

UNIVERSITY OF EDUCATION, WINNEBA

THE INFLUENCE OF FEMALE HEAD TEACHERS' LEADERSHIP
BEHAVIOUR ON TEACHER EFFICACY IN SELECTED PUBLIC BASIC
SCHOOLS IN AMANSIE WEST DISTRICT

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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

STUDENT'S DECLARATION

I, JOYCE NYARKO-ABORONOMAH, 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 the result of my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE.....

DATE.....

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: PROFESSOR MARTIN AMOAH

SIGNATURE.....

DATE.....

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My special thanks go to my supervisor Professor Martin Amoah who supervised me to the successfully end of this project report. I also thank the District Director of Education of the Amansie West District for allowing me to undertake the study in his district. I also thank Mr. Marfo of the statistic section of the district education for his assistance. To all the female heads and teachers and heads who were part of this work and my family who gave me the necessary encouragement and support to undertake this project report work, I say thank you.



DEDICATION

To my late parents Kenneth Addo and Alice Abenaa Nyarko.



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ABSTRACT

The purpose of this study was to investigate the influence of female head teachers' leadership behaviour on teacher efficacy in selected public basic schools in Amansie west district of the Ashanti Region. The study used descriptive research design. Questionnaire that had closed-ended questions were used to obtain information for the study. The targeted population for this study comprised all the 17 female head teachers and 170 teachers who have females as their heads in the public basic schools in Amansie West District. Census sampling was used to select all the 187 female head teachers and teachers for the study. The analytical procedure used was descriptive statistics. Among the major findings were that head teachers' leadership behaviour strategies were delegating responsibilities to other teachers when necessary and making sure that teachers follow laid down rules and regulations. Teacher self-efficacy strategies were teachers' ability to control disruptive behaviour in the classroom and motivating students who show low interest in school work. Leadership behaviour of head teachers impacted on teacher efficacy as they create supportive environment that promote teachers to maximize their potential to be able to teach to the understanding of students and also create a productive atmosphere for teaching and learning. It is recommended based on the findings that the Ghana Education Service (GES) through the Metropolitan, Municipal and District Directors should organize training workshops on effective leadership style for female head teachers.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Students go to higher institutions with different basic educational background, different levels of motivation and different economic and social status. Teachers are tasked to teach a classroom full of students with a wide range of learning abilities as well as a varied range of learning disabilities. A teacher daily faces up to 150 students of various backgrounds, abilities, and interest, some of whom succeed while others fail. The confidence to do this day after day takes commitment and a strong sense of efficacy. To Hoy and Woolfolk (1993) the concept of teacher self- efficacy is one of the key constructs for success. According to Ross, and Gray (2006), teacher's self- efficacy is one of the most influential factors on the quality of teaching.

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

The importance of teacher efficacy in the academic setting cannot be discounted. There is a need therefore to explore what contributes to self-efficacy of teachers. Ryan (2007) presented significant connection between heads leadership behaviours and teacher efficacy. He stated that school heads face tremendous

obstacles in building an effective level of teacher efficacy. The head teachers' role as school leader is fundamental in fulfilling the task of leading teachers to accomplish a level of student achievement beyond expectations. Fullan (2001) stated that it takes a dedicated, highly competent teaching force working together for the continuous betterment of schools to produce and sustain a vital public system. One cannot get teachers working like this without leaders at all levels guiding and supporting the process. Goddard (2003) noted that whereas teachers are directly in charge of student learning, head teachers are in charge of creating or maintaining an organization that promotes teaching and learning.

Leadership is a process of persuasion and acting by example, by which others are motivated to behave accordingly. Fullan (2003) defines leadership as the process of helping individuals, teams and organizations become more valued and achieve more than they ever thought possible. He contends that leaders help people become more: principled, knowledgeable, skilled, passionate, determined, integrated, and balanced. Fullan (2003) further explains that by so doing leaders subsequently help people achieve more productivity, quality and success. A leader helps to inspire others, has a strong vision for the future and can greatly influence organizations.

Several studies which examined the relationship between school heads leadership behaviour and teacher efficacy have shown that female heads leadership behaviour and style influence teacher's sense of efficacy (Tschannen-Moran, Woolfolk and Hoy, 1998). To Blasé and Blasé (2000), female heads' leadership behaviour determines the teachers' professional growth, teachers' autonomy, role conflict and overall satisfaction, all of which are strongly associated with perceived teacher efficacy. Teachers who perceive their heads as influential, used their leadership to provide resources for them, buffered them from disruptive factors,

modeled appropriate behaviour, provided rewards contingent on performance and allowed them to participate in the decision making process, reported higher levels of personal teaching efficacy. These findings reinforce the notion that school female head teachers leadership behaviour is a significant influencing factor on teachers' self-efficacy.

As the evidence mounts suggesting that teacher efficacy is directly linked to student achievement, learning about the determinants of teacher efficacy also increases. It is important for school heads to understand the relationship between what they do and its impact on teachers' work and teacher efficacy (Pillai & Williams, 2004). As heads better understand their own particular behavioral patterns, they are better able to see how it will affect their schools teacher efficacy levels. However, little is known if these issues are also true to tertiary schools. Therefore, the purpose of this study is to determine if teacher self-efficacy is based on the perceived leadership behaviour of school heads of public basic schools. This investigation will enable researchers and leadership developers to establish a potential relationship between leadership behaviour, teacher efficacy and the different indicators affecting it. Findings from this study will be useful in assisting administrators to develop and implement leadership practices that are conducive for increasing teacher efficacy levels. In addition, information gained from this study will be beneficial to the university community to incorporate into their administrative training programs for future school leaders. Developing school heads and providing them with a knowledge base of leadership skills that are most desired by teaching staff to equip newly trained heads with skills and leadership qualities they can employ into their leadership roles that will enable them to become more effective school leaders.

1.2. Statement of the Problem

The impact of the actions and behaviour of the head teacher on the work that teachers do has become a topic of intrigue for many research scientists and school administrators. Blasé and Blasé (2000) noted that there is a relationship between head teachers leadership behaviour and teacher efficacy. In this era of rapid change of pace in modern society, schools are finding it difficult to adequately meet the needs of students. Schools are unprepared to provide students with necessary skills to be lifelong learners. When change is needed, failure to act will lead to extinction (Fullan, 2001). With the public school institution being threatened by alternative schooling, Fullan (2001) expresses a hope that appropriate school leadership will once again strengthen the public school system. Good school heads are the cornerstone of good schools. Without the head's leadership, efforts to raise student achievement cannot succeed (Fullan, 2001).

The idea that school heads should serve as instructional leaders – not just generic managers in their schools is widely subscribed to among educators (Fink & Resnick, 1999). Within the school, the head is the individual who carries the responsibility for maintaining a supportive, productive atmosphere (Hoy, Tarter & Wiskowskie, 1992). Specifically, supportive heads respect the competence of their faculty and exhibit both a personal and a professional interest in the well being of their teachers (Hoy et al., 1992). This support and productivity often takes the form of praise, feedback with constructive criticism, and a "healthy" school environment.

Fullan (2001) adds that effective leaders listen attentively. Effective leaders will provide environments that promote teacher and student success. Uline, Miller and Tschannen-Moran (1998) state that teaching and learning takes place at the classroom

level, whereas other levels of the organization are providing the conditions necessary for these activities to take place.

The head's role within the school and how that role impacts teachers has been widely studied. Edmonds (1999) states that there are some bad schools with good heads, but there are no good schools with bad heads. This statement identifies the school heads as an integral force for successful schools.

Head teachers have a key role to play in improving the quality of education for the learners but the researcher had noted that teachers in the schools headed by females exhibited low commitment and are less efficacious. This had yielded indiscipline in the Basic schools with poor academic performance in such schools. In addition, lots of teachers are complaining about the ineffective female heads leadership behaviours. This study therefore sets out to identify the various leadership behaviours being used by female head teachers and the extent to which their choice of leadership behaviour impacts on the teacher efficacy. Since teacher self-efficacy impacts student achievement, it is imperative that the variables of school leadership be studied in relation to teachers' perceived self-efficacy.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of female head teachers' leadership behaviour on teacher efficacy in selected public basic schools in Amansie west district of the Ashanti Region.

1.4. Objectives of the Study

Specifically, the study sought to:

1. Assess the leadership behaviour of the female heads in selected public basic schools in Amansie West District.
2. Assess the level of teacher efficacy in the selected basic schools in Amansie West District.
3. Assess the impact of female heads leadership behaviour on teachers' self-efficacy.

1.5. Research Questions

1. What is the leadership behaviour of the female heads in selected schools at Amansie West District?
2. What is the level of teacher efficacy in the selected basic schools at Amansie West District?
3. What is the impact of female heads leadership behaviour on teacher's self-efficacy?

1.6. Significance of the Study

This study will be useful to the Ghana Education Service (GES) and the Ministry of Education as it will contribute to knowledge and the literature on women and their participation in educational leadership in Ghana.

The research findings will also be useful for institutional authorities to get in-depth knowledge on the impact of the female heads leadership behaviour on teacher efficacy. An understanding of this situation is very important in deciding on appointments and guaranteeing equal employment.

The recommendations and suggestions made in this study could supplement efforts made to eradicate the gender inequalities that exist in the occupation of high decision-making positions in the country, particularly in the field of education.

The study would serve as a guide to future researchers who may want to undertake the same study in other parts of the country.

The identification of critical female heads leadership behaviours that influence teacher efficacy may provide the female heads with valuable information related to the effects of their leadership behaviours on teacher efficacy.

