UNIVERSITY OF EDUCATION, WINNEBA

A STUDY OF LEADERSHIP STYLES AND MANAGEMENT PRACTICES OF HEADTEACHERS OF UNDERPERFORMING SCHOOLS IN AGONA EAST DISTRICT

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OCTOBER, 2018

DECLARATION

STUDENT'S DECLARATION

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

Signature: …………………….……..

Date: …………………………..……..

SUPERVISORS' DECLARATION

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

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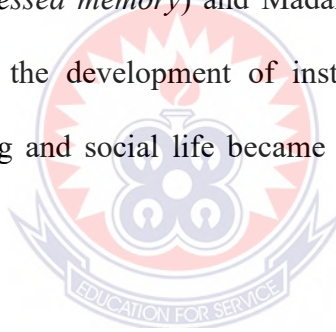
DEDICATION

To my children Esther Maame Efua Yahan Wiredu and Danton Nana Eku Wiredu, and to, Marian Amegashiti (Mrs) and Ruth Norgah (Mrs) and finally also to Nana Baa Wiredu (PhD).

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GLOSSARY

AEDA   Agona East District Assembly

ARAS   Audio Recording Application Software

BECE   Basic Education Certificate Examinations

C/S or CS   Circuit Supervisor

CBE   Complementary Basic Education

CPD   Continuous   Professional   Development   (Continuous   Staff
                Development)

EMIS   Education Management Information System

GES   Ghana Education Service

GHAJET   Ghana Journal of Education and Teaching

HOD   Head of Department

IN-SET   In-Service Training

LBDQ   Leader Behaviour Description Questionnaire

McREL   Mid-continent Research for Education and Learning

MOE   Ministry of Education

PIRLS   Progress in International Reading and Literacy Study

PISA   Programme for International Students Assessment

PTA   Parent-Teacher Associations

QDA   Qualitative Data Analysis (Tool)

SES   Socio-Economic Status

SMCs   School Management Committees

SPAM   School Performance Appraisal Management

SPSS   Statistical Package for Social Sciences

TIMSS   Trends in International Mathematics and Science Study

TLMs   Teaching and Learning Materials

ABSTRACT

The purpose of this study was to investigate the leadership styles of Headteachers of underperforming basic schools in the Agona East District, and to find out the management practices applied in the schools. This was a mixed method research that used the sequential explanatory mixed method design. The sample size (for the quantitative part of this study) was 45 respondents, comprising 15 Headteachers and 15 Assistant Headteachers selected through census frame, and 15 conveniently selected teachers. The qualitative phase involved 6 participants (3 from the Inspectorate Division at the directorate and 3 Assistant Headteachers – from the qualitative frame). A structured questionnaire was used to collect data in the quantitative phase of the study, while a semi-structured interview was employed to gather data in the qualitative phase. The quantitative data was analysed using both descriptive and inferential statistics, while the qualitative data was analysed thematically. The study identified the democratic, autocratic and laissez-faire styles of leadership as the most widely used by the headteachers. The headteachers' experience in leadership position as well as the desire to meet societal needs influenced them to be autocratic. Organizational culture emerged as most dominant factor influencing the use of democratic style and the use of laissez-faire style was influenced by one's personality trait. The study concluded, among others, that most of the headteachers in the study area have little knowledge about styles of leading. Therefore, the study recommended, among others, training programmes in leadership to be organised for the headteachers to expose them to various styles which they could employ to manage their schools.
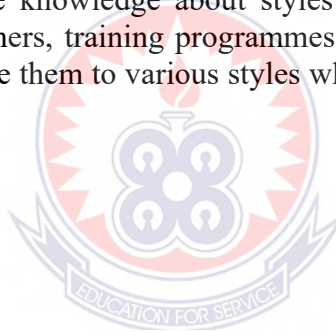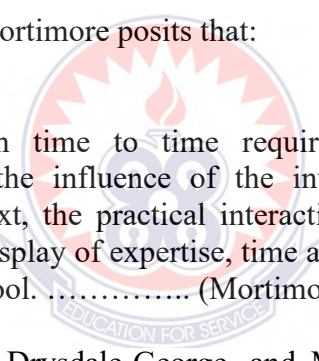
CHAPTER ONE

INTRODUCTION

1.0 Background of the study

Education in a developing state like Ghana, has become a major tool for the individual, society and the bigger community in terms of national development. Researchers, policy makers and practitioners increasingly recognize the role of the teaching leadership (headteachers and classroom teachers) in reversing under performing schools with a national focus on raising achievement for all learners or pupils. At the heart of leadership is the person, thus the personal qualities and the skills the leader brings to her role, and how these are applied to the person or group of persons they are leading (Eales-White, 1997:68). Mortimore posits that:

> Reformations from time to time requires a review, analysis and understanding of the influence of the internal leadership forms and management context, the practical interaction process between internal key role-players, display of expertise, time and commitment to the task of teaching in the school. ………….. (Mortimore, 1993:5).

According to Gurr-Mark, Drysdale-George, and Mulford (2010), different countries and educational systems have introduced educational reforms from time to time to emphasize the importance of management practices for school effectiveness and improvement. Researchers and practitioners from the international field of school effectiveness and improvement have constantly highlighted the important role of school management practices for school improvement (Gurr-Mark., et al, 2010) in (Pinto, 2014). De Grauwe, in Kusi (2008) says:

> Much research has demonstrated that the quality of education depends primarily on the way schools are managed, more than on the abundance of available resources, and the capacity of schools to improve teaching and learning is strongly influenced by the quality of leadership provided by the headteacher (De Grauwe, 2000:1 quoted in Kusi, 2008:2).

In Chye Hin ONG's assessment of Singapore schools on the TIMSS, PIRLS and PISA, for the period 2005 to 2015 – a ten-year duration, the PISA 2012 results ranked Singapore 2nd in Mathematics, 3rd in Reading and 3rd in Science. According to ONG (2015), 'school turnaround refers to the process of turning around a failing school into an effective school'. The school turnaround is explained as involving school improvement especially in terms of academic achievements of its pupils. In answering the question; "When does an institution require a turnaround?" The answer given is when it is failing, underachieving or underperforming.

ONG (2015) notes that, these failing institutions are characterized usually by low morale among staff and pupils, low support from parents and other stakeholders (external) and low academic achievements. Hence, the researcher therefore opines that the headteacher in the school's administration is that deciduous plant around whom all learning and teaching processes continue to flourish and receive nourishment. He or she then should be aptly trained (both pre- and on-the-job) to become effective and efficient as a leader to be able to manage the various means so as to turnaround and prevent further 'failings'.

Beesam (2003) cited in Nyaboga, Bosire, and Ajowi (2016), argue that majority of principals in schools lack initial training, and that is a major barrier to professional development. Briar (2010) cited in Nyaboga, et al, (2016) also contends that principals need opportunities for training and career development to enable them progress and further contribute to school improvement.

According to Murphy and Meyers (2008), the turnaround narrative follows four periods: period one represents a state of stability; period two encompasses the time when factors that push an organization into a turnaround situation begin to occupy

centre stage. This is the disintegration phase; period three includes the time when actions in response to decline, failing status, and crisis that are designed to stabilize the organization are brought into play and represents an attempt to regenerate the turnaround process; period four is the end game in the turnaround narrative, either recovery or death (Armenakis & Fredenberger, 1998; Ford, 1983; Murphy & Meyers, 2008; Pearce & Robins, 1993). Leithwood, Harris and Strauss (2010) developed the three stage concept of school turnaround processes:

Stage 1: Stopping the decline and creating conditions for early improvement;

Stage 2: Ensuring survival and realizing early performance improvement; and

Stage 3: Achieving satisfactory performance and aspiring to doing much more

"School effectiveness" refers to effectiveness enhancing conditions defined at school level and "instructional effectiveness" to effectiveness enhancing conditions situated at the teacher and classroom level (Scheerens, 2004).

In the Ghana Education Service (GES), deputizing a headteacher and offering satisfactory assistance to the substantive headteacher is one of the surest ways to getting appraised and noticed by the circuit supervisor. This confirms the assertion that there is no mandatory pre-service training that the appointed headteacher has to undergo prior to appointment. From the researcher's view, it is ones experiences garnered as deputies are used mostly or made references to in appointing substantives. Kusi (2008) asserts that headteachers of schools in most developing countries encounter many problems in management. It appears there is the lack of requisite knowledge, skills, attitudes and values in the right moral sense to function effectively in the communities after completion of their BECE; a symptom of failing school (communities).

In the report of the Educational Review Committee authored by De Heer-Amissah and Anet (1999) cited in Aboagye (2002:74) establishes that the reason for the poor learning achievement under the then premiering reforms were due to poor quality teaching and excessive loss of instructional time arising from teacher and pupil absenteeism. This revelation was made more than a decade ago but still remains a major challenge confronting the educational system. According to Wenglinsky (2001), the Coleman Report in the 1960's relates school characteristics to student outcomes and focuses on the impact of economic characteristics, or school resources by the use of production functions. In line with the report findings, Wenglinsky (2001) found out that certain characteristics of schools, such as the leadership qualities of the principal, the disciplinary environment of the school, and the size of the student body, all had an effect on student outcomes.

Odei-Tettey (2017) has argued that policy learning is a critical factor in schools improvement especially in the context of poor schools performance stemming from contradictions in schools decision making. Kusi (2008) concludes that 'a good and an administratively conscious, headteacher who has been given the requisite training and skills of management, if well-inducted, would certainly apply these tools of best practices of educational management in order to achieve the desired performance'. The leadership styles and management practices of different schools which may contribute to school effectiveness have been of great interest to the researcher.

According to D'Souza (1997), leadership is manifested by three essential interconnections; skills and needs of the leader; the needs and expectations of the group and the demands or requirements of the situation (D'Souza, 1997 in Sigilai, 2010:3). Understanding the processes (means) in the context of leading and managing these

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schools is important. If education is to be seen as an investment, and also as an instrument that can be used to achieve a more rapid economic, social, political, technological, scientific and cultural development in the country, then its leadership and management practices should not be defective or inefficient. It therefore becomes worrying when pupils, managed by qualified professionals, fail to perform creditably in the education offered to them evidenced by their external results. The ability of schools to turn themselves around is to a great extent "dependent on the quality of leadership in the school".

1.1 Statement of the problem

According to the Ghanaian Daily Graphic (2017), there exist a "deep gap in state financing of education in Ghana and other developing countries" and the writer reasons that the public basic funded education is deteriorating in quality; a perception evidenced by increase in enrolment in the private-owned basic or preparatory schools. The daily Graphic notes that "at the basic school level, public or government schools tend to be regarded with suspicion by ordinary Ghanaians who continue to question and probe into the quality of their teaching, especially as BECE results are less than impressive" (p.32-33). Questions have also been raised by stakeholders at forums organized by the Agona East District Assembly (AEDA). Since the inception of the district the pupils have been underperforming in the Basic Education Certificate Examinations (BECE) as Table 1.1 shows.

Table 1.1: The Pass-rates of students in the last fifteenth-ranked schools in BECE in Agona East District

School	2012 (%)	2013 (%)	2014 (%)	2015 (%)	2016 (%)	Average (%)
1	-	90	10	0	16.7	29
2	0	100	15.4	31.6	91.7	48
3	0	35.3	26.3	11.1	54.5	25
4	23	14.7	9.7	30.8	35.3	23
5	20	0	17.4	8.3	20	13
6	-	-	-	0	0	0
7	16.7	7.4	4.8	0	21.7	10
8	14.3	6.3	0	0	75	19
9	7.7	15	0	3.6	10	7
10	0	16.7	7.4	25.9	44	19
11	81.8	58.3	0	83.3	84.6	62
12	25	11.1	12.5	20.8	0	14
13	-	5.7	0	14.3	0	5
14	-	0	0	46.2	9.1	14
15	-	-	30.8	0	9.1	13

Source: Agona East District Education Office (2017), %=Percentage

The stakeholders of education in the study area, especially the parents and education officers continue to blame the headteachers of the schools for the unimpressive performance of the pupils and they claim leadership styles are inappropriate. According to Kusi (2008), recent review of the education system in Ghana indicates that many of the problems schools are faced with are linked to leadership and management. (Commonwealth Secretariat, 1993 in Kusi, 2008:5). Hence this study investigates the headteachers' leadership style and the management practices in the study area.

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1.2 Purpose of the study

The purpose of this study was to investigate the leadership styles and management practices of headteachers. The study specifically investigated the leadership styles, and also identified the factors which influence the deployment of these leadership styles in managing.

1.3 Objectives of the study

The study specifically sought to achieve the following:

1. Investigate the leadership styles headteachers employ to manage underperforming Junior High Schools in the Agona East District.

2. Identify the factors which inform headteachers in Agona East District decision to employ certain leadership styles in managing the underperforming schools.

3. Identify management practices used to manage human resources in the underperforming Junior High schools in the Agona East District.

4. Determine the perception of teachers regarding existing management practices in underperforming Junior High Schools in the Agona East District.

1.4 Research questions

The following research questions were formulated to guide the study;

1. What leadership styles do headteachers in Agona East District employ in managing underperforming Junior High Schools?

2. What factors influence the headteachers to adopt leadership styles in managing the underperforming schools in the Agona East District?

3. What management practices are used to manage human resources in the underperforming Junior High schools in the Agona East District?

4. What are the perceptions of teachers on existing management practices in the underperforming Junior High schools in the Agona East District?

1.5 Research hypotheses

Two hypotheses were developed to guide research questions one and four. They were:

Ho_1: There is no significant relationship between headteachers' leadership styles and management practices used at the Schools in the Agona East District.

Ho_4: There are no differences existing among the perceptions of teachers on leadership styles employed.

1.6 Significance of the study

The results of the study would reveal the leadership styles headteachers employ to manage underperforming Junior High Schools in the Agona East District. This will increase underperforming schools in the Agona East District understanding of how leadership and management of internal role play in schools and how they contribute to building effective schools.

The study would again identify factors which informs headteachers in Agona East District decisions to employ certain leadership styles in managing the underperforming schools. This will provide an opportunity for headteachers in the Agona East District to reconsider their leadership style in managing underperforming schools in the district. The results of the study will also identify the management practices that are used to manage human resources in the underperforming Junior High schools in the Agona East District. This will enable educational management authorities to adopt best management practices to support the underperforming schools in the Agona East District.

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Furthermore the results of the study would reveal the perceptions of teachers on existing management practices in underperforming Junior High Schools in the Agona East District. This would enable the headteachers of the district underperforming schools to redirect their management strategies to the best interest of the teachers to promote a peaceful working relationship in the schools. Literature on training needs of headteachers could be developed to be of benefit to the Ministry of Education (MOE) in the formulation of future education policies based on performance with regard to the provision of quality education.

1.7 Delimitation of the study

The study was conducted in the fifteen (15) selected Public Basic Schools. The Private Basic schools were not included in the study because they do not enjoy direct government support in the provision of education. This study is also delimited to leadership styles and management practices in Agona East District. Although there are many sub-themes, indicators or criteria of school leadership and management themes in the literature and because a single study of this nature cannot exhaust all of them, the researcher only addressed few of them in order to understand how they influence school resource management by limiting himself to the responses from headteachers, their assistants and school teachers as well as the HOD and Circuit Supervisors (CSs).

1.8 Definition of terms

Assistant Headteacher: The senior teaching staff in a school that acts or takes charge in the absence of the headteacher.

Complementary Basic Education: Schools complimenting the main stream education. This allows pupils without the basic preparatory education to be tested and placed at an appropriate level or grade in the normal school.

Education Management Information System: Formally named 'Statistics Unit' of the Planning Department of the Education directorate.

Headteacher: The managerial and administrative officer in a school who has been given the authoritative power in matters concerning the organization of the school by the Education directorate.

Professional qualifications: Any formal training received pertaining to pedagogies of lessons delivery.

Underperformance: Failure to perform up to the Basic Education Certificate Examinations, BECE standard (i.e. 'aggregate 30 and better' or grade 5 in each of the six subjects – including English, Mathematics, Integrated Science and Social Studies) in the final year examinations.

Underperforming school: The inability of the school level leadership to use adequate management practices to achieve its objectives (acquiring an academic excellent utilization of all available resources)

1.9 Organization of the rest of the study

The study is organized under five chapters. Chapter One which is the introductory chapter discussed the bacground to the study; statement of the problem; purpose and objectives of the study; the research questions; significance of the study; delimitation, limitations and operational definition of terms as well as the organization of the study. Chapter Two reviews related literature under the themes; the concept of leadership and management, models of school management, effective leadership, path-goal theory of leadership styles of leadership, factors influencing the use of various leadership styles, leadership in underperforming schools, management of other stakeholders in underperforming schools and effects of management practices on the leadership of underperforming schools. Chapter Three describes the design used, the population and sample size and techniques used in sampling, data collection procedure and processes for its analysis. Chapter Four presentsanalysis of both quantitative data and qualitative data. Finally Chapter Five profers summary of findings, limitations, conclusions, recommendations and suggestions for future studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The primary goal of this chapter is to review existing related literature to the study. From the purpose of this study, literature was reviewed to investigate the leadership styles located within underperforming public basic schools by considering how leadership style impacts the management of human resources. Its aim is to enable the researcher have a better understanding of the problem, identify where gaps exist in the research literature and most importantly generate relevant methods such as the design of the research and questions to elicit responses from research participants (Merriam-Webster, 2007).

2.1 The Concept of leadership and management

As defined by Mankoe (2007), administration is a process of directing and controlling life in a social organization. He further stated that it is a process of getting things done through the efforts of other people. What is leadership is defined by Mankoe (2007) and cited in Kusi (2017:2) as the ability to influence individuals towards the attainment of organizational goals or objectives. Management, in his view is explained to mean 'the meeting of goals set by an organization; to succeed in achieving an organization's goals against various odds'.

Leadership and management are very useful concepts in every organizational activity, especially in school management; resources are appropriately apportioned through the efficiency of leadership and management (see Table 2.1). The two are sometimes used interchangeably; however, Yukl (2010) contends that there is a continuous controversy in function and context of the two. He asserts that one of the controversies is the point

that one can be a manager without necessarily being a leader - a kind of informal leader. In addition, that most people use the title manager and they are without a follower, to lead however, means there should be a follower.

Table 2.1: Functions of management and leadership

Management:	Leadership:
Produces order and consistency	Produces change and movement
Planning and Budgeting	Establishing Direction
Establish agendas	Create a vision
Set timetables	Clarify big picture
Allocate resources	Set strategies
Organizing and Staffing	Aligning People
Provide structure	Communicate goals
Make job placements	Seek commitment
Establish rules and procedures	Build teams and coalitions
Controlling and Problem Solving	Motivating and Inspiring
Develop incentives	Inspire and energize
Generate creative solutions	Empower followers
Take corrective action	Satisfy unmet needs

SOURCE: Adapted from A Force for Change: How leadership differs from management (pp. 3–8), by J. P. Kotter, (1990) in Northouse (2016:14).

Without influence, leadership does not exist. From Table 2.1, the overriding function of management is to provide order and consistency to organizations, whereas the primary function of leadership is to produce change and movement. Management is about seeking order and stability: leadership is about seeking adaptive and constructive change. Scholars like Bennis and Nanus (1985) and Zaleznik (1977) assert that there is a mutual exclusivity between leadership and management. They speak of an extreme distinction in terms of qualities to function. They portray an assumption that

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management and leadership cannot exist in one person, making the two concepts mutually exclusive. Therefore, while leaders are flexible, adoptive, and innovative and care about the people, managers are concern about how to get things done. In the words of Bennis and Nanus (1985) in Northouse (2016), "managers are people who do things right, and leaders are people who do the right thing".

On the other hand, Hickman (1990); Kotter (1988); Mintzherg (1973) in Northouse (2016) agree to the divergent roles of the two concepts but sharply divert that the two are not two distinct persons or different types of people. Leadership is considered as one of the managerial roles (Minztherg, 1973 in Northouse, 2016). This presupposes that a manager necessarily performs the functions of a leader. In attempting a synthesis, Kotter (1988) asserts that the two roles are necessary in every organization but which of them receives attention depends on the organizational type. He continues that overemphasis on one can lead the organization to extreme directions in bureaucracy or loss of concentration. Again, Kotter believes that apart from organizational type, situation has a major influence on the kind of trait in terms of managing or leading that organizational leaders adopt, and as organization expands the need to manage resources become very necessary to a large extent.

In support of Kotter (1988)'s position, Rost (2003) sees management as authority-relationship and leadership as multidirectional influence-relationship with their subordinates, states that management is to accomplish the production of goods and services while leadership influence is to effect change. He asserts that a manager may not necessarily be a leader to ensure the production of goods and services; however, a manager may be a leader when there is an influence relationship with the subordinate to effect change.

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Rost (2003) argues that change is experienced because leaders and followers influence each other. Owen (2000) supports the idea of influence; however, Rost (2003) reasons that characteristics and personality play a major role in exerting influence. Kouzes and Posner (2002) in the same line of argument assert that the title of leadership is won when an individual (leader - the headteacher) is able to mobilize others (followers - staff members) to get extraordinary things done in an organization (the school system).The bottom line for them however is the concept is not limited to managers and authorities but the ability of a headteacher to get other members of staff to follow him. Yulk (2010) believes that where there is leadership, whether in a manager or a leader, the followers share the vision and objectives of the leader and agree to ensure goal accomplishment through a collective effort. The idea of influencing people to share in the vision as a leader is common among many scholars.

