maertz, Stevens, & Campion, 2003).

Public service management motives are guided by an intention to do good for others and shape the well-being of society (Maertz, Stevens, & Campion, 2003). They noted that these motives take root in diverse components that serve as guidelines for actions. In the eyes of sociologists, “altruism” is defined as the will to enact the fulfilment of the needs of others, or of a community instead of our own needs. For organizational behaviour scholars, the concept of ‘pro-social behaviour’ explains voluntary actions performed by an employee toward the welfare of individuals or groups without expecting a reward. It is important to mention that this kind of disinterested motivation is also found in economic analysis (Fehr & Fischbacher, 2003). The nature of motivation in the public sector can take in the following forms and which has significant influence on the employee tasked to perform a particular duty at a point in time. These indicate that in contrast to the Rational Choice Perspective, individuals are not fully selfish, as they are able to put effort into an action without expecting to be

directly and monetarily rewarded for it. In addition, these individuals seek jobs that benefit a larger entity than themselves.

Academics working on the disinterested and altruistic motivation of public employees used some national concepts to describe that particular commitment of civil servants to the public sphere. The will to endorse public motives has been defined from several perspectives according to its historical development and purposes. Perry's definition of public service as 'an individual's predisposition to respond to motives grounded basically or uniquely in public institutions and organisations (Maertz, Stevens, & Campion, 2003) responds to the authors will to facilitate the identification and recruitment of people expected to perform in the American public service. On the contrary, this individualistic, focused definition is now challenged by a more institutional one.

In an attempt to enlarge the scope of the definition and to bridge disciplinary gaps, Vandenaabeele defined public service as "the belief, values and attitudes that go beyond self-interest and organizational interest, that concern the interest of a larger political entity and that motivate individuals to act accordingly whenever appropriate" (Vandenaabeele, 2007 p. 547). This definition of public service encompass other definitions of pro-social behaviour held in the public sphere, hence to deepen its links with the theory of motivation in terms of internal and/or external forces producing induction, the direction, the intensity and the persistence of behaviour.

This view overlooks the individual and focuses on the values framed by institutions. In the institutional theory of Vandenaabeele (2007), the behaviour of an individual is shaped either by a logic of appropriateness that refers to "beliefs, paradigms, codes culture and or by a logic of consequence corresponding to the more rational anticipation of the results of an action. For the public service management

theory, one can consider public service motivated behaviour to conform to a logic of appropriateness as it refers to the realization of certain institutional values rather than self-interest (Vandenabeele, 2007).

Having identified several motivational factors occurring particularly in the public sector Maertz, Stevens, and Campion (2003) first labelled the public service management concept and brought it to the academic community in their article “The Motivational Bases of Public Service”. In this article, three universal and analytical categories of motives – rational, normative, and affective apply to the public service. Consequently, the author suggested that six dimensions (attraction to policy making, commitment to the public interest, civic duty, social justice, compassion, self-sacrifice) of the public service management system.

Despite growth of research in recent years, many ambiguities, gaps and uncertainties remain in our understanding of Public Service Motivation (PSM). The two tracks of a research agenda on PSM can be identified (Perry & Hondeghem, 2008). The first track involves how the studies of other-regarding orientations in discipline outside public management and administration to close gaps in our knowledge about PSM and vice versa. Research on PSM raises general issues that are relevant for all disciplines dealing with motivation of employees in organizations. The important questions associated with this research track are: how do public motives interact with other motives, how can we account for individual differences, how stable or changeable is PSM and how is public motivation linked to related constructs?

2.9 Motivational Strategies and Approaches

Due to the complexities of employee motivation as regards the understanding, the tools, the approach, the need difference of workers and the purpose among others,

management of institutions adopt different motivation strategies at different times. For the purpose of this study, motivation strategies being studied include; recognition, training and development, participative management, work environment and work load, effective communication, carrier development and promotion. Others include empowerment and compensation and financial packages.

2.9.1. Recognition of Employees' Good Work Done

Robbins (2003) notes that recognising employees for the work done is one of the strategies organisations use to motivate employees. He adds that employee recognition programmes express appreciation and approval for a job well done and can be personalised to individuals or groups. Monthly or annual awards are organised for workers nominated by peers and management for extraordinary effort on the job. Recognition involves congratulating an employee in private for a job well done or sending a handwritten note, an email, or even voicemail to acknowledge positive things employees have done. Employees with a strong need for social acceptance; require the manager to publicly recognise accomplishment. To enhance group cohesiveness and motivation, the organisation can organise a team celebration for success attained. Robbins warns that, in the contemporary competitive situation where resources are increasingly becoming limited, lavish recognition programmes may not be favourable. However, one of the most well-known and widely used recognition methods is the use of suggestion systems.

2.9.2 Training and Development

In today's competitive global market, Wan (2007) argues that the only strategy for organisations to improve workforce productivity radically and enhance retention is to seek to optimise their workforce through comprehensive training and development

programmes. To accomplish this undertaking, organisations will have to invest vast resources to ensure that employees have the information, skills, and competencies they need to work effectively in a rapidly changing and complex work environment. Wan (2007) therefore suggests that it is important for organisations to invest in their human resource or human capital development, which, in general terms, is the process of helping employees become better at their tasks, their knowledge, their experiences, and add value to their lives. The main method of achieving this is through training, education, and development. Smith (1997) as cited in Wan (2007p. 298) defines training as “a planned process to modify attitudes, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities”.

Training and development is also used by many organisations to enhance the motivation of their employees. The availability of training and development opportunities is a motivating factor for employees in the organisation. Gbadamosi (2002) indicates that the emphasis on training in recent years has led to many organizations investing substantial resources in employee training and development. The need for training has been precipitated by technological developments and organisational change and the realisation that success relies on the skills and abilities of the employees. This has also been underscored by the rise in human resource management with its emphasis on the importance of people and the skills they possess in enhancing organizational efficiency.

Gbadamosi adds that such human resource concepts as “commitment to the company” and the growth in “quality movements” has led senior management teams to realise the increased importance of training employees and developing a system of lifelong learning. Training needs are identified through gaps in skills and knowledge

between current and desired performance. Development needs are based on gaps between the current performance and the performance required in future positions. Bagraim further notes that the methods used in training include: formal classroom training; on the job training; coaching; mentoring programmes; temporary assignments; shadow assignments; assignments to project teams for learning; and business management programmes. Graham and Bennett (1998) maintain that the benefits of training and development include greater job satisfaction on the part of employees which enhances motivation. The acquisition of new skills and knowledge and attitude through training enables the employee to perform more effectively. The positive feedback on good performance as a result of training motivates employees to work even better.

According to Carrel, Elbert, Hatfield, Grobler, Marx and Van der Schyf (1998), training and development satisfies personal growth needs and gives employees a sense of achievement and motivation to face new challenges on the jobs. Meyer (2003) argues that there is a direct correlation between ability and motivation. He adds that empirical research has revealed that the higher the level of skills, the greater the level of motivation, and vice versa.

Training comes in different dimensions and can take the form of on or off- the job methods. On-the job (internal) training techniques include mentoring, self-learning, and attaching an employee to learn a new skill under a colleague or a superior. Organisations also organise in-house training for their employees where they are specifically trained on the job requirements peculiar to the organisation. Off-the job (external) training techniques include seminars, workshops, lectures, and case studies that are conducted outside the premises of the organisation. Many organisations encourage their employees to add value to themselves through acquisition of additional

education by approving study leaves with or without pay or through part-time studies. Such programmes are usually conducted by institutions of higher learning. Thomas, Lashley and Eaglen (2000: 336) report that low levels of training give rise to high levels of employee turnover and that the provision of good training has a positive effect on employee retention.

2.9.3 Participative Management

According to Robbins (2003) participative management has often been promoted as a panacea for high morale and high productivity. He states that participative management enables subordinates to share a significant degree of decision-making power with their superiors. This encompasses varied activities such as goal-setting, problem solving, direct-involvement in work decision-making, inclusion in consultation committees, representation on policy-making bodies and selection of new co-workers. Employee participation in management decision-making can influence both employee job satisfaction and performance by satisfying the need for socialisation and self-esteem.

When employees are involved in the decision-making process, they feel that the decisions made are their own and feel personally responsible for carrying them out. Gbadamosi (2002) explains that team-working is another employee involvement technique used widely in organisations. They emphasize that teams vary in size from seven to ten people or even more and require training to ensure that workers, team leaders and managers have the requisite skills to enable them to function efficiently. From his studies, Gbadamosi (2002) note that often times, management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of

management regimes feel like ‘we are treated as children’. The extent to which teacher grievances are addressed is also a key issue.

2.9.4 Working Environment and Work Load

Teachers working conditions play an important role in a school’s ability to attract retain and motivate good teachers, hence a cause of teacher turnover. In relation to the above, Harris (2004) adds that those working conditions, which include physical and psychological factors surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees and in this case teachers will exit.

Motivation thrives in a good and safe working environment. A clean environment, which is free from health hazards, promotes motivation. A safe environment free from any danger will make employees secure. The organisations therefore ensure that employees have a conducive environment which enables them to perform. Maintaining a secure environment involves providing employees with job security. It is only when employees feel that their lives are safe and their jobs secure that they can concentrate and perform their tasks to the best of their abilities (Armstrong, 2006).