The study will identify the teacher as the most important resource in the schools, yet little is done to promote the continued learning and improvement for those in the profession. Since teacher self-efficacy impacts student achievement it is imperative that such variables be studied to improve upon them. Finally the outcome of the study will bring to the fore, the key female leadership behaviour those teachers feel is necessary to impact on their self-efficacy.

1.7 Limitations of the Study

Some constraints which limited the researcher's efforts to complete the study on time was inadequate time and funds. The researcher went to the field to administer the questionnaire and explained the questions to the respondents but there was the possibility of some respondents in separate groupings and friends sharing ideas. In such a situation, the responses could contain some biases as a result of some influential respondents influencing the individual responses.

The results may not be generalized since the research was focused only on the influence of female head teachers' leadership behaviour on teacher efficacy in selected public basic schools in Amansie west district of the Ashanti Region. Therefore, similar studies should be carried out in the other metropolis, municipal and districts of the Ashanti Region to overcome this problem.

1.8. Delimitations of the Study

This study was delimited to the influence of female head teachers' leadership behaviour on teacher efficacy in selected public basic schools in Amansie west district of the Ashanti Region; even though there are other female heads in private educational institutions whose leadership behaviour may influence teacher efficacy. The respondents were the 17 female heads and 170 teachers selected from 17 Basic Schools in the Amansie west district of the Ashanti Region. The findings may therefore not be generalized to other female heads in public educational institution in the remaining metropolis, municipals and districts of the Ashanti Region.

1.9. Organization of the Study

This project work consists of five chapters. Chapter one dealt with the introduction, background to the study, problem statement, purpose of the study, research questions, significance of the study, limitations, delimitations, and organization of the study.

Chapter Two covers the review of available literature related to the topic under study. Chapter Three is the methodology which includes the research design, the

population, sampling procedures, data collection instrument, data collection procedures, data analysis and ethical considerations. Chapter Four talks about the findings and discussions and Chapter Five is the summary of findings, conclusions and recommendations of the study.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. Introduction

In this chapter, the researcher review literature relevant to the study. That is the researcher look at the relevant literature under the following headings:

2.1. Theoretical Framework - Bandura's Social Cognitive Learning Theory

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

Bandura (1986) indicates that the beliefs that people have about themselves are critical elements in the exercise of control, stating what people think, believe, and feel affects how they behave. Another component that runs contrary to previous behaviorist beliefs is that Bandura's social cognitive theory proposes that economic conditions, socioeconomic status, as well as educational and familial structures do not affect human behaviour directly. Instead, these factors impact people's aspirations, self-efficacy beliefs, personal standards, emotional states, and other self-regulatory influence (Pajares, 2002).

Fundamental human capabilities perceived by the social cognitive theory that are influential in determining the human destiny primarily are the ability to symbolize, plan alternative strategies (forethought), learn through vicarious experience, self-regulate and self-reflect. Symbolization is proposed as the vehicle of thought and through symbolization humans can provide their lives with structure, meaning and continuity. Through forethought people plan courses of action and anticipate the likely consequences of the actions. Vicarious learning, or learning by observing the behaviour of others, enables people to acquire a learned behaviour without actually experiencing the redundancy of the trial and error process. As well, people have self-regulatory mechanisms that enable self-directed behavioral changes inclusive of self-motivators that act as personal incentives for self-directed behaviour (Pajares, 2002). The capability that is most “distinctly human” (Bandura, 1986) is that of self-reflection which enables humans to make sense of their experiences and adjust their thinking and behaviour accordingly.

Of all the factors within Bandura’s social cognitive theory, self-efficacy beliefs provide the foundation for human motivation, well-being, and personal accomplishment. Unless a person believes that their actions can produce or influence outcomes, they have no motivation to initiate, proceed with, or complete a constructive task (Pajares, 2002). Although human functioning is influenced by many factors, Bandura (1997) contends that the primary role of self-efficacy beliefs in human functioning is that people’s level of motivation, affective states, and actions are based more on what they believe than on what is objectively true. Therefore, human behaviour can better be predicted by what they believe than what they are actually capable of. Since beliefs and ability are seldom perfectly matched, people’s accomplishments are better predicted by their self-efficacy beliefs than by their skills

or ability. Although the acquisition of skills and knowledge can be significantly affected by an individual's self-efficacy, no amount of self-confidence can produce success in the absence of requisite skills and knowledge (Pajares, 2002).

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

Numerous factors influence the strength of the relationship between self-efficacy beliefs and human action. Self-efficacy beliefs must be measured in relevance to the specific behaviour in question otherwise ambiguity can occur (Pajares, 2002). Knowledge of requisite skills to accomplish a task is also critical as misjudging these skills can result in relational discrepancies. As well, awareness of the nature and difficulty of a task is important to a person's efficacy judgments and if not accurate, judgments will be misleading (Pajares, 2002). Bandura (1986) states that these factors are especially relevant in situations where an individual's accomplishment is socially judged by ill-defined criteria so that one has to rely on others to find out how one is doing.

Thus, faulty self-knowledge creates unpredictable results (Pajares, 2002). Pajares (2002) reports that self-efficacy beliefs are formed or created primarily by interpreting information from four sources. First and foremost is the result of previous performance called mastery experience. People judge their ability to perform on tasks

based on their interpretation of the results of previous personal performances. Second, efficacy beliefs are established by the vicarious experiences of observing others in task performances. Although these experiences result in a more moderate effect, they are important when there is a lack of previous personal experience. The third source of influence in developing self-efficacy beliefs is social persuasions which involves verbal judgment imparted by others. Effective persuasion can culminate significant belief in one's capabilities. Finally, somatic or emotional states provide influential information about efficacy beliefs. A person's emotional state can influence the degree of confidence inflected as a person engages a task. And, as well, with positive or negative emotions, outcome success or failure can be relatively affected by either (Pajares, 2002). Based on an individual's ability to control their own thinking and feeling, Bandura (1997) indicates that people live in psychic environments that are primarily of their own making. As Bandura purposes the impact of beliefs on performance, various types of leadership potentially influence the magnitude of those beliefs.

2.2. Leadership Theories

The following section provides an overview of some of the leadership theories developed over the years. The reason why an overview of leadership theories is included in this literature review is because it will allow the researcher to gain a deeper understanding regarding the concept of leadership styles and what type of ideology has been used to explain this phenomenon in the past. This will also allow the researcher to make more informed interpretations and conclusions within the current study. The leadership theories that will be discussed in this section include

Trait Leadership theory, Behavioural Leadership theory, Path Goal theory and Situational Leadership theory.

2.2.1. Trait Leadership theory

Trait theories profess that leaders are born with certain traits and characteristics that distinguishes them from other people (Taylor, 2009). Trait theory differs from other theories in the sense that it focuses on personal qualities and characteristics rather than on the behaviours displayed by leaders (Gehring, 2007).

2.2.2. Behavioural Leadership Theory

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

During research that was done at the University of Michigan, researchers identified two dimensions of leadership behaviour, which they deemed to be sufficient for effective leadership. These dimensions of leadership were named employee-oriented leadership and production or task-oriented leadership (Northouse, 2010). According to Northouse (2010), employee-oriented leadership merely referred to leaders who take personal interest in their employees and don't just see them as a means to an end. These types of leaders promote interpersonal relationships between

themselves and their employees. Production-oriented leaders, on the other hand, are more interested in harnessing the efforts of their employees in attaining set goals without giving any thought towards the needs and feelings of their employees regarding their job. When employing the production-oriented leadership style, employers basically consider their employees as a means to an end. As a result of the study performed at the University of Michigan, researchers found that the employee-oriented leadership style is more effective in increasing productivity and job satisfaction among employees. The production-oriented leadership style on the other hand, seems to decrease productivity as well as job satisfaction (Robbins et al., 2009). Research done at the Ohio State University, which was performed at approximately the same time as that of the research performed at the University of Michigan, also identified two leadership dimensions that accounted for most of the leadership behaviours described by employees. These two dimensions, or leadership styles, were called Initiating Structure and Consideration-Oriented leadership. The Initiating Structure dimension, relates to leaders that define and structure the role of their employees in order to attain a set goal. The Consideration dimension refers to leaders that facilitate team interaction, and who put emphasis on the relationship between themselves and their employees, in terms of trust and respect (Bartolo & Furlonger, 2000).

In many ways the studies performed at the Michigan and Ohio State University can be seen to have yielded the same results. The Initiating Structure dimension as proposed by researchers at the Ohio State University is similar to that of the Production-Oriented dimension which was proposed by researchers at the University of Michigan. Likewise, the Consideration-Oriented dimension researched at the Ohio State University is similar to the Employee-Oriented dimension

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

2.2.3 Path-Goal theory

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

2.2.4. Situational Leadership theory

According to Hersey & Blanchard's (1993) situational leadership theory, leadership can be subdivided into two categories namely task oriented leaders and relationship oriented leaders. The correct leadership style would depend on the maturity level of the follower in a given work situation. Hersey & Blanchard's (1993) situational leadership theory includes Directing leadership, Coaching leadership, Participating leadership and Delegating leadership. Directing leadership will be used in a situation where the follower shows low competence, low commitment and unwillingness to do his job. A leader in this situation will show high task and low relationship focus. Coaching leadership will be used where the follower shows little competence and variable commitment, but is willing to do the job. A leader in this situation will show high task and high relationship focus. Participative leadership will be used where the follower shows high competence and variable commitment but is unwilling to do the required job. A leader in this situation will show low task and high relationship focus. Delegating leadership will be used where the follower is competent, committed and willing to do his job. A leader in this situation will show low task and low relationship focus (House, 1996).