Afful-Broni (2004); Acheampong (2012) and Edwards (2009) approve on the aspect of a process of positively influencing others towards a shared goal for organizational growth, usually because of some particular characteristics, abilities, gifts and skills that are possessed by the leader. This is a clear indication in understanding the aspect of management. A manager displays leadership characteristics when followers respond to his or her influence beyond managerial mechanizations and directives. Therefore, when the manager stirs the personal commitment of the followers then the two concepts are identified in the person. According to Mullick, Sharma, & Deppeler, (2013), depending on the activity or situation, school staff can move in and out of leadership and management roles, and this supports management practices to take a shape (p.153).

Equally, whiles other theories combine the two to predict influence, Robinson (2005) assert that employees are largely influenced to perform task based on what they call the

'Psychological Contract', that is the employees' beliefs about their exchange agreement with the organization. An exchange obligation to each other which is breached; when especially the organization fails the employees. This is very evident in the way the educational sector handles teachers, the results are mostly the numerous strike incidences in the Ghanaian context.

Powell (1998) believes that managerial leadership efficiency is leader-matched and situational-oriented, gives a further sharp diversion. Meaning that when a leader possesses the requirement of a particular situation then goal is achieved. Hersey and Blanchard, in Kusi (2017) are the proponents of the situational theory of leadership. They assert that the success of a leader is contingent on the situation in which they find themselves. Moreover, the trait of the leader is exhibited according to the needs of the situation. Therefore situations will demand that the headteacher allows teachers to act without control directives and vice versa. In all, the situation for them is the determinant of the needed leadership behaviour. On a different line of argument, Evans (1970) and House (1971) believe in the Path-Goal theory. What matters for them in achieving goals through employee efficiency is that leadership behaviour that reduces hindrance to employee performance. This they stress is a major source of employee motivation.

Moreover, scholars like Maslow (1970) and McGregor (as cited in Kusi, 2017) believe that leaders and managers are successful when goals are achieved. The achievement of goals depends on the cooperation from followers and the suitable way to get followers convincing cooperation is to identify what motivates them. This has led to the numerous theories of motivation. The various dimension of analysis portray headteachers as not only school managers but also have within them the two capacities

- to lead and to manage. What makes them good managers however is their ability to know which of the two capabilities or concept to prioritize. Moreover, they are identified good leaders when they are able to influence teachers beyond the managerial authority relationship to achieve goals.

The basic questions that are ask in this line about our headteachers in the Agona East District are whether they are able to get teachers into their shared vision as proposed by Kouzes and Posner (2002)? In addition, as indicated by Afful-Broni (2004), Edwards (2009) and Acheampong (2012), whether our headteachers possess the qualities, gifts and characteristics that arouse the personal commitments of teachers beyond the managerial mechanisms as supports to underperformance?

2.2 Models of school management

School management skills is seen an essential part of success attainment. Headteachers become successful when they are able to combine all educational resources to achieve expected results. There is a sharp argument about whether success depends on staying strictly to purpose and goals or in objectives that others have defined. One side of the argument says, "Management possesses no super-ordinate goals or values of its own. The pursuit of efficiency may be the mission statement of management - but this is efficiency in the achievement of objectives which others define" (Newman & Clarke, 1994:29). The other side think that this kind of idea is "…a stress on procedures at the expense of educational purpose and values" (Bush, 2003:240).

Many schools have a kind of national curriculum that gives them no room for initiatives, this mostly makes the school managers an interpreter of national curriculum directives (Bush, 2003). However, the school manager's success would come from his ability to manage school base vision and goals through restricted directives like social

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educational policy or national curriculum. Some scholars have come out with how they think the school can be managed amidst the two essentialities to achieve the best educational results. Few of them are formal, collegial, political, subjective, ambiguity and cultural (Bush & Glover, 2002). Moreover, some of such models give a paradigm to the diverse compartments of the school system. The usefulness of these models is that irrespective of how experienced a headteacher may be, knowledge of them would facilitate practice (Copland, Darling-Hammond, Knapp, McLaughlin, & Talbert, 2002).

2.2.1 Formal model

Ghanaian basic schools are funded by the government through the ministry of education to the district education directorates. Most times foreign donors support the government but this sometimes comes with some directives. Therefore, donors' directives, national interest and district rigidities form the basics of formal model of school management. This model, which is analysed by Beare, Caldwell and Millikan, (1992); and Bush (2003) uses the formal or structural dimensions of the organization that conform to the directives of those who sponsor their operations.

Characteristically, a school base management that adheres to the formal model sees the school as a formal organizational system in such a way that each department relates to the other in a formal organizational practice. Such structure is mostly presented on a chart to ensure that members of the schools know a recognized way to relate in person and in departments. This however, makes the school structure hierarchical, where a teacher can officially report to their departmental heads and to the headteacher in that order. It again makes the school an emblematic organization that ensures goal keeping. So then, decisions are collectively evaluated and structured into sponsor's interest in a formal structure making the school more responsible and accountable. However,

Leithwood, Jantzi, and Steinbach, (1999); and Dressler (2001) sees such practice as management leadership and dampens initiatives sometimes.

2.2.2 Collegial model

The basic understanding of the collegial model according to Bush (2003) is that it is a kind of participative model power and decision-making is shared among some of all the teachers in a school situation. However, such staff member should have an understanding of the shared goals of the school. It is therefore defined broadly by Brundrett (1998) as "… teachers conferring and collaborating with other teachers" (p. 305). Moreover, "the reason to pursue the study and practice of collegiality is that, presumably, something is gained when teachers work together and something is lost when they do not" (Little, 1990:166). Due to the nature of school organizations, collegiality is a more appropriate practice. This is because the professional nature of teachers gives them some authoritative expertise that even encourages teamwork beyond the classroom walls (Brundrett, 1998).

Webb and Vulliamy (1996) affirm that this makes orientations on collegiality normative and descriptive in nature instead of research-base in terms of study. Since in collegial practices members share common set of values and a shared vision, the size of teachers to decision-making should be a considerable factor due to it democratic nature, according to (Bush, 2003). Additionally, due to such nature, there is less impositions and decisions are reached through agreement and consensus. Sergiovanni (1984) asserts that collegiality promotes unity among professionals and reduces workloads of headteachers. However, Webb and Vulliamy (1996); and Baldridge, Curtis, Ecker & Riley (1978) believe that its features makes it less realistic. Sergiovanni further believes

that decision-making is very sluggish and tough, it does not always reflect the school process, and that consensus is a mere number in favour or against a motion.

2.2.3 Political model

Bush (2003)'s understanding of the basic assumption of the political model in the school organization is that, decision making and policy formulations are arrived at through a process of bargaining and negotiation. In this viewpoint, a research conducted by Baldridge (1971)'s came into a conclusion that political model prioritizes group interest and activity on resources and power instead of the institution as a whole. In that sense, the model seeks to manage conflicting interest either from a pressure group or from a subgroup in the school setting. This is because, for Morgan (1997), conflict is an inseparable part of every organization.

Moreover, Baldridge (1971) asserts that for the purposes of the unstable and ambiguous nature of school goals, there is always the need to manage disputes that arises from diverse interest that is done through bargaining and negotiations. In the end however, the group with power and influence see the interest through. Handy (1995); Morgan (1997); Bolman and Deal (1991); and Bush (2003) uphold five forms of power identified in such organization, these include; positional power, authority of expertise, personal (charismatic) power, reward power (power from the one who controls rewards or resources) and coercive power, that is to enforce compliance through punishment. This is a clear indication; however, that in managing conflict through bargaining and negotiation, these all-other sources of power are confronted - making it a form of transactional leadership. Bush (2003) believes that political model over-emphasized its analytical nature and power and coercion in decision making which neglects other

important aspects of the school, possibilities and professional collaboration. This moreover, breads self-interest and corruption in the institution.

2.2.4 Subjective model

The rationale behind the subjective model is that in the school situation, individual have a subjective and selective perceptive meaning of the events, situations and occurrences in the school. This means that the school organizational organ, units, cultural and social identity is an aggregation of individual believes, therefore the model emphasize the individual teachers instead of entire group of subgroups (Bush, 2003). Bush (2003) moreover affirms that models that focus on systems should give way to ones on individuals of the system.

Furthermore, Hodgkinson (1991); and Bolman and Deal (1991); affirms with Bush (2003) that since the individual perception and uniqueness within the school is paramount, events are interpreted in views of individuals, which is influenced by their background and experience. Again, structure is seen as a product of individuals' interactions rather than static rules and regulations. Moreover, since they see the organization and its rules as meant to serve the individual needs, the model prioritize the worth of individual purposes as against the presence of organizational goals. They affirm multiple realities and that a situation should be viewed from a local level with diversity in mind.

The basic criticism Willower (1980) have is that subjective model is too ideological which is not subject to critical test and examination, again, it reduces the nature of the organization to the perception and the interpretation of the individual. Moreover, since meaning is interpreted as many as the number of individuals, there are fewer guidelines for managerial activity.

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2.2.5 Ambiguity model

March (1982) asserts that, in some schools and organizations, what is reality is very odd because of excessive formalities. The 'garbage can' model is one of the prominences of the ambiguity models. The assumption of the ambiguity model is that schools and organizations are dominated with instability and unpredictability, objectives and the processes to achieving them are confusing (Bush, 2003). According to March (1982), most people neglect the confusion and complexities that surrounds decision-making, fast-growing technology and system intricacies in our schools.

Aside the obscure goals and problematic technology that the model assumes to surround the school, there is fragmentation of groups and subgroups with a problematic organizational structure and a stressed decentralization. Leithwood, et al, (1999) and Yukl (2002) affirm that the best leadership approach to the ambiguity nature of the school is a situational leadership style, where dynamism to complex and unpredictable situation is a mark. However, the major criticism of the model is that there are a lot of structured and a well define element of the school which attention could be drawn to.

2.2.6 Cultural model

Bush (2003) explains that cultural model looks at the organization as an aggregation of beliefs, values, norms, ideologies, symbols, rituals etc. The uniqueness of the school as an organization is identified in the individual cultural qualities (Beare, Caldwell & Millikan, 1992). This model suggests that a school should openly recognize the virtue and values that are identified. Dimmock and Walker (2002) advise that educational leaders should be aware of the distinction that exist between societal and school culture and know how to integrate them.

2.3 Effective Leadership

Rather than trying to figure out what effective leaders are, the Behaviourist tried to determine what effective leaders did and how they carried on their tasks (Achua & Lussier, 2010). In a study of leadership types, leadership theories, and leadership styles, it was believed that unlike the traits theories, behaviours could be trained in appropriate leadership behaviours and would be able to lead more leadership (Moors, 2012). Almost all the studies of school effectiveness found leadership provided by the headteacher to be an important factor of effective schools (Ribbins, 2001; Achua and Lussier, 2010; & Hackman, 2010). Firm and purposeful leadership is the first requirement of effective leadership, together with ensuring that all teachers are part of the process. Exhibiting effective leadership was an important requirement brought out by various studies such as Ribbins (2001); Bennis & Nannus (2007), Achua & Lussier (2010) and Northouse (2016).

It is imperative to note that there is no single approach to leadership style that neatly fits every situation (Hersey, Blanchard & Johnson, 2001). This study therefore identifies the leadership styles of headteachers of underperforming schools at junior high school level in the Agona East district; it becomes apparent to understand how management practices is influenced by leadership styles.

Literature in leadership and management has identified several characteristics of effective leaders. Whereas some are context-specific characteristics (peculiar to some contexts or settings) others are general ones (meaning that leaders found in any part of the globe exhibit such qualities). Jones (2006) in Kusi (2017:11) has identified the qualities that leaders of various organizations should possess to be able to work effectively. Jones in Kusi (2017) indicates that:

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Effective leaders are able to picture a range of possibilities several stages ahead of current phase of organizational development. In other words, effective leaders are able to foresee the possible development that their organizations could experience in future.

They have a forward-thinking outlook. In other words, the work of such leaders is future focused. The programs, policies and activities of effective leaders mostly have future benefits, not just for 'here and now. For example, if they are building structures for their organizations, they consider what would be useful now and even distant future.

An effective leader perceives the needs of the group they lead and organizes the group's efforts towards satisfying those needs. In other words, they are able to determine the social and emotional needs of their staff and ensure that they work collaboratively to meet those needs. For example, they could encourage their staff to form Welfare Associations so that they could offer support to their colleagues when necessary.

They have a great sense of timing. This means that effective leaders are sensitive to the need to change when necessary and have the patience to wait until the time is right to make a major intervention. Yet effective leaders have the boldness to strike decisively when the moment is right. They are always alert and ready to seize an opportunity that might present itself for the benefit of their organizations.

They make use of appropriate techniques to motivate group members to achieve organizational goals. Effective leaders understand that their staffs have differing motivational needs, which could include monetary rewards, respect, recognition, promotional opportunities and sense of achievement and, therefore, employ the relevant strategies to fulfil them. They know what motivate each member of their staff and try to satisfy them.

Effective leaders are willing to work with others in alliance and agreements to make a more significant intervention than either part would be able to make alone. In other words, they work collaboratively with other leaders to strategize to move their organizations forward.

(Jones, 2006 in Kusi, (2017:11-12)

2.4 Path-Goal theory of leadership

Path-goal theory of leadership is based on expectancy theory of motivation and emphasizes the leader's effect on subordinates' goals and the path to achieving those goals. Leaders have influence over subordinates' ability to reach goals, the rewards associated with reaching goals and the importance of the goals. The authors, House and

Mitchell (1971) cited in Kusi (2017) and Northouse (2016) used this leadership to explain how a leader's behaviour influences the performance and satisfaction of the subordinates.

The fundamental principles of this model is that leadership behaviour should be motivating and satisfying to the extent that it increases goal attainment by subordinates and clarifies the behaviour that will lead to these goals or rewards. The path-goal does not have a leader's trait and behaviour variable therefore, it allows for the possibility of adapting leadership to the situation (House, 1996). House and Mitchell's proposition is that a leader should choose a leadership style that considers the characteristics of followers and the demand of the task (House & Mitchell, 1971).

The leader's major task is to increase subordinates' motivation for the achievement of personal and organizational goals. Motivation is said to increase by clarifying the subordinates' path to the rewards that are available or increasing the rewards that the subordinates value and desire, that is, the leader assists the subordinates to identify and learn behaviour that will lead to successful task accomplishment and organizational rewards (Northouse, 2016).

Pertinent to this theory is the ability of the leader to match his or her leadership style to the prevailing situation and the step the leader can take to influence performance and satisfaction. The type of subordinates is determined by how much control they think they have over the environment in terms of their perception of and attitudes toward authority, goal achievement, ability to perform the assigned task and relationship among subordinates in the area of job satisfaction (Kusi, 2017 & Northouse, 2016).

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The path-goal theory suggests that a leader can behave in different ways in different situations. Besides the four leadership behaviours discussed in theory - (a) directive, (b) supportive, (c) participative, and (d) achievement-oriented behaviour - the new theory adds (e) work facilitation, (f) group-oriented decision process, (g) work-group representation and networking, and (h) value-based leadership behaviour. From Northouse (2016:120) the essence of the new theory is the same as the original; to be effective, leaders need to help followers by giving them what is missing in their environment and by helping them compensate for deficiencies in their abilities. The first four kinds of leaders' behaviour (styles) directive, supportive, participative and achievement-oriented leadership styles is the focus of this study.

Directive leadership lets subordinates know what is expected of them, provides specific guidance concerning what is to be done and how to do it, sets performance standards, requests that subordinates follow standard rules and regulations, schedules and coordinates work, and explain his role as leader of the group (Lunenburg & Ornstein, 2012; and Hoy & Miskel, 2001). Directive leadership style is similar to the task-oriented style. The school leader who uses this type of leadership style provides teachers with specific guidelines, rules and regulations with regard to planning, organizing and performing activities. This style is deemed to be appropriate when subordinates' ability is low and or the task to be performed is complex or ambiguous. Job satisfaction is increased when the leader gives more directives.

Supportive leadership is more of a relationship-oriented style. It requires the leader to be approachable and friendly (Northouse, 2016). He or she displays concern for the well-being and personal needs of the subordinates. He or she creates an emotional supportive climate (Lunenburg & Ornstein, 2012). This style becomes effective when

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teachers lack self-confidence, when work becomes a stressful task and work does not provide job satisfaction but the school supports.

Participative leadership applies to the leader who employs participative style of leadership and consults with subordinates for ideas and takes their ideas seriously when making decisions (Lunenburg & Ornstein, 2012). This leader consults with followers, obtains their ideas and opinions, and integrates their suggestions into the decisions about how the group or organization will proceed (Northouse, 2016). As Kusi (2017) explains thus this leadership involves consultations with subordinates, taking account of their opinions and suggestions when making and taking decisions. This style is effective when subordinates are well motivated and competent.

Achievement-Oriented leader sets challenging but achievable goals for the subordinates. She or he pushes work improvement and sets high expectations for subordinates and rewards them when the expectations are met. Kusi (2017) explains that the challenging work goal setting in these contexts emphasizes the need for excellence in performance, thus showing confidence that the subordinates will attain high work standards. That is, the leader provides both high directive (structure) and high supportive (consideration) behaviour (Northouse, 2016). This style works well with achievement-oriented subordinates.

Many research studies in Path-Goal Theory of leadership suggest that the same leader can manifest these four styles of leadership in various situations (Moors, 2012; & Lunenburg & Ornstein, 2012). School overseers are advised to modify their leadership behaviours to fit these subordinate characteristics and environmental factors.

2.5 Styles of leadership

This discussion of leadership styles is very important because it informs readers and other stakeholders of the possibility of combining different styles of leadership in situations when the need arises. While some leaders show interest in the work to be done, other leaders pay attention to their relationship with subordinates. The manner in which the leader performs these tasks and directs affairs of the organization is referred to as the leadership style. Kusi (2017) explains that Leadership style therefore is the way a leader leads.

Northouse (2016) notes that studies regarding the behavioural approach determined that leadership is composed of two general kinds of behaviours: task behaviours and person or relationship behaviours. Task behaviours facilitate goal accomplishment: They help group members to achieve their objectives. Person or relationship behaviours help followers feel comfortable with themselves, with each other, and with the situation in which they find themselves. The central resolve of the behavioural approach is to explain how leaders combine these two kinds of behaviours to influence followers in their efforts to reach an objective. Person–task orientation refers to the extent to which cultures emphasize human interaction as opposed to stressing tasks to be accomplished (p.432). The behavioural approach reminds leaders that their actions toward others occur on a task level and a relationship level. In some situations, leaders need to be more task-oriented, whereas in others they need to be more person or relationship-oriented (p.79).

Autocratic or authoritarian style of leadership centralizes power and authority in the management and does not involve individual workers in decision making policies (Mankoe, 2007). Kusi (2017) notes that leaders who employ this leadership style often

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take responsibility for developing and relaying a clear direction for their organizations, explain the vision of the organization at every opportunity; sets standards and monitor employee performance and enhance their motivation using both positive and negative feedback. In this leadership style, the leader alone dreams, determines, and sets out policies and assigns tasks to members without pervious consultation (Afful-Broni, 2004). The autocratic leader issues instructions or directives that must be carried out without questioning. Leaders of this kind are known as dictators who neither have respect for others' views nor trust in others good intention because they consider theirs as superior (Middlewood & Lumby, 2008). Afful-Broni (2004), opined that, many psychologists believe that this style of leadership stems from fear and feeling of insecurity. The leader's regular force of action is therefore defensive weapon. Other examples of their defensive weapons are constant threats and punishment that are sometimes administered.
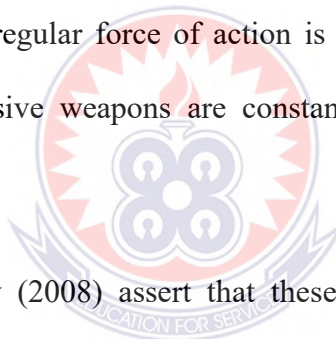
Middlewood and Lumby (2008) assert that these rigid patterns of control may be applied in many ways; firstly, when there is insistence on centralized power secondly, when the leaders concern themselves exclusively with high productivity of the workers and finally when the leader adopt wrong attitudes towards workers. Leaders who use this style, Mankoe (2007) opines that they take full authority and responsibility for the tasks at hand. They are highly structured and dictate the structure of the entire work situation. These leaders are highly directive and seek no participation from subordinates in decision-making. In this leadership style, the leader determines all policies for group members and specifies allowable actions and interactions and also provides praise and criticism. Members become increasingly more submissive and demand the leader's

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attention and approval. Productivity is about the same as democratic, but required leader's presence.

Limitations of autocratic include low morale on the part of staff which results in low output because they work out of fear which has no sense of partnership. The style does not encourage initiative and creativity. The leader is often overworked and ends up with burnout (Mankoe, 2007). However, since power is centralized, autocratic leadership style enables close supervision and better control for the leader. In certain emergency situations the autocratic style becomes rather more practical and useful since decisions are taken quickly for implementation (Afful-Broni, 2004). Subordinates who are naturally not interested in sharing responsibilities may benefit from this style of leadership.

Democratic or participative style of leadership is grounded on the opinion that, the organization is the responsibility of all. The leader influences subordinates, without dominating their thinking (Afful-Broni, 2004). Policies are arrived at through discussions and group decisions. Democratic leadership help workers to operate as colleagues, collaborators and team partners, act as facilitator and provider of information rather than being authoritarian (Omolayo, 2009). This style of leadership praises workers instead of criticizing them. Leader delegates responsibilities to staff, although the final decisions remain with the leader. Monkoe (2007) opines that openness and respect for peoples' opinions at all levels in the organization exist. Leaders who use this style encourage members to be involved in the decision-making process.