The heavy and demanding workload is viewed by teachers as a stressor. They do not have enough time to achieve the standards of teaching and learning that they desire (Harris, 2004). The situation worsened drastically when teachers had to administer excessive and burdensome recording and recordkeeping in voluminous portfolios. It is hoped that if teachers’ workload is reduced to manageable levels it could enhance enthusiasm in the fraternity and uplift levels of motivation and job satisfaction and retention.

The Education Roadmap of Ghana identifies a major improvement in teacher: learner ratios to be 35:1. However such figures predominate on paper only, as the geographic location of schools together with their socio-economic standing determine class size and teacher-learner ratios. The socio-economically advantaged schools in mainly urban and suburban areas used to have lower teacher- learner ratios but the tide has changed drastically. By comparison, rural and comparably disadvantaged schools have always had to struggle with larger class sizes of 45 and more learners. The challenges posed to teachers in such schools are often overwhelming and impact negatively on both teacher and students performance (Cobbold, (2006).

2.9.5 Effective Communication

Effective communication channels are also used in organisations to enhance the motivation of employees. Nzuve (1999) defines communication as the “process by which information is intentionally or unintentionally exchanged between individuals. Specifically, it is the transfer and understanding of meaning”. Nzuve states that communication serves four major functions: control, emotional expression, information and motivation. Communication controls employees by directing them to follow their job descriptions and comply with company policies. Nzuve adds that communication within working groups is a fundamental mechanism by which members express their feelings, release their emotional expression and fulfil their social goals. Communication also facilitates decision making by gathering and providing the information that individuals and groups need to make decisions. More importantly, communication fosters motivation in the organisation by clarifying to employees what is to be done, how it is to be done, and what can be done to improve performance in the organisation (Nzuve, 1999).

Armstrong (2004) observes that management uses communication to achieve three things in the organisation. First, to get employees to understand and accept what management proposes to do in areas that affect them. Secondly, to obtain the commitment of employees to the objectives, plans and values of the organisation. Thirdly, to help employees to appreciate more clearly the contribution they can make to organisational success and how it will benefit them. Graham and Bennett (1998) point out that from the psychological point of view, communications has an importance which goes beyond the transmission and reception of information.

2.9.6 Career Growth and Promotion Opportunities

Career minded employees consider career growth and development as a crucial deciding factor in their decision to remain in an organisation or leave. Where career growth and development cannot be guaranteed, employees leave for alternative employment. Choo and Bowley (2007) argue that providing employees with internal job opportunities is a means of demonstrating that they can realise their career goals inside rather than outside of the organisation. Choo and Bowley (2007) further argue that career growth help employees to plan for the future and to be better equipped with the right skills in order to remain competitive. In a related literature, Agho (1998) stated that opportunities for mobility within organisations are determinants of employee satisfaction. As vacancies occur, employees must be given equal opportunity and necessary encouragement to apply alongside external candidates for higher positions within the organisation.

When employees have the opportunity to be promoted, they tend to build their career life around the organisation because they know that they can achieve their career goals within the organisation and this can inform their decision to remain. Managers should also focus on helping employees progress in their career and encourage their

professional development. Inexperienced young employees who are unable to get on with their jobs are likely to leave the organisation for another job which they consider offers better prospects. This would be a loss to the organisation as these young employees may have the potential to make significant contributions to the organisation in the long run (Agho, 1998).

2.9.7 Compensation and other Financial Packages

The remark of Kinnear and Sutherland (2001) that employers should not be deceived that money doesn't matter in retention strategy any longer is very instructive. This remark emphasises the importance of money in attracting, motivating and retaining quality employees in the organisation. Locke (1980) reviewed four methods of motivating employees toward improved performance as money, goal-setting, participation in decision making, and job redesign. Locke (1980) found that money was overwhelmingly the most important motivator. Meudell and Rodham (1998) suggests that money can be considered to act as both a "scorecard" which enables employees to assess the value the organisation places on them in comparison to others, and as a medium of exchange in that an individual can purchase whatever he/she needs. However, a lot of controversies have surrounded the use of money as the utmost variable in employee motivation and retention. In a comparative analysis, organisational practitioners observe that in organisations experiencing turnover, compensation was the most common reason given for leaving.

However, in organisations with low turnover, compensation was not the reason for staying – instead, most employees stayed because of intrinsic reasons such as job satisfaction and good relationships with their managers and other employees. This suggests that the cause of dissatisfaction is not the same thing that determines satisfaction on the job. This assertion is consistent with both Herzberg's and Maslow's

theories of motivation, which propose that compensation and other financial benefits satisfy only lower level needs, but motivation and satisfaction result from higher needs being met.

Amar (2004) argues that money has not remained as good a motivator as it was in the past. The efficiency of money as a motivator of skilled employees is quite low. Amar further indicated that if managers reward performance with only money, they will be losing the substance of retention because there are other more powerful ways of motivating quality employees and these include freedom and flexibility in the organisation. It can be argued that the use of money as a motivator in the skilled labour environment would depend on how it is deployed.

For employees to be effectively motivated, the bulk of rewards for employees should be expanded to include non-financial incentives. These incentives should include issues such as work/life benefits, training and development opportunities, promotion and autonomy (Amar, 2004). Birt, Wallis and Winternitz (2004) disclosed that challenging and meaningful work, advancement opportunities, high manager integrity, and new opportunities/challenges rank among the highest variables that are considered important to the retention of talent. These are intrinsic rather than extrinsic factor thus supporting Herzberg's (1968) theory of motivation which states that motivation is internally-generated, and not externally-stimulated.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter covers the description of methods that was used to carry out the study. It contains the following subsections; study area, research design, population, sample and sampling procedures, data collection instrument, validity and reliability of the instrument, pilot-testing of the instrument, data collection procedure, data analysis procedure and ethical considerations.

3.2 Study area

The municipality of Bolgatanga lies approximately between latitude 10°30' and 10°50' North and longitude 0°30' and 1°00' West. It was established in 2004 by Legislative Instrument (LI) 1797 (2004) and Bolgatanga is the regional capital. Bolgatanga Municipality is bordered to the north by the Bongo District, south and east by the Talensi and Nabdam Districts, and to the west by the Kassena-Nankana Municipality.



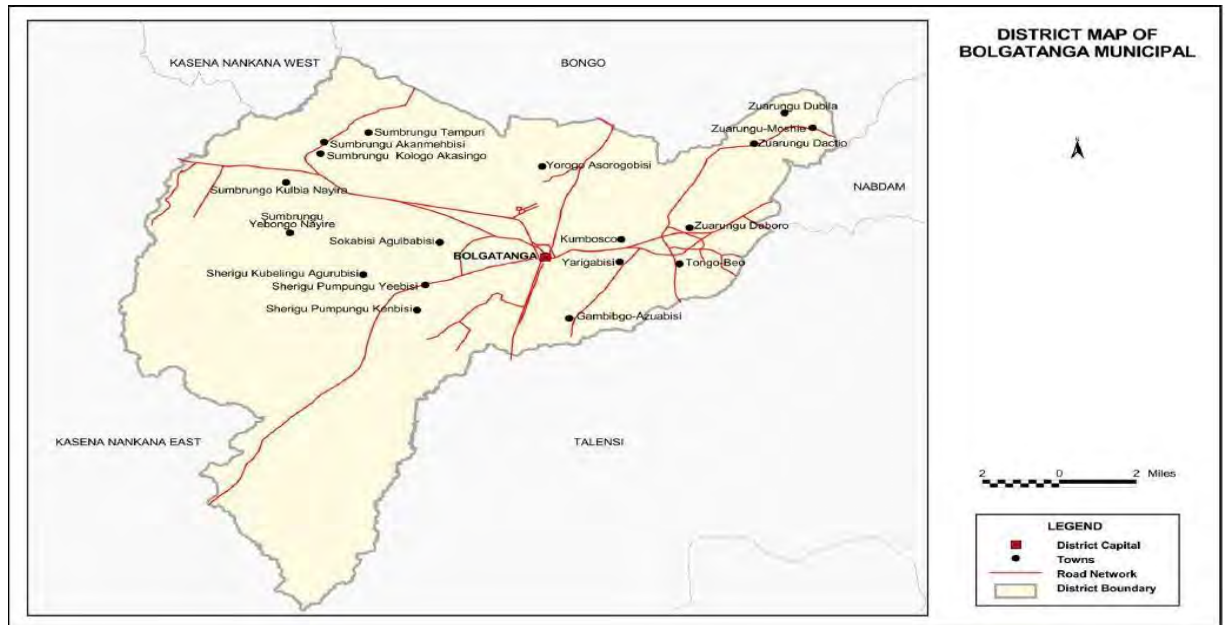


Figure 3.1 District Map of Bolgatanga Municipality

Source: GSS, 2014.

