UNIVERSITY OF EDUCATION, WINNEBA

ASSESSING THE EFFECTS OF SENIOR HIGH SCHOOL HEADS'

LEADERSHIP STYLE ON TEACHER JOB PERFORMANCE IN THE KUMASI

METROPOLITAN EDUCATIONAL DIRECTORATE

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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 the requirements for award of the Master of Arts (Educational Leadership) degree

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DECLARATION

I, MARY OWUOH, 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.

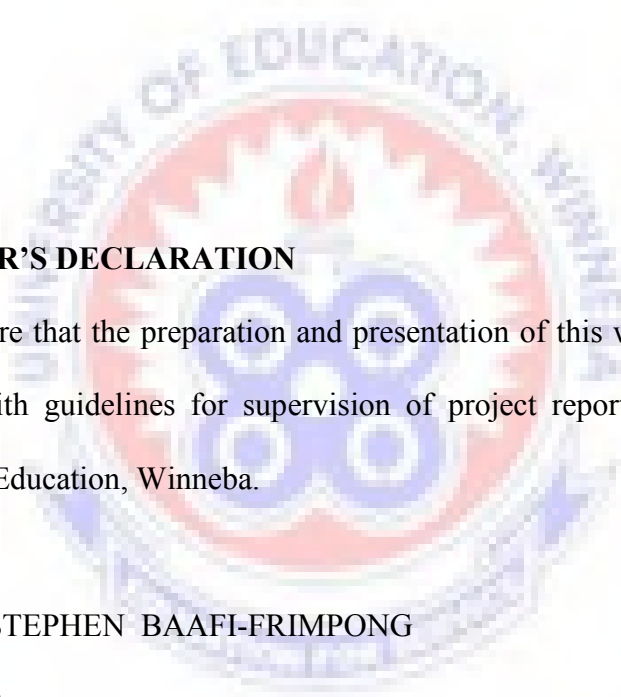SIGNATURE: ………………………………

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SUPERVISOR'S DECLARATION

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

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DEDICATION

To Mr. and Mrs. Duah for their prayers, encouragement and support throughout my studies.

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ABSTRACT

The purpose of this study was to assess the effects of senior high school heads' leadership style on teacher job performance in the Kumasi metropolitan educational directorate. The study was basically a cross-sectional descriptive survey involving the quantitative approach. Structured questionnaires were used to gather the data and the results were analyzed using descriptive statistics such as frequencies, percentages and means. A total of 150 respondents were selected randomly from the Kumasi metropolitan educational directorate. The study revealed that most of the school heads practiced autocratic style of leadership. It is important to note that majority of the participants (70%) agreed that the head's shared vision or goal served as a source of motivation to teachers in the school. This study recommends that school head master should imbibe more of democratic rather than autocratic leadership style in their school administration in order to enhance high teacher job performance. Finally, there is the need to give head masters management and leadership skills training before being appointed as heads. Thus for one to be appointed senior high school head he/she must possess a master's degree in Educational Administration, Educational Leadership or its equivalent.

CHAPTER ONE

INTRODUCTION

This chapter deals with the background to the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, and organization of the study

1.1 Backgrounds to the Study

The issue of leadership styles is a major and basic concern for all organizations and institutions in various countries. Different countries around the world have been attempting to highlight and stress the concept of effective and efficient leadership styles in various ways in their organizational daily activities, programms, and performance, for example, in England and Nigeria (MoE, 2010). The Education and Training Policy of Ghana set aims and objectives, which were to: produce skilled manpower with the necessary quality and quantity to meet the national socio-economic development requirement, to bring up citizens who understand, respect and defend the constitution, a citizen who respects democratic values and human rights and moreover with, good work culture and ethics" (MOE, 1994).

That is why currently, the government of Ghana has made the education sector a top priority on its agenda to ensure the provision of quality education for all citizens, which was launched as a major nation-wide reform programme to improve the quality of general education (MoE, 2010). Thus, in fostering these aims and objectives, the school head has important roles to play. Among these roles is providing effective leadership in secondary schools, thereby enhancing better job performance among

teachers. In supporting this issue Crum and Sherman (2008) stated that the principal needed to provide highly valued, insights into their daily styles that foster an environment which is supportive of high teachers' performance. These roles are categorized into developing personnel and facilitating leadership responsible delegation and empowering team, recognizing ultimate accountability, communicating and rapport, facilitating instruction, and managing change.

The principal's leadership style influences efficiency and effectiveness of teachers' performance in school (Alageheband, 1997). Several researchers have defined leadership style in different countries and contexts.

Chandan, (1987) defines leadership style as the ingredient of personality embodied in leaders that causes subordinates to follow them. Okumbe, (1998) on the other hand defines leadership styles as particular behaviours applied by a leader to motivate subordinates to achieve the objectives of the organization.

From the foregoing, it is clear that leadership style have been defined in various ways. It refers to the underlying needs of the leader that motivate his behaviour (Siskin, 1994; Okeniyi, 1995). It is the manifestation of the dominant pattern of behaviour of a leader Okurumeh, (2001). It is also a process through which a principal influences a teacher or group in the attainment of educational goals Adeyemi, (2006). Therefore, the Leadership style of a principal depends on the leaders" behaviours. This behaviour is the main foundation for choosing efficient leadership style (Douglas, 1996).

Many Scholars have proposed path goal theory to explain leadership. According to House, (1968) in the path goal theory, a leader does the following: clarifies and sets goals together with the subordinates and properly communicates to them. Besides, delegates duties to subordinates according to their abilities, skills,

knowledge and experience. The leader further helps the subordinates to find the best path for achieving the desired goals. The leader also defines positions and task roles by removing barriers to performance and promotes group cohesiveness and team effort. The leader finally increases personal opportunities for satisfaction and improved work performance by reducing stress, making external controls and people's expectations clearer (House, 1968).

In supporting this theory, (Douglas 1996) indicated that, the behaviour of the leader is acceptable to the subordinates only if they continue to see the leader as a source of personal opportunities to improve performance and satisfaction. But, some leaders seem to find it difficult to effectively administer their schools Gronn, (2000). Therefore, it is imperative that they learn and understand the importance of the styles that enhance positive performance in the schools. As such, leadership style occupies an important position in school administration as the principal who controls schools' resources use them to result in positive achievement of educational goals (Adeyemi, 2004).

Basically, such achievements in secondary schools are dependent on three identifiable leadership styles adopted namely; autocratic, democratic and laissez-faire (Lunenberg and Ornstein, 1991). It seems however, that many principals have not considered their styles of leadership as determinants of teachers' performance in their schools. Teachers' performance could be described in various ways. Robert and Tim (1998) defined performance as the act of accomplishing or executing a given tasks. On the other hand, Obilade (1999) defined teachers performance as the duties performed by a teacher at a particular period in the school system in achieving educational goals. Akinyemi (1993) and Okeniyi, (1995) also defined it as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning

processes. Meindl (1995) on his part argued that teachers" performance is determined by the workers' level of participation in the day to day running of the organization.

Supporting this argument, Adepoju (1996) asserted that variables of teacher performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students "work and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, the teachers" performance could be measured through annual report of his/ her activities in terms of performance in teaching, lesson preparation, and lesson presentation, mastery of subject matter, competence, teachers' commitment to job and co-curricular activities. Other areas of assessment include effective leadership, supervision of students' work; motivation, class control and discipline of the students are the virtues that teachers should uphold effectively in general in secondary schools.

1.2 Statement of the Problem

Principals, as instructional leaders, focus on helping teachers to improve their classroom performance and make academic instruction as their schools top priority. It is argued that principals need to have the theoretical knowledge, skill and adequate experiences in school leadership and management and/or should have a profile of possession of various trainings on school leadership and management so as to play active and effective leadership role in school improvement programmes. (MoE, 2010)

Principals as educational leaders play a pivotal role in the success of the school in building a strong culture of collaboration and creative problem solving; set appropriate curriculum implementation mechanism, and possess an instructional leadership quality that takes responsibility for students achievement; develop and communicate plans for effective teaching, among all staff members and monitor

students learning progress and closely work with parents (MoE; 2005:16). But Yenenew (2012) argued that most preparatory schools of South Wollo Zone are characterized by delay; in the beginning time of the instructional process, problem of curriculum coverage, burden of makeup class around the end of the semester, etc. Thus, this could contribute to reduce the level of teachers' performance. In supporting this, Weiss (1993) argued that, the successful implementation of the curriculum depends to a large extent, on delegation and sharing decision styles of principals that boost teachers' job opportunities, satisfaction, career commitment and intention to complete the syllabus contents on terms scheduled. In this regard Nanson (2010) argued that most principals' are hardly seen in their offices executing their duties and they neither delegate duties nor fully communicate to their teachers.

Furthermore, Nanson, (2010) argued that most of the teachers spent time on political duties unrelated to the education of students at their school, and requiring much absence from the school site. This seems to reduce the level of performance as regards the teaching and learning process and/or cause undesirable outcome such as failure of student in examination, repetition rate dropout rate as well as other instructional activities at school.

In Ghana and in the Kumasi metropolis in particular, poor academic performance in schools is blamed among other thing on school leadership. Undoubtedly, where there is poor leadership there cannot be effective instructional supervision to ensure high student achievement. In the connection, it could be said that the kind of leadership style or strategies adopted by school by school heads significantly influence the success or failure of a school. This underscore the need to study the leadership style of the senior high school heads in the Kumasi metropolis.

Unfortunately, it appears not much have been done in terms of scientific research in this area. It is to fill the gap in research in the area that, this study sought to assess the effect of senior high school heads' leaderships style on teacher's job performance in the Kumasi metropolis.

1.3 Objectives of the Study

The general objective of the study was assessing the impact of senior high school heads' leadership style on teacher job performance using Kumasi metropolitan educational directorate as Case study. Under this broad objective, the specific objectives of the study were to

1. Find out the existing leadership styles of the senior high school headmasters in the Kumasi metropolitan educational directorate.

2. Find out how leadership style of the schools heads motivates teachers in Kumasi metropolitan educational directorate.

3. Access the effects of the school heads leadership style on teacher performance.

1.4 Research Questions

The following research questions were used to guide the study

1. What are the leadership styles of the senior high school headmasters in the Kumasi metropolitan educational directorate?

2. How do the leadership styles of the schools heads motivate teachers in the Kumasi metropolitan educational directorate?