Kusi (2017) explains that this is probably the most popular and acceptable leadership style in organization but opines that it is ineffective when emergencies, staff uprisings

and capacity are inadequate. They inform subordinates about all conditions affecting their work, and encourage subordinates to express their feelings and ideas openly (Omolayo, 2009). Members within the democratic style of leadership gain satisfaction and there is the indication of less tension and hostility and more of cohesion and cooperation. Staffs of this style are productive as authoritarian even in the leader's absence.

In democratic style of leadership, there is respect for all and people are generally happy with the organizational processes bringing more collaboration among staff and less tension. The needs of the majority are known and taken, respected and listened to. New and better ways are often found since ideas come from a multiplicity of sources (Afful-Broni, 2004) and the leader is not over-burdened because responsibilities can be delegated. On the other hand, the leader who employs this style may be considered incompetent or weak because of regular consultations with subordinates even on important issues. It sometimes creates a wrong impression among staff members that their views ought to be sought in every situation. This process may prolong urgent issues as consulting with many could be frustrating and time wasting.

The expression, 'laissez-faire' is French meaning 'leave it alone' or 'hands off' (Kusi, 2017). As Kusi (2017) explains, the Laissez-faire or Free Reign leader gives subordinate virtually total freedom to select their objectives and monitor their own work (p.28). This style has no hard and fast rules since the leader grants complete freedom to the staff. According to Afful-Broni (2004), those who lead in this manner feel too overwhelmed by their position. They allow individual decisions without participation and believe that their major role is simply to supply needed materials and provide direction when it is requested. The leader in this style is not the way for

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workers to use their own techniques for production (Aldag, 2001). Naturally, there would be lots of anarchy, conflict and chaos in the organization. Laissez-faire style allows mature people to feel free to do what they want to do, thus promoting initiative and creativity to enhance productivity.

It is appropriate in situations where subordinates are experts in the fields and the leader does not have to be involved in every decision (Omolayo, 2009). However, this style is inappropriate when followers feel insecure without a leader to provide regular feedback. Moreover, in the context where laissez-faire leadership prevails, Mankoe (2007) said when there is no clear leadership and control; chaos and conflict often arise due to unguided freedom. The style also leads to high rate of unhealthy competition among its members.

Kusi (2017:29-31) discusses transactional, affiliative, pace-setting and coaching leadership styles as the four additions to the traditional styles (autocratic, democratic and laissez-faire). According to Kusi (2017), the transactional style of leadership was first described by Max Weber in 1947 and then later described by Bernard Bass in 1981. Mainly used by management, transactional leaders' focus their leadership on motivating followers through a system of rewards and punishments. There are two factors which form the basis for this system, contingent reward (where a leader provides rewards, materialistic or psychological, for effort and recognizes good performance) and management-by-exception (which allows the leader to maintain the status quo). The leader intervenes when subordinates do not meet acceptable performance levels and initiates corrective action to improve performance and equally helps in the reduction of the manager's workload. The transactional leader identifies the needs of their followers and gives rewards to satisfy those needs in exchange of certain

level of performance. They also focus on increasing the efficiency of established routines and procedures. They are more concerned with following existing rules than with making changes to the organization. A transactional leader established and standardizes practices that will help the organization reach its goals (Kusi, 2017).

Affiliative leadership style is one of the most modern leadership styles that could be employed in various organizations. Leaders who employ this leadership style often focuses on promoting friendly interactions among staff, places more emphasis on meeting staff's emotional needs than on defining goals, tasks and standards, pays attention to and cares for the whole person and stresses on things that keep people happy and makes efforts to avoid performance related confrontations. This style is most effective when it becomes necessary for the leader to give support to individual staff members and to promote harmonious working relations among diverse groups. However, it is difficult to apply the affiliative style in crises or complex situations needing clear direction and control and with staff members who are task-oriented or less concerned about form relationships with team leaders. Jones (2006) in Kusi (2017) adds that it is least effective to employ the affiliative leadership style when staff performance is inadequate and corrective feedback on performance is indispensable.

Pacesetting Leadership Style as another contemporary leadership style used in various organizations. This leader comes up with some rules and regulations and ensures that he/she adheres to them strictly himself/herself. The leader sets exemplary lifestyles and encourages or advices the subordinates to imitate - a pace-setter. Kusi (2017) posit that the such leaders often delegates tasks to only those who have his or her confidence that they will be able to carry them out to high standards; rescues situations or gives detailed task instructions if staff experience difficulties; shows little sympathy for poor

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performance and displays high standards and expects others to know the rationale behind what is being modelled. As a leadership style, pacesetting is most effective to be employed when staff needs little direction due to their high motivation and competence; when quick results are required and for developing staff that resemble the leader. Kusi (2017), however, affirms that it is least effective when a leader cannot do all the work personally and when the team needs to be directed, groomed and coordinated.

Coaching Style is mainly used by management to moving followers through transference. A coach can be defined as a vehicle that conveys people from their present destination to their desired destination. Leaders who coach their staff help them to identify their strengths and weaknesses in the light of their goals and aspirations; encourage staff to establish development goals; and provide on-going advice and feedback them. When leaders employ coaching style, they assess their staff to determine their current level of performance and help them set goals to reach their desired level of performance. According to Kusi (2017), the coaching style is most effective when: staff acknowledge a discrepancy between their current and desired levels of performance and when staff are motivated to take initiative, innovative and are enthusiastic about developing professionally. However, the coaching style is least effective when a leader lacks credibility and when staffs require much direction and feedback (p.31).

Northouse (2016) notes that from the 'University of Michigan Studies', whereas researchers at Ohio State were developing the Leader Behaviour Description Questionnaire (LBDQ), researchers at the University of Michigan were also exploring leadership behaviour, giving special attention to the impact of leaders' behaviours on the performance of small groups (Cartwright & Zander, 1960 and Katz & Kahn, 1951).

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The program of research at Michigan identified two types of leadership behaviours: employee (human) orientation and production (task) orientation. Employee or human orientation is the behaviour of leaders who approach subordinates with a strong human relations emphasis. They take an interest in workers as human beings, value their individuality, and give special attention to their personal needs (Bowers & Seashore, 1966). Employee orientation is very similar to the cluster of behaviours identified as consideration in the Ohio State studies.

Production/task orientation, Northouse (2016) advances, consists of leadership behaviours that stress the technical and production aspects of a job. From this orientation, workers are viewed as a means for getting work accomplished (Bowers & Seashore, 1966). Unlike the Ohio State researchers, the Michigan researchers, in their initial studies, conceptualized employee and production orientations as opposite ends of a single continuum (p.73). This suggested that leaders who were oriented toward production were less oriented toward employees, and those who were employee oriented were less production oriented. As more studies were completed, however, the researchers conceptualized the two constructs, as in the Ohio State studies, as two independent leadership orientations (Kahn, 1956). When the two behaviours are treated as independent orientations, leaders are seen as being able to be oriented toward both production and employees at the same time.

2.6 Factors influencing the use of various leadership styles

Kusi (2017) describes the basis for the choice of a particular style of leadership or what makes leaders use the various leadership styles. The leader's personality trait, the level of control, the extent of experience and the structure the organization in which he or she finds him or herself were the four factors Chris, (1999) cited in Kusi (2017) as

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responsible for the leaders style or what would make a leader decide on a particular style to use. The employee diversity and company culture are others which Mankoe and Kusi further explain as being other variables or factors, leadership style, depends on.

The personality trait is a major decider of a particular style use. Kusi (2017) posit that the leader's level of assertiveness influences the approach s/he would use. Highly assertive or the outgoing and frank headteacher may confronts the issues head-on. While the reserved personality would communicate to subordinates using written notices and memos. Thus a leader would reveal him to the subordinates through the personality and values. The leader's level of control is explained to mean the level which the leader wishes to maintain control. Some leaders want to be involved in all aspect of day-to-day operations of the organization and decision-making processes, which the need for micro-managing. There are also other leaders who trust their staff members and so would simply delegate task and responsibilities.

The leader's level of experience is also a determining factor to choosing the style. As Kusi (2017) aver, a leader who is new to playing a leadership role may be inclined to lead 'by the book' or follow lay down rules/procedures so as to not to make potential mistakes. On the other hand, a more experienced leader will often feel more confidence in following one's own interpretation of rules and regulations. The last of the identified four factors that would cause a leader to choose the style to use is the organizational structure. This is explained to mean that the structure of an organization and how it operates can determine the style to be adopted by the leader (Kusi, 2017). Some organizations lay more emphasis on encouraging contributions or ideas from their members – open culture sort of. Whiles the structure in some organizations requires

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that employees work according to a prescribed procedures and processes – a micro-management.

Employee diversity and company culture are the two determining factors put forward by other authorities cited in Kusi (2017:33) as influencing the use of leadership style. According to the author, inference is made on the assertion that many businesses these days are hiring workforce from diverse backgrounds and as such these calls for an equal response to the organizational diversity with a vision for their staff. This comes off with an admonishing of ensuring that a multi-cultural approach to work is adopted.

The latter states that the nature of companies' culture will influence the style of leadership used in the establishment. In this context, where there is a culture of motivated and well-trained staff, say lecturing at a college or university, the manager can adapt a laisser-faire leadership style. This culture, the researcher notes, requires a creative leader who has the ability to bring out of employee's innovation and allow free and expressive attitudes to differing opinions in work techniques. In Mankoe's (2007) view, the best style of leadership depends on the situation, the type of followers and the type of leader the headteacher is.

2.7 Underperforming Schools

An underperformed school is defined consistently as a 'bad' school in terms of a specific definition (Scheerens, 2000). There are different perspectives on how underperformance is defined. Botha (2002) characterizes school underperformance as when 'pupils within a school fail in external examination, therefore, not accomplishing its objectives'. The primary objective of a school is to ensure that learners become responsible citizens of the country and have passed a school leaving examination.

Conditions of schooling include contextual variables such as teaching, learning, management, learner motivation and community involvement.

In Ghana, the discussion on school performance relates to a school graduating on the BECE results. Schools with good results in BECE are generally assumed to be more effective and highly performing when compared to schools with poor results. The Ghanaian understanding of underperforming schools relates to low output measures, generally learner achievement. This is consistent with Scheerens' (2000) analogy of a system: underperforming school indicates the low input effect on material and the resultant low output of the education system. Definitions of underperformance differ from researcher to researcher. For the purpose of this study, an underperforming school in the Agona East District is delineated as the inability of the school level leadership to use adequate management practices to achieve its objectives of acquiring an academic excellent utilization of all available resources.

The general characteristics of underperforming schools are acquired from the perspective of the availability of resources. Characteristics are selected according to the applicability to the Ghanaian context. Based on the literature, research on underperforming schools has presented a variety of factors that relate to learner achievement. Scholars such as Edmonds (1979) and Lezotte (1991) find out that underperforming schools have a number of characteristics in common. Makoelle (2011) lists six (6) characteristics of underperforming schools that are applicable to Ghanaian education thus vision, mission and expectations; teaching and learning; management and leadership; assessment of learners; school-home relations and relations with other schools. Makoelle (2011) opines that very few of these characteristics are of a positive nature in underperforming schools.

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2.8 Leadership in underperforming schools

A school leadership is aligned to the central purpose of schools, which is quality teaching and learning. Leithwood and Riehl (2005) maintain that successful leaders live the vision of the school and inspire others to follow suit. Harris & Chapman (2002) found that successful leaders are driven by their own personal values and moral compass that heavily influenced the vision of the school. To Harris & Chapman (2002), such leaders make real their vision through their deeds; they communicate the vision and aligned the teachers and learners to the vision of the school. This reflects Elmore's (2000) view that people's values, thinking, attitudes and beliefs are embedded in and shaped by organizational culture. Similarly, the context of the school is important in that it shapes and determines the principals' behaviour, especially heads functioning in poorly performing schools. Elmore (2000) explains that leadership styles that add to the conditions of underperforming schools are the laissez faire style of leadership and the authoritarian style of leadership.

2.9 Management practices of underperforming schools

According to Holmes (1999), in a school set up, management practices refer to the way a school head uses the human resources and other resources and promotes best value and the way the school works with its governing body. They also refer to methods or techniques found to be the best effective and practical means in achieving an objective while making the optimum use of its firms' resources (Holmes, 1999). Mahloko (2010) defines classroom management as 'that aspect of the teaching role that focuses on creating an environment and establishing conditions that facilitate learner success in achieving both academic and social goals', (p.11). Wallace (2002) and Scheerens (2004) stated that school management practices have a significant impact upon school effectiveness and school improvement. The headmaster is considered vital to the

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successful functioning of many aspects of a school. Ainley, Corrigan and Richardson, (2005) noted that school headteachers play a key role in establishing cultures that are professionally stimulating for teachers, which increase their sense of efficacy and beliefs that have the capacity to make a difference to students' learning.

In the early days of educational theory development, the emphasis of school management practices research was focused on the activities of individuals (Bridges, 1967) and successful leadership practices were associated with these individuals (Leithwood, et al., 1999). But with the increase of educational reforms like site-based management, career ladders for teachers and mentor teacher programs, the focus of school leadership research has been changed and researchers have started to focus not only on the leadership activities of school heads, but also on the leadership styles (Kusi, 2008) and management practices employed by other stakeholders (external) of school community (Weiss & Cambone, 1994).

2.9.1 Management of teachers

Coulson (1986) describes the school as divided into two zones: the school-at-large, as the head's zone of influence and decision-making, and the classrooms where individual teachers 'reign' over their own territory. One of the challenges associated with the management of human resources in underperforming schools, is to build bridges of collaboration and team-work between these zones, where teachers are empowered to have a say in the head's zone and can cross the boundaries of each other's zones to learn together and where the head is able to participate in the prime task of the school, the teaching and learning. Teacher must give the head the opportunity to articulate her or his visions about the school. Heads should be more visible both to teachers and the pupils, and to enhance her or his monitoring and evaluation role in the school. Heads

must contribute strongly to the creation of a culture of collaboration as it enables the head to exercise two functions that have been shown to be important, being a leader of the staff group and a member of the staff group (Holly, 1989 & Southworth, 2002). This is likely to be valued by the staff, and beneficial to staff morale and head-staff relations. It also helps the head to delegate responsibilities to other members of the staff group as the head can release teachers to take on leadership roles in the school. In Coulson's (1986:77) words: "It is probably as a teacher more than in any other way that the head affirms and renews his position as the school's Leading Professional".

The teaching role of teachers in underperforming schools in not without problems. Whilst this teacher has nearly a full-time teaching commitment and in many cases a class responsibility as well, recent changes, and in particular, have added substantially to their other roles and responsibilities. As Dunning (1993), points out this additional load may not be any less in underperforming schools than in others, and it is a simplistic assumption the underperforming schools are necessarily easy to manage. As a result, teachers are likely to be caught in a difficult conflict between their teaching commitment and these other roles (Dunning 1993).

Another field under this section that needs attention is continuous staff development (CPD). There appears to be a consensus about the vital importance of staff development as a condition for school improvement. The interdependence of staff development and school development is also becoming increasingly clear or, as Hopkins (2001) put it, there is little teacher development without school development and school leaders are increasingly searching for practical ways of bringing teacher and school development together. Kusi (2017) posits that it is more useful to differentiate between the

experienced and the beginning staff and their training needs could be assessed through interviews, questionnaires as well as performance management and observations.

Explained by Kusi (2017), teacher appraisal is another means of identifying in-service needs for teachers and supporting their professional development, and is therefore inevitably a part of the school's professional development system (p.131-133). It will therefore be the headmasters' responsibility to oversee that teacher appraisal schemes are actually implemented in the school, and the smaller the staff group the more prominent the role of the head is likely to be in the process.

The main aim of heads' management practices is to improve pupils' educational outcomes and make teacher development an obvious priority. The view of the school as a collaborative workplace where practice is built on a shared vision and agreed goals requires a shift in the approach to staff development. This shift is from the traditional IN-SET approach which is built mainly on voluntary attendance of individual teachers at occasional and mainly external courses and workshops to a more school-focused staff development. It is seen as a lifelong process of professional development and organized to meet both the long-term and short-term needs of the school and its staff as they are identified by a vision, school review and school improvement priorities.

Thus, staff development is strongly related to school development. It is considered as one of the most important strategies to achieve clarity and understanding about improvements, and is integrated into our activities to bring them about. Management practices of underperforming schools hardly produce and contribute to a staff development policy as a part of their school development plan. It is therefore one of the head's responsibilities to oversee that the plan is made, has the required development implications and takes into account the resource implications as well. As a leading

professional and an exemplar of professional values (Coulson, 1986), she or he is also likely to be the most prominent individual figure that orchestrates and co-ordinates staff development in the school.

2.9.2 Management of parents

An integral part of the school's vision and philosophy is how its head intends to set about developing and maintaining a good home-school relationship (Day, Zaccaro, & Halpin, 2004). Developing good relations between the school and its parents serves two main purposes. First, there is some evidence that parental involvement in children's learning in and out of school, and effective communication between the school and the home, has a positive impact on their learning experiences and outcomes. Second, it helps the school to gain the support of parents and the community at large (Day, et al. 2004; Davies 2002). In their study of underperforming schools, Mortimore, et al. (1988) include the 'below-average' or 'over-required' of parental involvement in their widely quoted list of key factors that contribute to underperforming school.

Their findings show adequate, standard and controlled parental involvement in the life of the school to be a positive influence upon pupils' progress and development. Parental involvement in pupils' educational development within the home was also clearly beneficial. Fullan (2004) also draws on a number of research evidence to conclude that the closer the parent is to the education of the child, the greater the impact on child development and educational achievement. He also maintains that educational reform requires the combined efforts of families and schools.

Parents and teachers should recognize the critical complementary importance of each other in the life of the student. In the competitive environment of today teachers have to set out some strategies to gain the support of parents and the community at large (Day,

et al.1990) and 'stay close to the client' (Davies, 2002:199) to use the terms of corporate management. In other words, generation of a dialogue with families and listening carefully to them as they look together with parents, governors and others for the best way forward for the children in their school.

This has a number of implications regarding the role of the head. In maintaining these relationships, the head will frequently find themselves in most of the Chief Executive roles of Coulson (1986)'s framework. The head will be a figurehead and spokesperson to the outside world, having to represent the school and transmit information. She or he will have to take on the Liaison role of maintaining and developing the significant web of relationships with individuals and groups outside the school (Coulson, 1986) and is likely, from time to time, to find him or herself in the role of Disturbance Handler to solve conflicts between the school or individual teachers and parents. As Day, et al. (1990) elucidates; a home-school policy has a number of resource implications that will put the head in the role of the resource allocator. It is important, however, to bear in mind that successful home-school relationship is not the work of the headmaster alone but a part of the school's culture and therefore a collective responsibility of the whole school staff.

2.9.3 Management of teaching and learning

The idea that instructional leadership has a mutual linking with student's performance is not only a concept but also a proving study from many scholars. This has been proven in the work of Waters, Marzano & McNulty, (2003). A study conducted by Waters, et al., (2003) portrayed that instructional leadership practices has a high correlation with student performance. Their meta-analytic study which has come to be known as the Mid-continent Research for Education and Learning (McREL) was to

identify leadership effects and responsibilities on students' performance. This was done with the sample size of not less than 1.1 million students and 14,000 teachers from 2,894 schools.

Their findings identified two main factors in the school leadership that affects performance. These are the headteacher's ability to identify and focus on the actual needs for school and classroom improvement; and the second is the ability to adapt to change. Firstly, it was identified that headteacher's ability to challenge goals and demand effective feedback, getting involved in curriculum development, motivating student learning, improving collegiality and professionalism, getting other stakeholders involved in school goals and putting orderliness into both internal and external environments had influence on students' performance. The secondly, the current globalization and technological trend had a lot of influence on classroom instructional practices, modes of student evaluation and curriculum, and also that success hinged on the headteacher's understanding and adaptation to these changes.

Moreover, a study conducted by Cotton (2001) with most samples from both primary and secondary levels of Low Socio-Economic Status (SES) Schools in the United States, on the effects of principals on student performance indicated that knowledgeable principals or headteachers who get well involved in the instructional aspects of the school activities get a lot of high performing student than those who do otherwise. Cotton (2001) asserts that with their involvement they are able to identify weakness in the instructional program.

Numerous authorities from literature upholds that, the headteacher who is ensuring appropriate structures for instructional activities must, as a necessity, be a professional in order for their students to perform. They assert that teacher's academic and

professional experience would have a direct influence on both content and method of delivery in the subject area that would-in the end-reflect in the performance of the student being instructed. There are many situations where most leaders and headteachers lacked the expertise and the skills towards instructional leadership and management.

In Ghana, one of the key performance areas for school heads as stated in the Ghanaian Schools is the effective and efficient management and delivery of teaching and learning. Bush and Glover (2004) states that heads are responsible for staff structures, for ensuring delivery of tasks central to the organization and implementing effective accountability and assessment structures. Heads, as accounting officers of the institution, have a vital role to play in influencing the culture and mind set of the role players. They need to emphasize academic aspects such as staff development programs, involving teachers in decision-making, providing resources where possible, supervision and provision of instructional time (Kruger, 2003).