Bolgatanga Municipality has a total population of 131,550, accounting for 12.6 percent of the population of the Upper East Region (1,046,545). The Municipality has a male population of 62,783 constitutes 47.7 percent while females are 68,767 or 52 percent of the total population. The total population currently in school is 52,273 comprising 26,665 (51.0%) males and 25,608 (46.8%) females (GSS, 2014). According to the Ghana national population census, the percentage of the population three years and older who attended school in the past is 32,306 representing (53.4%) males and (46.6%) females in the municipality. Males exceed females for both population currently in school and those who attended school in the past. Among the population currently in school, nearly half (47.0%) are in primary school with slightly more males than females, about a one-fifth (19.4%) are in JHS and 9.5 percent are in SHS, while only four out of every 100 (4.1%) are in a tertiary institution (*ibid*).

3.3 Research Design

The researcher used descriptive survey design using the quantitative approach for the study. This method is preferred because it is concerned with conditions that exist, practices that prevail, beliefs and attitude that are held, processes that are on-going and trends that are developing as the study sought to achieve (Cohen & Manion, 1989). The descriptive survey design was also found to be suitable because the method deals with questions concerning what exists with respect to variables or conditions in a situation (Adrian & Saunders, 2011).

However, like any other research design, the descriptive survey also has strengths and weaknesses. One of the main strengths of the descriptive survey design is that it gives researchers a lot of information from various respondents. The data collected are also easy to analyze. One of the weaknesses of descriptive survey design is how to retrieve all questionnaires distributed to respondents.

3.4 Population of the Study

According to Kusi (2012), population is a group of individuals or people with the same characteristics and in whom the researcher is interested. A population in research also refers to a total number of people in a particular area or unit of the organization from which the sample would be selected. White (2005) also indicated that target population refers to the total number of subjects or the total environment of interest to the research.

The target population for the study was the 238 consisting of 14 head teachers and 224 teachers in the 14 public Junior High Schools of the Bolgatanga Municipality. All the 238 head teachers and teachers consented to their participation in the study.

3.5 Sampling Procedure

According to Borg and Gall (2007), sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research. To determine an appropriate sample size for the study, an updated list of all the head teachers and teachers in public junior high schools of the Bolgatanga Municipality was obtained from the Bolgatanga Municipal Director of Education.

Stratified sampling was first used to categories the schools into 6 groups with similar characteristics at junior high school level education by circuits. This enabled the researcher to get respondents from each of the 6 strata circuits at junior high school levels of education. Stratified sampling involves dividing the population into homogenous groups, each group containing subjects with similar characteristics.

Census sampling was used to select all the 14 head teachers for the study. The lottery type of the simple random sampling technique was also used to select a proportion of 50 per cent from the total teacher population of 224 in all the 6 strata, getting a total of 126 comprising 14 head teachers and 112 teachers for the study. Simple random sampling, also a probability sampling approach, ensures that each unit of the two strata has equal probability of inclusion in the sample. Gay (1992) suggests that, at least 10% of the population is a good representation where the population is a few thousands and 50% where the population is a few hundreds therefore 50% was a good representation of the target population 238.

3.6 Sample Size

In this study, a sample size of 126 was selected through multi-stage sampling techniques. Multi-stage sampling approach requires the use of more than one sampling technique when selecting sample size in a particular study (Cresswell, 2005).

Table 3.1: Schools and the Sample used for the Study

Name of School	Number of Teachers	50% sampled	Number of head teachers	Total number Sampled
Akantome JHS	16	8	1	9
Abilba No.1 JHS	8	4	1	5
Adabase JHS	24	12	1	13
Adakura JHS,	12	6	1	7
Afeghera No.1 JHS	8	4	1	5
Akatuuri JHS,	16	8	1	9
Aningazanga JHS	14	7	1	8
Awogeya JHS	12	6	1	7
Bukere JHS	20	10	1	11
Baptist JHS	16	8	1	9
Nyariga-Donne Girls JHS	24	12	1	13
Katanga JHS	14	7	1	8
Dorongo JHS	26	13	1	14
Ayuusi-Yine JHS	14	7	1	8
	224	112	14	126

Source: Field work 2019

3.7 Data Collection Instruments

Questionnaire was the instrument used to collect data for the study. The researcher used closed ended questionnaire for the study. Questionnaire is a series of questions, each one providing a number of alternative answers from which the respondents can choose (White, 2005). The close-ended questionnaire was meant to assist respondent to provide uniformity of response. A questionnaire is cost effective and less time consuming as compared to other instruments. All the items on the questionnaire were on a four -point Likert-type scale of Strongly Agree = 1, Agree = 2, Disagree = 3 and Strongly Disagree = 4. Using a questionnaire saves time as it can be administered to several respondents at the same time.

3.8 Validity and Reliability of the instruments

The questionnaire was piloted to determine its validity and reliability. Thirty questionnaires were administered to 30 respondents comprising 5 head teachers and 25 teachers selected randomly from junior high schools in the Bongo central circuit which is outside the study area. The purpose of the piloting was to enable the researcher to determine the level of ambiguity of the questions for corrections. Ambiguous items were modified.

Validity

The process of validating a research instrument, refers to the degree to which the instruments measures what it is intended to measure (White, 2005). To ascertain the validity, the researcher prepared the instrument in close consultation with her supervisors who evaluate the relevance of each item in the instrument with close reference to the research objectives.

Reliability

According to White (2005) the reliability of the instruments refers to the consistency of an instrument to give similar results whenever it is administered.

To determine the reliability of the instrument the questionnaire was administered to the same group of respondents twice in the pilot study and given two week interval between the first and second test and the coefficient of reliability from the two tests correlated. The reliability test yielded Cronbach Alpha value of 0.78. The value is red against the Likert scale which infers that from 0 to 1 is highly reliable.

3.9 Data Collection Procedure

The researcher sought permission from the Bolgatanga Municipal Director of Education for an authorization to conduct the study. The Bolgatanga Municipal Director of Education gave the researcher the permission to conduct the study after which the researcher visited the sampled schools to ask for permission from the various head teachers before briefing the head teachers and teachers on the purpose of the study. The questionnaires were thereafter distributed to the respondents. The respondents were given two weeks to fill the questionnaires before collection.

3.10. Data Analysis Procedure

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

3.10 Ethical consideration

This research work was conducted within the code of ethics prescribed by the University of Education, Winneba, using the guidelines for writing thesis. The following ethical issues were addressed: informed consent, access and acceptance, confidentiality and anonymity.

Respondents' consent were eagerly sought and were assured of confidentiality and their anonymity by not asking for names or any form of identification on the questionnaires and re-assuring them that the results would be used only for academic purposes. No respondent was forced or coerced into responding to the questionnaire. The objective of the study was clearly explained in unambiguous terms to the respondents before they participated in the study.



CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter analyzed and discussed the information gathered from the respondents. The data collected were analyzed and presented in tables with frequencies and percentages to answer all the research questions.

4.1 Demographic Characteristics of Respondents

Table 4.1 shows the demographic characteristics of respondents of the study, which comprised their gender, age, highest educational qualification and work experience.



Table 4.1 Demographic Characteristics of Respondents

Variable	Frequency	Percentage
Gender		
Male	76	60
Female	50	40
Total	126	100
Age		
Below 30	22	17
31-40	38	30
41-50	26	21
51-60	40	32
Total	126	100
Highest Educational Qualification		
Diploma	28	22
Bachelors' Degree	62	49
Masters' Degree	36	29
Total	126	100

Table 4.1 shows the demographic characteristics of the respondents. On respondents' gender, 76 were males representing 60% and 50 females representing 40% of the respondents. On respondents' age, 22 respondents representing 17% were below the age of 30, 38 respondents representing 30% were between the ages of 31-40, 26 respondents representing 21% were between the ages of 41-50 while 40 respondents representing 32% were between the ages of 51-60 which meant that the respondents were all matured to participate and provide information for the study.

On respondents' highest educational qualification, 28 respondents representing 22% were holders of the Diploma certificate, 62 respondents representing 49% were holders of the Bachelor's Degree while 36 respondents representing 29% were also

holders of the Master's Degree which meant that the respondents were professional teachers with the required qualifications to participate in the study.

4.2. Answers to the Research Questions

Research Question 1: What leadership styles do Junior high school headteachers use in the public Basic Schools in the Bolgatanga Municipality?

According to Armstrong (2002), leadership is defined as a process of supporting and influencing others to work spiritedly towards realising the set goals. He adds that it is the attribute that refines talent or potential into act or reality and the sole act that detects, enhances paths and ensures an endowment of the potential of organizations and its employees. The headteachers were asked to rate their level of agreement on the leadership styles they exhibited. The result is presented in Table 4.2.