2.3. Head Teachers Leadership

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

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

2.3.1. Head Teacher Instructional Leadership

The emergence of instructional leadership began with the onset of school restructuring in the late 1970s. Prior to this, heads were considered effective if they took command and set clear expectations, administered firm discipline and maintained high standards. The head's role was viewed as hierarchical with steady, direct authority over subordinate staff (Maciel, 2005). In the 1980s school heads instructional leadership became the dominant paradigm for school leaders after researchers noticed that effective schools usually had heads who kept a lofty focus on curriculum and instruction (Lashway, 2002). Edmonds (1999) laid the groundwork for school heads instructional leadership with his research on effective schools and the development of the effective schools correlates. The first correlate notably mentioned is that of the head as an instructional leader. Edmonds implied that head and teacher's collective behaviour significantly influences teacher's interactions with children in the classroom and effects student learning (Edmonds, 1999). Leithwood and Jantzi (1999) confirms Edmonds implication by assuring that school head instructional leadership typically focuses on the leader's impact on the behaviours of teachers as they engage in activities directly affecting the growth of students.

School heads instructional leadership was originally defined as involving traditional tasks such as setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers. A more comprehensive definition currently applies that includes deeper endeavors into the science of teaching and learning, carries more extensive views of professional development, and prioritizes the use of data to make decisions with a shift from an emphasis on teaching to learning (Lashay, 2002).

More currently, the National Association of Elementary School Principals (NAESP) views instructional leaders as having six roles: (1) making student and adult learning the priority; (2) setting high expectations for performance; (3) gearing content and instruction to standards; (4) creating a culture of continuous learning for adults; (5) using multiple sources of data to assess learning; and (6) activating the community's support for school success (NAESP, 2001).

Sergiovanni (1992) describes how school head instructional leadership differs from earlier administrative expectations through a proposed model that identifies five leadership forces: (1) technical, (2) human, (3) educational, (4) symbolic, and (5) cultural. The technical aspects of instructional leadership encompass traditional management tasks such as planning, management, theory and organizational development. The human component involves the interpersonal elements of instructional leadership including communication, motivation and facilitation.

The educational force includes the instructional factors of teaching, learning and curriculum implementation. The symbolic aspect represents the principal's ability to model that which is important and purposeful and finally, the cultural force represents the values and beliefs of the organization.

Sergiovanni (1992) groups the technical and human leadership skills as those characteristic of most leadership models. He indicates, however, that the educational, symbolic, and cultural leadership forces are those distinct to schools and educational settings. School heads must be adept in instructional strategies, learning theory and curriculum as well as hold the ability to build an organizational culture that enhances an effective learning environment (McEwan, 1994).

McEwan (1994) defines the head's role as inclusive of three dimensions of instructional leadership. It assesses (1) defining the school's mission, (2) managing the instructional program, and (3) promoting a positive school learning environment.

Maciel (2005) describes the three dimensions as follows:

1. Defining the school's mission is concerned with the head's role in working with staff to ensure that the school has a clear mission and that the mission is focused on academic progress of its students. This dimension assumes that the head's responsibility is to ensure that the mission exists and is communicated widely to staff.
2. Managing the instructional program is the second dimension. This incorporates three leadership functions: (1) supervising and evaluating instruction; (2) coordinating the curriculum; and (3) monitoring student progress. The head holds the key leadership responsibility.
3. The third dimension, promoting a positive school learning climate, is a dimension that is broader in scope and intent. It confirms the notion that successful schools create an academic press, through the development of high standards and expectations and a culture of continuous improvement.

The head as an instructional leader appears throughout literature as one of the most common characteristics of effective schools. Effective instructional leaders impact

student achievement, teacher attitudes, student behaviour, and community support. Schools that make a difference in the life of the whole child are, for the most part, led by heads that make a significant and measurable contribution to the effectiveness of the staff and the learning of pupils in their charge (McFarland, 2005).

2.3.2. Head Teacher Transformational Leadership

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

In light of current restructuring initiatives that have swept schools into the 21st century, some research indicates that instructional leadership may have served its time and is no longer the vehicle of choice for the necessary transformation. As practitioners cease to view leadership as an aggressive action and more so as a way of thinking about us, our jobs and the nature of the educational process, some researchers are touting transformational leadership as the evolving model for school success. Leithwood (1992) evokes transformational leadership as a more appropriate range of practice; it ought to subsume instructional leadership as the dominant image of school administration.

The origin of transformational leadership dates back to 1978 when James MacGregor Burns developed the idea to describe the ideal situation between leaders and followers (Bass, 1985). Bass (1985) extended Burns concept to build a developmental model of leadership defining it as a person who possesses the fundamental qualities of charisma, vision, intellectual stimulation and inspiration. These individuals reach the souls of others in a fashion that raises human consciousness, builds meaning, and inspires human intent. Burns defined leadership as leaders inducing followers to act for certain goals that represent the values and the motivations, the wants and needs, the aspirations and expectations of both leaders and followers. He declared that the leader is not merely wielding power, but appealing to the values of the follower. Burns insisted that for leaders to have the greatest impact on the led, they must motivate followers to action by appealing to shared values and by satisfying the higher order needs of the led (Burns, 1978).

Bass (1985) concluded that transformational leadership should fuse the leader's vision so strongly in the follower, that both are motivated by high moral and ethical principles. He continues, indicating that the bonds necessary to make transformational leadership possible requires Bass's (1985) four interrelated components. To enable leaders to move followers into the transformational style involves (1) idealized influence, (2) inspirational motivation, (3) intellectual stimulation, and (4) individual consideration. Bass (1985) determines the goal of transformational leaders is to inspire followers to share the leader's values and connect with the leader's vision. He states that when leader and led values are in sync, followers don't have to be supervised. They will know what to do when the time comes, and isn't that the goal of good leadership. Bass (1985) summarized his thoughts into ten tenets describing his view of transformational leadership:

1. Leaders have high moral and ethical values
2. Leaders express genuine interest in followers
3. Leaders have an inspirational vision
4. Genuine trust exists between leaders and led
5. Followers share leader's values and vision
6. Leaders and followers perform beyond self-interest
7. Participatory decision-making is the rule
8. Innovative thinking and action is expected
9. Motivation is to do the right thing
10. Leaders mentor

In the 1990s, transformational leadership became a subject of empirical inquiry in educational research. Researchers began to make systematic attempts to explore the meaning and use of the model in schools. Considerable evidence suggests that transformational leadership practices do contribute to the development and commitment in schools (Leithwood & Jantzi, 2000).

To date, Leithwood (1992) and colleagues have provided the most fully specified model of transformational school leadership that has been the object of several dozen studies from 1990 to the present (Leithwood & Jantzi, 2000). They completed three studies in an ongoing series aimed at addressing the issues of transformational leadership. They studied schools initiating reforms of their own choice as well as schools responding to district and state initiatives. Their results suggested that transformational school leaders are in more or less continuous pursuit of three fundamental goals: (1) helping staff members develop and maintain a collaborative and professional school culture, (2) fostering teacher development, and (3) helping them solve problems together more effectively. Other studies by

Leithwood and colleagues found sizeable influence of transformational practices on teacher collaboration and highly significant relationships between aspects of transformational leadership and teachers' own reports of changes in attitudes toward school improvement and altered instructional behaviour. Their studies judged the effects of transformational educational leadership to be quite limited, but uniformly positive (Leithwood, 1992).

Leithwood (1994) defined seven transformational leadership behaviours in later studies as follows:

1. Identifies and articulates a vision
2. Fosters the acceptance of group goals
3. Conveys high performance expectations
4. Provides appropriate models
5. Provides intellectual stimulation
6. Provides individualized support
7. Contingent reward

He then modified them somewhat by describing the dimensions of leadership in four categories. The categories are:

1. Culture: shares power, supports collaboration, frequent communication, uses symbols and rituals to express values, and provides resources
2. Structure: distributes power, shares decision making, allows for autonomy, allows for planning time to enable collaboration
3. People: provides individual support, models good practice, provides intellectual stimulation
4. Purposes: develops vision, builds consensus about group goals and priorities, and holds high expectations.

The instrument utilized in this study to measure Principal Leadership Behaviours is the PLBQ that was developed by (Jantzi & Leithwood, 1996) in a study to explain the variation of teachers' perceptions of transformational school leadership. The questionnaire includes 24 items representing six constructs: (1) provides vision or inspiration, (2) models behaviour, (3) fosters commitment to group goals, (4) provides individual support, (5) provides intellectual stimulation, and (6) holds high performance expectations. This study resulted in three implications. First, doing good work on behalf of one's school, and being seen to do such work, is likely to be the most powerful strategy for positively influencing teachers' perception of one's leadership. Second, visibly contributing to the school's mission, vision, and goals; culture; programs and instruction; policies and organization; decision-making structures; and resources in ways that teachers find helpful is likely to be interpreted by teachers as a sign of leadership. And the third implication of the study concerns the role of unalterable variables in accounting for teachers' leader perceptions, particularly in the role of leader gender.

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

2.4. The Educational Leader (Head Teacher) Defined

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

According to Chance and Chance (2002) there are two definitions applicable to an educational leader. They assert that one definition of an educational leader is a professional and pragmatic person capable of setting a direction and goals for his or her school. Another definition of the educational leader is a social and moral agent. They buttress their argument by stressing that the second definition supports the idea that schools should be communities with shared moral and social values and highlights the importance of the heads in setting these guidelines. Starratt (2003) believes that the core work of school leaders or educational leaders must be involved with teachers in seeking to promote quality learning for all children, and that all management tasks serve that core work. Put simply, an educational leader or head teacher is an individual who is tasked with the responsibilities of increasing the educational quality of an educational institution.