3. What are the effects of the school heads leadership style on teacher performance?

1.5 Significance of the Study

The study will assist headmasters of senior high schools and heads of other educational institutions to develop good leadership style and measures to increase teacher motivation, thereby increasing teacher performance as well. To that effect, a good leadership can devise recognition initiatives, chart career developments plans, promote work-life balance programmes and offer attractive benefits in increasing teacher performance. The educational institutions can use the findings from this study to assist them to develop best leadership practice that motivate teachers to increase their performance. This study will also help to identify the kind of leadership style they require from headmasters that will motivate them to contribute massively towards the development of the school set up. The research would also serve as an invaluable reference for students, academicians, educational institutions, corporate managers and individuals that want to know more about leadership style and job performance. Lastly, it will contribute to knowledge on headmasters' leadership style, motivation and productivity in Ghana. In this regard, it will be useful for other researchers who might want to carry out research in related areas.

1.6 Limitations of the Study

There is the potential for bias responses from respondents because of the fear of divulging vital information about the operation of their institutions. To resolve these limitations and limit its effects on the validity of the study, random sampling is employed to ensure that respondents are Ghanaians from different backgrounds and ethnicities.

1.7 Delimitation of the Study

This research work focused on assessing the leadership style of heads of senior high school and its impact on teachers' job performance. The study covers teachers and headmasters of Kumasi metropolitan educational directorate. Geographically, the study focused on three schools in the Kumasi metropolitan educational directorate namely Yaa Asantewaah Girls Senior High School, Prempah college and OPoku Ware Schools.

1.8 Organization of the Study

The study is organized in five major chapters. Chapter one deals with the Background to the study, statement of the problem, research questions and objectives, significance of the study, delimitation, limitations and organization of the study. Chapter two is devoted to a review of literature on what other researchers and authorities on the subject have written. Chapter three also deals with methodology of the study. Chapter four analyzes the data collected and discusses the finding of the study. Chapter five is the summary of major findings, conclusions, recommendation and implications of the findings.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a comprehensive review of relevant literature in an attempt to position the study in an appropriate conceptual and theoretical framework. The chapter discusses findings of related researches obtained from relevant articles, textbooks, journals, speeches, web sites and other credible sources of information to this study. This chapter also presents the works that have been done by other researchers which were considered relevant for the subject of study. . It covers such topics under the following sub headings.

1. What is leadership
2. Importance of leadership
3. The existing leadership styles
4. How leadership style of the schools heads motivate teachers
5. The effects of the school heads leadership style on the teacher performance.

2.1 What is Leadership?

For more than half a century the term leadership has been a topic of discussion and research work especially in the field of management and organisational development. More often than not, such discussions and or research work focuses on the issue of quality of leadership, ability of leader or leadership effectiveness or leadership styles Adlam (2003). According to Adlam (2003), leadership is a rather complex concept. This is especially true because several approaches have been

employed to provide meaning to the term leadership and effectiveness. Therefore, leadership has been defined from different and some of the definitions are discussed below.

The traditional perspectives perceive the concept of leadership as inducing compliance, respect and cooperation. In other words, the leader exercises power over the followers to obtain their cooperation (Anderson, Ford and Hamilton 1998). In addition to that, the old leadership perspectives are based on leader's role as formulating goals, and ensuring their efficient accomplishment. Also, Schermerhorn, Hunt and Osborn (2000) define leadership as a case of interpersonal influence that get individuals, or groups of people to do what the leader wants to be done. By implication, the leader's focus is on what he/she wants from people therefore, followers' input is not encouraged with regard to what it is to be done.

However, Maxwell (1999) is of different opinion, he argues that the leader's attention is on what he/she can put into people rather than what he/she can get out of them, so as to build the kind of relationship that promote and increase productivity in the organisation. As the focus shifts from bureaucracy (in which the leader tends to directs others and make decision for others to implement) to non-bureaucracy, the perception of leadership appears to emphasise motivation, inclusion and empowerment of followers. For example, Jaques and Clement (1991) define leadership as a process in which an individual sets direction for other people and carries them along in that direction with competence and full commitment. Therefore, leadership is a responsibility characterized by commitment and competence; and it takes place in a role relationship within a social structure. In essence, a leader functions by interacting with other people within a social structure.

There are other views which differ from the more traditional perspectives, Sergiovanni (1999), for example perceive leadership as a personal thing comprising one's heart, head and hand. He says that the heart of leadership deals with one's beliefs, values and vision. The head of leadership is the experiences one has accumulated over time and the ability to perceive present situations in the light of these experiences. The hand of leadership, according to him, is the actions and decisions that one takes. In essence, leadership is the act of leading, which reflects the leader's values, vision, experiences, personality and ability to use past experiences to tackle the situation at hand. It may be argued that leadership is a display of a whole person with regard to intelligence, perceptions, ideas, values and knowledge coming into play, causing necessary changes in the organisation.

In the contemporary context, Dubrin (1998) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organisational goals. This has to do with change, inspiration and motivation. It can be inferred that the leader's task is to build followers' confidence in their job so as to be effective on their job. In addition, it is the leader's responsibility to communicate the picture of what the organisation should be, convince followers and channel all activities toward accomplishing it.

Sashkin and Sashkin's (2003) and Hoy and Miskel's (2001) definitions of leadership appear to be a more recent perspective. They define leadership as the art of transforming people and organisation with the aim of improving the organisation. Leaders in this perspective define the task and explain why the job is being done; they oversee followers' activities and ensure that followers have what they need in terms of skills and resources to do the job. These kinds of leaders develop a relationship between themselves and their followers; they align, motivate and inspire the followers

to foster productivity. This approach's emphasis is on transformation that brings positive change in the organisation, groups, interpersonal relationships and the environment. Both the old and new concepts of leadership appear to agree on some characteristics of leadership. For example, both agree that leadership does not take place in isolation.

Rather, it takes place in the process of two or more people interacting and the leader seeks to influence the behaviour of other people. However, to a large extent, the old concept of leadership is based on exercising power over followers to maintain the status quo, while the new perspective is based on continuous improvement and power sharing with the followers. The old concept of leadership is based on downward exercise of power and authority while the new seeks to develop respect and concern for the followers and see them as a powerful source of knowledge, creativity and energy for improving the organisation.

In conclusion, the issue of change and empowerment is the main focus of the new perspective on leadership. The leader is expected to continually generate new ideas for increasing effectiveness and productivity within the organisation. He/She is required to provide needed strategies for executing the ideas/vision and motivate the employers to accomplish the vision by using their own initiatives to improve their inter-group relations in and the outside school.

2.2 Importance of Leadership

There is consensus among scholars that the importance of effective leadership cannot be overemphasised. Sashkin and Sashkin (2003) maintain that leadership matters because leaders help reduce ambiguity and uncertainty in organisations or society. Leaders take constructive acts to achieve long-term goals and provide clear

positive reasons for their actions, goals, and accomplishments. In essence, leaders add clarity and direction to life and make life more meaningful. These scholars say that leadership matters because effective leaders make a difference in peoples' lives, these empower followers and teach them how to make meaning by taking appropriate actions that can facilitate change.

Schermerhorn et al. (2000) maintain that leadership is the heart of any organisation because it determines the success or failure of the organisation. Thus the study of leadership in organisations is closely tied to the analysis of organisations' efficiency and effectiveness. In an organisation such as a school, the importance of leadership is reflected in every aspect of the school: instructional practices, academic achievement, students' discipline, school climate, etc. For instance, the Social Policy Research Association's findings as reported by Soukamneuth (2004) on how leaders create circumstances for positive inter-group relations and a caring and safe environment indicate that strong leadership is of great importance. The head teachers in the schools studied were able to prevent disruptive behaviour by promoting positive inter group relations using different approaches to create a safe and caring environment. In essence, the head teacher as a leader needs leadership skills to reduce racial tensions among students that lead to negative social behaviour and attitude.

The findings of Quinn's (2002) study on the relationship between head teachers' leadership behaviour and instructional practices support the notion that leadership impacts instruction. His findings indicated that head teachers' leadership is crucial in creating a school that value and continually strives to achieve exceptional education for pupils. Similarly, Waters, Marzona and McNulty's (2004) research findings indicate that head teachers' effective leadership can significantly boost pupil's achievement.

Apart from the fact that the head teacher knows what to do, he/she knows when, how, and the reason for doing it, the kind of changes that are likely to bring about improvement on pupils' achievement and the implication for staff and pupils. In effect, the head teacher is expected to communicate expectations for the continual improvement of the instructional programme, engage in staff development activities and model commitment to school goals. It may therefore be argued that a head teacher, who does not engage in actions consistent with instructional leadership, has a wrong perspective of the school's goals.

It takes leadership for a school to be transformed and to be successful. This is evident in research findings as reported by Barker (2001), which portrays the head teacher as an individual capable of creating the climate needed to arouse the potential motivation of staff and pupils. The study indicates that an effective head teacher can turn around a school that lacks direction and purpose to a happy, goal-oriented and productive school.

Thus, it may be argued that an effective leadership is critical in increasing productivity and in transforming an unpromising circumstance in a school.
Likewise, Finn (2002) maintains that the most important thing to an organisation is the quality of its leadership, particularly the quality of the head teacher in a school setting. In this context, Hurley (2001) upholds that the head teacher is the answer to a school's general development and improvement of academic performance, in that an effective head teacher creates an environment that stimulates an enthusiasm for learning.

Accordingly, it implies that the main job of the head teacher is to create an atmosphere that fosters productivity, effective teaching and learning. Therefore, the

type of climate that exists in a school could be used as a yardstick to measure the head teacher's effectiveness.

Cunningham and Cordeiro (2000) assert that the head teacher is at the centre of all school improvement initiatives in teaching and learning and therefore, he/she is a change agent for school success, and expected to explore and judiciously utilize the resources for continuous improvement in organisational performance. By implication, if the head teacher is not vision-oriented and productive in regard to his/her responsibilities, improvement of school achievement will remain a dream for a long time. The question is whether the head masters in Ghana senior high Schools carry out their duties such that a positive climate is promoted to improve productivity.

In view of the afore-stated views, in the context of this project, leadership will be perceived as the ability of the head teacher to relate with the teachers such that the flairs that are embedded in individual teachers are liberated, causing them to constantly see and seize opportunities to improve organisational performance and enhance individual development leadership is an integral part of this study therefore various perspectives on leadership will be discussed.

2.3 The Leadership Styles

Many writers opined that, the concepts and definition of leadership style and teachers performances viewed in the context of their perspectives and philosophy. However, in this chapter, the researcher reviews the related literature on leadership styles on teachers' performance. These include theoretical review, conceptual model and literature related to the communication, decision-making and delegation specific objective respectively.