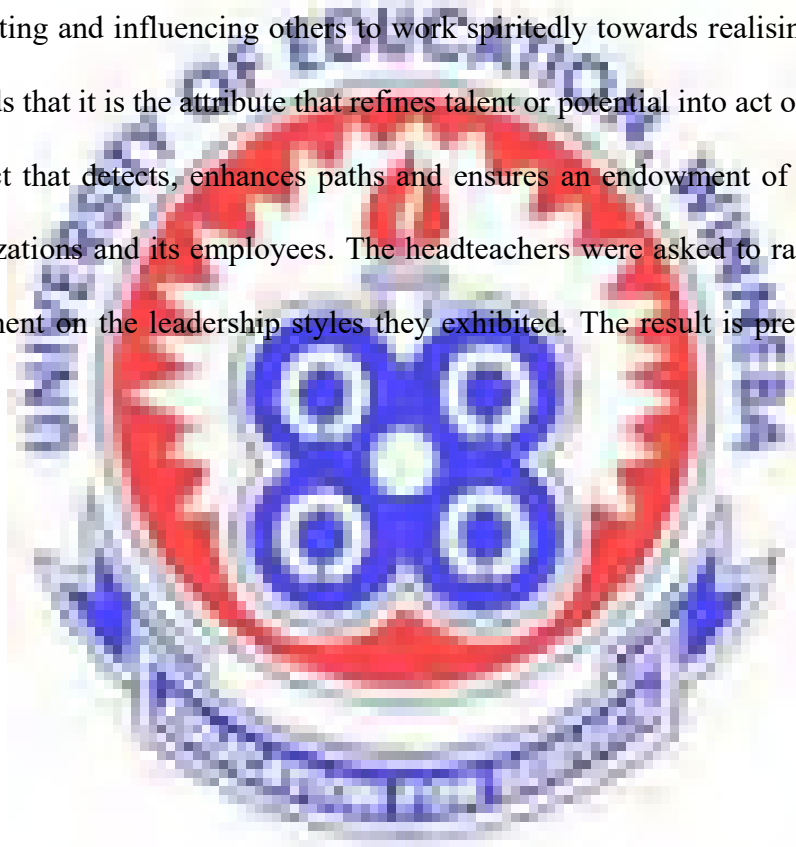


Table 4.2: Headteachers' response on their leadership styles in public junior high schools

Statements	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
I make teachers feel free even when we disagree	6(43)	6(43)	2(14)	-
I involve teachers in the preparation of the School Performance Improvement Plan (SPIP)	5(36)	6(43)	3(21)	-
I delegate responsibilities to other teachers when necessary	5(36)	7(50)	2(14)	-
I make sure that teachers follow laid down rules and regulations	6(43)	5(36)	2(14)	1(7)
I organize staff meetings at regular intervals and ensure good communication between the office and the staff all the time.	8(57)	6(43)	-	-
I include staff in decision making on all issues bothering on the welfare and academic life of the staff	5(36)	8(57)	1(7)	-
I encourage teachers who maintain high standard of performance in their duties	6(43)	6(43)	1(7)	1(7)
I encourage teachers to assume greater responsibility on the job	1(7)	8(57)	5(36)	-
I openly praise those teachers who are punctual and hardworking	6(43)	8(57)	-	-

Source: Field Data 2019

Table 4.2 shows that 6 respondents representing 43% strongly agreed that they made teachers feel free even when they disagreed, another 6 respondents representing 43% agreed while 2 respondents representing 14% disagreed. The result means that the respondents exhibit transformational leadership style. The result is in tandem with Bass (1998) that transformational leaders pursue new ways of doing things and are less likely

to support the status quo. They attempt to create and shape an environment and encourage their followers to be a part of the success.

Again, 5 respondents representing 36% strongly agreed that they involved teachers in the preparation of the School Performance Improvement Plan (SPIP), 6 respondents representing 43% agreed while 3 respondents representing 21% disagreed. The result means that the respondents exhibit transformational leadership style as they involve teachers in the preparation of the School Performance Improvement Plan (SPIP) to transform the school.

Also, 5 respondents representing 36% strongly agreed that they delegated responsibilities to other teachers when necessary, 7 respondents representing 50% agreed while 2 respondents representing 14% disagreed. The result means that the respondents exhibit transformational leadership style as they delegated responsibilities to other teachers when necessary.

Again, 6 respondents representing 43% strongly agreed that they made sure that teachers follow laid down rules and regulations, 5 respondents representing 36% agreed, 2 respondents representing 14% disagreed while 1 respondent representing 7% strongly disagreed. The result means that the respondents exhibit transactional leadership style as they make sure that teachers follow laid down rules and regulations. The result is in line with Bass (1997) that a transactional leader is one who operates within a defined system and follows its rules. Control is maintained through process.

More so, 8 respondents representing 57% strongly agreed that they organized staff meetings at regular intervals and ensure good communication between the office and the staff all the time while 6 respondents representing 43% agreed. The result means that the respondents exhibit transformational leadership style as they organize

staff meetings at regular intervals and ensure good communication between the office and the staff all the times to seek information to transform the school.

Also, 5 respondents representing 36% strongly agreed that they included staff in decision making on all issues bothering on the welfare and academic life of the staff, 8 respondents representing 57% agreed while 1 respondent representing 7% disagreed. The result means that the respondents exhibit transformational leadership style as they include staff in decision making on all issues bothering on the welfare and academic life of the staff to transform the life of the staff. Transformational leadership has the characteristics of shared and distributed leadership. Offering followers genuine leadership opportunities to engage in the schools' leadership processes offers a sense of responsibility and a mutual respect that ultimately leads to an increase in job satisfaction (Balyer, 2012).

Further, 6 respondents representing 43% strongly agreed that they encouraged teachers who maintain high standard of performance in their duties, another 6 respondents representing 43% agreed, 1 respondent representing 7% disagreed while another 1 respondent representing 7% strongly disagreed. The result means that the respondents exhibit transactional leadership style as they encourage teachers who maintain high standard of performance in their duties. According to Bass and Riggio (2006) the primary aim of a transactional leader is to achieve organizational objectives. The leader gives various rewards to improve the performance and motivations of followers, who can get the award while fulfilling the mandate.

Also, 1 respondent representing 7% strongly agreed that they encouraged teachers to assume greater responsibility on the job, 8 respondents representing 57% agreed while 5 respondents representing 36% disagreed. The result means that the respondents exhibit transformational leadership style as they encourage teachers to

assume greater responsibility on the job to transform the school. Leithwood and Jantzi (2012) pointed out that transformational leadership does not assume that the head will be the sole source of leadership in the organization, head's share leadership with teachers and other stakeholders.

Lastly, 6 respondents representing 43% strongly agreed that they openly praise those teachers who are punctual and hardworking while 8 respondents representing 57% agreed. The result means that the respondents exhibit transactional leadership style as they openly praise those teachers who are punctual and hardworking. Bass (1997) indicated that transactional leaders try to maintain existing structure of organizations (Bass, 1997). They do this by giving contingent rewards and by rewarding or punishing based on performance or proficiencies. Followers are praised or punished in order to meet the organizational goals set out by the leader.

The teachers were also asked to rate their level of agreement on the leadership styles exhibited by their headteachers. The result is presented in Table 4.3.

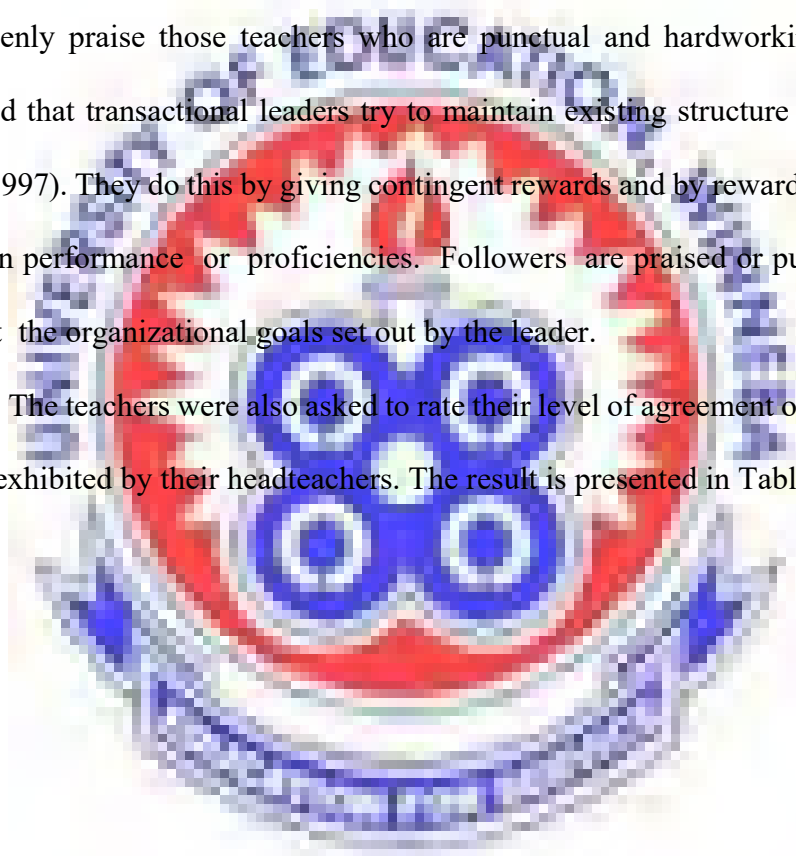


Table 4.3: Teachers’ response on headteachers’ leadership styles in public junior high schools

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
My headteacher.....		Agree		

	N (%)	N (%)	N (%)	N (%)
Make teachers feel free even when we disagree	64(57)	36(32)	12(11)	-
Involves teachers in the preparation of the School Performance Improvement Plan (SPIP)	50(45)	62(55)	-	-
Delegate responsibilities to other teachers when necessary	48(43)	44(39)	12(11)	8(7)
Makes sure that I follow laid down rules and regulations	62(55)	40(36)	10(9)	-
Organizes staff meetings at regular intervals and ensure good communication between the office and the staff all the time.	65(58)	38(34)	9(8)	-
Includes staff in decision making on all issues bothering on the welfare and academic life of the staff	48(43)	44(39)	11(10)	9(8)
Encourage teachers who maintain high standard of performance in their duties	56(50)	40(36)	16(14)	-
Encourage teachers to assume greater responsibility on the job	52(46)	48(43)	12(11)	-
Openly praise those teachers who are punctual and hardworking	57(51)	40(36)	15(13)	-

Source: Field Data 2019

Table 4.3 shows that 64 respondents representing 57% strongly agreed that their heads made teachers feel free even when they disagreed, 36 respondents representing 32% agreed while 12 respondents representing 11% disagreed. The result confirms that the result from the heads that headteachers exhibit transformational leadership style. The result is in tandem with Bass (1998) that transformational leaders pursue new ways of doing things and are less likely to support the status quo. They attempt to create and shape an environment and encourage their followers to be a part of the success.