Kruger, (2003) identified negative attitudes of teachers and learners, lack of resources, poor relationships among heads, teachers, learners and parents, poor leadership and poor organization skills that are fundamental in establishing a sound culture of learning and teaching as discernible characteristics synonymous with poor culture of teaching and learning. According to Fleisch (2008), this poor culture of teaching and learning is mostly evident in the final exams. Furthermore, it also gives rise to resistance against authority (the headteacher). According to Fullan (2004), today's leadership is expected to transfer power while keeping some form of control, to inspire employees to greater heights and create a universal culture within the learning institution. Even though this could be challenging for some headteachers, for those who wish to be effective they

need to establish joint work cultures with all stakeholders and harness the collective skill of all to focus on the core (Christie, 1995).

Day, et al., (2004) directs that as heads are central to the success of the school, the pathways and strategies taken by the head to sustain positive learner and teacher performance should be well thought through. Central to optimum school functionality is its people as they are the resources that headteachers deploy to execute their strategy. Therefore, it is imperative that school leaders acknowledge those directly involve with learners, through actively involving teachers in decisions that impact them, establish collaborative and consultative cultures, acknowledge and affirm teachers when needed (Hoadley, Christie & Ward, 2009). Davidoff & Lazarus (1997) emphasized the importance of delegating responsibility, which allows teachers to participate and become knowing partners in cultivating participative values. This will enhance the facilitation of teamwork and human relationships. Both the leader and the workers are involved in decision making, which enhances personal and professional growth as well as autonomy among the staff.

Bush and Glover (2004) opine that school leaders should prioritize the management of high-quality teaching and learning and ensure positive learner throughput. For this reason, (Spillaine, 2005) suggests that school leaders become the leaders of instruction, allowing school leaders to take on an active and direct role in the management of teaching and learning. Bush and Glover (2004) who advocates that headteachers assume the role of the instructional leader, focusing on the core of the school business, also substantiate this view. Hallinger (2003) cautions against thinking; that this form of leadership is the only one for the headteacher. Headteachers exercise a variety of roles depending on the context, needs and limitations of the school. It will be detrimental for

any headteacher to solely focus on curriculum management (Hallinger, 2003). Distributed leadership that is embedded in transformational leadership is concerned with the delegation of task by instilling and embedding a sense of shared responsibility and accountability in all stakeholders.

2.9.4 Management of other stakeholders

West, Ainscow and Stanford (2005) describe management of human resources in schools as a decision about policies, staffing, resources, and the responsibility for the management of schools, from the local educational authorities to individual schools. They further added the identification of following areas as important when it comes to managing human resources in schools. There the need

a) for the establishment and the achievement of objectives that constitutes effective educational outcomes for pupils;

b) to develop a series of staffing or personnel management functions as the school becomes an employer and;

c) to also ensure increased but adequate parental involvement in the life of the school

2.10 Effects of management practices on the leadership of underperforming schools

Some schools are committed to effective teaching and learning, as is attested by a satisfactory record of pass-rate. Most schools have a pass-rate above 50 percent in their successive years. Other schools show deficiency in their leadership and management to the extent that they are unable to produce results above 50 percent and, in a number of cases, such schools appear nothing less than unmanageable. Harris (2001, 2005) regard

the below mentioned as effects of management practices on the leadership of underperforming schools to include:

a. Chronic Staff Shortages: Schools with a shortage of teachers are always categorized or characterized as ineffective. This subjective state of affairs puts the School Management Committees (SMCs) and other interested stakeholders, such as the Parent-Teacher Associations (PTA) members and the Municipal Assemblies to provide community teachers to augment the building pressure.

b. Teachers on Temporary Contracts (pupil teachers): Schools that employ pupil-teachers on transitory contracts experience an unstable pupil work-performance. Teachers who are employed temporarily may leave their posts at any time to assume positions where they are better placed, an occurrence, which significantly affects pupils at least until a replacement, can be found. Schools may waste money on workshops for pupil teachers who attend the workshops in order to be empowered and then leave their posts to start elsewhere, often where their contracts can be terminated abruptly. Schools that hire pupil teachers also have a bleak future for their pupils as parents will deregister their children from such schools and register them with known higher pass-rates schools.

c. Resignation of Teachers: Resignation of teachers with short notice leaves schools in a difficult position, as they may take a long time to get a replacement. This may initiate the appointment of teachers who lack proper leadership and managerial skills to steer the organization in the right direction, or create the situation in which a replacement for a resigned teacher arrives in the middle of the term.

d. Staff Absenteeism: The negative effect of staff members being absent from work can lead the organization into a downward spiral of continual and

increasing under-staffing. Such downward spiralling of the organization is characteristic of schools that do not provide effective teaching and learning, and come to be regarded as under performing organizations. It is essential that arrangements are made when teachers' ill-health causes them to be absent from work for long periods of time.

e. Low Number of New Learners: Low numbers of new learners wanting to register creates a situation for schools where they will eventually lack learners. Schools are guided by departmental policies, which stipulate the number of pupils who may be registered, and registering less number of learners contravenes school policies. School leadership (headteachers) thus has to follow school policies in order to address the low number of learners that will cause extreme under-population in classrooms with more unfilled seats.

2.11 Headteachers and their professional development needs

In a study designated by Kusi (2008) on the above title, the study investigated the challenges for Junior Secondary School headteachers in the Sunyani municipality of Ghana and their professional development needs. This was a qualitative study underpinned by interpretive philosophical thought that employed a case study approach and collected data in two phases using semi-structured questionnaire and semi-structured interview. The study highlighted that the headteachers faced multiple challenges which did not include nature of leadership styles and dynamics of management.

This study identified the factors responsible for these problems. The study also identified ways of preparing aspiring headteachers for meeting the demands in the educational context. Specifically, it identified the skills and competences they required

and the training opportunities for the provision of those competences as well as strategies for meaningful appointment of headteachers and their induction. The findings suggested that the in-service training or continuing professional development programmes organized in Sunyani municipality for practicing headteachers were inappropriate for enhancing their professional growth and development. The study proposed ways for improving some aspects of the programmes for meaningful professional development as well as regional-based courses and a cluster-based collaborative headship scheme for the headteachers.

2.12 Problem interdependencies related to the multi-arena policy process

The study paper makes a claim that the 2007 educational policy interventions in Ghana has not resulted in any significant improvement in educational standards and therefore brings to the fore a thesis that a new mode of educational governance that functions in a multi-arena policy making could raise standards and create successful schools. The purpose of this study undertaken by Odei-Tettey (2016) sought to investigate the activities of the multiarena policy groups in creating successful schools in the West Gonja District of the Northern Region of Ghana in the context of problem interdependencies.

Firstly, a different type of educational governance and its individual actors were identified and examined. The theoretical discussion about these actors gave out the reasons for their emergence and roles, their mode of operation, and how they are linked in terms of the conventional interactive forms of decision-making. Secondly, the new mode of educational governance that provided common goods were empirically examined regarding the roles of actors in determining educational successes. These roles were evaluated according to the actors' responsibility and instrumental capacity.

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Finally, the study looked also into how this new mode of educational governance fitted into the overall context of multiarena policy analysis in basic schools, and what their implications for the management of success in these schools were.

The massive failures of pupils in their final Examinations as put by Derelick (n.d.) and cited in Odei-Tettey (2016), are attitudes and competences in the multi-group such as the negative attitudes of teachers, the negative attitudes of pupils towards learning like the distractive use of mobile phones, and sometimes apathetic community participation in the school as well as plant management due to the diffused roles of the District Assembly.

2.12 Summary of Literature Reviewed

The primary goal of this chapter has been to review existing literature of the study. The literature reviewed the Concept of leadership and management, Management is about seeking order and stability: leadership is about seeking adaptive and constructive change. Northouse (2016) assert that there is a mutual exclusivity between leadership and management. Models of school management; few of them are formal, collegial, political, subjective, ambiguity and cultural (Bush & Glover, 2002). The Path-Goal leadership theory of House and Mitchell (1971) theory purports that people are satisfied with their work and would work hard if they believe that their work would lead to things that are highly valued. It emphasizes that the managerial behaviour should be motivating or satisfying to the extent that it increases goal attainment by subordinates and clarifies the path to these goals. This theory as applied to the study holds that it is important for educational managers in this case, the basic school headteachers to develop leadership talents that would ensure that challenges in management are reduced. Kusi (2017) describes the foundation for the choice of a particular style of

leadership or what makes leaders use the various leadership styles. The leader's personality trait, the level of control, the extent of experience and the structure the organization, the employee diversity and company culture are variables or factors leadership style depends on. Makoelle (2011) lists six (6) characteristics of underperforming schools that are applicable to Ghanaian education thus vision, mission and expectations; teaching and learning; management and leadership; assessment of learners; school-home relations and relations with other schools. Elmore (2000) explains that leadership styles that add to the conditions of underperforming schools are the laissez faire style of leadership and the authoritarian style of leadership. Corrigan and Richardson, (2005) noted that school headteachers play a key role in establishing cultures that are professionally inspiring for teachers, which increase their sense of efficacy and beliefs that have the capacity to influence learning. In a school set up, Holmes (1999) defines management practices as the way a school head uses the human resources and other resources to promote best value and also the way the school works with its governing body - educational governance and its individual actors (see Odei-Tettey 2016). To challenges for Junior Secondary School headteachers, findings suggested that the in-service training or continuing professional development programmes organized in Sunyani municipality for practicing headteachers were inappropriate for enhancing their professional growth and development (Kusi, 2008). And that if educational policy interventions in Ghana has not resulted in any significant improvement in educational standards, negative attitudes and competences in the multi-group (actors) may be due to the diffused roles of the District Assembly (Odei-Tettey, 2016).

Most of the studies reviewed were carried out in cosmopolitan communities that are heterogeneous in nature. None of the studies has been carried out in homogeneous, largely rural and typically agriarian communities of Agona East and its environs in the Central Region of Ghana.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology for the study. It basically outlines the research design adopted in this study, population, sampling issues, instrumentation, validity and reliability (transferability and trustworthiness in qualitative instruments), data collection procedures, data analysis as well as ethical considerations. Mohrman, Mohrman & Cohen (1995) emphasizes that the purpose of doing a research study determines the design and methodology used in the study. Creswell (2014) explains that the broad research approach is the proposal to conduct the study and this involves the intersection of philosophy, research designs, and the specific methods or procedures that translates the approach into practice. Hence the focus of the current study is on an in-depth understanding of the problem; for which Mixed Method approach provided an understanding through sequential technique(s) of combining data quantitatively and qualitatively.

3.1 Research design

Research design is a set of logical methods to undergo in order to achieve the research objectives. "The research design is the logic that links the data to be collected (and the conclusions to be drawn) to the initial questions of the study" (Yin, 2003:15). In other words, the research design articulates what data is required, what methods are going to be used to collect and analyse this data, and how all of this is going to answer your research question. Both data and methods, and the way in which these are configured in the study, need to be the more effective in producing the answers to the research questions. This study employs the mixed method approach. The mixed method

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approach to research has strong association with the pragmatic philosophy (Greene & Caracelli, 2003). Pragmatism in its simplest sense is a practical approach to solving a problem. Pragmatism can be considered a bridge between abstract (notional) and concrete (tangible) or what Greene and Caracelli (2003) refer to as a particular stance at the interface between non-realistic and realistic solutions.

According to Creswell (2014), the philosophical worldview assumption of using the mixed methods sequentially is to combine both qualitative and quantitative methods to better answer the research objectives. Spector, Merrill, Merrienboer, and Driscoll (2008) explained that pragmatism is neither epistemology nor ontology. Knowledge according to them is derived form an interaction among groups of individuals and the artefacts in their environments, both of which creates a reality. The pragmatic approach to science involves using the method which appears best suited to the research problem and not getting caught up in philosophical debates about which is the best approach (p.72). It is in recognizing that every single chosen method of doing research has its own limitations and that the different approaches can be complementary. Working from the pragmatist paradigm, mixed method researchers accept the idea that qualitative and quantitative methods are indeed compatible (p.47).

The current study utilizes the sequential explanatory mixed method in combining the quantitative and qualitative data collection methods in progression to address specific objectives. To achieve the purpose of this study, a sequential explanatory mixed method is adopted. This allowed the researcher to collect and analyse data and to appreciate and advance how the two traditional approaches, to doing research, complements each other in helping to understand management practices employed within any chosen style of leadership. According to Creswell (2014), the basic mixed

method the pragmatist should incorporate include some forms such as convergent parallel, explanatory sequential, exploratory sequential, embedded, transformative and multiphase.

The Sequential Explanatory Mixed Methods, as explained by Creswell (2014), involves the one in which the researcher first conducts the quantitative research, analyses the results and then builds on the results to explain them in more detail with qualitative research. The assumption to this approach is explained thus explanatory because the initial quantitative data results are explained further with the qualitative. It is sequential also because the initial quantitative phase is followed by the qualitative phase. Creswell (2014) suggests that the data for the qualitative data collection will be smaller than that of the quantitative data. This is explained to mean that, the intent of data collection for qualitative data is to locate and obtain from a small group but to gather extensive information.
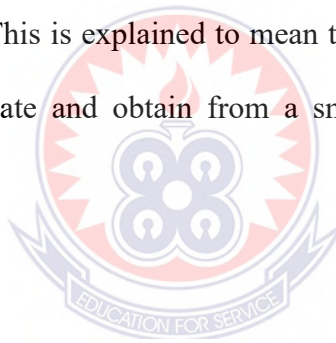
3.2 Study area

The study was carried out in Agona East District of the Central Region of Ghana. The study area has Asafo, Kwanyako 'A', Kwanyako 'B', Duakwa A, Duakwa B, Mankrong A, and Mankrong B as the Circuits forming the Agona East district. The district has a total of 7 Circuits with sixty-nine Kindergartens, seventy-one Primary Schools and Sixty Junior High Schools (EMIS, 2017). The place was chosen for the study because, between 2012 and 2016, these school communities recorded a poor performance in the Basic Education Certificate Examination (BECE) and since headteachers influence the success or failure of the schools, there was the need to examine their leadership styles and management practices. Moreover, the study site was chosen because of it convenience to the researcher.

3.3 Population of the study

Suter (2006) defines population as all the larger subjects or participants of interest through which smaller sampled size is derived. Population of a study is the sum or aggregate or the totality of the phenomenon which are of interest to the researcher (Best & Kahn, 2012). It refers to the entire objects or measurements that the researcher is investigating. The target population of this study comprised of the teachers of underperforming schools between the period 2012 and 2016 academic years, and the inspectorate department at the education directorate.

The accessible population of this study comprised of the teachers of underperforming schools between the period 2012 and 2016 academic years, and the inspectorate department at the education directorate in the Agona East District. The accessible population for the quantitative data included all 213 JHS teachers (EMIS, 2017) from the 43 (out of the 60) public schools identified as underperforming in the Agona East District. Qualitatively, views were from the directorate was purposively directed toward the inspectorate department. The inspectorate department was chosen - is made up of the HOD (Supervision) and circuit supervisors – the purpose of which was to provide information regarding leadership forms as well as management practices experienced at the school and the classroom level.

3.4 Sample size and sampling technique

Mixed method sampling strategies involve the selection of units or cases for a research study using both probability sampling to increase external validity and purposive sampling strategies to increase transferability (Teddlie & Yu, 2007:78). Probability sampling techniques according to Teddlie and Yu (2007) are largely used in quantitatively oriented studies and involve ''selecting the study sample from the target

population in a random manner where the probability of inclusion for every member of the population is determinable'' (p.77). Probability samples aim to achieve representativeness, which is the degree to which the sample accurately represents the entire population. These techniques are primarily as used may be defined as selecting units (e.g., individuals, groups of individuals, institutions) based on specific purposes associated with answering a research study's questions (p.77). Kusi (2012) explains purposive sampling as a type of non-probability sampling in contexts where persons, or events are deliberately selected because they are information rich. This was done with Maxima Variation where the strategy allowed categorization of participants (p.83). In this research, the HOD (supervision), two CSs and three assistant headteachers were "maximally varied" in terms of their experience levels of leadership associated with selected schools.

Thence, for the quantitative phase of the study, a sample size of 45 teachers (out of the 213 teachers consisting of all the 15 headteachers, 15 assistant headteachers and 15 experienced teachers) were selected as respondents purely by a simple random sampling (SRS) method where every member had an equal chance of being included in the sample. The sample for the qualitative data was 6, the Head of Department of Inspectorate Division in the district, two (2) Circuit Supervisors. Three (3) Assistant Headteachers of schools that had being sampled and had already responded to questionnaires were purposively selected (see Table 1.1) as participants since they were in the position to provide adequate information to support responses earlier given.

> "A purposive sampling strategy in which the researcher samples cases or individuals that differ on some characteristic or trait ……The procedure requires that you identify the characteristic and then find sites or individuals that display different dimensions of the characteristics" (Creswell, 2005 in Kusi, 2012:83).

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Burke and Christensen (2012) described purposive sampling as a method that selects participants based on meeting an inclusion criterion. Thus, as Kusi (2012) explains, the participants were selected for the interview because they were information-rich.

3.5 Data collection instruments

The Research instruments that were used in collecting the data for the study were a questionnaire and an interview guide. These, questionnaire and the interview guide, were developed to help achieve the specific objectives of the study. This study used structured questionnaire and then semi-structured interview guide to collect data from the respondents and participants progressively.

3.5.1 Structured questionnaires

Structured questionnaire is one of the instruments considered for data collection in a mixed method design. Sidhu (1984) in GHAJET (2014:47) posit that a questionnaire is a form prepared and distributed to secure certain questions. The researcher used questionnaire as the research tool because the researcher intended to seek information from headteachers, their assistants and teachers about leadership styles and some management practices. The questionnaire is made up of Likert scale type items. Saunders, Lewis and Thornhill (2012) asserted that Likert scales are a form of rating scales that is commonly used to ask respondents about their opinion on a phenomenon.

It is necessary to get the diverse experiences and perspectives of respondents to identify the leadership styles of headteachers of underperforming schools in the Agona East district and also assess perceptions. The researcher considered questionnaires as ideal for the data collection. Some reasons for this may be that data can be collected from a

large number of people and questions can be easily analysed, anonymity is possible with questionnaires. Also, questions are standardized and every respondent gets the same questions to respond to as well as the removal of the need for face-to-face meeting between the researcher and the researched.

Orodho (2005) also underscores the importance of questionnaire. He stated that the use of questionnaires in research studies is routine. He however warned that although it is popular it would be wrong to see it as an easy option or as a technique that can be used without prior preparation. Questionnaires also have some disadvantages. It is in the wake of this knowledge that the mixed method approach was sequentially considered to help the researcher interprets and explain the follow up results in a discussion section of the study.

3.5.2 Semi-structured interview guide

In research, an interview is a social interaction in which the interviewer initiates and controls the exchange in order to obtain information that is relevant to an emerging or previous theory (Patton, 2002). Other authorities emphasized that, interviews provide in–depth data which is not possible to get using questionnaires only and that interviews make it possible to attain data required to meet specific objectives of the study. Interviewing also guard against confusing questions since the interviewer can clarify the questions thereby helping the respondents to give relevant responses. Researchers depend on the interview as a source of information, because the interview results are the true and meticulous pictures of interviewee's lives and experiences (Denzin & Lincoln, 2000). Kolobe (2008) states that the interview is the most commonly used qualitative technique, because it allows the researcher to produce a rich and varied data set in a less formal setting.

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The use of semi-structured interview guide helped the researcher to explore on the experiences of assistant headteachers about the knowledge of the various leadership styles and management practices that exists in underperforming schools. Patton (2002) stipulates that an interview guide with more than nine questions does not provide an in-depth image into the problem to be solved. The researcher therefore taught it wise to ask only seven questions which were directly grounded on the research objectives. Seven questions were asked in the semi-structured interview.

In addition, it was realized from informal conversations made with the headmasters that the period at which this study was conducted was a very busy period for the headmasters as the student were at the verge of writing their external examinations, Basic Education Certificate Examinations (BECE). Views from external leadership, the inspectorate division, are qualitatively obtained in that certain hidden realities, pertaining to the context, may not escape this study looking at the multi-dimensions. Three (3) assistant headteachers from three schools who have already responded to questionnaires were purposefully selected and interviewed, the resolve of which is to introduce some data triangulation (Kusi, 2012) to responses obtained from the questionnaire to improve trustworthiness.

3.5.3 Validity of instruments

According to Creswell (2014), with all mixed methods studies, the researcher needs to establish the validity of the scores from the quantitative measures and to discuss the 'validity' of the qualitative findings (p.225). Validity, in the context of this study refers to an instrument measuring what it is designed to measure or how accurately the instruments were able to collect the responses as intended by the researcher in order to tackle the specific objectives of the study. According to Delport (2002), the validity of

a measuring instrument is determined by whether the instrument measures what it is supposed to measure and measures it accurately. This can be achieved by ensuring that the instrument has content validity, face validity, criterion validity or construct validity.

Face, content and construct validity of the quantitative instruments (semi-structured questionnaires) were ensured. The face validity of the study was granted by the researcher's peers and colleagues at the work place. Content validity was established when instruments were subjected to review by senior officers who are circuit supervisors. This is in line with the consideration that the C/S schedule in GES is mostly a reserved for an experienced headteacher who possesses the kind of expertise to endorse and validate content. Construct validity is when the instrument is subjected to critiquing by experts (e.g., my thesis supervisors) on the subject under review. It is when investigators use adequate definitions and measures of variables (Creswell, 2014). My supervisors were given samples of the interview guide and the questionnaire to assess the quality of each item in the context of clarity, ambiguity and generality and the necessary corrections were made.