2.3.1 Leadership Styles

Every leader in every organization performs certain roles/tasks for the smooth running of the organization and improvement of organizational performance. As a result, Ezeuwa (2005) sees it as the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. In the same manner, Ezeuwa (2005) observes that leadership means influencing people to work willingly with zeal towards the achievement of the corporate goals. A leader cannot work alone; he must have people to influence, direct, carry along, sensitize and mobilize towards the achievement of the corporate goal. The manner that leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style. Leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasizes the task or human relations is usually considered central to leadership style Chandan, (1987) define leadership style is the ingredient of personality embodied in leader s that causes subordinates to follow them. Okumbe, (1998) on the other hand defines leadership styles is particular behaviours applied by a leader to motivate subordinates to achieve the objectives of the organization. The school principal is in a unique position as the manager or administrator who controls schools" resources for the purpose of achievements educational goals and can accelerate the process of schools development or can demolish the progress of education Adeyemi, (2004). As such, a leadership style occupies an important position in school management. Leaders express leadership in many roles. These, among others, are: formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership Daresh (2002). However, Daresh

(2002), asserts providing leadership is a very essential component of a leader's role. The leadership style leaders choose to perform the above mentioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relationships with staff Mazzarella and Smith (1989).

2.3.2 Democratic Leadership Styles

Democratic leadership refers to a situation where there is equal work among leaders and followers. According to Goldman (2002), democratic organizations typically have the following six characteristics: policies are determined by a group of organizations, technical and job performance measures are discussed so they are understood by all, leaders provide advice to members in regards to implementing tasks, members are free to choose with whom they work, the group determines the distribution of tasks, and leaders try to be objective in giving praise and criticism. Goldman (2000) states that leaders using a democratic style of leadership build consensus through participation, but these leaders also expect a higher level of excellence and self-direction. From my own experience I have observed that these leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in decision-making and are respectful. The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and

the leader Heenan and Bennis (1999). In this style of leadership, a high degree of staff morale is always enhanced Mba, (2004). In other words, consultation, teamwork and participation are the common key characteristics of successful schools. House and Mitchell as reported in Oyetunyi, (2006) suggest that a leader can behave in different ways in different situations. The following are the four kinds of leaders' behavior:

2.3.3 Directive Style

Directive leadership style is similar to the task-oriented style. The leader who uses this type of leadership style provides teachers with specific guidelines, rules and regulations with regard to planning, organizing and performing activities. This style is deemed to be appropriate when the subordinates" ability is low and or the task to be performed is complex or ambiguous. Job satisfaction is increased when the leader gives more directives Hoy and Miskel, (2001).

2.3.4 Supportive Style

Supportive leadership style is more of a relationship-oriented style. It requires the leader to be approachable and friendly. He/she displays concern for the well-being and personal needs of the subordinates. He/she creates an emotionally supportive climate. This style is effective when subordinates lack self-confidence; work on dissatisfying or stressful tasks and when work does not provide job satisfaction Hoy and Miskel, (2001).

2.3.5 Participative Style

The leader who employs this style consults with subordinates for ideas and takes their ideas seriously when making decisions. This style is effective when subordinates are well motivated and competent Lussier and Achua, (2001).

2.3.6 Consultative Styles

The leader has substantial but not complete confidence and trust in the employees. Although general decisions are made by the leader, he/she seeks the opinions of the employees, but he makes the final decision. The employees have positive attitudes toward the organisation, the manager and their work. When the employees feel that enough consultation has not taken place, they publicly accept orders from the manager, but sometimes covertly resist the order by insubordination, especially when the manager decides on majority rules principle Owens (1981). Communication flows from and to the hierarchy. The manager consults through relevant channels, with subordinates. They in turn consult with him/her on matters they would like to bring to his/her attention Brownwell (1985). Control is mainly at the top. Middle management usually delegates tasks to control subordinates at lower levels. This is done in terms of appraisal, evaluation and supervision. Subordinates perceive control as a way of maintaining the set standard.

2.3.7 Achievement-Oriented Style

In this style, the leader sets challenging but achievable goals for the subordinates. He/she pushes work improvement sets high expectations for subordinates and rewards them when the expectations are met. That is, the leader provides both high directive (structure) and high supportive (consideration) behaviour. This style works well with achievement-oriented subordinates Lussier and Achua, (2001).

2.3.8 Autocratic Leadership Styles

Autocratic leadership refers to a system that gives full empowerment to the leader with minimal participation from the followers. Yukl (1994) found that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision-making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. Since this style of leadership usually only involves one person deciding, it permits quick decision-making. Although the autocratic style is relatively unpopular, in certain circumstances it can be an effective strategy, especially when the leader is short on time and when followers are not productive. The autocratic leadership style is also known as the authoritarian style of leadership Power and decision-making reside in the autocratic leader. The leader directs group members on the way things should be done and does not maintain clear channel of communication between himself or herself and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making Smylie and Jack, (1990); Hoy and Miskel, (1992).

2.3.9 Laissez-Faire Leadership Styles

Laissez-Faire leadership is when leaders are hands-off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. Laissez-faire style is described by Hackman and Johnson (2009) as the most effective style, especially where followers are mature and highly motivated. Laissez-faire leadership style allows complete freedom to group decision without the leader's participation.

Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group Talbert and Milbrey, (1994).

2.4 Theory of Leadership?

While the search for the meaning of leadership and the best leadership style continues, (the study is based on the present stand of leadership) various leadership paradigms have been used to describe leadership and leadership effectiveness. Leadership paradigm has changed over the last decades; it has transited from the traditional leadership to the new perspectives. Schermerhorn et al. (2000) and Hoy and Miskel (2001) categorize trait, behavioural and situational or contingency theories under traditional leadership perspectives, and charismatic and transformational leadership theories under the new leadership perspectives. The focus of all theories on leadership is to determine organisational effectiveness. Below is a background discussion on each theory.

2.4.1 Great Man and Trait Theories

The great man theory is based on the idea that leaders are born with innate, unexplainable leadership skills, which cause other people to see them as heroes. It is based on the opinion that leaders are right and leadership is rooted in the authority of their righteousness. Leaders are elevated by their followers on the ground of their unique qualities that others do not have. As a result, followers do not doubt their leaders' judgement.

Trait theories are based on great man theories. Trait approach to the understanding of leadership perceives leadership as the core of organisation

effectiveness and performance. Like the great man theories, trait perspective assumes that great leaders are born with distinguished traits/characteristics that make them different from other people. Sashkin and Sashkin (2003) state that researchers like Ralph Stogdill, in his quest for the secret of great leaders, review many research reports on leadership, based on the assumption that great leaders are born. According to Sashkin and Sashkin (2003), found that leaders were a bit more intelligent, outgoing, creative, assertive, responsible, taller and heavier than average people. However, these differences in traits could not provide a solution to the search, as the list was found to be statistically insignificant. Thus, Ralph Stogdill (in Sashkin and Sashkin 2003) concluded that a person does not become a leader because of a combination of traits since the impact of traits differs according to situation. Therefore, the characteristics of the situation should be considered before ascribing greatness to an individual as a leader.

Hoy and Miskel (2001) report that emphasis on trait research was later focused on comparison between leader traits and leader effectiveness rather than comparison between leaders and non-leaders. According to Hoy and Miskel (2001), other researchers concluded that possession of some traits might contribute to leadership effectiveness. This is different from the original trait assumption that leaders are born not made. Even though there is no list of traits that guarantees leadership effectiveness, a number of traits have been recently identified to contribute to leadership success as it recognizes the influence of both traits and situation. Hoy and Miskel (2001) identify some traits that are currently associated with effective leadership: self-confidence, stress tolerance, emotional maturity and integrity'. Cooper's (2003) experience as a human resource practitioner underpins the fact that a leader's traits influence his/her leadership. He further asserts that the styles managers

employ affect their employee to the extent that trait theory should not be neglected. It may be argued that a head teacher who is not confident, tolerant, competent and trustworthy may not be able to lead successfully. In order to move the school forward, a headteacher should be able to set high goals for him/her and the staff.

2.4.2 Behavioural Theories

Behavioural leadership perspective assumes, like trait leadership perspectives, that leadership is central to organisational performance. However, the focus is on leader's behaviour rather than leader's personal traits/characteristics. Hersey and Blanchard (1988) report that this approach was initiated at the University of Michigan and Ohio State University in 1945. Various studies were carried out with the intention of identifying leader behaviours that account for effectiveness. Their findings reveal two major forms of leader behaviours namely: employee-centred/consideration and production- centred/initiating structure Hersey and Blanchard (1988). Employee-centred or highly-considerate leader is sensitive to subordinates' feelings and strives to make things pleasant for them. In contrast, production centred leader or a leader high in initiating structure emphasises completion of the task Schermerhorn et al. (2000). The results indicate that it is important that a leader should be high on being considerate and initiating structure. However, Hoyand Miskel (2001) maintain that it may be difficult to match a leader's behaviour with effectiveness if appropriate behaviours cannot be linked to different situations, as situational factors affect the effectiveness of leader's behaviour, even when a leader is high on people as well as tasks dimensions. An attempt to make room for situational factors gave birth to situational/contingency theories. The two behavioural types of leadership that will be examined are: Likert's model and Black and Mouton's leadership grid.

2.4.3   Situational/Contingency Theories/Models

According to Hoy and Miskel (2001), this approach proposes two basic hypotheses: leadership traits and characteristics of the situation combine to produce leader behaviour and effectiveness; situational factors have direct effect on effectiveness. Referring to the school situation, these scholars explain further that the level of motivation and ability of both teachers and students are related to the goal attainment of schools. Also, the socioeconomic status of pupils in a school relates to the pupils' achievement on standardized tests. Hoy and Miskel (2001) uphold the fact that it is likely that the situational characteristics of a school have greater influence than a leader's behaviour on leadership effectiveness. Thus, it is concluded that it is possible for one type of leader to be effective in one set of circumstances and under another set of circumstances; a different type of leader is effective.

2.4.4 The New Leadership Perspectives

The previously mentioned approaches, to some extent, provide insights to the understanding of leadership and leadership effectiveness (Hoy and Miskel 2001). Nevertheless, these approaches do not provide a convincing meaning to leadership and its effectiveness; leadership effectiveness is not about possessing personal traits, not about what leaders do (behaviour) nor the leaders' ability to do the right thing at the right time depending on the situation (situational/contingency). In response to the need for the best style of leadership to improve organisational performance, new leadership perspectives have emerged: charismatic and transformational theories. The new leadership approaches are central to transforming people and organisation to achieve desired organisational outcomes Sashkin and Sashkin (2003). Transformational approaches will be discussed intensively later

2.5 How Leadership Style of the Schools Heads Motivate Teachers

A teacher to be motivated should be helped to evaluate and recognize the need to change his/her perceptions towards a specific direction-action. So, motivation could be considered as the interaction between individual aims and the goal-orientation of the school Ford, (1992). For this reason, a leader should adopt strategies in order to motivate teachers and coordinate their personal aims with the school ones. The sense of capacity is usually a strong motivating feeling which increases the amount of effort paid, aiming to achieve the common goal. Some of the leadership strategies which could increase the teachers' capacity and as a consequence their motivation is the positive and supporting feedback, the experience shared with the teaching staff and the communication in order to explain in details the aims and the actions that should be applied Leithwood and Jantzi, (2006). Positive emotions also, in correspondence with the achievement of a personal goal, seem to have motivational value which could be empowered if the principal expresses his confidence concerning the success attained through positive feedback Leithwood and Jantzi, (2006).