Again, 50 respondents representing 45% strongly agreed that their heads involved teachers in the preparation of the School Performance Improvement Plan (SPIP) while 62 respondents representing 45% agreed. The result highly confirms the result from heads that they exhibit transformational leadership style as they involve teachers in the preparation of the School Performance Improvement Plan (SPIP) to transform the school.

Also, 48 respondents representing 43% strongly agreed that they delegated responsibilities to other teachers when necessary, 44 respondents representing 39% agreed, 12 respondents representing 11% disagreed while 8 respondents representing 7% strongly disagreed. The result confirms the result from the heads that they exhibit transformational leadership style as they delegated responsibilities to other teachers when necessary.

Again, 62 respondents representing 55% strongly agreed that their heads made sure that teachers follow laid down rules and regulations, 40 respondents representing 36% agreed while 10 respondent representing 9% strongly disagreed. The result confirms that of the heads that they exhibit transactional leadership style as they make sure that, teachers follow laid down rules and regulations. The result is in line with Bass (1997) that a transactional leader is one who operates within a defined system and follows its rules Control is maintained through process.

Also, 65 respondents representing 58% strongly agreed that they organized staff meetings at regular intervals and ensure good communication between the office and the staff all the time, 38 respondents representing 34% agreed while 9 respondents representing 8% disagreed. The result confirms that of the heads that they exhibit transformational leadership style as they organize staff meetings at regular intervals

and ensure good communication between the office and the staff all the time to seek information to transform the school.

Further, 48 respondents representing 43% strongly agreed that they included staff in decision making on all issues bothering on the welfare and academic life of the staff, 44 respondents representing 39% agreed, 11 respondents representing 10% disagreed. While 9 respondents representing 8% strongly disagreed. The result confirms that of the heads that they exhibit transformational leadership style as they include staff in decision making on all issues bothering on the welfare and academic life of the staff to transform the life of the staff. Transformational leadership has the characteristics of shared and distributed leadership. Offering followers genuine leadership opportunities to engage in the schools' leadership processes offers a sense of responsibility and a mutual respect that ultimately leads to an increase in job satisfaction (Balyer, 2012).

Also, 56 respondents representing 50% strongly agreed that they encouraged teachers who maintain high standard of performance in their duties, 40 respondents representing 36% agreed while 16 respondent representing 14% disagreed. The result confirms that of the heads that they exhibit transactional leadership style as they encourage teachers who maintain high standard of performance in their duties. According to Bass and Riggio (2006) the primary aim of a transactional leader is to achieve organizational objectives. The leader gives various rewards to improve the performance and motivations of followers, who can get the award while fulfilling the mandate.

Again, 52 respondents representing 46% strongly agreed that they encouraged teachers to assume greater responsibility on the job, 48 respondents representing 43% agreed while 12 respondents representing 11% disagreed. The result confirms that of

the heads that they exhibit transformational leadership style as they encourage teachers to assume greater responsibility on the job to transform the school. Leithwood and Jantzi (2012) pointed out that transformational leadership does not assume that the head will be the sole source of leadership in the organization, head's share leadership with teachers and other stakeholders.

Lastly, 57 respondents representing 51% strongly agreed that they openly praise those teachers who are punctual and hardworking, 40 respondents representing 36% agreed while 15 respondents representing 13% disagreed. The result confirms that of the heads that they exhibit transactional leadership style as they openly praise those teachers who are punctual and hardworking. Bass (1997) indicated that transactional leaders try to maintain existing structure of organizations (Bass, 1997). They do this by giving contingent rewards and by rewarding or punishing based on performance or proficiencies. Followers are praised or punished in order to meet the organizational goals set out by the leader.

Research Question 2: What is the influence of headteachers' leadership styles on teachers' performance in public Junior high schools in the Bolgatanga Municipality?

It is perceived that the leadership styles exhibited by headteachers have influence on teachers' job performance. The headteachers were therefore asked to rate their opinion on the following statements on the influence of headteachers' leadership styles on teachers' job performance. The result is presented in Table 4.4.

Table 4.4: Headteachers' response on the influence of their leadership styles on teachers' job performance in public basic schools leadership styles

Statement	Strongly Agree		Disagree	
	Agree		Strongly Disagree	
	N (%)	N (%)	N (%)	N (%)
Enable teachers make adequate lesson Preparation to improve teaching and learning	8(57)	5(36)	1(7)	-
Enable teachers adequately assess students for the success of the school	6(43)	5(36)	3(21)	-
Inspires teachers to improve on their instructional capabilities for the success of the school	5(36)	7(50)	2(14)	-
Enable teachers to fully complete their Syllabus to improve teaching and learning	6(43)	5(36)	2(14)	1(7)
Enable teachers to participate fully in maintaining student discipline in the school	6(43)	8(57)	-	-
Enable teachers to go the extra mile in their performance to improve teaching and learning in the school	8(57)	5(36)	1(7)	-

Source: Field Data 2019

Table 4.4 shows that 8 respondents representing 57% strongly agreed that the influence of headteachers' leadership styles on teachers' job performance were that it enabled teachers to make adequate lesson preparation to improve teaching and learning, 5 respondents representing 36% agreed while 1 respondent representing 7% disagreed. The result means that headteachers' leadership styles has influence on teachers' job performance.

Again, 6 respondents representing 43% strongly agreed that the influence of headteachers' leadership styles on teachers' job performance were that it enabled teachers to assess students adequately for the success of the school, 5 respondents

representing 36% agreed while 3 respondents representing 21% disagreed. The result means that headteachers' leadership styles has influence on teachers' job performance.

Also, 5 respondents representing 36% strongly agreed that the influence of headteachers' leadership styles on teachers' job performance were that it inspired teachers to improve on their instructional capabilities for the success of the school, 7 respondents representing 50% agreed while 2 respondents representing 14% disagreed. The result means that headteachers' leadership styles have influence on teachers' job performance.

More so, 6 respondents representing 43% strongly agreed that the influence of headteachers' leadership styles on teachers' job performance were that it enabled teachers to fully complete their syllabus to improve teaching and learning, 5 respondents representing 36% agreed, 2 respondents representing 14% disagreed while 1 respondent representing 7% strongly disagreed. The result means that headteachers' leadership styles have influence on teachers' job performance.

Also, 6 respondents representing 43% strongly agreed that the influence of headteachers' leadership styles on teachers' job performance were that it enabled teachers to participate fully in maintaining student discipline in the school while 8 respondents representing 36% agreed. The result means that headteachers' leadership styles have influence on teachers' job performance.

Lastly, 8 respondents representing 57% strongly agreed that the influence of headteachers' leadership styles on teachers' job performance were that it enabled teachers to go the extra mile in their performance to improve teaching and learning in the school, 5 respondents representing 36% agreed while 1 respondent representing 7%

disagreed. The result means that headteachers' leadership styles have influence on teachers' job performance.

The entire results in Table 4.4 corroborates with that of Leithwood and Jantzi (2012) that heads support in times of need builds employee goodwill and loyalty and ensure senior leadership models behaviour that makes the rank-and-file proud to be part of the team. Heads leadership behavior like respect for individual employees (teachers) in addition to the job they do motivate them to work better. Respect is a powerful motivator, just as its unpleasant twin, lack of respect, has the opposite effect. When employees feel genuinely respected (always assuming it's warranted), they're much more likely "to go the extra mile" to help the school to succeed. Provide support for employees when it's genuinely needed. Valued support takes many forms: emotional support in the face of unfair criticism; flexible support for a reasonable level of work-life balance. All these are forms of motivation that boosts teachers morale through effective managerial and leadership practices of the headteacher.

The teachers were also asked to rate their level of agreement on the influence of headteachers' leadership styles on their job performance. The result is presented in Table 4.5.