Based on the suggestions given by the supervisors and other experts in the area of leadership, the researcher modified and deleted materials considered inaccurate or which the study felt infringed on the confidentiality of the respondents. The supervisors further scrutinized unclear, biased and deficient items, and evaluated whether items were members of the subsets they have been assigned. Modifications were affected to improve on the final instruments, especially before the main study.

3.5.4 Pre-testing of the instruments

A Pre-test was used to refine the questionnaire, and also assessed the concepts the instrument intended to measure in the main study. The Agona West Municipality was

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selected for pre-testing because of the existing past and present similarities and also for the fact that the two districts shared and still share similar educational characteristics as well as other demographics in the region. Before distributing the questionnaire, the primary data collection instrument for this study, the researcher designed and pretested questionnaire on the 19th and 20th of February, 2018 in Agona West Municipality. Three (3) schools were chosen for the pretesting exercise because the schools' culture and climate portrayed similar characteristics as those selected underperforming schools in the study area. To achieve accurate response in the actual administration of the data collection instruments, comments from respondents during the pretesting were considered as well as comments from supervisors.

3.5.6 Reliability of the instruments

Reliability means dependability or consistency. The reliability co-efficient of the questionnaire was established using the Cronbach's Alpha since responses to the items on the questionnaire were measured numerically. Cronbach's alpha coefficient reliability test of instruments obtained, from first pretesting in Agona West Municipality of questionnaire was 0.747 for all 73 (Likert type) items but gave 0.935 when 48 positive items where used. The pretesting also aided in determining the reliability of the research instrument. Based on the recommendations made during the validation process, few content modifications were made in the questionnaire.

Qualitatively, Merriam et al (2002:27) in Kusi (2012) believed that 'reliability is particularly problematic in the social sciences simply because human behaviour is never static, nor is what many experience necessarily more reliable than what one person experiences' (p.101). Moore (2000) in GHAJET (2014) opines that interviews allow the collection of people's views and opinions, and this allowed spontaneity in the

interviewer's questioning and the interviewee's responses. As explained by Guba (1992) in Kusi (2012), the use of 'trustworthiness criteria' to judge the quality of a study is located within an interpretivist or a constructivist paradigm. Ary, Jacobs, and Razavieh (1990) further stressed that pre-testing assists the researcher to improve upon the questionnaire in terms of wording, structure, format and organization.

3.6 Data collection procedure

Letters of introduction obtained from the Department of Educational Administration and Management was collected and presented to seek permission from the Directorate of Education of the study area. A personal letter had earlier been used to introduce the researcher to Agona East District Education Office, the study area, on 26th February, 2018, to seek the consent of the district director on the researcher's identity. The researcher, on that same day, introduced himself to the management and staff so as to enable easy access and recognition when time for fieldwork was due. The researcher with the questionnaire visited the Agona East District Education Office with an introductory letter from my department and also to make an appointment for the "road-map" that will be appropriate for the selected schools' visitations. The head of department in charge of supervision and management was supportive in this regard.

To this end, the inspectorate looked at the selection of schools and gave the routine that best fit since the schools so selected where not in one location but were scattered in six (6) of the seven (7) circuits. The telephone (contact) numbers of the selected school headteachers aided the researcher to communicate and schedule appointments with them. With the questionnaires, ready for 'business', the researcher used six (6) days to administer them to the heads and their assistants. Respondents were assured through a

covering letter that their participation though was voluntary, he assured them that answering would aid in knowledge creation and sharing.

Interviews were scheduled after normal school hours; this however changed to early hours before class sessions begun on the interview days especially for the school sites. The approach employed by the researcher in the collection of qualitative data was started with the informal conversation then to the unexplained issues raised from the quantitative data. Then, the researcher, with the interview guide, followed the listed questions or issues in the course of the interview. The researcher sought from the interviewees, their permission to use a recording device to record their responses whiles notes were taken alongside. The aim of the interview guide was to ensure that the same basic lines of inquiry are followed with each participant. The interviewing time took between 27 to 33 minutes and took place in their respective offices and school locations.

3.7 Data analysis plan

The design used was sequential explanatory mixed method and data from the study was collected in progression within the study time, the analysis of data was quantitatively done after which and qualitative instruments was refined to probe in the focus of the study. The data analysis phase with regard to the quantitative data consisted of editing, coding, computer programming and statistical computation. The Statistical Package for Social Sciences (SPSS version 20.0) was used to analyse the data for the study using both descriptive and inferential statistical tools. Specifically, data on the background characteristics of respondents were analyse using frequency count and percentage distributions. Data of the study were analysed using descriptive statistics such as means and standard deviations. Pearson's Chi and Correlation, tools of analysis were used. For

ease of interpretation and discussion, 5-point Likert scale responses were used and collapsed into three categories during the data analysis stage. Questionnaire responses were then supported by responses from the interview data instruments. Scores for the factors associated with the five leadership styles were calculated for the average or mean score. The leadership style with the highest mean score was used to identify the school heads' leadership style.

Interviews (qualitative data collection) followed as soon as tables from the quantitative data were generated and given to the supervisors. Participants for this phase of data collection included the HOD (inspectorate at the directorate), two CSs and three assistant headteachers. They were met and interviewed face-to-face by the researcher himself. Personal interviews were recorded and transcribed after completion and analysed using Qualitative Data Analysis Tool (QDA MinerLite trial version 2.0). The following steps guided the researcher in line with focal theory of the study. The researcher first read through the transcription and identified the main themes or tendencies. A theme was used to capture items that are important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set. Themes or patterns within data were identified in an inductive approach. Thematic analysis is a method for identifying, analysing, and reporting patterns as themes and coding within data. The accuracy of overall findings, Creswell (2014) notes that, may be compromised because the researcher does not consider or weigh all the options for following up on the quantitative results.

3.8 Ethical considerations

Positionality, anonymity, confidentiality, and consent forms are very important key to effective researching principles or issues the researcher is considering. As Kusi (2012)

notes, these ethical issues can arise at any stage of research and within any research conducted. The way these issues are addressed in a research project can affect the trustworthiness or validity of its outcomes. Introductory letter from the department was used to explain the purpose of the study to participants. Permission was sought from the Municipal (Agona West) and the district (Agona East) director(s). A very high ethical standard such as anonymity was maintained. In the collection of audio recordings from interviewees, the consent to capture their voice was sought for and permissions granted before the commencement of the interview sessions.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.0   Introduction

This chapter presents, discusses and interprets the results and findings of the empirical field study obtained from the research instruments. The data was gathered through a questionnaire and then was followed with interviews. Quantitative data obtained was analysed by the use of the Statistical Package for Social Sciences (SPSS version 20.0) computer package. Qualitative data was analysed by the used of Qualitative Data Analyser (QDA MinerLite version 2.0).

4.1 Response rate

Data was collected sequentially in two phases. In the phase one, semi-structured questionnaires were administered to 15 headteachers, 15 assistant headteachers and 15 subject teachers. The returned rate of completed questionnaires was 100 percent. Completed questionnaires were collected and analysed. Sessions for the interviews, phase-two, took place at the convenience of the participants when schools resumed for the third term of 2017/2018 academic year. Participants selected and interviewed from the school sites were the assistant headteachers. This was premised on the fact that they experienced both leadership (delegated) and classroom management. The purpose of the interview was to solicit in-depth information that which quantitative data could not exhaust.

4.2 Profile of the participants used for interview

All the six participants used for interview phase of the data collection were experienced teachers and incidentally were all males in the teaching profession who had some form of experience within their scope to aid the level of discourse needed in the study.

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Interviews were recorded digitally using the normal Audio Recording Application Software (ARAS) on the interviewer's smart phone. Permission to record was obtained at the beginning of each interview.

HOD is a deputy director and the head of department in charge of Supervision. He has over thirty years of teaching experience and had been on the schedule for four years. He is above fifty years of age and has the first degree certificate in education, bachelor of education. **CS1** is a circuit supervisor who has close to about thirty years of teaching experience to his credit. He is aged between 45 to 50 years and has been on his schedule for close to three years. He has the first degree certificate in education. **CS2** is a circuit supervisor who has close to about thirty years of teaching experience to his credit. He is also aged between 45 to 50 years and has been on his schedule for past eight years. He has the first degree certificate in education.

AH-06 is an assistant headteacher on the rank of a senior superintendent who has done barely a year of assisting the substantive leadership. He enrolled as a pupil-teacher, did some years of education through the distance education program and is now a professional teacher. His appointment has effectively counted two years of teaching though has done close to six years of teaching. He is also aged between 26 to 30 years. He also teaches mathematics as the main and occassionaly takes the teaching of the integrated science when there is the need. He has a the diploma certificate in education has plans of furthering.

AH-13 is an assistant headteacher who has also done barely a year of assisting the current headteacher. He was posted from college of educaiton as a classroom teacher but he is teaching Social Studies and Religious and Moral Education (RME). His is in his second year of teaching as a professional teacher. He is aged between 26 to 30 years

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and on the senior superintendent rank. He graduated with the diploma certificate in education.

AH-14 is a principal superintendent and an assistant headteacher who has six years of assisting the substantive leadership. He is aged between 40 to 45 years and has taught for between 11 to 15 years. he was appointed into the position a year after having obtained the first degree (Bachelor in Education certificate - B.Ed). He teaches Pre-Tech at the JHS level only as his area of specialty.

4.3 Background characteristics of respondents

This section deals mainly with the distribution of the respondents who answered the questionnaires by gender, years of teaching experience, age, rank, academic and professional qualification, number of staff in the school within which the school is located. It also illustrates number of counts (frequency) and percentage response.

Table 4.1: Gender distribution of respondents

Gender	Headteacher		Assistant Headteacher		Subject Teacher		Total	
	N	%	N	%	N	%	N	%
Male	11	73.3	12	80.0	13	86.7	36	80.0
Female	4	26.7	3	20.0	2	13.3	9	20.0
Total	**15**	**100**	**15**	**100**	**15**	**100**	**45**	**100**

Source: Field work data (2018);

N=Frequency, %=Percentage

The data from Table 4.1 revealed that 36 (80%) of the total participants were males while 9 (20%) were females. The results clearly portray the male dominance (of more than seven-in-ten). The headteacher category consisted of 11 (73.3%) males and 4 (26.7%) females. Regarding the assistant heads, 12 (80%) were males and 3 (20%)

were females and with the subject teachers, 13 (86.7%) and 2 (13.3) were respectively for male and female. In all, there were more males than females in school leadership.

Data from Table 4.2 shows the distribution of the age groups of the respondents used in the study. The table shows that out of the 45 respondents used in the study, no headteacher was below the age of thirty.

Table 4.2: Age distribution of respondents

Age Range	Headteacher		Assistant Headteacher		Subject Teacher		Total	
	N	%	N	%	N	%	N	%
Below 31	-		5	33.3	6	40.0	11	24.4
31-50	13	86.7	8	53.3	9	60.0	30	66.7
51+	2	13.3	2	13.3	-		4	8.9
Total	15	100	15	100	15	100	45	100

Source: Field work data (2018);

N=Frequency, %=Percentage

Only five assistant headteachers and six teachers who were subject teachers did indicate that they were below thirty and this age group, 26-30 (24.4%), only makes about a quarter of the respondents. This age group contains the majority in all the categories and were made up of 30 (66.7%) thus 13 headteachers, 8 assistant headteachers and 9 teachers. They stated that they were between the ages of 31-50 years of age. The four respondents who were aged above 50 years constitute about nine percent of the total and they are all in administrative positions (two headteachers and two assistants). In all, the teachers' age-group that dominated this study was the ages between 31 to 50 years.

Similarly, Table 4.3 displays the data on respondents' number of years spent in the current school situation. The table goes on to show that out of the 45 respondents used in the quantitative study, ten (22.2%) stated that they have been in their current school

for less than 3 years; this is made up of one headteacher, 4 assistants headteachers and five subject teachers.

Table 4.3: Years spent in current school of respondents

Years	Headteacher		Assistant Headteacher		Subject Teacher		Total	
	N	%	N	%	N	%	N	%
At most 2	1	6.7	4	26.7	5	33.3	10	22.2
3-4	5	33.3	1	6.7	3	20.0	9	20.0
5+	9	60.0	10	66.7	7	46.7	26	57.8
Total	15	100	15	100	15	100	45	100

Source: Field work data (2018);

N=Frequency, %=Percentage

The nine (20.0%) respondents have been in their current schools for between 3 and 4 years were made up of 5 heads one assistant headteacher and 3 teachers. More than half, 26 (57.8%) of the total respondents have been in the school for more than five years (9 -headteachers, 10 - assistant headteachers and 7 -subject teachers). The general results in the table indicates that majority of respondents have been in their current school for more than five years.

Table 4.4: Years of teaching experience of respondents

Years	Headteacher		Assistant Headteacher		Subject Teacher		Total	
	N	%	N	%	N	%	N	%
At most 10	2	13	5	33	7	47	14	31.1
11-20	11	73	6	40	6	40	23	51.1
21+	2	13	4	27	2	13	8	17.8
Total	15	100	15	100	15	100	45	100

Source: Field work data (2018);

N=Frequency, %=Percentage

Table 4.4 shows frequency distribution of the number of years of teaching experience respondents have done since employment was given or issued per appointment letter with GES. The table goes on to show that out of the 45 respondents, 14 (31.1%) stated that they have been with GES not more than ten years and this group is made up of only two headteachers. The remaining 12 of this this group consists of seven teachers and five assistant headteachers. 23 (51.1%) of them also indicated that they have been in the service for between 11 and 20 years and this group has more headteachers than teachers. Eight (17.8%) respondents have taught for more than 20 years. This is made up of two headteachers, four assistant heads and two teachers who do subject teaching.

Table 4.5: Rank of respondents

Rank	Headteacher		Assistant Headteacher		Subject Teacher		Total	
	N	%	N	%	N	%	N	%
S/S I&II	-		4	26.7	7	46.7	11	24.4
P/S	6	40.0	8	53.3	7	46.7	21	46.7
A/D II	6	40.0	3	20.0	1	6.7	10	22.2
A/D I	3	20.0	-		-		3	6.7
Total	15	100	15	100	15	100	45	100

Source: Field work data (2018);

N=Frequency, %=Percentage

Data from Table 4.5 reflects the situation that the 'headteacher position in GES is respectfully reserved for the ranks not below the principal superintendent' (MacCarthy-Mensah, 2018). The result indicates that all the 11 members who happened to be assistant headteachers and teaching subjects are all S/S I and below while the least rank in headteachers is principal superintendents.

In summing up from the analyses of the respondents' data, it revealed that there were more males than females in school leadership. Headteachers were also asked if they had

ever advanced knowledge beyond second degree (see appendix D). In response to this question only 3 headteachers out of the 15 had received such training with both having attained Masters Degree in Educational Administration and Management. However, this was a more general administration course, which might not have imparted the necessary management and leadership skills. Teachers' age-group which dominated this study were the ages between 31 to 50 years. Also, the general results in the table indicates that majority of respondents have been in their current school for more than five years. The study was conducted with respondents who have had their appointment with GES for over ten years. The six participants interviewed were all males and according to Bowles and McGinn (2005), literature does indicate that women are less likely than men are to promote themselves for leadership positions. They were more likely to take on informal, as opposed to official, leadership roles, and use terms such as facilitator or organizer instead of leader (Andrews, 1992; Fletcher, 2001) in (Northouse, 2016:403).

4.4 What leadership styles do headteachers in Agona East District employ in managing underperforming Junior High Schools?

This was the first research question. To establish the principal styles employed by headteachers in managing and administering the schools, participants were asked to indicate the various styles which the headteachers used often. The central purpose of the behavioural approach is to explain how leaders combined the two kinds of behaviours to influence followers in their efforts to reach a goal (Northouse, 2016).

Table 4.6: Styles of leadership; task and relationship/people level

Leadership styles	Task (N_T=21)		People (N_P=11)		Equal (N_E=13)		Total (N_{Total}=45)	
	N	%	N	%	N	%	N	%
Autocratic	11	52.4	9	81.8	7	53.8	27	60.0
Democratic	21	100.0	10	90.9	13	100.0	44	97.8
Laissez-faire	16	76.2	9	81.8	12	92.3	37	82.2
Transformational	18	85.7	10	90.9	11	84.6	39	86.7
Transactional	20	95.2	10	90.9	13	100.0	43	95.6
Total	21	46.7	11	24.4	13	28.9	45	100.0

Source: Field work data (2018);

N=Frequency, %=Percentage

From Table 4.6, majority of the respondents (46.7%) indicated task-orientation (N_T=21). Northouse (2016) notes that in most situations, leaders need to be more task-oriented and others they need to be more relationship-oriented. Similarly, some followers need leaders who provide a lot of direction, whereas others need leaders who can show them a great deal of encouragement and support (p.79-81). The behavioural approach gives the leader a way to look at their own behaviour by subdividing it into two dimensions. The behavioural approach offers a means of assessing in a general way the behaviours of leaders. It reminds leaders that their impact on others occurs through the tasks they perform as well as in the relationships they create. Figure 4.1displays graphical data on the various leadership's orientation to styles used in the distribution of Table 4.6.
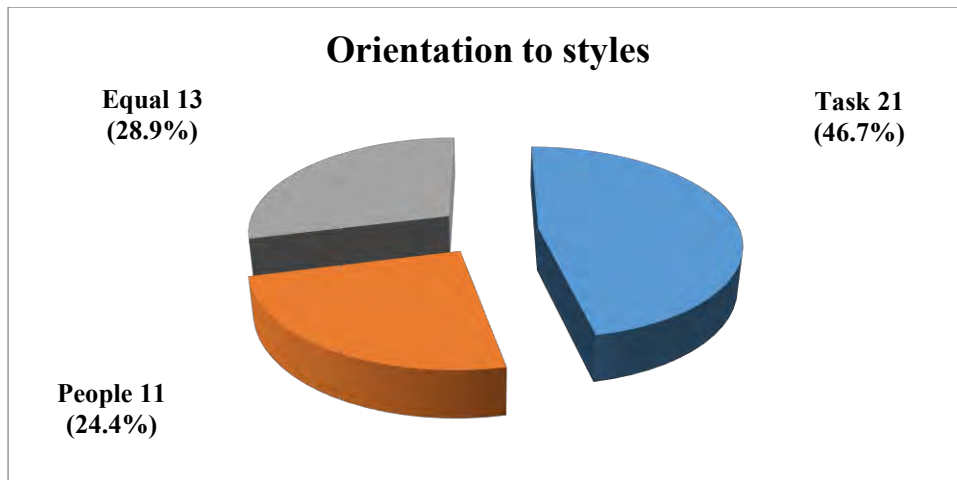
Figure 4.1: Orientation to leadership styles in under performing schools

Source: Field work data (2018).

Analysis from Table 4.7 explains that 27 (60%) of the respondents say autocracy was the least style used as a form of leadership in their schools. This was made up of Seven (7) headteachers, ten teachers and ten assistant headteachers. Eleven (11) members in Table 4.6, agree that leadership is task-oriented.

Table 4.7: Styles of leadership

Leadership style	Headteacher		Assistant Head		Teacher		Total	
	N	%	N	%	N	%	N	%
Autocratic	7	46.7	10	66.7	10	66.7	27	60.0
Democratic	15	100.0	15	100.0	14	93.3	44	97.8
Laissez-faire	13	86.7	12	80.0	12	80.0	37	82.2
Transformational	13	86.7	13	86.7	13	86.7	39	86.7
Transactional	15	100.0	14	93.3	14	93.3	43	95.6

Source: Field work data (2018);

N=Frequency, %=Percentage

Seven (7) respondents experienced an equal balance in leadership orientation (people-oriented and task-oriented); whiles the remaining nine (9) respondents say leadership experienced though is autocratic, it is people-oriented. Being democratic is widely accepted as the best form of social leadership and almost all members (97.8%) agreed that the schools' experience of leadership was free and fair. As shown in the table above, a simple majority in all categories (15headteachers, 15 assistants and 14 subject teachers) professes to the fact that leadership cannot but be authoritarian in modern times. From this group of 44 (97.8%), all 21 (100%) members are of the view or agree that leadership is more task-oriented though democracy is what prevails. Thirteen (13) respondents were of the view that there is an equal balance between leadership being people-oriented and task-oriented; and the remaining ten (10) respondents say leadership experienced though is democratic; it has more orientation towards the seeking of people's welfare.

The qualitative data presents the kind of leadership styles that were mostly used by the headteachers in the administration and management of their schools. No sub-questions were derived to help established the kind of styles used. The data suggested that the democratic or participative style of leadership is dominantly used by the headteachers. The HOD had this to say regarding the leadership styles used in managing teachers and the school situations:

> Generally speaking, I see them to be practicing the democratic style of leadership more. This is because just before the term begins, staff meetings are held where inputs from staff members are considered into the termly planning of the school's itinerary. They work as a team toward goal achievement (HOD).

AH13 posits thus "reasons being that though from the questionnaire responses, I said that the headteacher is democratic, he is more oriented toward task performing". CS2 comments thus "I see them to be more democratic and task-oriented. I regard all the teachers as professionals each with special innate abilities". HOD was of the view that their headteachers being aware of the various types and kinds there of emphasized that:

> I say democratic because these day schools that tend to be non-democratic have chaotic situations and do not bring performance. Also for the sake of delegation and team-work, it is of importance that the headteacher ensures that he/she builds confidence in the ability of the other members of staff to handle the administration of the school in his or her absence (HOD).