Having in mind that the effectiveness of employees is highly dependent on whether they are satisfied in the working settings or not, leaders should give great attention to raise teachers' job satisfaction Heller, Clay andPerkins, (1993). According to Locke (2002), job satisfaction is defined as a positive emotional situation which derives from acceptance of one's job and experience. According to studies conducted, there are several leadership activities, such as initiating structure, which deeply influence the factor of job satisfaction. Nguni, Sleegers and Denessen (2006). The more autonomous the teacher is the more satisfied he/she feels in the job settings Hall, Pearson and Caroll, (1992). Consequently, the principal should not only provide educators with the opportunity to take initiatives but also allow, up to a certain extent,

the involvement of teachers in several managerial and decision-making practices Bogler, (2001). In order to achieve this, the principal should apply more collaborative and less autocratic decision-making styles because, as could be concluded from several theories in organizational psychology   Latham, (2007)), the participation of employees in decision-making procedures ensures their job satisfaction. It has been pointed out that teachers have the intention to be more satisfied when the principal is perceived as a trustworthy person who shares his experience and facilitates communication in the school context Nguni, (2006).

2.6 The Effects of the School Heads Leadership on the Teacher Performance

In relation to school heads leadership style and the teacher performance, many researcher opined that, the relationship between the leadership style of the school heads and the effectiveness and outcomes of the school has practical and theoretical importance. The practical importance is represented in defining the principal's day-to-day role in the school. The theoretical importance is related to the role of the organizational and leadership theories in school effectiveness, which has been neglected in past research Hallinger and Heck, (1996).

There are three major theoretical approaches used to study the relationship between the principal's leadership style and the school's effectiveness Hallinger and Heck, (1998): the direct-effect model (Model A), the mediated effect model (Model B), and the reciprocal-effect model (Model C). The direct effect model shows how the leadership style of the principal directly affects the school's outcome. The mediated effects model is where the principal's leadership style influences some other variable(s), which affect the school's effectiveness. In the reciprocal-effect model, the leadership style of the principal affects the teacher, the teachers have an influence on

the principal, and the cyclical nature of the influence affects the effectiveness of the school. When Model (A) and (B) are combined with the antecedent-effect model proposed by Miskel (1982), more complex models result, namely, the direct-effect with antecedent effect (Model A-1) and the mediated-effect with antecedent effect (Model B-1) Hallinger and Heck, (1998).

Although the principal's leadership seems to be related to the effectiveness of the school, some specific studies have found otherwise. Miskel (1982), Rowan et al. (1982), and Van de Grift (1990) found that the relationship depends on the theoretical and empirical model. For example, when the principal's leadership style/school effectiveness relationship was found to be weak, Model A (bi-variant design with and without controls) becomes invalid. On the other hand, when Model B (stronger research design and sophisticated statistical analysis) was used, the relationship was found more frequent and appears to be significant. These studies suggested that this cause and effect relationship is subject to the conditions of the school.

In the studies which used robust models (i.e. B and B-1), the relationship between the style of the principal's leadership and their school's effectiveness shows an indirect relationship. These studies found that the principal's leadership affects the school's policies, which in turn enhances the school's effectiveness. School policies in academic expectation, school mission, student learning opportunities, instructional organization, academic learning time and teacher practices. Among these variables, the school's goals and missions were the most frequent and the significant intermediate factor that linked the two constructs (i.e. principal leadership and school effectiveness) (Bamburg and Andrews, 1990; Glasman and Fuller, 1992; Goldring and Pasternak, 1994; Hallinger and Murphy, 1986, ; Heck et al., 1990; Leithwood, 1994; Silins, 1994).

Hallinger and Heck (1996) reassessed the principal's role in school effectiveness. They based their study on data gathered from 1980 to 1995. Their investigation was not only empirical, but also theoretical due to the complexity of the relationship that could not be easily understood if only studied empirically. In their research they focused on the concepts underlying different potential theories that would be adopted to study the relationships between principal's role and school effectiveness. The overall objective of their study was to come up with a research agenda for the next generation of this study in which defined directions were set. In their research, they emphasized the fact that administrative leadership was among the factors that made the greatest difference in student understanding and learning. However, the nature of this relationship remained open to debate and research (Hallinger and Heck, 1996).

Educational policy makers are also convinced that the principal is the key variable in a student's scholastic achievement (Murphy, 1990). Therefore, from 1975 to 1990, the policy from state-mandated evaluations of principles jumped from nine to 40 states showing the increased focus on principals as a major and important component in the student's learning and the school's effectiveness. Hallinger et al. (1990) and Heck et al. (1990) viewed the influence of the principal on student achievement as the leader's role in the environmental, personal and in-school relationship aspects, which eventually lead to stronger organizational outcome.

Burns in 1978, introduced the concepts of transformational and transactional leadership. Transformational leadership was considered to be more complex than transactional leadership (Bass, 1985; Bass and Avolio, 1994; Burns, 1978). It involved raising leaders and followers to higher levels of motivation and values (Bass, 1985; Bass and Avolio, 1994); and it converted followers into leaders (Bennis and

Nanus, 1985). The transformational leader was an agent of change (Avolio, 1994; Leithwood, 1994). Bass and Avolio (1994) viewed transformational leadership as a process that changed the organization by transforming followers to leaders and leaders to agents of change. This leader had an inspiring vision of how the organization should look like (Bass, 1985; Leithwood, 1994) conducted a study to identify how leaders get extraordinary things done. They identified five exemplary leadership practices: challenging the process, inspiring a shared vision, enabling others to act, modeling the way and encouraging the heart, that leaders utilized during times of best performance. Bass (1985) proposed that transformational leadership was characterized by four factors. These factors included; charisma that involved the followers respect and trust for the visionary leader; inspirational motivation which involved using symbols or emotional appeals to gain support for the vision; intellectual stimulation which dealt with encouraging followers to think about old problems in new ways; and individual consideration which reflected the personal concern expressed by the leader for the follower. The transactional leadership theory was founded upon the idea that leader- follower relations were based on negotiation, exchange and contractual dimensions (Bass, 1985; Bass and Steidlmeier, 1998). Therefore, transactional leadership satisfied, generally, only the followers lower level or extrinsic needs Sergiovanni, (1990). Moreover, leaders and followers did not share common objectives in the organization. Bass, (1985). Transactional leaders, therefore, were forced to utilize the reward and penalty aspects of contractual leadership. Bass and Avolio (2000) identified these factors as contingent reward, management-by-exception-active, and management-by-exception-passive. Contingent reward leaders clarified the expectations of followers and the compensation they would receive if they met their performance expectations. Management-by-exception-active leaders

attended to followers' mistakes and failures to meet standards but management-by-exception-passive leadership waited until problems became severe before intervening (Bass and Avolio, 1994). Transactional leadership is also equated to managing (Bennis, 1990; Bennis and Nanus, 1985). Management determines the best way to accomplish tasks and is concern with quantitatively measuring and controlling activities (Fairholm, 1994). In organizations, management and leadership are sometimes seen as different (Fairholm, 1994). However, most researchers have asserted that both leadership and management are necessary (Bass, 1985; Fairholm, 1994; Kotter, 1990). And that leaders use a combination of transactional and transformational leadership behaviours (Bass, 1985; Bass and Avolio, 1994).

Transactional and transformational leaders are both active leaders says Bass, 1985; Bass and Avolio, 1994; Bass and Avolio, 2000; Bass and Steidlmeier, 1998. However, laissez-faire leaders are extremely passive. Laissez-faire leadership indicates a complete abdication of leadership (Bass, 1985; Bass and Avolio, 1994; Bass and Avolio, 2000; Hater and Bass, 1988). In an early study of laissez-faire leadership, Lewin, Lippitt, and White (1939) found that laissez-faire leadership led to lower productivity and satisfaction among followers when compared with autocratic and democratic leadership styles. Although subordinates desired the autonomy that laissez-faire leadership provided, subsequent research has substantiated followers" dissatisfaction with this leadership style (Bass and Avolio, 2000). Transformational leadership could be taught and measured (Bass, 1985; Bass and Avolio, 1994; Bass and Avolio, 2000). The most widely used transformational leadership assessment instrument has been the behaviourally based Multifactor Leadership Questionnaire (MLQ) (Deluga, 1988). The instrument examines the factors: idealized influence (attributed) idealized influence (behaviour), inspirational motivation, intellectual

stimulation, and individual consideration to measure transformational leadership. Contingent reward, management-by-exception-active, and management-by exception-passive were used to measure transactional leadership. Laissez-faire leadership was measured by the factor, non-transactional. (Bass & Avolio, 2000).

2.7 Conclusion

In this Chapter the researcher traced the evolution and trend of leadership and leadership effectiveness from the great man approach to the present day where the focus is on a transformational approach. The general belief is that empowering, enabling, informing, inspiring and sharing of vision enhance organisational performance.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter dealt with the methods and techniques used in gathering data for the study. It discussed the research design, the population, sample and sampling technique, instrumentation, data collection procedure, methods of data analysis and problems encountered during data collection.

3.1 Research Design

The study used descriptive survey. A descriptive survey seeks to find answers to questions through assessing opinions or attitudes of individuals towards events of procedures Cohen and Manon (2001). The descriptive survey has been found appropriate to determine whether there is a relationship between students 'poor academic achievement and such variables as students related causes, parents related causes, school related causes, teacher related causes and school management related causes of students poor academic performance.

The cross sectional survey method for the descriptive survey was chosen so that the samples form a representation of schools heads leadership style in the Kumasi Sub-metropolis of educational directorate. The cross sectional survey enables data on opinions and attitudes of samples to be representative of the target population Cohen and Manon, (2001). In this method, the perception and opinion of the target population are summarized in frequencies and percentages towards reaching decisions and recommendations.

3.2   Population

The target population for the research comprised all teachers and students of senior high schools in the Kumasi Metropolis. The accessible population however was all the teachers, headmasters / headmistress of three selected schools namely Prempeh College, Opoku Ware and Yaa Asantewaah Girls Senior High School.

3.3   Sample and Sampling Procedure

Krejcie and Morgan (1970) describe sampling "as a process of selecting a portion that represents the entire study population". The sample for the study consisted of 145 respondents from different schools of Kumasi metropolis using categorical random sampling method applied by Krejcie and Morgan (1970). The objective of sampling for survey research is to produce a sample that is representative of the population under investigation and from which generalizations can be drawn. The teachers who participated in the study were randomly selected. Specifically, the lottery method was used for the selection. In every school all the names of all teachers were written on a pieces of papers folded and put in a box. After shaking it well, the required number of participants was randomly selected.