2.5. Leadership Behaviour

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

It was also argued by Costello, Brunner and Hasty (2002) that firms can be more effective with leaders and cannot achieve purposeful goals without a leader. Thus, leadership practices in an organization like inspirational and visionary leadership, transformational leadership and charismatic leadership has the task of transforming the attitudes and beliefs of organizational employees to conform to the objectives and mission of the organization (Peterson & Arnn, 2005).

According to Hoyle (2002), today's leaders must be capable of learning across borders and developing multicultural teams and networks. They have to be sensitive to cross cultural diversity, able to filter conflicting cultural messages and be willing to keep an open mind. The assumptions that what works in one culture is appropriate for any culture is no longer valid as failure to examine these differences can lead to problems in introducing change initiatives. Techniques and managerial practices that have work in egalitarian and individualistic culture would have to be reviewed and

reinterpreted when they “go abroad” to cultures, which are deeply rooted, in hierarchical and less egalitarian reporting and communications systems.

Failure to examine these differences can make managers from one culture rely on their own familiar set of cultural assumptions to evaluate others. When this happens, it is important that they address this shortcoming by having a self-insight and be able to see differences and refrain from immediately passing judgment (Creighton, 2004).

There is also evidence that the effectiveness of particular leadership behaviour is dependent on subordinates’ conceptions of what good leadership constitutes (Creighton, 2004). This means a subordinate from a different culture may respond differently towards different leadership behavioral behaviours and this relationship can result in a better relationship between them.

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

2.5.1. Autocratic leader

An autocratic leader is a leader who is very strict, directive, makes use of his power of influence from his position to control rewards and force the followers to comply with his instruction (Bass, 1985). This type of leader dominates and controls all the decisions and actions by giving instruction and direction to the followers on what to do and how to carry out a task whereby restricting follower’s creativity and

innovativeness in most previous studies (Pfeffer, 1997). According to Ogawa (2005) leaders who were autocratic and directive were deemed effective. However, in view of globalization and the knowledge economy, autocratic leadership may no longer be accepted by the subordinates who are becoming more competent, independent and knowledgeable (Pfeffer, 1997).

Authoritarian leaders employ coercive tactics to enforce rules, use Machiavellian cunning to manipulate people and decision making, and reward loyalty over merit. Control is the primary management strategy employed by authoritarian leaders. This form of leadership emphasizes objectivity in the workplace, tends to be impervious to human problems, is insensitive to race and gender, and displays little emotion or affection toward employees.

Douglas McGregor's Theory X becomes the authoritarian's motif, believing that people must be forced to work, closely supervised, and rewarded or punished based on individual productivity. They believe in a top-down, line and- staff organizational chart with clear levels of authority and reporting processes. Authoritarian leaders can be viewed as successful in certain task situations—allowing for the extremes of consideration and ruthlessness, depending on the situation.

School boards looking for a “take charge” superintendent encourage authoritarian leadership types. When the focus is primarily on high stakes test scores and a board of education's mandate to “right the ship,” authoritarian leadership will rule and will be rewarded throughout the entire school district. Research is silent in analyzing leadership styles across school leaders and situations, but there is a general consensus that some leaders are better than others in reading the environment and adjusting their style to address issues.

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

2.5.2. Nurturant-task leader

According to Hoyle (2002), the nurturant-task leader helps his subordinates to grow up and assume greater responsibility, gives responsibility as much as his subordinates can handle; openly shows affection for those who work hard; if subordinates need help he helps as much as he can; has affection for his subordinates and listens to their personal problems and family matters.

A Nurturant-task leadership originally proposed by Sinha (1980) - is a combination of task and relationship oriented behaviour with a blend of nurturance. The Nurturant-task style is considered to be a forerunner of the participative style in the reciprocal influence processes between a leader and his/her subordinates. The uniqueness of the NT model is the priority attached to productivity over job satisfaction (Sinha, 1980). This particular style has been advocated as suitable for many organizations and educational institutions (Sinha, 1980).

2.5.3. Participative leader

The participative leader places high value to maintaining partnership in the group and treats group members as equals, gives total freedom to subordinates even to the extent that they may disagree with him; believes in joint decisions and interactions of seniors and subordinates, helps his subordinates as much as he can; believes that all have more or less equal potentials, and above all he is a friendly type (Sinha, 1980).

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

2.6. Self-efficacy

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

an effort. People whose self-efficacy is very high persevere at work even when failure is inevitable. It was also demonstrated by Carmeli, Meitar and Weisberg (2006) that performance is related strongly to self-efficacy. In addition, Chen, Gully and Eden (2001) believes that people's actions, motivation level, susceptibility to depression and stress, perseverance and thoughts are affected by self-efficacy. As regards the challenges of changes in an organization, a trait such as self-efficacy has a great impact. Implication to leaders seeking ways of developing employees who are motivated, self-efficacy in specific tasks can be enhanced through successful productivity; however leaders can structure the effective repetitions and mastery experience in order for the employees to learn better.

The theory of self fulfilling prophecy posits that the behaviour of an individual is consistent with the individual's expectations and these behaviours influence outcomes in turn. Studies by Paglis and Green (2002) also suggest that the personality type of individuals and efficacy are predictors of their leadership effectiveness particularly in leading organizational change efforts. Semadar, Robins and Ferris (2006) further explains that self-efficacy constitutes an individual's conviction about their capability of mobilizing the cognitive resources, motivation and the action required to successfully conduct a certain task in a given context. The beliefs of a person about their capabilities don't only have an effect on outcomes of actions taken, but also individuals tend to shun situations and activities that they believe they may fail, hence they adjust their effort levels based on expected outcomes (Tierney & Farmer 2004). It was contended by Tierney and Farmer (2004) that the behaviour of a person is predicted better from their beliefs rather than the actual outcome of their actions. This theory is important because of the implication on, where business

leaders need to target their energies to develop a workforce that can succeed at strategies required to change the organization.

2.6.1 Self-fulfilling model

Pygmalion effect mainly occurs when the high expectation level of individuals about another person emanates a high performance level (Chen et al. 2001). When an individual's high expectation level produces high performance, then it is considered that Galatea effect has occurred. Task-related self-efficacy is among the major conceptual frameworks of performance expectations. According to the theory of self-fulfilling insight, a person's behaviour is compatible with one's expectations, and such behaviours are in turn expected to influence outcomes (Chemers et al., 2000). The major direction of importance for conducting self-fulfilling studies of organizations is by learning how managers enhance self-expectations of employees. Chen, Gully and Eden (2004) identified malleability of self-efficacy and self-expectations as a reason for further research by organizations.

2.6.2 Social Cognitive Theory

SCT (social cognitive theory) has been employed by organizations as a framework for clarifying a number of phenomena, including achievement, behaviour, career choice, motivation and goal setting, academic performance, gender variations in performance, drug and substance abstinence, decision making, job performances including motor and sport performance (Chan & Drasgow, 2001). The SCT framework explains the behaviour of an individual as a linkage between 3 reciprocal elements which include an individual's environment, behaviour such as previous success of unproductive performance, and social cognitions. Due to the influence of

reciprocal dimensions, employees serve as both producers and products of their behaviour, personality and environment (Bandura 2000).

Study in the SCT field has advanced over the past few years to include the self-efficacy factor. The human performance formula provided by Bandura (2001) utilizes the two variables which are motivation and ability, and self-efficacy comes in as an additional variable. Rigotti, Schyns and Mohr (2008) refer ability as the possession or capacity of knowledge which enable one to perform valuable tasks within an organization.

2.7 Self-efficacy behavioral implications

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

accomplishments are influenced not only by self-efficacy, but also other vital social cognitive elements.

2.8. Self-efficacy and leadership

Transformational leaders seek to transform self-concepts and personal values of the followers so that followers can widen and raise their aspirations and needs to concentrate and attain greater levels of potential and needs. This higher value alignment level as reported by Kark and Shamir (2002) strengthen the influence of transformational leaders on the intrinsic motivation of employees that on other styles of leadership. Ross and Bruce (2007) analyzed a model comprising of self-efficacy of followers and goal level. Identifiers of higher self-efficacy level would respond positively to leaders who comprehend the overall collective effort of a group. Nevertheless, organizations with such identity would initiate a positive identity of an individual and hence lead to better social identity. Therefore, it is easier to hypothesize that self-efficacy employees respond and work confidently with self-efficacy leaders, who are the transformational leaders as noted by Mesterova (2014). On the contrary, employees with low level of self-efficacy, respond to low-level self-efficacy leaders, who are the transactional leaders. Thus self-efficacy has a great influence on the styles of leadership. The study by Paglis and Green (2002) found that a significant relationship exists among quality goal, performance goal, the quality of vision and self-efficacy. Hence, self-efficacy and goal level are moderators of the relationship with leadership behaviour. In the opinion of Peterson and Arnn (2005), transformational leadership is attributed to employees' psychological performance level and work. This is evident as it is reported by McNatt and Judge (2004) that

leaders who are effective are skilled and can adjust behaviour to fit in a group based on their perceptions about what employees want in a workplace.

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

Due to the fact that leadership is complex, and that managers are continually confronted with varying tasks, variables including learning orientation and performance adaptability appear relevant to be studied on. Previous studies have indicated that these variables and self-efficacy are related. For instance, a positive relationship has been established between self-efficacy and learning orientation as well as between self-efficacy and performance adaptability. This implies adaptation of skills and knowledge to meet the requirements of the new circumstances, and resilience so as to maintain concentration and motivation all through the session. It therefore means that behaviours relevant to future successful leaders and self-efficacy are related. Self-efficacy is, however, regarded by Hendricks and Payne (2007) as the basis for leadership development.