Table 4.5: Teachers' response on the influence of headteachers' leadership styles on teachers' job performance in public basic schools leadership styles

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Enable teachers make adequate lesson Preparation to improve teaching and learning	46(41)	46(41)	20(18)	-
Enable teachers adequately assess students for the success of the school	56(50)	38(34)	18(16)	-
Inspires teachers to improve on their instructional capabilities for the success of the school	46(41)	58(52)	8(7)	-
Enable teachers to fully complete their Syllabus to improve teaching and learning	36(32)	58(52)	18(16)	-
Enable teachers to participate fully in maintaining student discipline in the school	38(34)	56(50)	18(16)	-
Enable teachers to go the extra mile in their performance to improve teaching and learning in the school	66(59)	26(23)	20(18)	-

Source: Field Data 2019

Table 4.5 shows that 46 respondents representing 41% strongly agreed that headteachers' leadership styles enabled teachers to make adequate lesson preparation to improve teaching and learning, another 46 respondents representing 41% agreed while 20 respondent representing 18% disagreed. The result confirms that of the headteachers' that their leadership styles have influence on teachers' job performance.

Again, 56 respondents representing 50% strongly agreed that headteachers' leadership styles enabled teachers to assess students adequately for the success of the

school, 38 respondents representing 34% agreed while 18 respondents representing 16% disagreed. The result confirms that of the headteachers' that their leadership styles have influence on teachers' job performance.

Also, 46 respondents representing 41% strongly agreed that headteachers' leadership styles inspired teachers to improve on their instructional capabilities for the success of the school, 58 respondents representing 52% agreed while 8 respondents representing 7% disagreed. The result confirms that of the headteachers' that their leadership styles have influence on teachers' job performance.

More so, 36 respondents representing 32% strongly agreed that headteachers' leadership styles enabled teachers to fully complete their syllabus to improve teaching and learning, 58 respondents representing 52% agreed while 18 respondents representing 16% disagreed. The result confirms that of the headteachers' that their leadership styles have influence on teachers' job performance.

Also, 38 respondents representing 34% strongly agreed that headteachers' leadership styles enabled teachers to participate fully in maintaining student discipline in the school, 56 respondents representing 50% agreed while 18 respondents representing 16% disagreed. The result confirms that of the headteachers' that their leadership styles have influence on teachers' job performance.

Lastly, 66 respondents representing 59% strongly agreed that headteachers' leadership styles enabled teachers to go the extra mile in their performance to improve teaching and learning in the school, 26 respondents representing 23% agreed while 20 respondents representing 18% disagreed. The result confirms that of the headteachers' that their leadership styles have influence on teachers' job performance.

The entire results in Table 4.5 are in tandem with Leithwood and Jantzi (2012) that heads support in times of need builds employee goodwill and loyalty and ensure senior leadership models behaviour that makes the rank-and-file proud to be part of the team. Heads leadership behavior like respect for individual employees (teachers) in addition to the job they do motivate them to work better. Respect is a powerful motivator, just as its unpleasant twin, lack of respect, has the opposite effect. When employees feel genuinely respected (always assuming it's warranted), they're much more likely "to go the extra mile" to help the school to succeed. Provide support for employees when it's genuinely needed. Valued support takes many forms: emotional support in the face of unfair criticism; flexible support for a reasonable level of work-life balance. All these are forms of motivation that boosts teachers morale through effective managerial and leadership practices of the headteacher.

Research Question 3: What are the challenges headmasters faced in their leadership in Junior high schools in the Bolgatanga Municipality?

There are some perceived challenges headteachers faced in their leadership in junior high schools. The headteachers were therefore asked to rate their opinion on the following statements on the challenges they faced in their leadership. The result is presented in Table 4.6.

Table 4.6: Headteachers' response on the Challenges they faced in leadership

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Lack of congenial work environment	6(43)	7(50)	1(7)	-
Lack of time (work overload)	7(50)	7(50)	-	-
Lack of teaching and learning materials	5(36)	6(43)	3(21)	-
Inability to organize staff training due to financial constraints	8(57)	6(43)	-	-
Teachers' resistance to change	-	6(43)	5(36)	3(21)
Career growth and development	8(57)	5(36)	1(7)	-
Compensation and other Financial Rewards	5(36)	6(43)	3(21)	-
Participative Management	7(50)	5(36)	2(14)	-

Source: Field Data 2019

Table 4.6 shows that 6 respondents representing 43% strongly agreed that lack of congenial work environment was a challenge in headteachers' leadership, 7 respondents representing 50% agreed while 1 respondent representing 7% disagreed. Motivation thrives in a good and safe working environment and the absence of it poses a challenge to heads of educational institutions in their leadership. The result is in line with Armstrong (2006) that a clean environment, which is free from health hazards, promotes motivation. A safe environment free from any danger will make employees secure. The organisations therefore ensure that employees have a conducive environment which enables them to perform. Maintaining a secure environment involves providing employees with job security. It is only when employees feel that

their lives are safe and their jobs secure that they can concentrate and perform their tasks to the best of their abilities (Armstrong, 2006).

Again, 7 respondents representing 50% strongly agreed that lack of time (work overload) was a challenge in headteachers' leadership while another 7 respondents representing 50% agreed. The result means that work overload poses a challenge to heads of educational institutions in their leadership. The heavy and demanding workload is viewed by headteachers as a stressor. They do not have enough time to achieve the standards of teaching and learning that they desire (Latham and Locke 1980; Harris, 2004). The situation worsened drastically when headteachers had to administer excessive and burdensome recording and recordkeeping in voluminous portfolios. It is hoped that if headteachers' workload is reduced to manageable levels it could enhance enthusiasm in the fraternity and uplift levels of motivation.

Also 5 respondents representing 36% strongly agreed that lack of teaching and learning materials was a challenge in headteachers' leadership, 6 respondents representing 43% agreed while 3 respondents representing 21% disagreed. The result means that lack of teaching and learning materials poses a challenge to heads of educational institutions in their leadership as they are needed in the teaching and learning process.

Further, 8 respondents representing 57% strongly agreed that inability to organize staff training due to financial constraints was a challenge in headteachers' leadership while 6 respondents representing 43% agreed. The result means that financial constraints in the organization of training for staff poses a challenge to heads of educational institutions in their leadership. Wan (2007) argues that the only strategy for organisations to improve workforce productivity radically is to seek to optimise their workforce through comprehensive training and development programmes. To

accomplish this undertaking, organisations will have to invest vast resources to ensure that employees have the information, skills, and competencies they need to work effectively in a rapidly changing and complex work environment. Wan (2007) therefore suggests that it is important for organisations to invest in their human resource or human capital development, which, in general terms, is the process of helping employees become better at their tasks, their knowledge, their experiences, and add value to their lives.

Also, 6 respondents representing 43% agreed that teachers' resistance to change was a challenge in headteachers' leadership, 5 respondents representing 36% disagreed while 3 respondent representing 21% strongly disagreed. The result means that teachers do not resist change as majority of the heads attested to, and therefore do not pose any challenge to heads of educational institutions in their leadership.

Again, 8 respondents representing 57% strongly agreed that career growth and development was a challenge in headteachers' leadership, 5 respondents representing 36% agreed while 1 respondent representing 7% disagreed. The result means that career growth and development poses a challenge to heads of educational institutions in their leadership. Choo and Bowley (2007) argue that career growth help employees to plan for the future and to be better equipped with the right skills in order to remain competitive. In a related literature, Agho (1998) stated that opportunities for mobility within organisations are determinants of employee satisfaction. As vacancies occur, employees must be given equal opportunity and necessary encouragement to apply alongside external candidates for higher positions within the organisation.

More so, 5 respondents representing 36% strongly agreed that compensation and other financial rewards was a challenge in headteachers' leadership, 6 respondents representing 43% agreed while 3 respondents representing 21%

disagreed. The result means that compensation and other financial rewards poses a challenge to heads of educational institutions in their leadership. The remark of Kinnear and Sutherland (2001) that employers should not be deceived that money doesn't matter in motivating staff any longer is very instructive. This remark emphasises the importance of money in attracting, motivating and retaining quality employees in the organisation. Locke (1980) reviewed four methods of motivating employees toward improved performance as money, goal-setting, participation in decision making, and job redesign. Locke (1980) found that money was overwhelmingly the most important motivator.

Lastly, 7 respondents representing 50% strongly agreed that participative management was a challenge in headteachers' leadership, 5 respondents representing 36% agreed while 2 respondents representing 14% disagreed. The result means that involving teachers in the management of the school motivate teachers to give of their best and its absence will not augur well to heads of educational institutions in their leadership. According to Robbins (2003) participative management enables subordinates to share a significant degree of decision-making power with their superiors. Employee participation in management decision-making can influence both employee job satisfaction and performance by satisfying the need for socialisation and self-esteem.

When employees are involved in the decision-making process, they feel that the decisions made are their own and feel personally responsible for carrying them out (Gbadamosi, 2002).

The teachers were also asked to rate their level of agreement on the challenges headteachers' faced in their leadership in junior high schools The result is presented in Table 4.7.