Analysis from the responses revealed that there was no one particular style of leadership used by headteacher rather the prevailing circumstances determined the style. HOD adds that:

> Between the headteachers and their teachers, there is cordial and healthy relationship that exists between them. I say so because from the democratic system of leading comes with responsibility of growing the relationship. No wonder I don't hear of in fighting (HOD).

The qualitative data reveals that democratic or the participative style is dominant among the styles chosen employed by headteachers in the administration and management of their schools. This assertion explains the quantitative data in Table 4.7 and 4.8 and takes the absence of rancour as a panacea to acceptance of team spiritedness. Studies conducted by Aldag (2001) suggested that headteachers who employed democratic leadership styles had high mean performance than autocratic. Being democratic simply allows free expression of needs and desires.

It is clear also from Table 4.6 and 4.7 that transactional style of leading was the choice that followed closely to democratic style. Authorities have positioned that transactional leadership is the type that makes use of disciplinary power and an array of incentives to

motivate its staff to perform at their best. Forty-three (95.6%) and 39(86.7%) members, respectively identified with the transactional and transformational styles of leadership. It is clear from table 4.6 and 4.7that headteachers and their assistants within these schools easily recognized that managing and administering cannot be a forceful event but should be negotiated.

Lastly, from Tables 4.6 and 4.7 laissez-faire and other leadership styles establishes 37 respondents representing (82.2%) of the total respondents. According to responses analysed, 16 members who view leadership as laissez-faire are task-oriented, whiles 10 members whose observation of leadership other than the four styles as people-oriented. The data shows that there is no one particular style of leadership that fits all situations. Kouzes and Posner (2002) and Hackman (2010) support this finding, by saying that headteachers need to size-up the situation and choose an appropriate style and orientation.

Table 4.8: Regression on leadership styles and respondent type

Variable	B	Beta	R	R Square	T	Sig.
(Constant)	1.553				.931	.358
Autocratic	.070	.117			.376	.709
Democratic	-.084	-.103			-.349	.729
Laissez-faire	.049	.054			.325	.747
Transformational	.018	.028			.147	.884
Transactional	.141	.161			.697	.490
			.178[a]	.032		

Source: Field work data (2018);

N=Frequency, %=Percentage

Table 4.8 displays unstandardized (B) and standardized (Beta) regression coefficient, the multiple correlations co-efficient (R), adjusted R (R *square*) and value of t and its

associated *p*-value that is entered into the equation. As shown from Table 4.8, Autocratic, Democratic, Laissez-faire, Transformational and Transactional styles of leadership explained 3.20% (adjusted R) of the variance in respondent type (headteacher, assistant headteacher and subject teacher). This means that there could have been other respondent type to be considered who could have increased the responses on leadership influence level. Stakeholders like the pupils, the SMC/PTA as well as some parents if queried could have made some inputs.

This finding suggests that the present model could be a predictor for the respondent type on the styles of leadership. From the analysis, the democratic style of leadership was not significantly explained though was the least respondent type (Beta=-.103, t=-.349, p>.05). Analysis in Table 4.8 clearly is more transactional (Beta=.161, t=.697, p>.05) as it is explained by the bulk of the variance in respondent type. Data further shown that leadership experienced is more transactional (B=-.*141*) than democratic (B=-.*084*) in the underperforming basic schools in the Agona East District. Northouse (2016) acknowledges that Transformational leadership is more shared and comprehensive, while transactional leadership is more one-dimensional, dealing with transactions or exchanges between leaders and followers - may better still be preferred to being autocratic. Bass (2006) cited in Kusi (2017) supports the revelation that this type of leaders reward their subordinates to perform.

The findings were based on question of the study: to identify the various leadership styles headteachers employed in managing. From theory, authoritarian or autocratic leadership is said to centralized power and authority in management, decides alone without involving subordinates and does not care much about staff needs. Participative or democratic leadership involves subordinates and shares decision-making abilities

with them. The leader considers their needs, interests and freedom. Laissez-faire leadership allows followers to have complete freedom to make decisions concerning their work (Afful-Broni, 2004). Transformational leadership is concerned with improving the performance of followers and developing followers to their fullest potential. Transactional leaders exchange things of value with followers to advance their own and their followers' agendas and are influential because it is in the best interest of followers for them to do what the leader wants (Northouse, 2016:167).

4.5 What factors influence the headteachers to adopt leadership styles in managing the underperforming schools in the Agona East District?

The second research question was concerned with identifying the factors influencing the leadership style used, autocratic (A), democratic (D) and laissez-faire (L). Statements posed for respondents to indicate the extent of their agreement or disagreement (see appendix G on p.139).

Personality traits (PT): A - The headteacher's traits of leadership qualities inspires the acting on issues without consulting; D - the headteacher consults with his or her staff about what needs to be done and how it must be done; L - the headteacher's natural qualities of leadership influences him or her to allow subordinates to make and or take own decisions.

Level of control (LC): A - The power of authority vested in the headteacher influence him or her to speak in a manner not to be questioned; D - the power conferred on the head permits him or her to listen to ideas and suggestions; L - the level of control influences the head to talk more than listen to staff members views.

Organizational culture (OC): A - Principles governing leadership in this school empower the head to speak in a manner not to be questioned; D - the culture in this school guides the head to encourage the teachers to express their feelings and ideas openly; L - the structure in this school allows the head to ignore the concern of teachers.

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Experience (E): A - Long service in leadership gives the head strategies to force teachers to follow standard rules and regulations; D - the headteacher's experience in leadership position influences him or her to understand teachers in their problems; L - the headship experience influences him or her to give vague explanations to teachers on what is expected of them.

Needs of society (NoS): A - The headteacher's desire to meet societal needs inspire him or her to consistently set challenging goals for us to attain; D - to meet the desires of society influences the head to encourage continual improvement in teacher's performance; L - because I want to meet what society desires, the headteacher allows complete freedom for teachers and students to operate.

Leadership is described by Northouse (2016) as a process whereby an individual influences a group of individuals to achieve a common goal. In a book that compared the functions of management with the functions of leadership, Kotter (1990) in Northouse (2016) argued that the functions of the two are quite dissimilar. A factor that induces leadership, unlike management, involves influence. It is concerned with how the leader affects followers. Influence is the sine qua non of leadership (p.6-9).

Table 4.9a: Factors influencing autocratic style of headteachers

Factors	Disagree (DA)		Not Sure (NS)		Agree (A)		Mean	Std. Deviation	Skewness
	N	%	N	%	N	%			
PT	26	57.8	-		19	42.2	2.82	1.419	.279
LC	31	68.9	4	8.9	10	22.2	2.33	1.279	.833
OC	33	73.3	5	11.1	7	15.6	2.13	1.079	.860
E	10	22.2	3	6.7	32	71.1	3.60	1.095	-.864
NoS	7	15.6	7	15.6	31	68.9	3.67	1.108	-.968

Source: Field work data (2018).

N=Frequency, %=Percentage

Data in Table 4.9 show that from all the categories of participants the study engaged, Level of Control and Organizational Culture indicated by all 15 (100%) headteachers (Table 4.9b); it emerged as the dominant factors among others that they disagreed as

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the influencing factor when autocracy was the preferred style. Middlewood and Lumbey (2008) assert that achievement-oriented leaders follow standard rules and regulations of the organization and enforce rules rigidly. Northouse (2016) also indicates that autocratic leaders are highly structured and dedicated to the entire work. Headteachers agreed that power of authority (level of control) and principles governing leadership (organizational culture) has no influence in making them autocratic but rather their experience has a higher tendency of making them autocratic.

Table 4.9b: Autocratic style of headteachers

Factors	Headteacher						Assistant Headteacher						Subject Teacher					
	DA		NS		A		DA		NS		A		DA		NS		A	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
PT	13	86.7	-		2	13.3	7	46.7	-		8	53.3	6	40	-		9	60
LC	15	100	-		-		8	53.3	3	20	4	26.7	8	53.3	1	6.7	6	40
OC	15	100	-		-		9	60	4	26.7	2	13.3	9	60	1	6.7	5	33.3
E	3	20	1	6.7	11	73.3	3	20	1	6.7	11	73.3	4	26.7	1	6.7	10	66.7
NoS	2	13.3	3	20	10	66.7	3	20	2	13.3	10	66.7	2	13.3	2	13.3	11	73.3

Source: Field work data (2018).

N=Frequency, %=Percentage

Equally, greater majority of 13 (86.7%) headteachers also disagreed to the assertion that under personality trait, their leadership qualities cause an inspiration to rule autocratically without consulting with their colleagues. This submission was opposed by 8 (53.3%) assistant headteachers and 9 (60%) teachers thus personality trait was a factor influencing the leadership to autocratically lead. A circuit supervisor relates to this and explains that the style to use is mostly determined by the kinds of behaviour put out by the teachers. He adds that one's traits could be so irrelevant as far as leading

a group. According to him, one's inborn traits that can influence negatively would have been tamed at period of his pre-service training and therefore engagement in the leadership would not allow one's personal interest.

The trait perspective suggests that certain individuals have special innate or inborn characteristics or qualities that make them leaders, and that it is these qualities that differentiate them from non-leaders. To describe leadership as a trait is quite different from describing it as a process. The trait viewpoint conceptualizes leadership as a property or set of properties possessed in varying degrees by different people (Jago, 1982 in Northouse, 2016). This suggests that it resides in selected people and restricts leadership to those who are believed to have special, usually inborn, talents. These responses signify or imply that headteachers sociability, self-confidence, integrity, intelligence and determination do not so much influence their autocratic style of leadership although Zaccaro, Kemp, and Bader (2004) said leaders who possess these qualities exhibits traits that influence their styles. The HOD explained his position on reasons of the training processes given by the Colleges of Education thus:

> Natural factors or traits may exist but as a result of training and monitoring, that I think it is tamed. Training to assume a certain role performance in leadership starts from the Training Colleges where the theories are taught to all. I would say this is a practical ground to all professionally trained persons we have in the service. Training is a process and Training College gives the idea and ours at this level (directorate) is to polish it up for the one taking the position (HOD).

Northouse (2016) adds that the leadership process perspective suggests that it is a phenomenon that resides in the milieu of the interactions between leaders and followers and makes leadership available to everyone.

Table 4.10a: Factors influencing democratic style of headteachers

Democratic	Disagree (DA)		Not Sure (NS)		Agree (A)		Mean	Std. Deviation	Skewness
	N	%	N	%	N	%			
PT	2	4.4	-		43	95.6	4.51	.895	-2.822
LC	2	4.4	2	4.4	41	91.1	4.20	.894	-2.010
OC	1	2.2	3	6.7	41	91.1	4.51	.815	-2.276
E	1	2.2	2	4.4	42	93.3	4.40	.780	-2.053
NoS	2	4.4	2	4.4	41	91.1	4.18	.806	-1.704

Source: Field work data (2018).

N=Frequency, %=Percentage

Tables 4.10a and 4.10b, explains some factors influencing the democratic leadership style of leadership. The Tables show that headteachers agree that all factors influenced their democratic flair. In the least order of effect from Table 4.10a was; the needs of society (M=*4.18*) and one's level of control (M=*4.20*). The personality traits (M=*4.51*), level of experience (M=*4.40*) and organizational culture (M=*4.51*) they suggested were strong factors prompting the democratic leadership.

Table 4.10b: Democratic style of headteachers

Factor	Headteacher						Assistant Headteacher						Subject Teacher					
	DA		NS		A		DA		NS		A		DA		NS		A	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
PT	-		-		15	100.0	1	6.7	-		14	93.3	1	6.7	-		14	93.3
LC	-		2	13.3	13	86.7	1	6.7	-		14	93.3	1	6.7	-		14	93.3
OC	-		1	6.7	14	93.3	1	6.7	-		14	93.3	-		2	13.3	13	86.7
E	-		-		15	100.0	1	6.7	1	6.7	13	86.7	-		1	6.7	14	93.3
NoS	-		1	6.7	14	93.3	1	6.7	-		14	93.3	1	6.7	1	6.7	13	86.7

Source: Field work data (2018).

N=Frequency, %=Percentage

The findings imply that it in the quest to ensure that pupils become useful through the system of education by becoming useful to themselves and the community, the headteachers adopt the participatory style of leadership to getting things all attention in aiding in school reformation activities. This finding is in congruence with Afful-Broni (2004) which noted that 'democratic leader helps their staff to operate as colleagues, collaborators and team players'.

Headteachers sociability makes them approachable to maintain friendly relationship with leaders and this extends personal favour to them. Research by Zaccaro, et al (2004) supports this finding and asserts that leaders who show sociability are friendly, they are sensitive to others needs and show concern. They have good interpersonal skills and create cooperate relationship with followers. Research by Lunenburg and Ornstein (2012) also added that leaders who use democratic style employ supportive leadership and they are friendly, approachable and concerned with their needs, status and well-being of members. Findings from Aldag (2001) made the assertion that democratic headteachers share decision making authority with their staff in order to bring about success and turnaround. Reasons why the there was some abysmal performance during the years of their "demise". AH06 recounts:

> Headship started later in 2016, by the current administration. It is true that the head is partly into politics as an assembly member, an active one at that, but we are doing our best. We are trying all possible tactics but the children themselves must also do some studying (AH06).

This statement is given credence to what is keeping the leadership out the school business, but the researcher's concern to this end probes into the why leadership should not make the school system his total priority but chooses to add a profession that has the tendency to make his views and outlook prejudiced - political. It was a justifiable

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revelation for "AH06" to now admit that the decision to use the cane as a recourse in

ensuring discipline the arena of teaching and learning.

> There is less focus on learners and we the staff are simply managing without the involvement of the appointed leadership. The resultant effect of all this is that there is passiveness of roles from the teachers. I believe some of us are caning because of apathy and frustration (AH06).

As an assistant headteacher in "school site 13" notes:

> We cannot but rather on the contribution from parents in the community should be blamed for it…………………. Take for example, there was no electricity in the school, he (the headteacher) personally ensured that power was connected from a nearby house into the school and we were all happy. This even made the finalist loved to attend some evening classes since we the teachers stayed close to the school compound and this even got us the 14.3% pass mark we had in that (2014/15) academic year. Soon after this so many excuses were be made by the parent themselves; thus not giving us the full access to the finalists anymore (AH13).

The study did not analyse views from the final year students to be able to explain, from their point of view, the causes and literature estimates that age of rural basic pupils averages between 3 and 4 years more than their urban counterparts; the possible influence to this phenomenon (the dilemma of underperformance with all the human resources of professional facilitations aided by CPDs).

Table 4.11a: Factors influencing laissez-faire style of headteachers

Laissez-faire	Disagree (DA)		Not Sure (NS)		Agree (A)		Mean	Std. Deviation	Skew-ness
	N	%	N	%	N	%			
PT	14	31.1	2	4.4	29	64.4	3.42	1.270	-.584
LC	29	64.4	8	17.8	8	17.8	2.33	1.128	.685
OC	39	86.7	5	11.1	1	2.2	1.80	.726	.701
E	24	53.3	4	8.9	17	37.8	2.78	1.475	.269
NoS	32	71.1	7	15.6	6	13.3	2.11	1.071	.816

Source: Field work data (2018).

N=Frequency, %=Percentage

Table 4.11b: Laissez-faire style of headteachers

Factor	Headteacher						Assistant Headteacher						Subject Teacher					
	DA		NS		A		DA		NS		A		DA		NS		A	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
PT	7	46.7	1	6.7	7	46.7	4	26.7	-		11	73.3	3	20.0	1	6.7	11	73.3
LC	13	86.7	1	6.7	1	6.7	8	53.3	4	26.7	3	20.0	8	53.3	3	20.0	4	26.7
OC	14	93.3	1	6.7	-		12	80.0	2	13.3	1	6.7	13	86.7	2	13.3	-	
E	10	66.7	1	6.7	4	26.7	8	53.3	1	6.7	6	40.0	6	40.0	2	13.3	7	46.7
NoS	12	80.0	1	6.7	2	13.3	10	66.7	3	20.0	2	13.3	10	66.7	3	20.0	2	13.3

Source: Field work data (2018).

N=Frequency, %=Percentage

The data in Table 4.11 (a & b) indicates that a simple majority 29 (64.4%) agreed that personality trait was the most dominant factor (i.e. the natural qualities of leadership influences possessed by the headteacher that allows subordinates to make and or take own decisions) that affect the laissez-faire style of leadership. This came from 11 (73.3%) of the assistant headteachers and 11 (73.3%) of the teaching colleagues as well as seven headteachers. Data analysed showed that respondents disagreed with the statement that Organizational Culture (OC) followed by Needs of Society (NoS) would influence leadership to be applying the hands-off style. With teachers' level of control, the Cultural values held within the organization and gathered experience (E), one's simply disagreed that they would be influenced by the leadership to somehow allow for staff to operate hands-off. Works of Afful-Broni (2004), Mankoe (2007), Dampson (2015), Northouse (2016) and Kusi (2017) support these findings that laissez-faire style gives no clear leadership and control at lower institutional level. To them, the laissez-faire style gives no direction but gives the complete freedom. AH13 rather suggests of what the situation appears to display that:

> The parents (in this community) are not so much interested in schooling even though the Member of Parliament who has a role to be modelled is always coming into the communities. We would have done better than 8% (in 2016 BECE) but we had the science paper cancelled due to some exam malpractice engaged in by the children during the examinations (AH13).

AH14 however thinks one's age attained is to be considered before given such administrative position can to some extent has influence. His recounts from the past leadership were that, headteachers always concerned about their retirement issues more than the school matters and thus he would entreat the directorate to consider sometimes the age of the heads before they are posted to these communities (AH14).
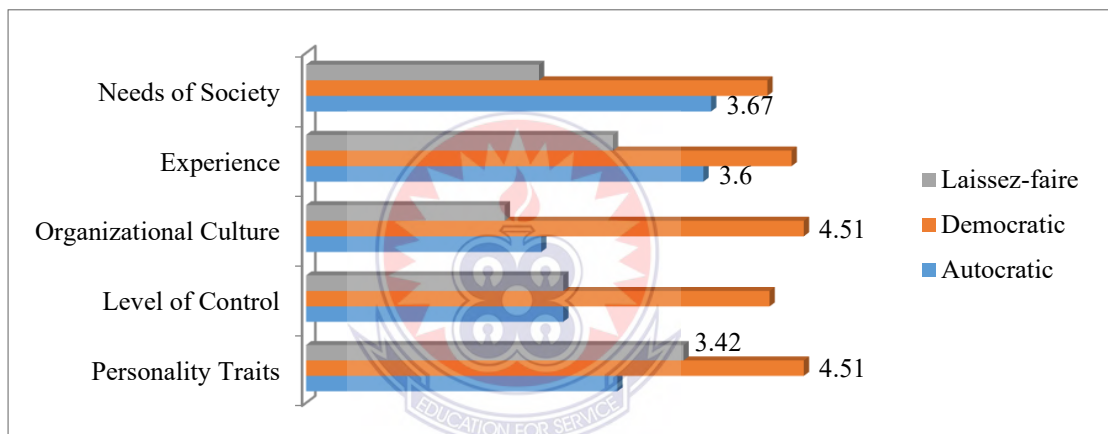
Figure 4.2: Factors that influenced the leadership styles in under performing

schools

Source: Field work data (2018).

To conclude, the study identified the factors influencing the leader's style use of the three traditional (namely autocratic, democratic and laissez-faire). From comments, one's age left to retire is to be taken into account when appointments for leadership were to be made. Quantitatively, analyses in Figure 4.2 shows that the desire to meet the society emerged as a dominant factor that influenced the leadership to adopt the autocratic style. Organizational culture and personality trait emerged as dominant

factors influencing the use of democratic style of leadership in the study sites. Headteachers, who appeared to be adopting the use of laissez-faire style of leading, considered personality trait as the most important factor. No headteacher agreed to the fact that power of authority (level of control) and principles governing leadership (organizational culture) has influenced him to be autocratic.

4.6 What management practices are used to manage human resources in the underperforming Junior High schools in the Agona East District?

The focus of this part, as the third research question was concerned with finding out how leadership in the school guides management; regarding pupils, teachers, other stakeholders' and material resources in the under-performing junior high schools in the Agona East District. The teacher's role in recent theories is defined more in terms of a facilitator while the role of a pupil is more of a task monitor. A pupil should be responsible for collecting materials for learning and assignments; check on their study time and putting back things after finishing class assignment in their respective places.
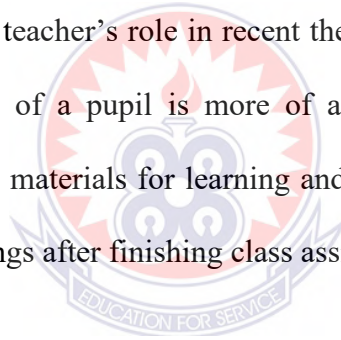
Table 4.12: Management practices used to manage pupils

Statement	Disagree		Not Sure		Agree		Mean	Std. Deviation	Skewness
	N	%	N	%	N	%			
Educational activities that are presented at our school are pupil–centred.	3	6.7	2	4.4	40	88.9	4.18	.886	-1.594
Pupil performance is regularly monitored.	2	4.4	2	4.4	41	91.1	4.36	.773	-1.342
The school shows appreciation for pupil effort and success.	5	11.1	2	4.4	38	84.4	4.13	1.014	-1.375
The learning environment in our school is learner-friendly.	9	20.0	4	8.9	32	71.1	3.73	1.095	-.740
Teachers design classroom rules without Pupils' participation.	30	66.7	7	15.6	8	17.8	2.40	1.116	.879

Source: Field work data (2018).