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

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

The idea that school heads should serve as instructional leaders – not just generic managers in their schools is widely subscribed to among educators (Fink & Resnick, 1999). Within the school, the head is the individual who carries the responsibility for maintaining a supportive, productive atmosphere (Hoy, Tarter & Wiskowskie, 1992). Specifically, supportive heads respect the competence of their faculty and exhibit both a personal and a professional interest in the well being of their teachers (Hoy et al., 1992). This support and productivity often takes the form of praise, feedback with constructive criticism, and a "healthy" school environment.

Fullan (2001) adds that effective leaders listen attentively. Effective leaders will provide environments that promote teacher and student success. Uline, Miller and Tschannen-Moran (1998) state that teaching and learning takes place at the classroom level, whereas other levels of the organization are providing the conditions necessary for these activities to take place.

The head's role within the school and how that role impacts teachers has been widely studied. Edmonds (1999) states that there are some bad schools with good heads, but there are no good schools with bad heads (Stone, 1992). This statement identifies the school heads as an integral force for successful schools.

Lortie (1995) suggests that administration that is not supportive and provides little feedback negatively impact teachers' self-confidence. Bandura (1997) too, emphasized the importance of feedback and appraisals for affecting teachers' sense of collective efficacy. Further, there is a relation between teachers' efficacy and head leadership behaviour (Pajares, 2002). Hoy, Tarter, and Witkoskie (1992) found school head support to be a significant predictor of school effectiveness. The study's correlation analyses showed that supportive leadership is related to collegial trust and effectiveness. Specifically, the role of the head is to develop a supportive environment that promotes teachers to maximize their potential, creating effective schools. While school head leadership can fall into generic categories of instructional, transformational, moral, participative, managerial, and contingent (Leithwood, 1992), each is distinguished by the concentration and focus.

In general, effective leaders foster a supportive environment as well as confidence in the teachers (Fullan, 2001), which promotes teachers' beliefs that they possess the ability to successfully instruct their students. This perception of teachers' ability is what Albert Bandura would refer to as a perception of self-efficacy. If school leaders provide the necessary support, encouragement, and organizational/collegial support, teachers should possess a higher perception of self-efficacy. Those with a high perception of self-efficacy tend to try harder and persist longer in the presence of difficulties, resulting in improved student academic performance. Lack of heads support was found to impede teachers' confidence in self-

efficacy (Lortie, 1995). Leadership not attuned to teachers' professional needs stifled teachers' potential, rather than motivated teachers to strive to reach their fullest potential.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes how the study was conducted. It considered the areas concerned with the methods used in the research. These include: the research design, population, sample size and sampling procedure, research instrument, its validity and reliability, pre-testing of the instrument, data collection procedure and data analysis.

3.1 Research Design

The study used descriptive research design. It is a fact-finding study that involves adequate and accurate interpretation of findings. Descriptive research describes a certain present condition. Relatively, the method is appropriate to this study since it aims at determining the causes and effect of heads leadership behaviour on teacher efficacy. The technique that was used under descriptive method is the normative survey approach and evaluation, which is commonly used to explore opinions according to respondents that can represent a whole population. The survey is appropriate in this study because it helps the researcher in generalizations.

The purpose of employing the descriptive method is to describe the nature of a condition, as it takes place during the time of the study and to explore the cause or causes of a particular condition. The researcher opted to use this kind of research considering the desire to acquire first hand data from the respondents to formulate rational and sound conclusions and recommendations for the study. According to Amin (2005), the descriptive method of research is used to gather information about

the present existing condition. Since this study is focused on the effect of teacher efficacy, the descriptive method is the most appropriate method to use.

3.2. Population of the Study

The population for this study comprise all teachers who have females as their heads in the public basic schools in Amansie West District because it has not been established that such problem exist at the secondary schools, moreover the district has only three secondary schools which has male heads. The number of Public Basic schools in Amansie West District is 214 that comprised 3 detached KG, 120 primary and 91 Junior High Schools. Out of these 214 Basic Schools, there are 17 female heads in 13 primary and 4 junior high schools. The total population for the study was the 170 teachers that had female heads in the 4 junior high schools and 13 primary schools and the 17 head teachers totaling 187.

3.3. Sample and sampling procedure

According to Gall and Borg (2007), sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research. To determine an appropriate sample size for the study, an updated list of all public basic schools in the Amansie West District was obtained from the District Director of Education. Census sampling was then used to select all the 187 teachers of the 17 basic schools to participate in the study due to the small number of schools headed by females found in the district.

Purposive sampling was used to select all the 170 teachers from the 4 junior high schools and the 13 primary schools. Purposive sampling was again used to select all

the 17 female headteachers from the 4 junior high schools and the 13 primary schools. In all, a total sample size of 187 head teachers and teachers participated in the study.

3.4 Research Instrument

The researcher used questionnaire that had closed-ended questions to obtain information for the study. Closed ended questionnaires were preferred by the researcher because it is easy to administer on a large population. Questionnaires require less time and money compared to other methods like focus group discussions (Creswell, 2003). The questionnaire was used to collect data from the respondents on teachers' perceptions of their heads leadership behaviour and its influence on teacher efficacy. The main variables of respondents' demographic characteristics were:

1. Age Group
2. Sex
3. Educational Status
4. Educational institution Category, and
5. Teaching Experience

Sections B, C and D comprised 29 items mainly designed to answer the research questions.

3.5. Pre-Testing of Research Instrument

The questionnaire was subjected to critical scrutiny to ensure its consistency and appropriateness. The questionnaire was given to my supervisor for his perusal and comments with the view to establishing its validity. This enabled me to remove items that were considered irrelevant to the subject under consideration. New ideas and relevant items derived from the exercise were included in the final draft of the

instrument. 25 respondents with similar characteristics were selected for the pre-testing.

3.6. Validity and Reliability

Validity is the degree to which a test measures what it is supposed to measure. The researcher tested both face and content validity of the questionnaire. Face validity referred to the likelihood that a question may be misunderstood or misinterpreted. Content validity referred to whether an instrument provides adequate coverage of a topic. Expert opinions, literature searches, and pre-testing of the questionnaire helped to establish the face and content validity. Through this, the validity of the instrument was ascertained.

Reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials. Reliability is the extent to which the measuring instruments produce consistent scores when the same groups of individuals are repeatedly measured under the same conditions (Kerlinger, 1986). In this study, reliability was first ensured by applying specific criteria on the formulation of multiple choice questions and likert- type scale items. The instrument was pre-tested as discussed above and data collected from the responses of the pre-test computed. The reliability test yielded cronbach alpha of 0.78.

3.7. Data Collection Procedure

Questionnaires containing close ended questions were administered to respondents. This was done during school days between 10am – 2:00pm. The researcher visited the selected schools and interacted with the head teachers and with their assistants, the researcher appointed a teacher to assist in collecting the

questionnaires. After permission from the head teacher of the sampled schools has been obtained, the researcher personally administered the questionnaires to the teachers and the head teachers and collected them after two weeks grace period.

3.8. Data Analysis Procedure

Data analysis usually involves reducing the raw data into manageable size, developing summaries and applying statistical inferences. Consequently, the researcher used Statistical Package for Social Sciences (SPSS) version 16.0 as the analytical instrument for this study. Summaries of data were made, scaled and input onto the SPSS for analysis. It is more appropriate for quantitative researches like this, and can generate descriptive and inferential statistics in tables, and graphs relevant to aid analysis of research data. The statistical analysis such as tables with frequencies and percentages were used to present the findings of the data collected.

3.9. Ethical Considerations

In view of the fact that the study utilized human participants in gathering primary data to investigate teachers' perception on the effects of their female head teachers' leadership behaviour on teacher efficacy, certain ethical issues were addressed. The thoughtfulness of these issues was necessary for the purpose of ensuring the privacy as well as the security of the participants. Among the significant issues that were considered included consent, confidentiality, and data protection.

People who participated in the research were given the ample time to respond to the questions posed to them to avoid errors and inaccuracies in their answers. The respondents were given a waiver regarding the confidentiality of their identity and the information that they did not wish to disclose. The respondents' cooperation was

eagerly sought after, and they were assured that the data gathered from them would be treated with the utmost confidentiality. This was done to promote trust between the researcher and the respondents.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents and discusses findings that came out from the study. The chapter consists of the preliminary data analysis to address data on age, sex, educational background, educational institution and teaching experience. It also includes the presentation, analysis and discussions of the main data meant to address the research questions. The demographic data of the respondents of the study is presented in Table 4.1.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents are shown in Table 4.1

Table 4.1: Demographic Characteristics of Respondents

Variable	Frequency	Percent (%)
<i>Sex</i>		
Male	105	56
Female	82	44
Total	187	100
<i>Age</i>		
21-30 years	42	22
31-40 years	57	31
41-50 years	53	28

51-60 years	35	19
Total	187	100

Educational Background

Cert. A	35	19
Diploma	89	48
Bachelor's Degree	48	25
Masters' Degree	15	8
Total	187	100

Educational Institution Category

Primary	129	69
JHS	58	31
Total	187	100

Teaching Experience

1-5 years	27	14
6-10 years	42	22
11-15 years	55	29
16-20 years	28	15
21 years and above	35	19
Total	187	100

Source: Field Data, 2016

The males who took part in the study were more than that of the females with males recording 56% and the females recording 44%. However this did not affect the result of the study since respondents' opinions were precise and not dependent on sex.

On the age of respondents, 22% were aged between 21-30 years, 31% were aged between 31-40 years, 28% were aged between 41-50 years while 19% were aged between 51-60.

On educational background of respondents, 19% were holders of Cert. A, 48% were holders of Diploma certificates, 25% were holders of Bachelor's Degree while 8% were holders of the masters' Degree meaning that the respondents were professionals with the required educational background to take part in the study.