Table 4.7: Teachers' response on the challenges headmasters face in leadership (

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Lack of congenial work environment	54(48)	40(36)	18(16)	-
Lack of time (work overload)	50(45)	26(23)	20(18)	16(14)
Lack of teaching and learning materials	40(36)	44(39)	16(14)	12(11)
Inability to organize staff training due to financial constraints	48(43)	54(48)	10(9)	-
Teachers' resistance to change	-	-	84(75)	28(25)
Career growth and development	56(50)	40(36)	16(14)	-
Compensation and other Financial Rewards	66(59)	36(32)	10(9)	-
Participative Management	38(34)	55(49)	19(17)	-

Source: Field Data 2019

Table 4.6 shows that 54 respondents representing 48% strongly agreed that lack of congenial work environment was a challenge in headteachers' leadership, 40 respondents representing 36% agreed while 18 respondents representing 16% disagreed. The result confirms that of the headteachers that lack of congenial work environment is a challenge in headteachers' leadership. The result is in tandem with Armstrong (2006) that a clean environment, which is free from health hazards, promotes motivation. A safe environment free from any danger will make employees secure. The organisations therefore ensure that employees have a conducive environment which enables them to perform.

Again, 50 respondents representing 45% strongly agreed that lack of time (work overload) was a challenge in headteachers' leadership while 26 respondents representing 23% agreed, 20 respondents representing 18% disagreed while 16 respondents representing 14% strongly disagreed. The result confirms that of the headteachers that lack of congenial work environment is a challenge in headteachers' leadership. The heavy and demanding workload is viewed by headteachers as a stressor. They do not have enough time to achieve the standards of teaching and learning that they desire (Latham & Locke 1980; Harris, 2004). It is hoped that if headteachers' workload is reduced to manageable levels it could enhance enthusiasm in the fraternity and uplift levels of motivation.

Also 40 respondents representing 36% strongly agreed that lack of teaching and learning materials was a challenge in headteachers' leadership, 44 respondents representing 39% agreed, 16 respondents representing 14% disagreed while 12 respondents representing 11% strongly disagreed.. The result confirms that of the headteachers that lack of teaching and learning materials is a challenge in headteachers' leadership as they help in the teaching and learning environment.

Further, 48 respondents representing 43% strongly agreed that inability to organize staff training due to financial constraints was a challenge in headteachers' leadership, 54 respondents representing 48% agreed while 10 respondents representing 9% disagreed. The result confirms that of the headteachers that inability to organize staff training due to financial constraints is a challenge in headteachers' leadership. Wan (2007) argues that the only strategy for organisations to improve workforce productivity radically is to seek to optimise their workforce through comprehensive training and development programmes. To accomplish this undertaking, organisations will have to invest vast resources to ensure that employees have the information, skills, and

competencies they need to work effectively in a rapidly changing and complex work environment.

Also, 84 respondents representing 75% disagreed that teachers' resistance to change was a challenge in headteachers' leadership while 28 respondents representing 25% strongly disagreed. The result confirms that of the headteachers that teachers do not resist change as all the teachers also indicated which also means that teachers embrace change.

Again, 56 respondents representing 50% strongly agreed that career growth and development was a challenge in headteachers' leadership, 40 respondents representing 36% agreed while 16 respondent representing 14% disagreed. The result confirms that of the headteachers that career growth and development is a challenge in headteachers' leadership. Choo and Bowley (2007) argue that career growth help employees to plan for the future and to be better equipped with the right skills in order to remain competitive. In a related literature, Agho (1998) stated that opportunities for mobility within organisations are determinants of employee satisfaction.

More so, 66 respondents representing 59% strongly agreed that compensation and other financial rewards was a challenge in headteachers' leadership, 36 respondents representing 32% agreed while 10 respondents representing 9% disagreed. The result confirms that of the headteachers that compensation and other financial rewards is a challenge in headteachers' leadership. The remark of Kinnear and Sutherland (2001) that employers should not be deceived that money doesn't matter in motivating staff any longer is very instructive. This remark emphasises the importance of money in attracting, motivating and retaining quality employees in the organisation.

Lastly, 38(34) 55(49) 19(17) respondents representing 34% strongly agreed that participative management was a challenge in headteachers' leadership, 55 respondents representing 49% agreed while 19 respondents representing 17% disagreed. The result confirms that of the headteachers that involving teachers in the management of the school motivate teachers to perform better. According to Robbins (2003) participative management enables subordinates to share a significant degree of decision-making power with their superiors. Employee participation in management decision-making can influence both employee job satisfaction and performance by satisfying the need for socialisation and self-esteem.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

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

5.1 Summary of Findings

The purpose of this study was to assess the perception of teachers on the leadership styles of head teachers of public basic schools at the Bolgatanga Municipality. The objectives of the study were to: determine the leadership styles of Junior high schools head teachers in public basic schools in Bolgatanga Municipality, ascertain the perceived influence of Junior high schools head teachers leadership style on teachers' performance in Bolgatanga Municipality and to find out the challenges headmasters faces in their leadership in Junior high schools in the Bolgatanga Municipality.

The researcher used descriptive survey design using the quantitative approach for the study. The target population for the study was the 238 consisting of 14 head teachers and 224 teachers in the 14 public junior high schools of the Bolgatanga Municipality.

Stratified sampling was first used to categories the schools into 6 groups with similar characteristics at junior high school level education by circuits. Census sampling was used to select all the 14 headteachers. Simple random sampling was also used to select a proportion of 50 per cent of the total teacher population of 224 in all the 6 strata, getting a total of 126 respondents for the study. Questionnaire was the

instrument used to collect data for the study. The data were analyzed descriptively using the Statistical Package for Social Sciences (SPSS) version 16.0.

5.2 Main Findings

The study discovered that the leadership styles exhibited by head teachers were that they made teachers feel free even when they disagree involved teachers in the preparation of the School Performance Improvement Plan (SPIP), delegated responsibilities to other teachers when necessary, made sure that I follow laid down rules and regulations, organized staff meetings at regular intervals and ensure good communication between the office and the staff all the time, included staff in decision making on all issues bothering on the welfare and academic life of the staff, encouraged teachers who maintain high standard of performance in their duties, encouraged teachers to assume greater responsibility on the job and openly praise those teachers who are punctual and hardworking.

The study again revealed that the influence of head teachers' leadership styles on teachers job performance were that it enabled teachers to make adequate lesson preparation to improve teaching and learning, enable teachers adequately assess students for the success of the school, inspired teachers to improve on their instructional capabilities for the success of the school, enabled teachers to fully complete their syllabus to improve teaching and learning, enabled teachers to participate fully in maintaining student discipline in the school and enabled teachers to go the extra mile in their performance to improve teaching and learning in the school.

The study lastly uncovered that the challenges head teachers faced in their leadership were lack of congenial work environment, lack of time (work overload) lack of teaching and learning materials, inability to organize staff training due to financial

constraints, career growth and development, compensation and other financial rewards and participative management. It was however revealed that teachers' did not resist change and therefore not a challenge in head teachers leadership as indicated by both head teachers and teachers.

5.3 Conclusions

Based on the fact that head teachers exhibited good leadership styles like transformational and transactional leadership in the schools, it is concluded that there was congenial school environment with high morale, hard work and commitment to teaching and learning.

It is also concluded that the transformational and transactional leadership styles exhibited by the head teachers would impact positively on teachers performance to improve students' academic performance

Finally, it is concluded that The challenges associated with head teachers' leadership, if addressed would facilitate the work of head teachers for the success of the school.

5.4 Recommendations

The following re commendations were made based on the findings and conclusions drawn from the study.

1. Metropolitan, Municipal and District Directors of Education should insist on the use of leadership styles like transformational and transactional leadership and others that help to boost teachers' morale to enhance students achievement.

2. The Ghana Education Service should organize in-service training for heads of educational institutions on the best leadership styles that promote teaching and learning.
3. The Ghana Education Service should provide head teachers with the necessary support in finance, logistics and training to help mitigate the challenges head teachers faced in their leadership.

5.5 Suggestion for Further Study

Further study should be carried out in the remaining municipalities and districts of the Upper East Region to assess the perception of teachers on the leadership styles of head teachers of public basic schools as this study focused public basic schools at the Bolgatanga Municipality.