N=Frequency, %=Percentage

Data in Table 4.12 indicates that only 3(6.7%) of the total category of respondents disagreed, with 40 (88.9%, Mean = *4.18*, SD=*.89*) agreeing to statement that educational activities that are presented during the processes of teaching and learning are learner-centred' with only two members remaining undecided. The implication being that teachers generally seem not to have varied their teaching and learning practices but have rather adapted strategies which have created conducive environment for learning to be effective. The unanswered paradigm then is, if appreciation for pupil effort and success (91.1%, Mean = *4.36,* SD=*.77*) and monitoring of pupils'

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performance (84.4%, Mean = *4.13*, SD=*1.01*) is high; yet within the study context includes them into this sample frame because of their current level of performance, then what is yet to be explored to favour an appropriate performance. Quantifiable data provides 30 (66.7%, mean = 2.40) that is majority of respondents disagreed with the statement that teachers design classroom rules without pupil participation. This practice declares that classroom leadership is to some extent participative. This is a confirmation of Leithwood, et al., (2010) who found that children who live in high poverty concentrated communities attend the lowest performing schools. The assistant headteacher disclosed that:

> We as teachers sometimes contribute to helping some pupils only for them to look appealing and be impregnated (by matured members of the community) and this is most unfortunate. A time came when this school was almost being transformed into a male school; girls in the system were simply getting pregnant as if it was a communicable disease (AH14).

Given their economic status, age, level and scope of exposure, the CS1 thinks that "the use of the school prefectoral system is still paramount". This involves the setting of standards as part of the school system of administration and management. An organized environment is a key to healthy and clear mind which is more receptive to the learning process. The pupil generally has to understand the objectives and learning outcomes of his or her purpose in the school as a system. This was supported by AH13 who explains the use of the prefectoral systems in schools. He thinks that as young adults, the school prefectoral system is more useful and that their youthful ages should not be entrusted with matters of administration. AH13 notes that:

> For now, we have changed the leadership and since he is freshly appointed to lead and has put in place some reforms, we want to experience the results of this change yet this year (2018). Then one could tell if new management practices brought forward by the new leadership indeed worked to improve on performance (AH13).

This supports views from participant (HOD) that the offer of counselling is always the answer to plight of pupils who show early signs of class disinterest especially in continuing the schooling which is a basic right. HOD had this to say that:

> During morning assemblies, the teachers are always there to offer advice and counselling, tracking of pupils from the attendance books as well as PTA executives also help in this reformation of the children. Where a child clearly shows discontinuous interest in schooling, counselling is offered to restore back to the child any lost interest in schooling (HOD).

Most of us can evoke the teacher who stimulated us and who was fundamental to our learning and development. Most of us also recall experiences with less effective teachers of current times. It is not surprising that research consistently shows that quality teachers have the most significant influence on pupil performance. Teachers are there to facilitate the medium of the school environment as an extension of the community must therefore be regarded. CS2 explains that:

> When the headteacher doesn't appreciate teachers' effort and reports internal trivial matters directly to me without recourse to seeking views from parties and so does not appreciate teachers' effort. The best way to address such is to discuss the problem with the teacher to do some fact finding. When school prefects are not recognized by the teachers, it brings disunity and resentment (CS2).

Mensah (n.d.) recounts that "the headteacher has the outermost, supervisory, responsibility when it comes to carrying the burden; ensuring that from sunrise till it sets, the "school headteacher" can have no peace until the last child is sound back home". Refining the quality of teachers and their methods of teaching should be central to policy on education. Evaluating and assessing the work of teachers and developing their teaching skills are key parts to improving the quality of teaching.

Table 4.13: Management practices used to manage teachers

Statement	Disagree		Not Sure		Agree		Mean	Std. Deviation	Skewness
	N	%	N	%	N	%			
Teachers are involved in decisions that have a positive effect on teachers' employment.	4	8.9	3	6.7	38	84.4	4.13	1.036	-1.562
Teachers working together as co-workers to improve their teaching & learning practices	0	0.0	5	11.1	40	88.9	4.36	.679	-.583
Teachers provide opportunities to upgrade teaching and learning skills.	1	2.2	2	4.4	42	93.3	4.18	.614	-.730
Teachers turn the processes of teaching and learning into challenges that promote creative problem solving.	4	8.9	9	20.0	32	71.1	3.80	.919	-.866
Teachers encourage isolation and separation between staff	37	82.2	5	11.1	3	6.7	1.71	.920	1.172

Source: Field work data (2018);

N=Frequency, %=Percentage

Data in Table 4.13 show that the highest majority 42 (93.3%, Mean = *4.18*, SD = *.61*) of the respondents agreed that teachers are provided with opportunities to upgrade their delivery skills with only one respondents disagreeing and two undecided. The study further demonstrates that the majority of the respondents 32 (71.1%) believe that teachers do enough to turn the processes of teaching and learning into challenges that promote creative problem solving, in which learners are not able to solve problems independently. Backing this, Monsey, Gozali-Lee and Mueller (1997) stated that as part of strategies for managerial efficiency, teachers should be educated to encourage creative problem-solving skills in pupils. CS2 explains that 'it is very rare in the use of delegation'. In his view, current teacher management was more of working them out.

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However, in the event of misbehaviour or misconduct from the teacher, is the headteacher who is held accountable.

Certain behaviours from the teachers towards the teaching environment could be unacceptable but the use of standardized systems should be approving. HOD notes that:

> The system has its own structures e.g. checking of attendance would be done by the system through record-keeping. Lesson notes preparation is also to be checked and noted with some remarking. The culture and values within that community also help the checking of certain behaviours and therefore even parents would be able to remark on some negative portrayal of unacceptable attitudes teachers may display (HOD).

CS1 supports HOD and remarks that "there is teacher involvement and adequate teacher motivation (giving of stationery start and ending of the term); setting of standards and target meeting; rewarding when performance is achieved". He concludes that they are sometimes given those writing materials to motivate delivery of lessons in the school. CS1 on the contrary notes that:

> When the headteacher doesn't appreciate teachers' effort and also chooses to report internal trivial matters directly to the directorate without recourse to seeking views from parties and so does not appreciate teachers' effort. The best way to address such is to discuss the problem with the teacher to do some fact finding (CS1).

Therefore, teachers should upgrade themselves through higher-level institutes to acquire the needed skills and attitude of identifying problems in the teaching and learning process, modification of methods, devising solutions to curb them and improving pupils' creativity (Levine & Lezotte, 1990). Comments from a participant indicated that "an intention to aid the system become effective and efficient to quicken the turning around".

Data from Table 4.13 reveals that only 3 (6.7%) of the respondents, who are subject teachers, agreed that the managerial strategies employed by educational heads did not encourage teaching and learning in isolation, which would discourage teachers to work together as colleagues, and this would promote staff collaboration and group learning with 5 (11.1%) members uncertain about it. The idea is strengthened by the majority 40 (88.9%) of the respondents who agreed that teachers did work together as co-workers to improve their teaching practices, in the schools. Hence, there was much collaboration and the school experiences no conflict from teachers.

A stakeholder is anyone who has an interest and or a stake in the institution, and as schools are at the heart of communities, interest here is varied and vast. Although the primary focus of the education sector is its pupils and staff, and the main component is teaching, there is increased recognition among institutions that they must do more than simply educate. Other stakeholders in the school-community relation include the environment and the actors therein (Odei-Tettey, 2016).

Data analysed in Table 4.14 also reveals that 35 (77.8%) of the respondents perceived headteachers to be in possession of the required skills to managing their schools and communities effectively. The number of respondents in this category includes 13 (86.7%) headteachers, 12 (80%) assistant headteachers, and 10 (66.7%) subject teachers. The remaining ten members believed that leadership either lacked or were not sure leadership possessed the needed assertiveness.

Table 4.14: Management practices used to manage other stakeholders

Statement	Disagree		Not Sure		Agree		Mean	Std. Deviation	Skew-ness
	N	%	N	%	N	%			
Headteachers lack skills to manage activities of schools and communities, effectively	35	77.8	4	8.9	6	13.3	2.00	1.187	1.280
Headteachers show deficient behaviour in school management strategies	34	75.6	5	11.1	6	13.3	2.07	1.053	.962
Headteachers are unaware of the negative procedures they use in managing schools	28	62.2	9	20.0	8	17.8	2.44	1.056	.697
Headteachers find it difficult to control school and communal events.	34	75.6	3	6.7	8	17.8	2.27	1.009	.956
Headteachers assume a passive roles in the community	7	15.6	12	26.7	26	57.8	3.47	.815	-.548
Headteachers need knowledge to demonstrate how content of their leadership or managerial skills may be related to pupils' lives	8	17.8	11	24.4	26	57.8	3.51	1.121	-.638
The overall managerial strategies disrupt teaching and learning processes as there is lack of dedication of responsibilities and authority.	27	60.0	5	11.1	13	28.9	2.58	1.215	.486

Source: Field work data (2018).

N=Frequency, %=Percentage

Data from respondents also indicates that 34 (75.6%) of the respondents disagreed that teachers show deficient behaviour in school management strategies they use to manage community stakeholders. Data also suggests that educational heads whose school management strategies are deficient do not lack professional skills and ethics but they just lack enough commitment to offer instructional leadership hence do not act according to the schools' code of conduct.

Data in Table 4.14 therefore shows that disciplinary measures should be exercised at all times at schools to allow effective teaching and learning to take place. The Government as the key actor and provider of public education together with other stakeholders (external) provide infrastructure, human and material resources to improve education in Ghanaian schools (Odei-Tettey, 2017). CS1 saw that all other stakeholders must matter and their views should not be ignored. CS1 reasons thus:

> Parents are mostly ignored and decisions are often taken without them contributing. There should be parental involvement. At PTA meetings some demands are put forward and so some small amount is levied and collected from parents so as to help cushion what comes into the school as capitation (CS1).

The researcher is of the view that acknowledging the multiple stakeholders, ensuring inclusivity, compromising and communicating with them (through activities such as SPAM, face-to-face meetings, letter to parents and "my-first-day-at-school") can help to foster positive relationships and opinion, and ultimately, lead to Parent-Teacher-Pupil confidence.

In addition, Table 4.16 also indicates that 26 (57.8%) of all category of respondents agree that most headteachers are in need of knowledge in order to demonstrate how content of management practices and leadership skills may be related to the learners' lives in the community and at home. The table further informs that 28 (62.2%) of the respondents disagree that educational heads are not aware of the negative procedures that is used to the manage teachers, pupils, material resources and also about the content they are expected to manage. Table 4.14 explains why Dunning (1993) suggested that schools' head should be encouraged and workshops should be organized to guide them on how to effectively manage their schools using their professional skills gained during the numerous training they have undergone. AH14 explains that
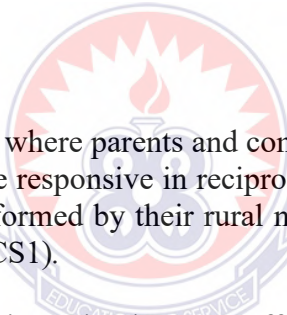
"sometimes he had to offer counselling which goes beyond the scope of his mandate, then he needs to be professionally trained for it". He further explains that "if we think in business terms, the parents/communities are the 'customers' and institutions are gradually acknowledging what businesses have known for a long time: customer satisfaction and matters of corporate social responsibilities".

Data in Table 4.14 further shows that 34 (75.6%) of the respondents agreed that educational heads find it difficult to control school and communal events. This implies that educational heads are recorded not to be able to control all school events that do happen as evidence to be shown in their managerial practices and the style adopted by the head to lead. The table also reveals that 26 (57.8%) of the respondents do agree that educational heads as well as their assistants and teachers, assume some passive roles in the community and hence their managerial practices do not extend beyond schools' premises to the inhabitants of the communities in which the schools are located in. Qualitative data by circuit supervisor (CS1) supports this as it is explained that the priority of the rural community is solely to their farms. This is a clear portrayal of what a close-system is; where there is no community participation of events that are on-going in the school. An assistant headteacher interviewed (AH06) explain the low participation. The table also reveals that, 27 out of the 45 (60%) of the respondents did not assert that the overall managerial strategies put across by heads of schools, disrupted the teaching and learning process. This simply translates to 18 members somewhat concords to the point that has been put forward by the researcher. The Table also reveals that the 22 (48.9%) of the respondents confirmed that teaching and learning materials (TLMs) that should be present to improve the learning process were not available.

4.7 The School and Community management; arena for all stakeholders

Leadership from the schools should be the managers of the communities since most teachers are the light bearers of academic knowledge and all stakeholders can easily identify with that. A community manager is responsible for advocating a brand on social networks. Community managers typically deal with those who may or may not have heard of the business they work for, and boost awareness for the brand. (https://sproutsocial.com/insights/social-media-vs-community-manager/).

Kusi (2017:49) explains that the contribution of school climate (community) to the well-being and the academic performance cannot be over emphasized. When the researcher probed on the desire to meet school needs influence the style to choose. The CS1 indicates that:

> If you're in a society where parents and community are very cooperative, headteachers become responsive in reciprocating an approach and in our case attitudes are informed by their rural nature; visitations to the farms is to be prioritized (CS1).

As noted earlier under 'Making school system effective visitations to the farms is what brings food – a reason for the absenting and irregularity for both the teacher and the pupils within the rural school setting. Community management is about relationships and how your product seizes opportunities to interact with your community in public working spaces. And the children are the products put into the system for reformation. Both CS1 and AH06 explain that 'a day that is common to the school community is gotten and used for sensitizing all stakeholders. According to CS1 'The community and school leadership agree and select a "taboo day" and plan on how the school can be improved'. This he adds that "the school must adopt to use of watchmen so that they can be paid from it". AH06 agrees that: "The SPAM at any level is one of the platforms that I would say should be used often since it brings the parents closer to the school".

Participants explain that within the rural arena, raising money is a major economic aspect and interventions for the destitute do not exist. The pupils need help; the adolescent pupil trades in what is sellable; thus, they sell to make enough both for the home and also for school. This exposes them to the risks associated with trading and at their level, the female adolescence in exploited either by own mates or older working class for easy monies. In support of Table 4.16; the AH06 states that:

> The second point could also be that the monetary aspect (mock and other fees) when even their grades is better could be a factor; poverty. Even at the registration, the monies for making payments mostly come from the children themselves - the boys would sell and the girls would be attached to where they would get easy money - in other to complete the school. The adolescent child goes through a lot which negatively affect their studies in this environment. They even feel that coming to school is a bother to them when they can wait and only come to take the exams (AH06).

The school, as a system, is not one that can allow waiting and coming to take the exams and simply getting out but rigorous preparations to aid the finalist secure good grades. Bush (2003) explains that many schools have a kind of national curriculum that gives them no room for initiatives, this mostly makes the school managers an interpreter or implementer of national curriculum directives, (on 'models of school management', p.35). The school system, under the Formal Model, Leithwood, et al., (1999) and Dressler (2001) perceives their practice of management as killer of initiatives. These rural systems can be redesigned to offer education that is tailored to suit environmental settings they are established. The rural folks' stake is viewed as lacking in capacity. Their efforts have sought both expanded resource generation and increased ingenuity (Odei-Tettey, 2016) the means or the platform to register their difference, they are expressed in actions or activities deemed negative. With this HOD was of the view that:

> Some town folks who are aggrieved with a teacher or the school simply walk in and defecate into the classrooms. The community becomes empathetic to the situation and pledges support for some time but this pledging also quickly wanes with time and we are back to the same problem (HOD).

Despite these concerns over effectiveness, educational and community leaders continue to press for the adoption of school-community collaborative measures which promise immediate benefit of successful academic performance for basic schools (Odei-Tettey, 2016). The HOD simply comments that in his view that during the school level or the circuit SPAM deliberations includes all even the finalists to establish what we want to achieve. The comment of HOD was supported by AH13 who adds that 'the headteacher is mostly unable to combine community matters more into the school administration' and further add that 'the headteacher only restricts him or herself to tackling challenges of parents who have wards in the school'.

Pupils' remains the elites of their communities and so words spoken by them or action displayed towards the teachers must not be taking lightly but must inform the appropriate level of discourse. Issues on community management should not be labelled or itemized. The massive failures of pupils in their final Examinations as were identified as attitudes and competences in the multi-group such as the negative attitudes of teachers, the negative attitudes of pupils towards learning like the distractive use of mobile phones, and sometimes apathetic community participation in the school as well as plant management due to the diffused roles of the District Assembly (Odei-Tettey, 2016). Meetings with the community should be essentially must involve the pupils who votes in general political elections. And that the pupil should not be seen as under aged and pushed aside. HOD explains his view by asserting that 'leadership was purely by appointment'.

Table 4.15: Management practices used to manage material resources

Questionnaire Item	Disagree		Not Sure		Agree		Mean	Std. Deviation	Skewness
	N	%	N	%	N	%			
Teaching and learning materials (TLMs) that improve pupils' performance are available at schools	22	48.9	5	11.1	18	40.0	2.80	1.325	.079
Pupil development is provided through well-designed academic programs.	7	15.6	3	6.7	35	77.8	3.71	1.058	-1.310

Source: Field work data (2018).

N=Frequency, %=Percentage

From Table 4.15, responses highlight the fact that the processes of both teaching and learning are supported by the availability of teaching and learning support materials, which all schools should receive on time. Having a hundred percent rural selection within a criterion was proof of the fact that schools in poor communities often face internal challenges such as an influx of crime and poor living arrangements. HOD's responds to how the schools manage in keeping store inventories in absence of no storage thus:

> This is the greatest challenge all the schools are having at the moment. There is always the issue of burglary and no watchmen can be hired to man these school communities. GES does not allow for this and it's worrying. There could be the introduction of the security system in the schools just as we have it in the secondary schools that could help protect the properties of the school (HOD).

CS1 asserts that there were no lockers for the storing of obtained stationery from stores, at the directorate, and this is a major factor that needs to be addressed. The challenge is burglary and he explains that the school could employ the services of a 'security man'. He further explains that to reduce this particular challenge of delicate items being lost

to burglary, these delicate school items are kept with the form teachers and logged into the school's inventory. This current statement the CS1 posts is what the researcher is yet to find out; thus 'the teacher is to be held liable should there be a lost item'.

The teacher is, by mandate of employment, contracted to offer instructional leadership and this should not be aligned whether toward rural politics or any other non-academic activity. Fuseini (2014) in Odei-Tettey (2017) noted that this perennial poor performance of schools has reached a crisis stage, which calls for a multifaceted approach involving other stakeholders. Such joint action processes require the commitment of both educational and non-educational actors because no single actor has sufficient capacity in terms of knowledge, information and resources to solve the complex, dynamic, and diversified problems that lead to schools' failures.

AH06 indicates that 'exercises are mostly not marked some teachers' and this in his view is serious enough. For him 'the head has not been given enough mandates per their appointment to ensure conformity to the extremely recalcitrant ones on duty to perform'. AH14 explains that 'the headteacher should be given the authority to amend security issues to suit the school community situations.

Responsibilities of the headteacher are clearly stated per their appointment letters as well as simple documents. Others are consciously making use of their community relations even to the extent of extending electricity power supply from a nearby household under a casual, non-documented agreement to provide extra aids to the learning process. AH13 explains that 'the finalists are able to do their studies at night when they are motivated to do so' and he pleads further for the directorates to add on or offer some motivation so as to boost morale of teachers who are willing to offer their

best. He posits as "the directorate must help teachers build experience and give some incentives to length of service at a system".

Comments from AH14 explains that with motivation and some morale boosting, the teacher who remains a 'natural' parent and facilitates the learning process should be given the extra training through IN-SET and mentoring to be able to manage all circumstances giving their terrain of work – the rural setting.

> These petty helpings we give to the pupils come from our pockets. Marital issues are sometimes brought into the school system and we have to think fast to solve otherwise we become wrong judges or make the wrong judgement we the teachers are taken as targets especially for all unresolved grievances (AH14).

Teaching and learning materials that are obviously delivered late delays teachers' work; in that teaching and learning materials (TLMs) are the backbones on which learning and quality education depends. Kusi (2008) asserts in confirmation, that headteachers and teachers should be equipped with the necessary materials towards instructional leadership. Again, Bush (2003) states that heads are responsible for supplying teaching and learning materials to teachers and ensuring that these TLMS are used in the preparation and delivery of tasks central to the classroom activities.

4.8 What are the perceptions of teachers on existing management practices in the underperforming Junior High schools in the Agona East District?

The fourth research question was concerned with the section of the questionnaire that assessed the perception of respondents on the existing management practices that are used to manage underperforming junior high schools in the district. Tables 4.18 to 4.20 helped to explain how these selected practices were perceived. First, questions were posed to seek the perception of teachers (and their pupils) on the cooperative strength in management that exist among the teachers.