On category of educational institution respondents teach official, 69% were teaching in the primary schools while 31% were teaching in the junior high schools. On respondents' teaching experience, 14% have worked for between 1-5 years, 22% have worked for between 6-10 years, 29% have worked for between 11-15 years, 15% have worked for between 16-20 years while 19% have worked for 21 years and above which means that all the respondents are experienced professionals in the teaching field.

4.2 Answers to Research Questions

Research Question 1: What is the leadership behaviour of the female heads in selected schools at Amansie West District?

Leadership Behaviour

During research that was done at the University of Michigan, researchers identified two dimensions of leadership behaviour, which they deemed to be sufficient for effective leadership. These dimensions of leadership were named employee-oriented leadership and production or task-oriented leadership (Northouse, 2010).

According to Northouse (2010), employee-oriented leadership merely referred to leaders who take personal interest in their employees and don't just see them as a means to an end. These types of leaders promote interpersonal relationships between themselves and their employees.

Production-oriented leaders, on the other hand, are more interested in harnessing the efforts of their employees in attaining set goals without giving any thought towards the needs and feelings of their employees regarding their job. When employing the production-oriented leadership style, employers basically consider their employees as a means to an end.

As a result of the study performed at the University of Michigan, researchers found that the employee-oriented leadership style is more effective in increasing productivity and job satisfaction among employees. The production-oriented leadership style on the other hand, seems to decrease productivity as well as job satisfaction (Robbins et al., 2009). The researcher therefore asked the female heads of their leadership behaviour. The result is shown in Table 4.2.

Table 4.2 Response on Head Teachers Leadership Behaviour Strategies

Statements	Strongly Agree N (%)	Agree N (%)	Neutral N (%)	Disagree N (%)	Strongly Disagree N (%)
I make teachers feel free even when we disagree	5 (29)	7(41)	3(18)	2 (12)	-
I involve teachers in the preparation of the School Performance Improvement Plan (SPIP)	4(23)	6(35)	4(24)	3(18)	-
I delegate responsibilities to other teachers when necessary	5(29)	6(35)	4(24)	2(12)	-
I make sure that teachers follow laid down rules and regulations	9(53)	8(47)	-	-	
I organize staff meetings at regular intervals and ensure good communication between the office and the staff all the time.	5(29)	7(41)	2(12)	2(12)	1(6)
I include staff in decision making on all issues bothering on the welfare and academic life of the staff	4(23)	9(53)	3(18)	1(6)	-
I encourage teachers who maintain high standard of performance in their duties	8(47)	5(29)	2(12)	1(6)	1(6)
I encourage teachers to assume greater responsibility on the job	6(35)	7(41)	3(18)	1(6)	-
I take personal interest in the promotion and continuous development of teachers	4(23)	8(47)	3(18)	2(12)	-
I openly praise those teachers who are punctual and hardworking	5(29)	7(41)	4(23)	1(6)	-

Source: Field Data, 2016

Table 4.2 indicates that above quarter of the respondents (29%) strongly agreed that their leadership behaviour is making teachers feel free even when they disagree with each other, slightly above two-fifth of the respondents (41%) agreed,

18% were neutral while 12% disagreed which means that the female heads give teachers room to express themselves even when they disagree with each other. Almost one-quarter of the respondents (23%) strongly agreed that their leadership behaviour is involving teachers in the preparation of the School Performance Improvement Plan, slightly above one-third of the respondents (35%) agreed, above one-fifth of the respondents (24%) were neutral while 18% disagreed which means that the female heads involve teachers in the preparation of the School Performance Improvement Plan.

Again, above one-quarter of the respondents (29%) strongly agreed that their leadership behaviour is that they delegate responsibilities to other teachers when necessary, above one-third of the respondents (35%) agreed, almost one-quarter of the respondents (24%) were neutral while 12% disagreed. The result means that the female heads delegate responsibilities to other teachers when necessary. All the respondents (100%) strongly agreed that their leadership behaviour is that they make sure that, teachers follow laid down rules and regulations which is in the right direction.

Moreover, above one-quarter of the respondents (29%) strongly agreed that their leadership behaviour is that they organize staff meetings at regular intervals and ensure good communication between the office and the staff all the time, slightly above two-fifth of the respondents (41%) agreed, 12% were neutral, 6% disagreed while 4% strongly disagreed. The result means that the female heads organize staff meetings at regular intervals and ensure good communication between the office and the staff all the time which is good leadership behaviour. Nearly one-quarter of the respondents (23%) strongly agreed that their leadership behaviour is that they include staff in decision making on all issues bothering on the welfare and academic life of

the staff, above half of the respondents (53%) agreed, 18% were neutral, while 6% disagreed which means that the female heads include staff in decision making on all issues bothering on the welfare and academic life of the staff as their leadership behaviour.

What is more, nearly half of the respondents (47%) strongly agreed that their leadership behaviour is encouraging teachers who maintain high standard of performance in their duties, above one-quarter of the respondents (29%) agreed, 12% were neutral, and 6% disagreed while another 6% strongly disagreed. The result means that the female heads encourage teachers who maintain high standard of performance in their duties which is also good leadership behaviour. Above one-third of the respondents (35%) strongly agreed that their leadership behaviour is encouraging teachers to assume greater responsibility on the job, slightly above two-fifth of the respondents (41%) agreed, 18% were neutral, while 6% disagreed which means that the female heads encourage teachers to assume greater responsibility on the job to be more experienced.

Finally, nearly one-quarter of the respondents (23%) strongly agreed that their leadership behaviour is taking personal interest in the promotion and continuous development of teachers, nearly half of the respondents (47%) agreed, 18% were neutral, while 12% disagreed which means that the female head stake personal interest in the promotion and continuous development of teachers which should be encouraged. Above one-quarter of the respondents (29%) strongly agreed that their leadership behaviour is that they openly praise those teachers who are punctual and hardworking, slightly above two-fifth of the respondents (41%) agreed, nearly one-quarter of the respondents (23%) were neutral, while 6% disagreed which means that

the female heads openly praise those teachers who are punctual and hard working to enable them to repeat such behaviours at all times.

All the results in Table 4.2 corroborates the assertion of Hoyle (2002) that a good leader helps his subordinates to grow up and assume greater responsibility, gives responsibility as much as his subordinates can handle; openly shows affection for those who work hard; if subordinates need help he helps as much as he can; has affection for his subordinates and listens to their personal problems and family matters. This is also supported Sinha (1980) that a leader cares for their subordinates, shows affection, takes personal interest in their well-being, and above all is committed to their growth.

Research Question 2: What is the level of teacher efficacy in the selected basic schools at Amansie West District?

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

is inevitable. The researcher therefore asked the teachers of their level of self-efficacy.

The result is shown in Table 4.3.

Table 4.3 Response on Teacher Efficacy Strategies

Statements	A great deal N (%)	Quite a bit N (%)	Little N (%)	Very little N (%)	Nothing N (%)
How well can you do to get through to the most difficult students?	63 (37)	75(44)	25(15)	7(4)	-
How much can you do to help your students think critically?	72(42)	74(43)	24(14)	-	-
How well can you do to control disruptive behaviour in the classroom?	80(47)	66(39)	20(12)	4(2)	-
How much can you do to motivate students who show low interest in school work?	43(25)	78(46)	47(28)	2(1)	-
How well can you make your teaching interesting and effective?	83(49)	87(51)	-	-	-
How well are you able to establish good rapport with your students?	78(46)	92(54)	-	-	-
How much can you do to get students to believe they can do well in school work?	54(32)	87(51)	29(17)	-	-
How well can you respond to difficult questions from your students?	88(52)	76(45)	6(3)	-	-
How much can you do to help your students' value learning?	71(42)	83(49)	16(9)	-	-
How well can you do to adjust your lessons to the proper level of individual students?	59(35)	98(57)	13(8)	-	-

Source: Field Data, 2016

Table 4.3 indicates that nearly two-fifth of the respondents (37%) indicated that they can get through to the most difficult students a great deal, above two-fifth of the respondents (44%) indicated that they can get through to the most difficult student quite a bit, 15% indicated that they can little get through to the most difficult student while 4% indicated that they can very little get through to the most difficult student. This means that the teachers in the study area are able to get through to the most difficult student. Slightly above two-fifth of the respondents (42%) indicated that they can help their students to think critically a great deal, above two-fifth of the respondents (43%) indicated that they can help their students to think critically quite a bit while 14% indicated that they can little help their students to think critically, meaning that the teachers in the study area are able to help their students to think critically.

Also, nearly half of the respondents (47%) indicated that they can control disruptive behaviour in the classroom a great deal, almost two-fifth of the respondents (39%) indicated that they can control disruptive behaviour in the classroom quite a bit, 12% indicated that they can little control disruptive behaviour in the classroom while 2% indicated that they can very little control disruptive behaviour in the classroom. This means that the teachers in the study area are able to control disruptive behaviour in the classroom. A quarter of the respondents (25%) indicated that they can motivate students who show low interest in school work a great deal, nearly half of the respondents (46%) indicated that they can control disruptive behaviour in the classroom quite a bit, above quarter of the respondents (28%) indicated that they can little motivate students who show low interest in school work while 1% indicated that they can very little motivate students who show low interest in school work?

This means that the teachers in the study area are able to motivate students who show low interest in school work very well. All the respondents indicated that they can make their teaching interesting and effective a great deal without any dissenting view, meaning that all the teachers are capable of making their teaching interesting and effective. Again, all the respondents indicated that they are able to establish good rapport with their students a great deal without any dissenting view, meaning that all the teachers are capable of establishing good rapport with their students.