Based on Krejcie and Morgan (1970) criteria for selecting sample size and proportional sampling, 52, 49 and 46 participants were selected from namely Prempeh College, Opoku Ware and Yaa Asantewaah Girls Senior High School respectively. There was also purpose sampling to include all the school heads. The results are presented in the table 3.1

Table 3.1: Sample of Teachers and Headmasters Selected /School

School	Headmaster	Teachers
Prempeh college	1	52
Opku Ware school	1	49
Yaa Asantewaa Girls Senior school	1	46
Total	**3**	**147**

Source: Researcher's Construct. May, 2016

From table 3, it is observed that the researcher selected 150 respondents from three senior high schools. The researcher selected three heads and a total of 147 teachers from the schools.

3.4   Instrumentation

The structured questionnaire was used for data collection. A set of questionnaire items were designed to assess the leadership style of heads of senior high school and its impact on teachers and their job performance. It was made up of thirty-three (33) items. The questionnaire was designed for both teachers and school heads.

The questionnaires was divided into two parts. The first part was made up of demographic data about the respondents and the second part sought information about the existing leadership styles, and effects of leadership on teacher motivation and the job performance. Items in the questionnaires' were framed in close ended fashion. It was a 5-point Likert scale (1= Strongly Disagree, 2 = Disagree, 3 = Uncertain, 4= Agree, and 5 = Strongly Agree) in which higher score indicate more perceived positive responses.

3.5 Validity and Reliability

The instrument was pilot-test on ten students and four teachers in the selected schools. This was to establish the reliability of the research instrument. Reliability is the ability of an instrument to consistently measure what it is supposed to measure (Alhassan, 2000). The result yielded a coefficient of 0.84. The result became feasible after the researcher had given the instrument to colleagues in the English and Social Studies departments of the University of Education, Winneba, to ascertain the face and consent validities of the items.

Alhassan (2000) defines validity as the degree to which a test actually measures what it claims to measure. Face validity is the ability of each test items to establish a logical link with an objective (Kumar, 1999). Content validity is the extent to which statements or questions represent the issue they are supposed to measure (Kumar, 1999).

3.6   Data Collection Procedure

With a letter of introduction form the Head of Department of Educational leadership, the researcher asked for permission and solicited the support and co-operation of the school heads and teachers of the selected schools. The questionnaires were distributed to solicit information on the impact of senior high school Head's leadership style on teacher motivation and job performance and they were briefed on what was expected of them in responding to the questions. The completed questionnaire was collected on the same day on each occasion the questionnaire was administered

3.7   Data Analysis Procedure

Responses obtained from the participants were collected and collated. Frequency counts and percentages were used for analyzing the frequency data obtained on opinions expressed through responses to questionnaire by respondents. According to Pagano (1990), frequency counts and percentages are also employed by the researcher in analysing frequency data. Thus basically, descriptive statistics such as frequency percentage and mean were used in analysing the data.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter sought to analyze data collected from respondents. A sample size of one hundred and fifty (150) was chosen, from three schools in the Kumasi Metropolitan educational directorate, namely, Prempeh College, Opoku Ware School, secondary schools and Yaa Asantewaah Girls Senior High School for the study. The analysis of data is in two parts. The first part deals with the demographic information of the respondents, while the second part deals with analysis of the main data related to the research question.

4.1 Demographic Characteristics of the Respondents

Demographic information of the respondents such as gender, age, marital status, academic qualifications, professional status, experience and professional rank were sought. The results are presented in figures 4.1 to 4.7.

Gender of Respondents

Responses with regard to the gender of the respondents are presented in Figure 4.1.
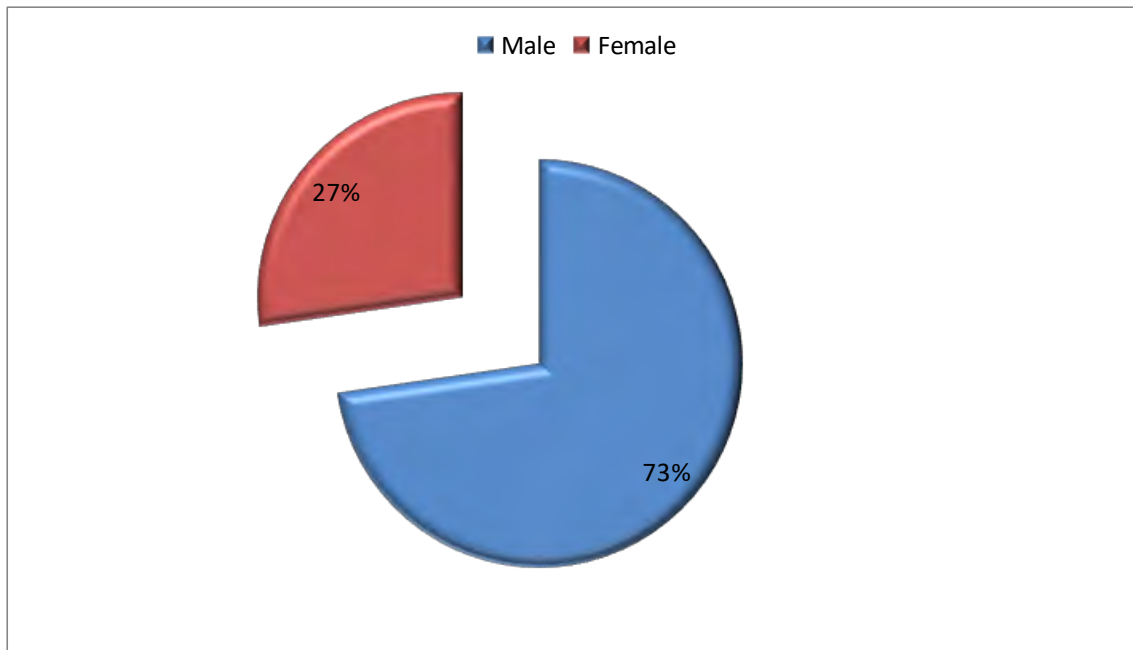
Figure 4.1 Gender Distribution of Respondents

Source: Field Survey, August 2016

The data in Figure 4.1 reveals that out of a sample size of one hundred and fifty (150) respondents, the males formed 73% whilst females were only 27%. This item was necessary in finding out which gender was predominant among teachers and headmasters in the Kumasi Metropolis. This finding is an indication that male headmasters and teachers dominate in the Kumasi Metropolitan educational directorate.

Age of Respondents

The results regarding the age distribution of the respondents are presented in Figure 4.2.
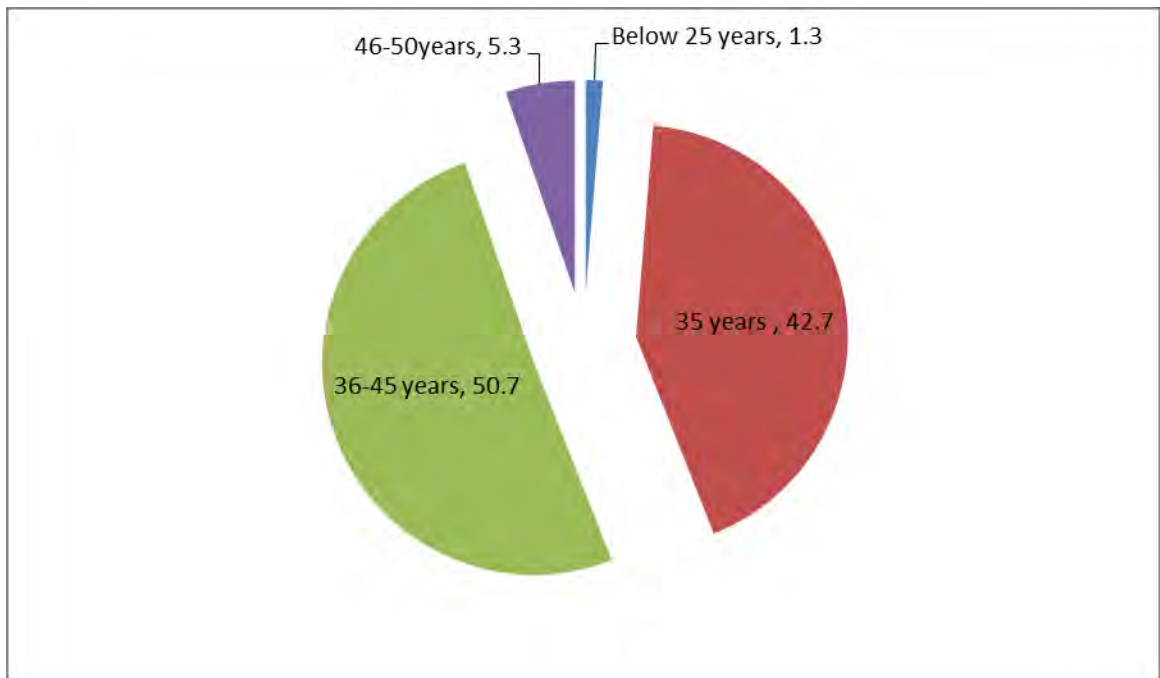
Figure 4.2 Age Distribution of Respondents

Source: Field Survey, August 2016

Figure 4.2 indicates that 76 (50.7%) of the sample were aged between 36 to 45 years and 64 (42.2%) aged between 26 and 35 years. Furthermore, 8 (5.3%) were aged between 46 to 50 years, and remaining 2 (1.3%) were below 25 years. The finding also gives an indication that all the sampled respondents were grown-ups and experience enough to partake in a credible research endeavour such as this study. Thus they were likely to provide the needed information.