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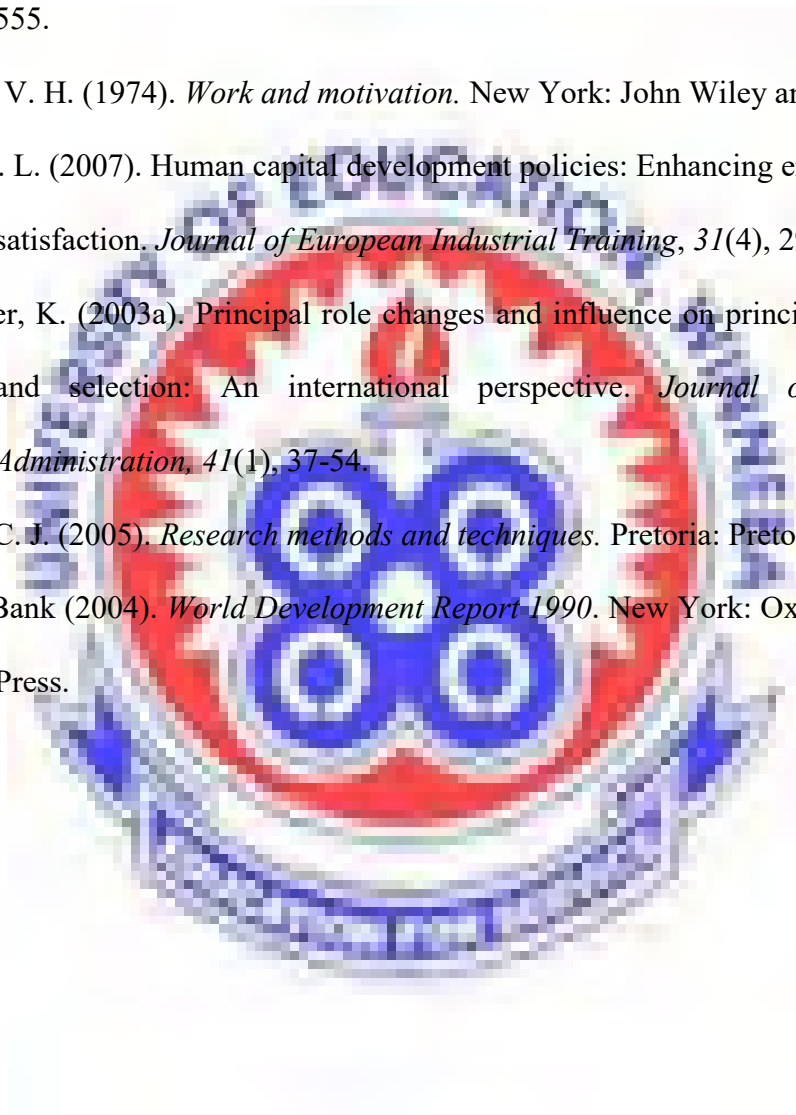
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APPENDIX A

QUESTIONNAIRE FOR TEACHERS AND HEADS AS RESPONDENTS

The researcher is pursuing a postgraduate program at **THE UNIVERSITY OF EDUCATION, WINNEBA** leading to the award of a **Master of Arts in Educational Leadership degree**. This questionnaire intends to solicit data to help the researcher assess **Teachers' perception on Leadership styles of the Headteachers of Junior High Schools at Bolgatanga Municipality**. Please, you have been selected as a respondent for the study.

The study is strictly for academic purposes and thus all information provided shall be treated with utmost caution and confidentiality that it deserves. Please, tick (✓) as appropriate.

SECTION A – Demographic Data of Respondents.

1. Gender: Male Female

2. Age group (in years)

31 – 40 41 – 50 51 – 60

3. Highest educational qualification

Diploma Bachelor's Degree Master's Degree

4. Years worked at present school

Below 1 -5 years 6 -10years 11-15 years 16 years and above

QUESTIONNAIRE FOR HEADTEACHERS ONLY

SECTION B – Leadership styles of headteachers in public junior high schools

Please indicate your agreement or disagreement to the following statement on

leadership style of headteachers. Key: Strongly agree (4), agree (3), disagree (2),

strongly disagree (1)

No.	Statements	SA	A	D	SD
1	I make teachers feel free even when we disagree				
2	I involve teachers in the preparation of the School Performance Improvement Plan (SPIP)				
3	I delegate responsibilities to other teachers when necessary				
4	I make sure that teachers follow laid down rules and regulations				
5	I organize staff meetings at regular intervals and ensure good communication between the office and the staff all the time.				
6	I include staff in decision making on all issues bothering on the welfare and academic life of the staff				
7	I encourage teachers who maintain high standard of performance in their duties				
8	I encourage teachers to assume greater responsibility on the job				
9	I openly praise those teachers who are punctual and hardworking				

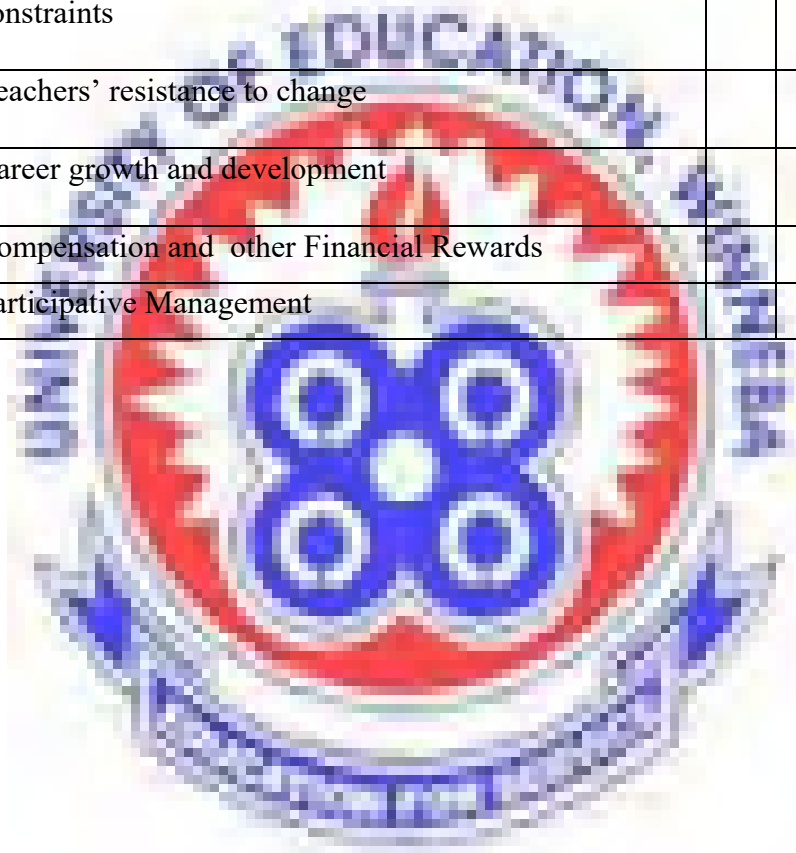
SECTION C – Influence of headteachers of public basic schools leadership styles on teacher job performance

This questionnaire seeks to assess teachers' performance using the statements here as indicator. Please, indicate the extent to which you agree with the following statements on the influence of headteachers leadership styles on teachers job performance. Key: Strongly agree (4), agree (3), disagree (2), strongly disagree (1)

	Statement	SA	A	D	SD
1	Enable teachers make adequate lesson Preparation to improve teaching and learning				
2	Enable teachers adequately assess students for the success of the school				
3	Inspires teachers to improve on their instructional capabilities for the success of the school				
4	Enable teachers to fully complete their Syllabus to improve teaching and learning				
5	Enable teachers to participate fully in maintaining student discipline in the school				
6	Enable teachers to go the extra mile in their performance to improve teaching and learning				

SECTION D- What are the challenges headmasters' faces in leadership in Junior High Schools in the Bolgatanga Municipality?

	Statement	SA	A	D	SD
21	Lack of congenial work environment				
22	Lack of time (work overload)				
23	Lack of teaching and learning materials				
24	Inability to organize staff training due to financial constraints				
25	Teachers' resistance to change				
27	Career growth and development				
28	Compensation and other Financial Rewards				
29	Participative Management				



QUESTIONNAIRE FOR TEACHERS ONLY**SECTION B** – Leadership styles of headteachers in public junior high schools

Please indicate your agreement or disagreement to the following statement on

leadership style of your headteachers. Key: Strongly agree (4), agree (3), disagree (2), strongly disagree (1)

No.	Statement	SA	A	D	SD
1	Makes teachers feel free even when we disagree				
2	Involves teachers in the preparation of the School Performance Improvement Plan (SPIP)				
3	Delegate responsibilities to other teachers when necessary				
4	Makes sure that teachers follow laid down rules and regulations				
5	Organizes staff meetings at regular intervals and ensure good communication between the office and the staff all the time.				
6	Includes staff in decision making on all issues bothering on the welfare and academic life of the staff				
7	Encourage teachers who maintain high standard of performance in their duties				
8	Encourage teachers to assume greater responsibility on the job				
9	Takes personal interest in the promotion and continuous development of teachers				
10	Openly praise those teachers who are punctual and hardworking				

SECTION C – Influence of headteachers of public basic schools leadership styles on teacher job performance

This questionnaire seeks to assess teachers' performance using the statements here as indicator. Please, indicate the extent to which you agree with the following statements on the influence of headteachers' leadership styles on your job performance.

Key: Strongly agree (4), agree (3), disagree (2), strongly disagree (1)

	Statement	SA	A	D	SD
1	I make adequate lesson Preparation				
2	I adequately assess students				
3	I adequately involve Myself in co-curricular activities				
4	Inspires me to improve on their instructional capabilities				
5	I fully complete my syllabus				
6	I fully participate in maintaining student discipline				
7	I generally perform very high level is in my school				

SECTION D- Challenges headmasters face in leadership

Please indicate your agreement or disagreement to the following statement on leadership style of your headteachers. Key: Strongly agree (4), agree (3), disagree (2), strongly disagree (1)

	Statement	SA	A	D	SD
1	Lack of congenial work environment				
2	Lack of time (work overload)				
3	Lack of teaching and learning materials				
4	Inability to organize staff training due to financial constraints				
5	Teachers' resistance to change				
6	Career growth and development				
7	Compensation and other Financial Rewards				
8	Participative Management				
9	Delays in Promotions				