Furthermore, nearly one-third of the respondents (32%) indicated that they can get students to believe they can do well in school work a great deal, slightly above half of the respondents (51%) indicated that they can get students to believe they can do well in school work quite a bit, while 17% indicated that they can little get students to believe they can do well in school work. This means that the teachers in the study area are able to get students to believe they can do well in school work which is very encouraging for the success of the school. Slightly above half of the respondents (52%) indicated that they can respond to difficult questions from their students a great deal, above two-fifth of the respondents (45%) indicated that they can respond to difficult questions from their students quite a bit while 3% indicated that they can little respond to difficult questions from their students, meaning that the teachers in the study area are capable of responding to difficult questions from their students.

Additionally, slightly above two-fifth of the respondents (42%) indicated that they can do a great deal to help their students, value learning, almost two-fifth of the respondents (39%) indicated that they can do quite a bit to help their students, value learning, while 9% indicated that they can do little help their students, value learning. This means that the teachers in the study area are able of helping their students to

value learning. Slightly above one-third of the respondents (35%) indicated that they can do a great deal to adjust their lessons to the proper level of individual students, above two-fifth of the respondents (45%) indicated that they can do quite a bit to do to adjust their lessons to the proper level of individual students while 3% indicated that they can do little to adjust their lessons to the proper level of individual students, meaning that the teachers in the study area are capable of adjusting their lessons to the proper level of individual students.

All the results in Table 4.3 shows that the teachers in the study area have high degree of teacher efficacy needed for effective teaching and learning to achieve better results for students. The results are consequently in tandem with Chen, Gully and Eden (2001) who believes that people's actions, motivation level, susceptibility to depression and stress, perseverance and thoughts are affected by self-efficacy. As regards the challenges of changes in performance of an organization, a trait such as self-efficacy has a great impact. People or teachers whose self-efficacy is very high persevere at work even when failure is inevitable to improve performance.

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

With the rapid change of pace in modern society, schools are finding it difficult to adequately meet the needs of students. Schools are unprepared to provide students with necessary skills to be lifelong learners. When change is needed, failure to act will lead to extinction (Fullan, 2001). With the public school institution being threatened by alternative schooling, Fullan (2001) expresses a hope that, appropriate school leadership will once again strengthen the public school system. Good school heads are the cornerstone of good schools. Without the head's leadership, efforts to

raise student achievement cannot succeed (Fullan, 2001). The researcher asked the female heads on how their leadership impacts on teacher efficacy. The results are shown in Table 4.4.

4.4 Response on the Impact of Head Teachers Leadership Behaviour on Teacher Efficacy

Statements	Strongly Agree N (%)	Agree N (%)	Neutral N (%)	Disagree N (%)	Strongly Disagree N (%)
Create supportive environment that promote teachers to maximize their potential to be able to teach to the understanding of students	4 (23)	6 (35)	3 (18)	4 (24)	-
Students achievement are improved due to improved teaching strategies	7 (41)	10 (59)	-	-	-
Create a productive atmosphere for teaching and learning and promote teacher and student success.	7 (41)	5 (29)	3 (18)	2 (12)	-
Teachers well-being are enhanced professionally	8 (47)	4 (24)	2 (12)	3 (18)	-
Provide feedback and appraisal for teachers self-confidence	6 (35)	9 (53)	2 (12)	-	-
Give teachers the boldness and ability to instruct students successfully	5 (29)	8 (47)	4 (23)	-	-
Support and motivate teachers to enhance their confidence level in self-efficacy to improve performance	4 (23)	9 (53)	2 (12)	2 (12)	-
Provide teachers professional needs to be abreast with time to reach their fullest potentials	5 (29)	7 (41)	2 (12)	3 (18)	-
Provide collegial trust and teacher effectiveness for a successful school	3 (18)	7 (41)	3 (18)	4 (23)	-

Source: Field Data, 2016

From Table 4.4 nearly one-quarter of the respondents (23%) strongly agreed that their leadership behaviour impact on teacher efficacy as they create supportive environment that promote teachers to maximize their potential to be able to teach to the understanding of students, slightly above one-third of the respondents (35%) agreed, 18% were neutral while almost one-quarter of the respondents (24%) disagreed. The result indicates that the creation of an enabling environment impact on teacher self-efficacy. The result confirms the statement by Hoy et al., (1992) that the role of the head is to develop a supportive environment that promotes teachers to maximize their potential, creating effective schools.

All the respondents (100%) strongly agreed that their leadership behaviour impacts on teacher efficacy as students' achievement are improved due to improved teaching strategies. The result is in line with Fullan (2001) that good school heads are the cornerstone of good schools. Without the head's leadership, efforts to raise student achievement cannot succeed.

Slightly above two-fifth of the respondents (41%) strongly agreed that their leadership behaviour impact on teacher efficacy as they create a productive atmosphere for teaching and learning and promote teacher and student success, above one-quarter of the respondents (29%) agreed, 18% were neutral while 12% disagreed. The result indicates that the creation of productive atmosphere for teaching and learning promote teacher and student success. The result confirms the statement by Fullan (2001) that effective leaders provide environments that promote teacher and student success.

Also, slightly above two-fifth of the respondents (42%) strongly agreed that their leadership behaviour impact on teacher efficacy as teachers well-being are enhanced professionally, almost one-quarter of the respondents (24%) agreed, 12%

were neutral while 18% disagreed. The result indicates that when teachers' well-being is improved, it enhances professionalism. The result is in conformity with Hoy et al., (1992) who stated that supportive heads respect the competence of their faculty and exhibit both a personal and a professional interest in the well-being of their teachers.

Again, slightly above one-third of the respondents (35%) strongly agreed that their leadership behaviour impact on teacher efficacy as they provide feedback and appraisal for teachers' self-confidence, above half of the respondents (53%) agreed while 12% were neutral. The result indicates that the provision of feedback and appraisal for teachers, improves teacher self-confidence. The result agrees with Lortie (1995) that administration that is not supportive and provides little feedback negatively impact teachers' self-confidence. Bandura (1997) too, emphasized the importance of feedback and appraisals for affecting teachers' sense of collective efficacy.

Besides, almost three-fifth of the respondents (59%) strongly agreed that their leadership behaviour impact on teacher efficacy as they give teachers the boldness and ability to instruct students successfully, nearly half of the respondents (47%) agreed while nearly one-quarter of the respondents (23%) were neutral. The result shows that they give teachers the boldness and ability to instruct students successfully, impacts on teacher efficacy. The result is in consonance with Fullan (2001) that in general, effective leaders foster a supportive environment as well as confidence in the teachers which promotes teachers' beliefs that they possess the ability to successfully instruct their students.

Further, nearly one-quarter of the respondents (23%) strongly agreed that their leadership behaviour impact on teacher efficacy as they support and motivate teachers to enhance their confidence level in self-efficacy to improve performance, above half

of the respondents (53%) agreed, 12% were neutral while another 12% disagreed. The result depicts that supporting and motivating teachers, enhance their confidence level in self-efficacy to improve performance. The result is in tandem with Lortie (1995) who noted that, lack of heads support was found to impede teachers' confidence in self-efficacy.

Furthermore, above one-quarter of the respondents (29%) strongly agreed that their leadership behaviour impact on teacher efficacy as they provide teachers professional needs to be abreast with time to reach their fullest potentials, slightly above two-fifth of the respondents (41%) agreed, 12% were neutral while 18% disagreed. The result indicates that the provision of teachers professional needs of teachers enable them to be abreast with time to reach their fullest potentials. The result is in line with Lortie (1995) who found out that leadership not attuned to teachers' professional needs stifled teachers' potential, rather than motivated teachers to strive to reach their fullest potential.

Finally, nearly one-fifth of the respondents (18%) strongly agreed that their leadership behaviour impact on teacher efficacy as they provide collegial trust and teacher effectiveness for a successful school, slightly above two-fifth of the respondents (41%) agreed, nearly one-fifth of the respondents (18%) were neutral while nearly one-quarter of the respondents (23%) disagreed. The result shows that providing collegial trust and teacher effectiveness leads to successful school. The result also confirms the statement by Hoy et al. (1992) that supportive leadership is related to collegial trust and effectiveness of successful schools.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the study and main findings based on the objectives of the study. The chapter also presents the conclusion, recommendations and suggestions for further studies.

5.1 Summary of the Study

The purpose of this study was to investigate the influence of female head teachers' leadership behaviour on teacher efficacy in selected public basic schools in Amansie west district of the Ashanti Region. The study used descriptive research design. Questionnaire that had closed-ended questions was used to obtain information for the study. The population for this study comprised all teachers who have females as their heads in the public basic schools in Amansie West District. The number of Public Basic schools in Amansie West District is 214 that comprised 3 KG, 120 primary and 91 Junior High Schools. Out of these 214 Basic Schools, there are 17 female heads in 13 primary and 4 junior high schools. The total population for the study was the 170 teachers that had female heads in the 4 junior high schools and 13 primary schools and the 17 head teachers totaling 187.

Purposive sampling was used to select all the 170 teachers from the 4 junior high schools and the 13 primary schools. Purposive sampling was again used to select all the 17 female headteachers from the 4 junior high schools and the 13 primary schools. The analytical procedure used was descriptive statistics.

5.1.1 Main Findings

The study revealed that making teachers feel free even when they disagree, involving teachers in the preparation of the School Performance Improvement Plan (SPIP), delegating responsibilities to other teachers when necessary, making sure that teachers follow laid down rules and regulations, organizing staff meetings at regular intervals and ensuring good communication between the office and the staff all the time, including staff in decision making on all issues bothering on the welfare and academic life of the staff, encouraging teachers who maintain high standard of performance in their duties, encouraging teachers to assume greater responsibility on the job, taking personal interest in the promotion and continuous development of teachers and openly praising those teachers who are punctual and hardworking arehead teachers leadership behaviour strategies.