Marital Status of the Respondents

The results regarding the marital status of the respondents are presented in the Figure 4.3.
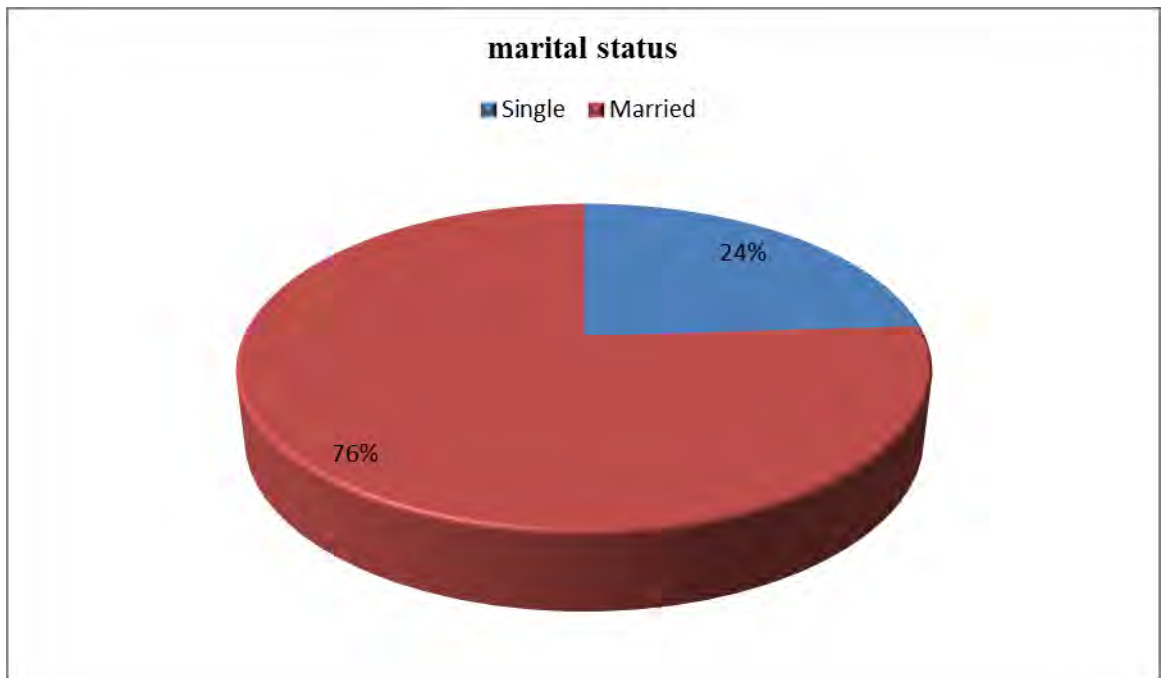
Figure 4.3 Marital Distribution of Respondents

Source: Field Survey, August 2016

As shown in figure 4.3 distribution of respondents based on their marital status indicate that majority (76%) of the study respondents were married. Respondents who revealed themselves as single in terms of marital status were in the minority (24%). The findings revealed that majority of the respondents were married.

Academic Qualification of Respondents

The results regarding the academic qualification of the respondents are presented in the Figure 4.4

Figure 4.4 indicates that in terms of the academic qualification of respondents, most respondents (68.7%) had some form of tertiary education (Bachelor Degree), and the remaining 31.3% had postgraduate degree education. This finding is indicative of the high level of education amongst the respondents.
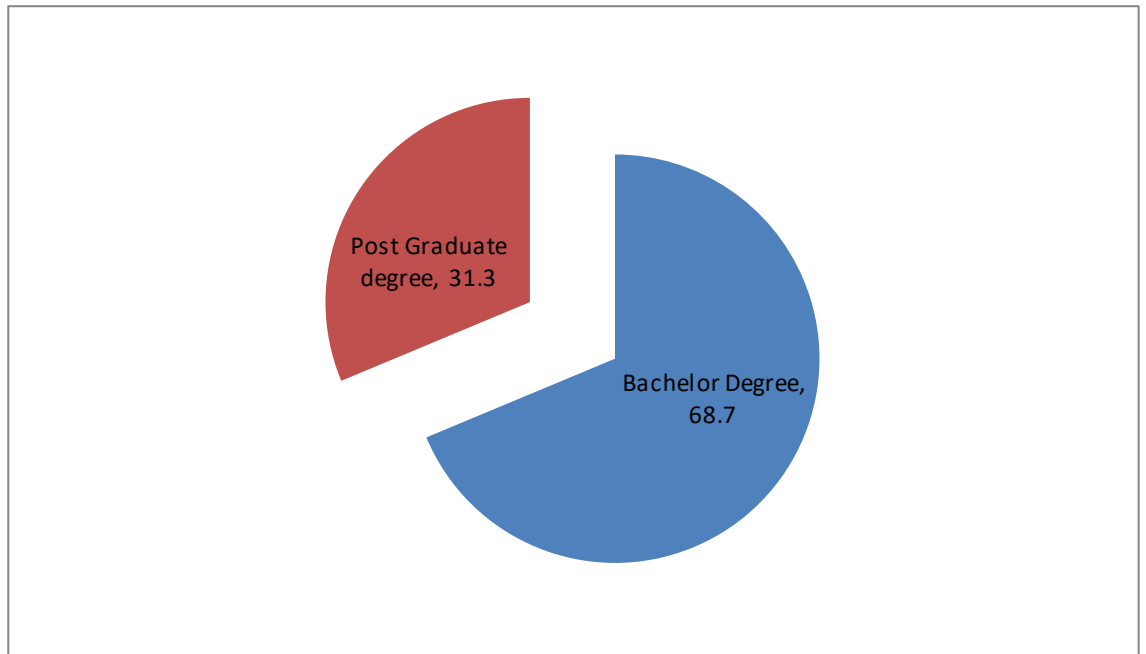
Figure 4.4 Academic Qualification Distribution of Respondents

Source: Field Survey, August 2016

Professional Status of Respondents

The results regarding the professional status of the respondents are presented

in the Figure 4.5
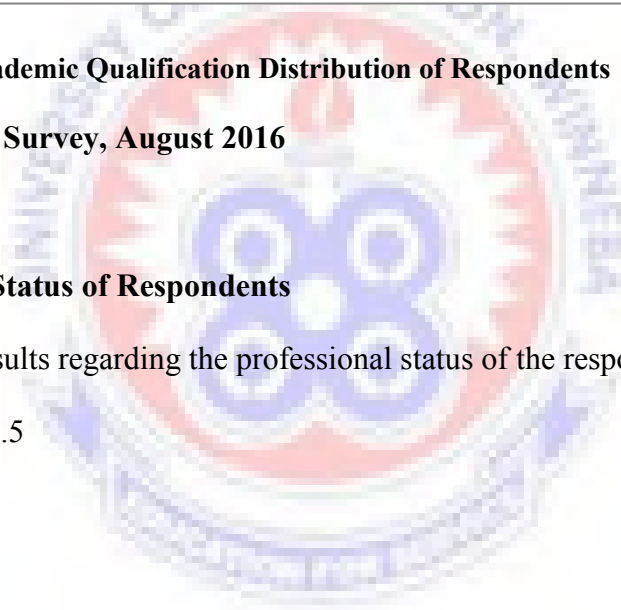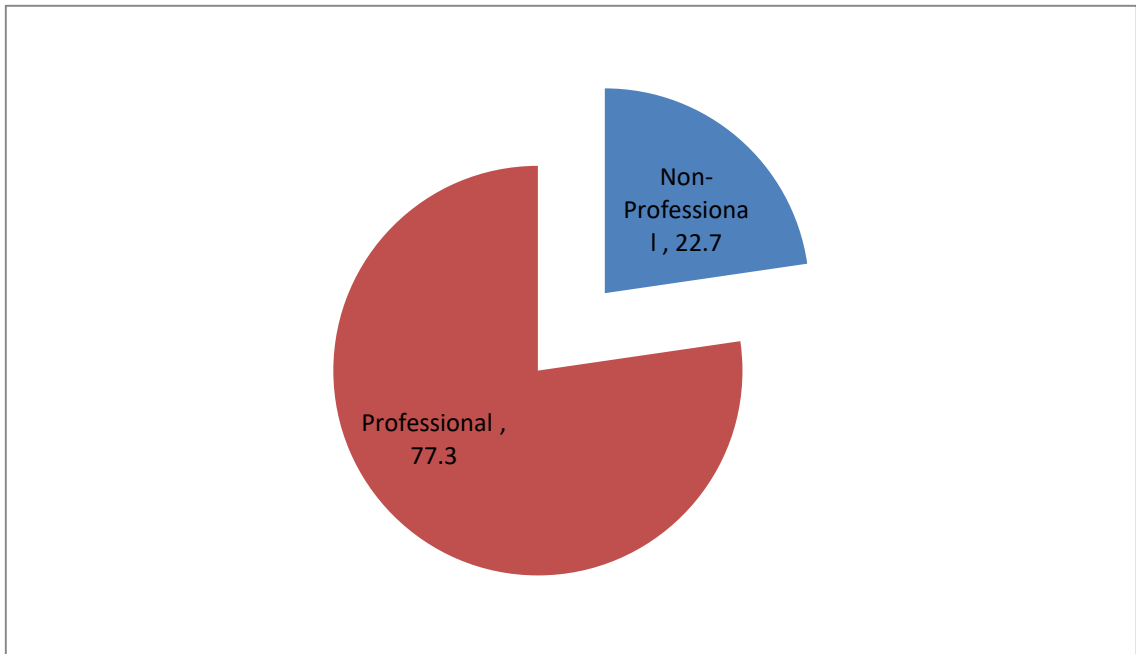
Figure 4.5 Professional Status of Respondents

Source: Field Survey, August 2016

Figure 4.5 indicates that, the majority of the teachers in the Kumasi metropolitan educational directorate representing 77.3% were professionals and the remaining 22.7% were non–professionals. This attest to the fact that majority of teachers in the districts were professionals.

Experience of Respondents

The results regarding the experience of respondents of the respondents are presented in the Figure 4.6
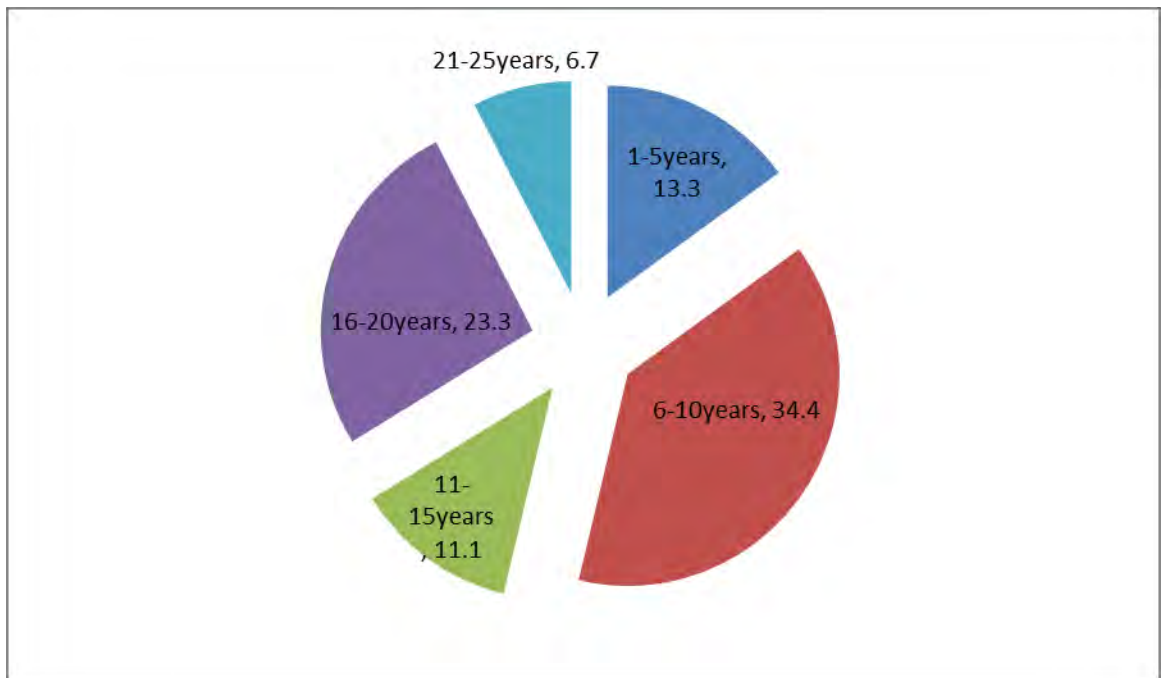
Figure 4.6: Experience of Respondents

Source: Field Survey, August 2016

To show the credibility of respondents, especially those in education, the respondents needed to have a certain level of experience on the job to qualify to give authentic and reliable responses to the questionnaire instruments. Figure 4.6 shows respondents' years of experience. The result show that 34.4% of teachers surveyed had been in the education service between 6-10 years, 23.3% between 16-20 years and 13.3% for periods 1-5 years. Also 11.1% of the respondents had been with the education service for a period between 11 - 15 years. The remaining 6.7% had been with the education service between 21-25 years. Thus it was expected that, these respondents would show great understanding of the research topic in terms of what contribute to poor academic achievement of students.