It was also found that the teacher efficacy strategies were teachers ability to get through to the most difficult students, help their students think critically, control disruptive behaviour in the classroom, motivate students who show low interest in school work, make their teaching interesting and effective, establish good rapport with their students, get students to believe they can do well in school, respond to difficult questions from their students, help your students' value learning and their ability to adjust their lessons to the proper level of individual students which are useful for successful schools.

The study again revealed that the impact of female heads leadership behaviour were that they create supportive environment that promote teachers to maximize their potential to be able to teach to the understanding of students, students achievement improved due to improved teaching strategies, create a productive atmosphere for teaching and learning and promote teacher and student success, enhance teachers

well-being professionally, provide feedback and appraisal for teachers self-confidence, give teachers the boldness and ability to instruct students successfully, support and motivate teachers to enhance their confidence level in self-efficacy to improve performance, provide teachers professional needs to be abreast with time to reach their fullest potentials and also provide collegial trust and teacher effectiveness for a successful school

5.2 Conclusions

It could be concluded based on the findings that, leadership behaviour is very paramount when it comes to school performance and success. Headteachers' leadership behaviour strategies were very encouraging especially their strategy of delegating responsibilities to other teachers when necessary, making sure that teachers follow laid down rules and regulations, organizing staff meetings at regular intervals and ensure good communication between the office and the staff all the time and taking personal interest in the promotion and continuous development of teachers cannot be over emphasized.

Teacher self-efficacy strategies as the study revealed are also very important in teaching and learning as teachers should have the boldness and confidence in themselves. The teachers ability to control disruptive behaviour in the classroom, motivate students who show low interest in school work, make their teaching interesting and effective, establish good rapport with their students, get students to believe they can do well in school and respond to difficult questions from their students is a step in the right direction in teacher efficacy. Teachers' can do spirit goes a long way to improve their performance.

Leadership behaviour of headteachers is needed in the provision of collegial and successful school. The effectiveness and success of every school depends on the leadership behaviour of the head, therefore it is a welcome idea that female heads in the study area create supportive environment that promote teachers to maximize their potential to be able to teach to the understanding of students, create a productive atmosphere for teaching and learning and also promote teacher and student success to promote teacher effectiveness and teacher-student relationship.

5.3 Recommendations

1. The Ghana Education Service (GES) through the Metropolitan, Municipal and District Directors should organize training workshops on effective leadership practice for female head teachers.
2. The GES should organize on circuit basis special training programs on the various needs of the headteacher in order for them to function well professionally.
3. The GES should give motivational allowance to headteachers and teachers for them to give of their maximum best in the teaching and learning environment.
4. The GES should beef up the organization of continuous professional development training programs for teachers to be abreast with time.
5. The GES should make it mandatory for all heads to undergo leadership training at UEW to function professionally by providing them direct assistance in payment of fees.

These recommendations, if effected, will go a long way to improve upon female head teachers' leadership behaviour on teacher efficacy.

5.4 Suggestions for Further Study

The study investigated the influence of female head teachers' leadership behaviour on teacher efficacy in selected public basic schools in Amansie west district of the Ashanti Region. Therefore, further research should be conducted in the other Metropolis, Municipal and Districts of the Ashanti Region.

Further research should be done in private schools in the basic schools in Amansie west district of the Ashanti Region on the influence of female head teachers' leadership behaviour on teacher efficacy.



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APPENDIX A

INTRODUCTION LETTER

Dear Respondent,

I am carrying out a survey examining Female Head teachers' leadership behaviour and its Effects on Teacher efficacy in partial fulfillment for the award of the Master of Arts in Educational Leadership. It is against this background that you have been selected to participate in this research work.

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

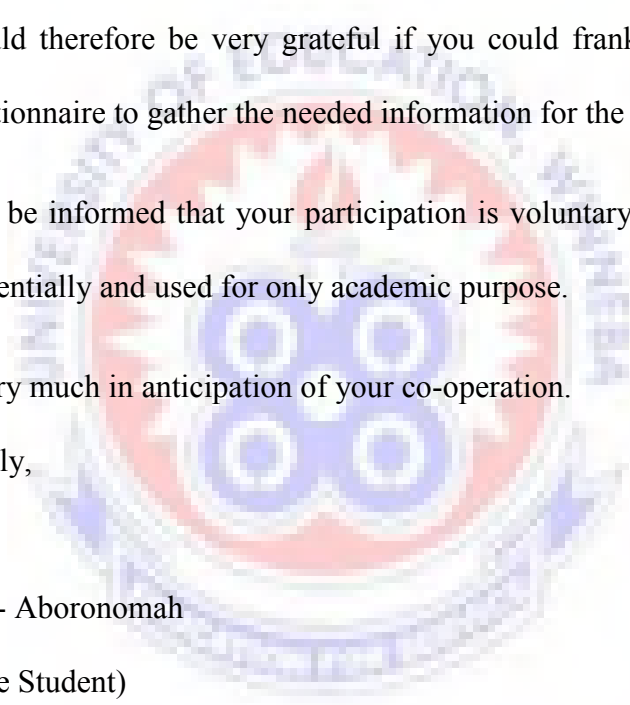
Please be informed that your participation is voluntary and responses will be treated confidentially and used for only academic purpose.

Thank you very much in anticipation of your co-operation.

Yours faithfully,

Joyce Nyarko- Aboronomah

(Post Graduate Student)



QUESTIONNAIRE FOR THE RESPONDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

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

1. What is your age?

a). 21- 30 []

b). 31- 40 []

c). 41- 50 []

d). 51- 60 []

1. What is your sex?

a). Male []

b). Female []

3. What is your highest educational qualification?

a). Cert A []

b). Diploma []

c). Bachelor's Degree []

d). Master's Degree []



4. In which institution do you teach?

a) Primary

b) JHS

5. For how many years have you been teaching?

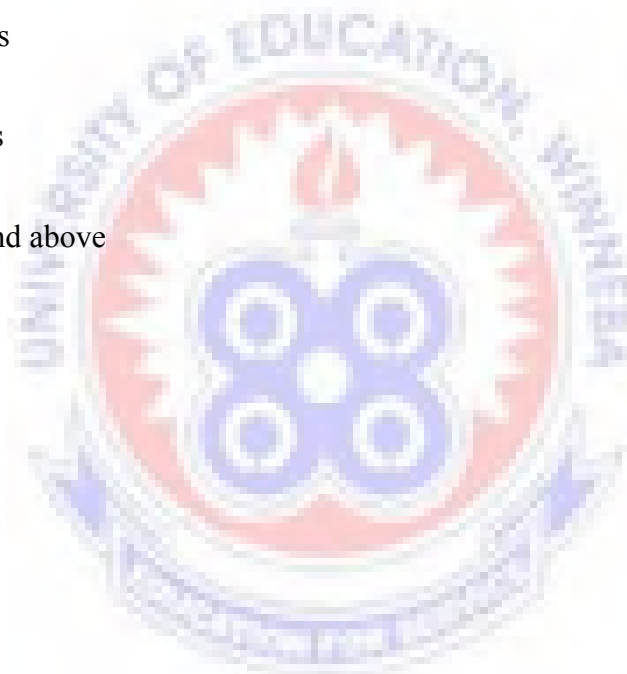
a) 1-5 years

b) 6-10 years

c) 11-15 years

d) 16-20 years

e) 21 years and above



QUESTIONNAIRE FOR FEMALE HEAD TEACHERS

SECTION B – HEAD TEACHERS LEADERSHIP BEHAVIOUR

STRATEGIES

Please, respond to the statements by ticking [√] the number on the 4-point likert scale using the following keys: 1=**strongly agree**, 2= **Agree**, 3=**Neutral**, 4=**Disagree**, 5=**strongly Disagree**, as sincere as possibly.

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

9	I take personal interest in the promotion and continuous development of teachers					
10	I openly praise those teachers who are punctual and hardworking					



QUESTIONNAIRE FOR TEACHERS

SECTION C: TEACHER EFFICACY STRATEGIES

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

No.	Statements	1	2	3	4	5
1	How well can you do to get through to the most difficult students?					
2	How much can you do to help your students think critically?					
3	How well can you do to control disruptive behavior in the classroom?					
4	How much can you do to motivate students who show low interest in school work?					
5	How well can you make your teaching interesting and					
6	How well are you able to establish good rapport with your students?					
7	How much can you do to get students to believe they can do well in school work?					
8	How well can you respond to difficult questions from your students?					
9	How much can you do to help your students' value learning?					
10	How well can you do to adjust your lessons to the proper level of individual students?					

QUESTIONNAIRE FOR FEMALE HEAD TEACHERS

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

Please, respond to the statements by ticking [√] the number on the 4-point likert scale using the following keys: 1=**strongly agree**, 2= **Agree**, 3=**Neutral**, 4=**Disagree**, 5=**strongly Disagree**, as sincere as possibly.

No.	Statements	1	2	3	4	5
1	Create supportive environment that promote teachers to maximize their potential to be able to					
2	Students achievement are improved due to improved teaching strategies					
3	Create a productive atmosphere for teaching and learning and promote teacher and student success.					
4	Teachers well-being are enhanced professionally					
5	Provide feedback and appraisal for teachers self-confidence					
6	Give teachers the boldness and ability to instruct students successfully					
7	Support and motivate teachers to enhance their confidence level in self-efficacy to improve performance					
8	Provide teachers professional needs to be abreast with time to reach their fullest potentials					
9	Provide collegial trust and teacher effectiveness for a successful school					