Professional Rank of Respondents

The responses with regard to the professional rank or qualification of the respondents are presented in Figure 4.7.
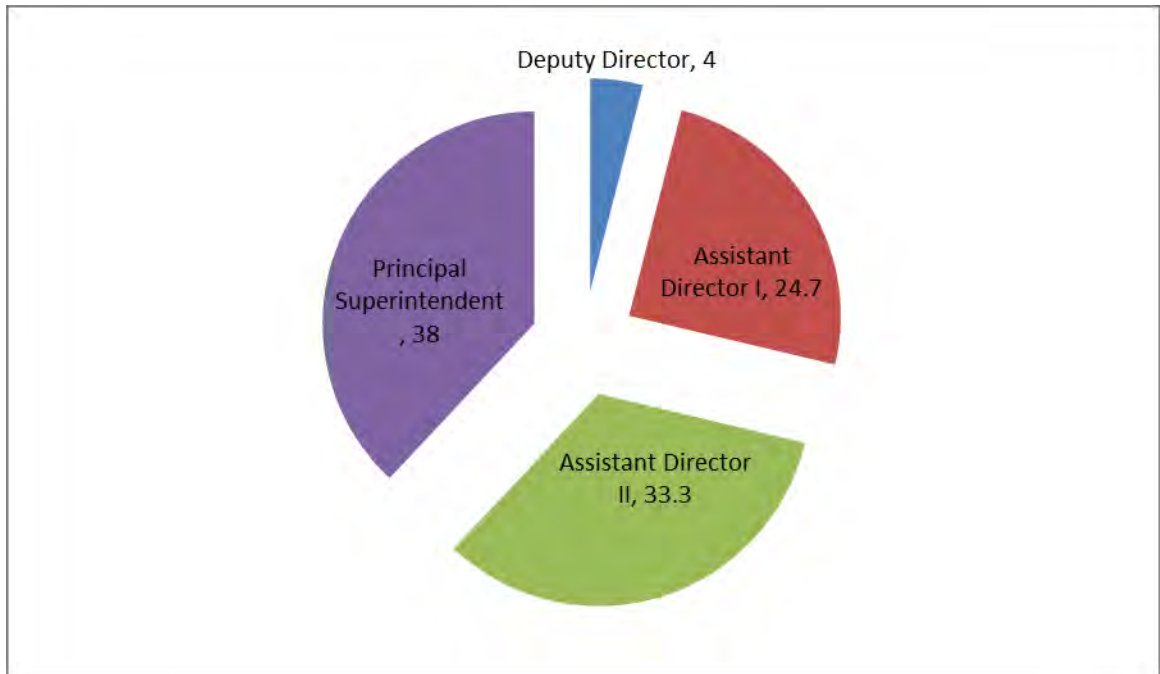
Figure 4.7 Professional Rank

Source: Field Survey, August 2016

Figure 4.7 indicates the professional rank of respondents. The study shows that most employees (38%) were principal superintendents, 33.3 % were Assistant Directors 24.7 % were Assistant Director I, and the remaining 4% were Deputy Director II. The finding shows that, all the respondents had passed through the education ranks.

4.2 Analysis of the Main Data

Analysis of the main data is organized in line with the main themes of the research questions. For easy analysis, Strongly Agree and Agree were combined as Agree while Strongly Disagree and Disagree were combined as Disagree.

4.2 Leadership Styles of SHS Heads in the Kumasi Metropolitan Educational Directorate

The Research Question 1 sought to find out the leadership styles adopted by SHS Heads in the Kumasi Metropolitan Educational Directorate and the results are presented in Table 4.1.

Table 4.1: Leadership Style of Senior High School Heads

Leadership style	Mean	SD
Autocratic style	4.41	0.343
Democratic style	4.23	0.873
Laissez- faire or Free Rein Style	4.22	1.069
Charismatic leader	4.21	1.063
Transformational leader	4.11	0.454
Transactional leader	4.01	1.438

N=150; 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly disagree

The heads and teachers were asked to rate over a 5-point Likert like scale the Leadership styles of Senior High School heads in the Kumasi metropolitan educational directorate. From the results, a mean score of less than 3.0 suggests disagreement while a mean score of 3.0 and more suggests agreement. Thus, from Table 4.1, it is observed that the mean score of 4.01 and above in all cases indicate that, the respondents agreed Senior High School heads in the Kumasi metropolitan directorate practiced all the various leadership styles listed in Table 4.1, that is, autocratic, democratic, transactional, transformational, charismatic and laissez-faire. The mean score of 4.41 for autocratic leadership style suggests that, the respondents agreed most leadership style practiced by the heads was autocratic style.

It is unfortunate that the autocratic leadership style was identified as the most prevalent style adopted by most senior high school heads in Kumasi metropolis. This

is because the style does not promote participatory decision making which is vital for the success of any organization including the school.

Yukl (1994) found that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision-making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision-making reside in the autocratic leader. The leader directs group members on the way things should be done and does not maintain clear channel of communication between him or herself and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (Smylie & Jack, 1990; Hoy & Miskel, 1992; John, 2002).

However, it is important to note that, since this style of leadership usually only involves one person deciding, it permits quick decision-making. Although the autocratic style is relatively unpopular, in certain circumstances it can be an effective strategy, especially when the leader is short on time and when followers are not productive.

4.3 How Leadership Styles Motivate Teachers

Research question two sought to examine whether the leadership style of the schools heads motivated teachers in the Kumasi metropolitan assembly educational directorate. The responses are presented in Table 4.2

Table 4.2 How Leadership Styles Motivate Teachers

Items	Responses							
	Agree		Neutral		Disagree		Total	
	Freq	%	Freq	%	Freq	%	Freq	%
The head shares vision or goal of the school with teachers	105	70	24	16	21	14	150	100
Head reward teachers for their good performance	122	81.4	13	8.6	15	10	150	100
The headsets high expectations for teachers and motivate teachers to achieve them	105	70	24	16	21	14	150	100
The head provider powerful feedback on the matters concerning the school	108	72	21	14	21	14	150	100
The head recognizes the effort of teachers	101	67.3	28	18.7	21	14	150	100
Encourages participation of teachers in decision making	110	73.3	28	18.7	12	8	150	100

N =150: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

From Table 4.2, it is observed that for all the items relating to the head's leadership style which tend to motivate teachers in the school, majority (67% - 81%) of the respondents agreed. Thus generally, the respondents agreed that the heads shared vision or goals with teachers; rewarded teachers for their good performance; set high expectations for teachers; provided feedback on matters concerning the school; recognized the efforts of teachers; and encouraged participation of teachers in decision making all of which served as source of motivation to teachers in the school.

It is important to note that majority of the participants (70%) agreed that the head's shared vision or goal served as a source of motivation to teachers in the school. This is very significant because it is only when the head is able to share his vision or

goals that teachers can buy into the vision and help him to achieve whatever he wants to achieve for the school. If the teachers do not understand or are not convinced about the vision of the school, they can hardly lend their full support for the realization of the vision or goals. In other words, the teachers may not be actively involved in the school's activities as expected.

As noted by Bass (1985), involvement of teachers in administrative activities makes the school function effectively. Also Bass in a study to identify how leaders get extraordinary things done identified five exemplary leadership practices including, challenging the process; inspiring a shared vision; enabling others to act; modelling the way; and encouraging the heart that leaders utilized during times of best performance. Thus inspiring a shared vision is one sure way a school head can get things done in the school.

It is gratifying to note that majority of the respondents (81.4%) agreed rewards provided by the school head to teachers for their good performance served as a source of motivation. This supports the claim by Lussier and Achua (2001) that, effective leaders set high expectations for their subordinates and reward them when the expectations are met. That is the leader provides both high directives (initiation structure) and high supportive (consideration) behavior. According to Lussier and Achua (2001), this style works well with achievement-oriented subordinates.

It is therefore not surprising that as much as 70% of the respondents agreed that the school heads set highs expectation for teachers and motivate them to achieve them. Bass and Avolio (2000) classified such leaders as managing contingent reward; contingent rewards leaders clarify the expectation of followers and the compensation they would receive if they met their performance expectation.

Furthermore, it is gratifying to note that majority of the respondents (72%) agreed that the heads provided the subordinates feedback on matters concerning the school. It must be acknowledged that such feedback would encourage subordinates to put their maximum effort towards the achievement of set goals. This is supported by Leithwood and Janti (2006) who agreed that positive emotions associated with the achievement of personal goals, seem to have motivational value, which could be empowered if the principal expresses his confidence concerning the success attained through positive feedback.

It is again significant to note that majority of the respondents (67.3%) agreed, the head's recognition of the effort of teachers served as a source of motivation. It is natural that teachers' morale would be boosted if their efforts are recognized. They would feel part of the organization life and therefore contribute their fullest quota towards the achievement of the organizational goal.

Generally, when the effort of teachers are recognized in the school, they are made to take active part in the decision making process. It is therefore not surprising that majority of the participants (73.3%) agreed that the school heads encouraged participation of teachers in decision making. This should be considered as a healthy development because the success of any school depends to a large extent on how actively the teachers are involved in the decision making process, When teachers are involved in decisions, they became committed to implementing whatever decision is taken. This is supported by Nguni (2006) who asserted that, the participation of employee in decision-making procedures ensures their job satisfaction.

4.3 The Effects of the School Head's Leadership Style on Teacher Performance

Research question three sought to identify the effects of the school heads leadership style on teacher performance. The responses are presented in the table 4.3

Table 4.3: Effects of the School Heads Leadership Style

Items	Responses		
	D %	**N%**	**A%**
Inspires followers to come into agreement with his/her vision	8	5.3	86.6
It encourages me to work hard and to go extra mile to increase the academic performance of the school	13.3	16.0	70.7
Teachers feel strong and capable as result of teachers involvement in school activities	9.4	5.3	85.3
Teachers effort are acknowledge and appreciated, hence boost their morale	14.7	6.7	78.6
Establishes an environment conducive for teaching and learning	9.2	15	75.8
It brings about effective teaching and learning since teachers are supervised regularly and effectively	13.3	10	76.7
Inspired your followers to come into agreement	10	11.7	78.3

N =150: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Table 4.3 shows that as much as 86.6% of the respondents agreed that the head's leadership style inspired their followers to come into agreement with their vision. It is only when teachers, for example share the vision of the school head that they will assist in achieving the vision. As noted by Dubrin (1998) as leader must have the ability to inspire confidence and support among followers who are expected to achieve organisational goals. This has to do with change, inspiration and motivation. It can be inferred that the leader's task is to build followers' confidence in their job so as to be effective on their job. In addition, it is the leader's responsibility

to communicate the picture of what the organisation should be, convince followers and channel all activities toward accomplishing it.

As indicated in Table 4.3, majority of the respondents (70.7%) agreed that leadership styles of school heads encouraged teachers to work hard to go extra mile to increase academic performance. This is against 13.3% who disagreed and 16 who remained neutral. In a situation where a leader exhibits democratic leadership and is open in his / her administration and promotes participatory decision making, the morale of subordinates is boosted and they are motivated to work harder. For example, teachers may even decide to organize extra classes without collecting a fee.

As indicated in Table 4.3, when asked whether teachers feel strong and capable as result of their involvement in school's activities, majority of the respondents (85.3) responded in the affirmative. There is no iota of doubt that when teachers are actively involved in the school's activities they feel part and parcel of the school life and are motivated to work very hard. It is for this reason that, Hall, Pearson and Caroll, (1992) opined the principal should not only provide educators with the opportunity to take initiatives but also allow, up to a certain extent, the involvement of teachers in several managerial and decision-making practices. In order to achieve this, the principal should apply more collaborative and less autocratic decision-making styles as concluded from several theories in organizational psychology (Bogler, 2001).

It is also important to note that as much as 78.6% of the respondents agreed when teacher's efforts are acknowledged and appreciated, it serves as a source of motivation for the teacher to work hard to increase his/her performance. Undoubtedly, such recognition is a morale booster.

As indicated in item 5 of Table 4.3, 75.8% of respondents agreed that the leadership style of the school head could promote the establishment of an environment conducive for teaching and learning, hence the improvement of the teacher's job performance. Soukamneuth (2004) on how leaders create circumstances for positive inter-group relations and a caring and safe environment indicate that strong leadership is of great importance. This suggests that, in the schools studied, the heads were able to prevent disruptive behaviour by promoting positive inter group relations using different approaches to create a safe and caring environment. In essence, the head as a leader needs leadership skills to reduce racial tensions among students that lead to negative social behaviour and attitude.

Finally, as indicated in Table 4.3, 76.7% of the respondents agreed that the school head's leadership style brings about effective teaching and learning as a result of teachers being supervised regularly and effectively. This is supported by Schermerhorn et al. (2000) who maintain that leadership is the heart of any organisation because it determines the success or failure of the organisation. Thus the study of leadership in organisations is closely tied to the analysis of organisations' efficiency and effectiveness. In an organisation such as a school, the importance of leadership is reflected in every aspect of the school: instructional practices, academic achievement, students' discipline, school climate, and so on.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0   Introduction

The purpose of the study was to assess the leadership styles of heads of senior high schools and its effects on teachers' job performance in the Kumasi metropolitan educational directorate. The final chapter summarizes the findings of the study, discusses the implications of the findings and suggests relevant recommendations for leadership of heads of senior high schools, especially, those in the Kumasi metropolis.

5.1 Summary

Overview of the Study

The study assessed the leadership of heads of senior high schools and its impact on teachers' job performance in the Kumasi metropolitan educational directorate. Specifically, the study sought to find out the leadership styles adopted by senior high school heads in the Kumasi sub-metro, and to find out how the leadership styles of the school heads motivated teachers in the sub-metro as well as the effects of the school heads' leadership styles on teacher performance. Data were collected from one hundred and fifty (150) respondents using random sampling. The data collected were coded, fed into the computer and processed using the SPSS computer application software and Microsoft Excel. Basically, descriptive statistics were used for the data analysis. Frequencies and percentages, simple tables and figures were employed to analyse the leadership of heads of senior high school and its impact on teachers' job performance.

5.2   Summary of the Findings

From a careful analysis of the variables as presented in the previous chapter, the study revealed the following major findings:

Research Question One

I.   Autocratic style (M= 4.41) come out as the most leadership style practiced by the headmasters in the Kumasi metropolitan educational directorate.

Research Question Two

The study found out that majority of the respondent (70%), generally agreed that strategies such as having shared vision or goals with teaches; rewarding teachers for good performance; setting high expectation for teachers; providing feedbacks on matters concerning the school; recognizing the efforts of teachers and encouraging teachers' participation in decision making related to the head's leadership styles, greatly motivated teachers in the school.

Research Question Three

The study identified inspiring followers to come into agreement with the head's vision; teacher's feeling of a sense of capability as a result of their involvement in school activities; and the boosting of teachers morale as a result of the acknowledgement and appreciation of their efforts as the three most important effects of the head's leadership style that influenced teachers' performance.

5.3   Recommendations

Based on the findings of the study, the researcher recommends that:

1. Senior high school heads should imbibe more of democratic than autocratic leadership style in their school administration in order to enhance high teacher job performance. As part of their orientation newly appointed heads should be sensitised on the need to be democratic.

2. Since transformational leadership style leads to more effective leadership performance, heads need to improve upon their ability to be more transformational in style. Through periodic in-service education and training organized by the GES.

3. Training and development programme for leaders should focus on getting headmasters to show personalized interest in individual staff members and pay attention to their needs for growth and improvement.

4. Training programmes for leaders should focus on enabling senior high school heads develop their abilities to be able to recognise, organise, and rally others towards the realisation of the visions of the school.

5. There is a need to give the school heads management and leadership skills training before being appointed as heads. Thus for one to be appointed senior high school head he/she must possess a master's degree in Educational Administration, Educational Leadership or its equivalent.

5.4   Suggestions and Areas for Further Research

Because of the stipulated period for the study, the research was limited to specific areas and suggests that, further research be done to cover more districts to present the true picture of leadership style of school heads and teacher performance. Any new study should tackle one specific aspect of leadership style at a time so as to

get in-depth knowledge of how to each of the two dimensions of affect teacher

performance.

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APPENDIX

Appendix A: Questionnaire

DEPARTMENT OF INTERDISCIPLINARY STUDIES

MASTER OFARTS IN EDUCATIONAL LEADERSHIP

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

UNIVERSITY OF EDUCATION, WENNIBA

(KUMASI CAMPUS)

I write to solicit your help in a study on the above topic by asking you to complete a short questionnaire. This questionnaire is to collect information that would be used assessing the impact of senior high school heads' leadership style on teacher job performance using Kumasi metropolitan educational directorate. Please be assured that your responses will be used solely for the purpose of this study. You will not be identified in any part of the study. Your participation in the study is greatly appreciated. Thank you.

Please tick your response in the appropriate space.

SECTION A

1. Your sex: Male ( ) Female ( )

 2. Status as a teacher

Professional ( ) non-professional ( )

3. Your teaching experience:

1-5 years ( ) 6-10 years ( )

11-15 years ( ) 16-20 years ( )

21-25 years ( ) 26-30 years ( )

Above 30 years ( )

4. Your professional rank

Director 1 ( ) Director 11 ( ) Deputy Director ( ) Assistant Director 1 ( )

Assistant Director 11 ( ) Principal Superintendent ( ) Senior Superintendent 1 ( )

Senior Superintend 11 ( )

SECTION A

What are the existing leadership styles of SHS head teachers in the Kumasi metropolitan educational directorate?

Please, indicate the existing leadership styles of SHS head teachers in the Kumasi metropolitan educational directorate.

1=strongly disagree; 2= disagree, 3= uncertain; 4= agree; 5= strongly agree

No	Leadership styles	1	2	3	4	5
6	Autocratic style	1	2	3	4	5
7	Democratic style	1	2	3	4	5
8	Laissez- faire or Free Rein Style	1	2	3	4	5
9	Charismatic leader	1	2	3	4	5
10	Transformational leader (leader examines and searches for the needs and motives of others while seeking a higher agenda of needs. (visionary/change agent))	1	2	3	4	5
11	Transactional leader (The transactional leader often uses management by exception, working on the principle that if something is operating as expected then it does not need attention)	1	2	3	4	5

SECTION B

Does the leadership style of the schools heads motivate teachers in the sub-metro

Please, indicate the leadership style of the schools heads motivate teachers in the sub-metro

1=strongly disagree; 2= disagree, 3= uncertain; 4= agree; 5= strongly agree

No	Factors that influence leaderships style	1	2	3	4	5
12	The headmaster shares vision or goal of the school with the teachers	1	2	3	4	5
13	Headmasters reward teachers for their good performance	1	2	3	4	5
14	The headmaster sets high expectations for teachers and motivate teachers to achieve them	1	2	3	4	5
15	The headmaster provider powerful feedback on the matters concerning the school	1	2	3	4	5
16	The headmaster recognizes the effort of teachers	1	2	3	4	5
17	Encourages participation of teachers in decision making	1	2	3	4	5

SECTION C

The effects of the school heads leadership style on the teacher performance

Please, indicate the effects of the school heads leadership style on the teacher performance?

1=strongly disagree; 2= disagree, 3= uncertain; 4= agree; 5= strongly agree

No		1	2	3	4	5
17	Inspired your followers to come into agreement with in you in your vision	1	2	3	4	5
18	It encourages me to work hard to go extra mile to increase the academic performance of the school	1	2	3	4	5
19	Teachers feel strong and capable as result of teachers involvement in school's activities	1	2	3	4	5
20	Teachers effort should be acknowledge and appreciated	1	2	3	4	5
21	Establish an environment conducive for teaching and learning	1	2	3	4	5
22	It brings about effective teaching and learning since teacher are being supervised regularly and effectively	1	2	3	4	5