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Table 4.16: Cooperative strength in management

Statements	Disagree		Not Sure		Agree		Mean	Std. Deviation	Skewness
	N	%	N	%	N	%			
Teachers work together as co-workers to improve on their teaching practices	1	2.2	1	2.2	43	95.6	4.42	.753	-2.226
There is lack of social interaction among teachers.	28	62.2	8	17.8	9	20.0	2.62	1.114	1.021
There are always disputes among staff.	38	84.4	2	4.4	5	11.1	1.89	1.071	1.509
Teachers remain passive members of their professional organization.	27	60.0	9	20.0	9	20.0	2.49	1.079	.598
Teaching in isolation by teachers	29	64.4	10	22.2	6	13.3	2.44	.785	.782
Teachers partner with learners' parents	8	17.8	5	11.1	32	71.1	3.64	1.048	-.960
Teachers work effectively with parents and the community.	6	13.3	4	8.9	35	77.8	3.80	1.014	-1.223
There is lack of parental involvement in school activities.	19	42.2	5	11.1	21	46.7	3.18	1.193	.145
Teachers usually assume a passive role in the schools' community.	19	42.2	10	22.2	16	35.6	2.96	1.065	.210

Source: Field work data (2018).

N=Frequency, %=Percentage

Data in Table 4.16 demonstrates that the majority 43(95.6%) of the respondents had the perception that teachers work together to improve their teaching practices. Regarding teaching in isolation by teachers, the data illustrates that, only 6 (13.5%) of the respondents conceded to the statement that they are the only professionals in their field and hence do not need the ideas of any other co-teacher when teaching.

The Table also reveals that 28 (62.2%) of the respondents perceived an appreciable level of social interaction among teachers as well as the members of the society. Headteachers with other colleagues should interact more often in order to strengthen their relationships with the community, and hence understand the efforts made by community members in promoting quality education at schools. Davies (2002) makes it clear when he stated that "school success is associated with community members.

Data indicates that 35(77.8%) teachers said they worked effectively with parents and the community. By implication, teachers should collaborate with parents, in order that parents can participate in educational activities that take place at schools and be members of school governing bodies. The table indicates that teachers should work with parents to enhance social interaction in the community between the school and the parents. The table indicates that both the teachers and parents should be working as a team in supporting each other, thereby revealing hidden talents in pupils and instilling discipline in schools. The implication of the table is that schools and parents as the community members should work together thereby creating the perception that both the schools' leadership and management are transparent in nature. The table also demonstrates that there was the need for parental involvement in school activities and that this enables teachers to reveal children's talents.

Table 4.16 also shows that the involvement of parents at schools can help reduce pupil's absenteeism, as well as instil discipline in those pupils who display deviant behaviour. Data from table further implies that schools have to work together with parents, and that this partnership can turn them into working schools. The table also demonstrates that the involvement of parents in school activities can promote a good relationship between the school and the community members, including enhancing

social interaction between them. The table implies that committee members whose children are registered at a particular school qualify to be appointed to that school's governing body when the need arises. In alliance to what Glickman (1981) found, a performing school defines good education for itself, when they do so with the parents of the pupils. Mokgaphame (2001), added parents of pupils should be involved in a well-defined goal, desired priorities, through a collective action to achieve standardized performance.

Table 4.16 indicates that most respondents agree that parents lack interest in being involved in school activities, although teachers work effectively with parents. It further indicates that schools that lack parental involvement will experience a failure-rate of pupils, as parents fail to support or show effective partnership with schools. All teachers quite agree that this notion is true and this is represented by more than 70% of all respondents. Education is a social discipline and as such deals with a system which is opened but not closed and 27 (60%) respondents are in agreement. The table also shows that 38 (84.4%) the respondents disagreed to this statement that there are always disputes among the staff members and only seven respondents were opposed to this assertion; a concern PTA/SMC must not fail to support in terms of arbitration.

This demonstrates that disputes, as well as infighting among teachers, are not really predominant. It was later speculated by some participants that, disputes among teachers and heads, wastes pupils' teaching and learning time, as those involved spend time attending disciplinary hearings. The implication of this is that such schools, which are involved in disputes, will be regarded as underperformed and lacking in discipline, and their good reputations, as well as healthy work environments within them, will be tarnished. The table also indicates that the majority 21 (46.7%) of the respondents

agreed and so believed that there is lack of parental involvement in school activities. The table suggests that teachers should not be passive or remain silent when educational matters are discussed.

This implies that teachers should be part of decision-making sessions in the school. Ainscow, Howes, Farrell, and Frankham, (2003) in their findings, proved that, to handle underperformance comprehensively in schools, individual domains are brought together in support of the school management. They further demonstrate that teachers should be directly involved in matters that affect their work as well as their future way. Table 4.16 explains that 19 (42.2%), who are in the majority, did perceived teachers as assuming somewhat active roles in the schools' community. Administration and management must or should encourage teachers to be active in the school community in which their experience and expertise will be needed. The table implies that teachers should be included in the schools' community, in which they can actively participate in decision making at the community level.

Data in Table 4.16 implies that teachers, whether in leadership or not, should share ideas on how to influence effective leadership, as well as effective management, in schools to change and enable these schools to be better managed. This finding stresses the findings of Ainscow, et al, (2003) that forming teams and collaborating team members promotes integration in education which generate management policies to support efficiency in classroom learning, especially to support pupils with learning difficulty.

Table 4.17: Decision making in management

Statements	Disagree N	%	Not Sure N	%	Agree N	%	Mean	Std. Deviation	Skewness
Teachers are involved in decisions that have an effect on their employment.	7	15.6	7	15.6	31	68.9	3.62	.936	-.894
The school management team does delegate authority to their subordinates.	6	13.3	8	17.8	31	68.9	3.60	.939	-1.165
Our school fails to develop team-building among staff	29	64.4	4	8.9	12	26.7	2.47	1.120	.493
Teachers are given the opportunities to be part of decision-making that takes place at their work environment.	8	17.8	2	4.4	35	77.8	3.82	1.051	-.981
Teaching and learning materials that improve learners' performance are available.	23	51.1	6	13.3	16	35.6	2.67	1.206	.036

Source: Field work data (2018).

N=Frequency, %=Percentage

Table 4.17 indicates that the majority 31 (68.9%, Mean=*3.62*, SD=*.94*) of respondents agreed that teachers are involved in decisions that have an effect on their employment. The table also demonstrates that teachers should participate in the decision-making processes at their places of employment, namely in the decision-making processes in their schools. From the table it can be implied that teachers could play important roles in the decision-making process and that headteachers should be participative in their leadership. The table also illustrates that same majority, 31(68.9%, Mean=*3.62*, SD=*.94*) of the respondents agree that the school management team delegate authority to subordinates. This implies that as school heads delegate authority to their deputies, they may practice managerial skills and develop as leaders before any future appointments.

Also from Table 4.17, majority of respondents, 35(77.8%, Mean=*3.82*, SD=*1.05*), they very much are in agreement to the statement item that 'Teachers are given the opportunities to be part of decision-making that takes place at their work environment. This finding affirms what Cray, Inglis and Freeman (2007) posited that, collaborative decision making and delegation of duties should be considered in an educational organization. Also it contributes to the findings of Jones (2004) who cites that teachers and pupils should be included in decision making as a major element to win the commitment of the majority of teachers. In addition, this finding supports, Ariely's (2008) assertion that the headteachers may not have all the information to take an effective decision and hence require the inputs of teachers and sometimes pupils.

Table 4.18: 'Change perceived as a management practice

Statements	Disagree		Not Sure		Agree		Mean	Std. Deviation	Skewness
	N	%	N	%	N	%			
Teachers become anxious and nervous when changes are introduced at the school.	25	55.6	8	17.8	12	26.7	2.67	1.000	.444
Teachers fear to learn new things.	33	73.3	7	15.6	5	11.1	2.22	.997	1.110
Change threatens self-interest of Teachers.	27	60.0	6	13.3	12	26.7	2.58	1.118	.511
Change leads to loss of power and status of Teachers.	31	68.9	9	20.0	5	11.1	2.27	.939	.807
Change leads to loss of job security.	35	77.8	5	11.1	5	11.1	2.20	.815	.929
Change leads to loss of job control.	35	77.8	6	13.3	4	8.9	2.16	.796	.838

Source: Field work data (2018).

N=Frequency, %=Percentage

Table 4.18 also illustrates that 25 (55.6%) of the respondents disagreed that heads become anxious when changes are introduced at schools. The implication of this table

is that management styles with transformational qualities of leadership can be adopted to change the status of junior high schools that are perceived to be underperforming.

Data in Table 4.18 also reveals that the majority 33 (73.3%) of the respondents disagree that teachers fear to learn new things that are brought about by change. The table indicates that both the Heads of schools, as well as their co-workers, are not afraid of changes in management styles as it advises that heads teachers should take the opportunity to learn about new things that have been introduced or are expected to be implemented in their respective schools. This affirms the findings of Hopkins (2001); Reynolds (1996) who assert that Change in underperforming schools are not self-evaluating because school heads fear the change altogether.

Table 4.18 also indicates that 27 (60%) of the respondents disbelieved that when changes are introduced into the management practices of headteachers in underperforming schools, that change threatens the self-interest of these heads. The table shows that since heads of schools know that change is able to bring about innovative leadership, as well as management styles that will create a healthy climate within schools' environment, they put in place, some management practices that is difficult to change. The table implies that change is needed to improve the status of schools perceived to be underperforming.

Table 4.18 further illustrates that all the respondents 30 and more (greater than 68.7%) disagreed to the perception that heads' changes in management practices to lead to loss of power and status of teachers within the schools. This implies that, heads of school, no matter the standard fallen to, maintains that underperformance was a resultant effect of how effective the school management team was.

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Table 4.18 reveals also that the majority 35 (77.8%) of the respondents disagree that heads perceive changes in management practices to lead to loss of security in which they fear that they will not keep their positions once change is introduced. The table implies that there must be safety and security in schools such that teachers will be protected against any insecurity that relates to their employment within the school premises. The table also indicates that 35 (77.8%) of the respondents do disagree that change can lead to loss of job control at schools. The table indicates that control will remain one of the core functions of effective management and leadership within many schools, effective schools being characterized by both effective supervision and control by school management teams.

Hopkins (2001) and Reynolds (1996) assert that change in underperforming schools is always not connected to pupil learning outcomes and impact on classroom activities because the school heads who implements these changes solely owe and spearhead the change, which is directed at their own needs. According to Mitchell, Holtom, Lee, Sablynski, and Erez (2001), when change is employed in underperforming schools, it is focuses on only the intentions of the head of the school since he/she may fear that the change might render his or her services outmoded, which will temper with their job security.

4.9 Hypotheses

The researcher sought to advance from the given objectives, two statements as statistically testable hypotheses. These two hypotheses were drawn from research questions one and four. The Pearson chi-square coefficient (X^2) is primarily used with one or two categorical variables. The Pearson's Correlation (rho) between headteachers' leadership styles and management practices in the schools were provided

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with tables 4.8, 4.9 and 4.10. Based on the results of the correlation analysis, the following interpretations, discussions and conclusions are offered.

1. Pearson's Correlation between Leadership Style(s) and Management Practices

Table 4.19 (a & b) shows the output of the Pearson product moment correlation from the first hypothesis. That is:

H_{01}: There is no significant relationship between headteachers' leadership styles and management practices used at the Schools in the Agona East District.

Table 4.19a: Correlation between leadership styles and management practices

Correlations		Management Practices	Leadership Styles
Management Practices	Pearson Correlation	1	.186
	Sig. (2-tailed)		.222
	N	45	45

Source: Field work data (2018)

The first hypothesis examined the relationship between leadership styles and management practices of the basic school headteachers. Table 4.19a shows the results of the first hypothesis using Pearson's product moment with relations between the two variables. A weak positive association (r = *.186*, n = *45*, p *>0.01*) was reported between leadership styles and management practices. The positive coefficient implies that as styles of leadership become definite, management practice is desired.

Table 4.19b: Correlations

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.178[a]	.032	-.093	.863	.032	.254	5	39	.935	2.801

Source: Field work data (2018)

a. Predictors: (Constant), All Leadership styles

b. Dependent Variable: RESPONDENT TYPE

From Table 4.19b, the coefficient of determination (r^2) was 0.032, indicating that about 3.2% of the variation in leadership styles is explained by the variation in management practices. Contrarily, 96.8% of the variation in the leadership styles is unexplained by variations in management practices. As the p-value (0.222) was more than 0.05, it is declared not significant, meaning that the null hypothesis (management practice depicting one's leadership styles used) was not rejected.

2. Pearson's Chi-Square Tests for perceptions

From the second hypothesis the study sought to find out whether perceptions held on leadership style(s) differed significantly among respondents (teachers). Table 4.20 shows the output of the Pearson Chi-Square Tests on perceptions held on Leadership Style(s). The hypothesis was that:

H_{02}: There are no differences existing among the perceptions of teachers on leadership styles employed.

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Table 4.20: Chi-Square tests

Leadership Styles	Autocratic		Democratic		Laissez-Faire		Transformational		Transactional	
	Value	Sig.	Value	Sig.	Value	Sig.	Value	Sig.	Value	Sig.
Pearson Chi-Square	6.60a	0.58	4.92b	0.77	3.15c	0.79	9.41d	0.31	4.11e	0.85
Likelihood Ratio	8.51	0.38	5.63	0.69	3.33	0.77	10.86	0.21	5.96	0.65
Linear-by-Linear Association	0.44	0.51	0.53	0.47	0.16	0.69	0.02	0.89	0.04	0.85
N of Valid Cases	45		45		45		45		45	

Source: Field work data (2018). ; Sig. = Significance

a. 9 cells (60.0%) have expected count less than 5. The minimum expected count is .67.

b. 12 cells (80.0%) have expected count less than 5. The minimum expected count is .33.

c. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 1.67.

d. 12 cells (80.0%) have expected count less than 5. The minimum expected count is 1.67.

e. 12 cells (80.0%) have expected count less than 5. The minimum expected count is .67.

The study sought to test whether there were differences in perception held among participants on the leadership styles used in the schools. Pearson Chi-square Analyses from Table 4.20 shows that Democratic styles of leadership had the highest Linear-by-Linear Association Value of *0.53* and lowest Significance of *0.47* (n = 45). This is confirmed by the least expected count of *.33*(b = 12 cells (80.0%) have expected count less than 5).

The Chi-square test is intended to test how likely it is that an observed distribution is due to chance. Although their perceptions did not differ significantly on the leadership styles used, the democratic styles of leadership were a preferred choice. Hence, we can infer from the analysis that there are no significant differences in perceptions of leadership styles adopted for any particular situation among headteachers, their assistants and subject teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter concludes the study. Specifically, it covers the summary and the conclusions drawn from the study, the recommendations based on the findings and areas for further study. The aim of the study was to investigate the leadership styles of headteachers and as well as the management practices they employ to manage under-performing schools in Agona East District.

The study utilized the sequential explanatory mixed method approach combining the quantitative and qualitative data collection methods in progression to addressing specific objectives raised. The target population for this study was the 110 staff of the 15 under- performing schools of which the study purposively considered the trained and most experienced teachers in the schools. The researcher gathered quantitative data from the 45 teachers (headteacher, assistant headteacher, and a teacher). This was followed with qualitative data collection with 3 management staff of the inspectorate and 3 Assistant headteachers.

The quantitative data collected was analysed descriptive statistics, specifically mean, percentages and standard deviation. The qualitative data were transcribed and categorised into themes according to the research questions, and the data presented in narratives as quotes to reflect the views of the participants. The key findings are presented in the next section.

5.1 Summary of findings

Based on the objectives and research hypotheses, the following findings were revealed:

The first research question sought to identify the various leadership styles that headteachers employed in managing the underperforming schools. The study established that the majority of the respondents suggested the adoption of participative management styles would transform underperforming schools into effective ones. The study also identified the democratic styles of leadership as the widely accepted as the best form of collective leadership. The interviews revealed that headteachers were aware of the various types and kinds thereof but also emphasized that leadership was more task-oriented. Correlation tests analysed between leadership styles and management of educational resources proved that there existed very little significance between leadership styles and management practices of the headteachers. The study also showed that there was no significant difference among the perceptions of headteachers, their assistants and subject teachers on the leadership styles used.

The second research question was concerned with identifying factors influencing the use of a particular leadership style. The data suggests that the headteachers experience in leadership position as well as the desire to meet societal needs influenced them to be autocratic. Organizational culture and personality trait emerged as most dominant factors influencing the use of democratic style of leadership in the under performing schools. The headteachers who appeared to be adopting the use of laissez-faire style of leading considered personality trait as the most important factor.

The focus of this the third research question was to find out the headteachers managed pupils, teachers, other stakeholders' as well as material resources. Monetary contributions given as aid to vulnerable females of this rural setting goes waste as the

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girls end up being put in the family way by peers and older ones from this same community. There should be a multifaceted approach involving other stakeholders regarding security of the schools. Teaching and Learning Materials (TLMs) are to be brought to the schools on time. Normal visitations to the farms was what provided food and a reason for absenteeism and irregularity for both the teacher and the pupils within the rural school setting; hence there should be the introduction of Complementary Basic Education (CBE).

This section of the questionnaire assesses the perception of respondents on the existing management practices that are used to manage underperforming schools in the district. The study considered cooperative strength in management (team-work), decision making, and 'change' as statements on management practice. The study revealed that teachers should collaborate with parents (as a team) to enhance social interaction in the community (between the school and the parents). The reality was that teachers either stay in places close to the school community or stay very far away from it and were commuting daily. With regard to decision making, the respondents perceived that all members of staff participate in the processes and play important roles through participatory roles and delegation of authority. The study also revealed that all the staff in the schools were ready for change occurrences. Change brings about new approaches and methodologies on how the schools should be managed and administered.

5.2 Limitations of the study

One of the limitations of this study relates to the number of respondents as well as participants that were used. Only fifteen (15) public school sites were considered. Due to this small sample, generalizing these results should be done with caution since elements within the fifteen schools may not necessarily be representative of the population studied.

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The use of the term 'under-performing' made some of the participant feel that their schools are stereotyped. Therefore, they were reluctant to respond to some questions, especially during the interviewing. This, to some extent, affected the quality of data for the study.

5.3 Conclusion

Based on the findings, it was that the democratic styles of leadership was identified and accepted and the best form of collective leadership at the basic school level. One's experience in a leadership position and the desire to meet societal needs contributed to autocratic style use. Organizational culture and personality trait are most dominant factors influencing the use of democratic style of leadership in the under performing schools. Laissez-faire style considered personality trait as the most important factor. Qualitatively, participants conclude on the age-to-retire as a conceivable factor contributing to one's style in leading. In this study, effort was made to identify some perceptions held by the teachers of the underperforming schools. Data suggests that regarding cooperative strength in management, teachers should collaborate with parents (as a team) to enhance social interaction in the community between the school and the parents. The teachers should be accommodated in places close to the school community to offer full community collaboration. Each member of staff should participate in the decision making processes and play important roles through participatory roles and delegation of authority. Change should be encouraged since it always brings about new approaches and methodologies as to how the schools should be managed and administered.

5.4 Recommendations

Based on the findings and subsequent conclusions, the recommendation made was to improve professional practices of the entire senior staff of the teaching profession in Agona East district education.

It emerged from the study that most of the headteachers of the under-performing schools were not well versed in leadership styles. Furthermore, headteachers' experience in leadership and their desire to meet societal needs influences them to be autocratic, organizational culture and personality trait inspired the use of democratic style; their personality trait encouraged the use of laissez-faire style; and qualitatively, one's age-to-retire. The study therefore recommends that Agona East district education authorities should organise training programmes on leadership theories looking at the continuous programmes of the area.

It also emerged from the study that voluntary resources made to vulnerable female pupils goes waste. There should be a complex approach to involving all stakeholders on general security. It also materialised that farming activities provided food but accounted for absenteeism and irregularity; hence the recommendation for the introduction of Complementary Basic Education (CBE) to the farming communities.

Findings from the study showed that the school in collaboration with their communities needed to further enhance the level of social interaction in the community between teachers and parents. The staff members should participate in the decision making processes and play important roles through participatory roles in the community. Hence, the recommendation is that teachers should be given accommodation in places close to the school community. And also the study provides important recommendation

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for management of underperforming junior high schools to adopt effective communication and collaboration.

Findings also revealed that headteachers of underperforming schools lacked confidence in changing their management practices and are therefore always fixed to a pre-defined and static set of procedures of leadership style. The heads of schools could be trained at workshops with the view to learn new managerial skills to improve their knowledge so that they could expect and accept changes in the educational system.
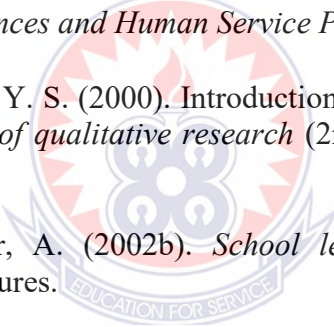
5.5 Suggestions for further research

In understanding school leadership style, the researcher believes it require a reconstruction of the management practices through the collection of views of the school leaders (administrators and managers). It is therefore recommended for further studies; the role of the community regarding security provision to the problem of underperforming schools, the foundations or origins of underperformance occurrences in the preparatory stage of pupils; some disciplinary ways other than corporal to help in the correction of learners at junior high schools and; parental contribution towards learning and school performance.

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APPENDICES

APPENDIX A

PERMISSION LETTER ON PRE-TESTING OF INSTRUMENT

UNIVERSITY OF EDUCATION

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT

The Municipal Director of Education

P. O. Box 240

Agona Swedru

15TH FEBRUARY, 2018

Dear Madam,

PERMISSION TO PRE-TEST A STUDY IN YOUR MUNICIPAL

I am a post-graduate student of the above named university, conducting a research to determine the challenges facing headteachers of some school communities in the Agona East District and improvement strategies.

This study is being pre-tested in the municipality given that it shares some common characteristics or similarities with the study area. I would be grateful if permission is granted this research to help bring out solutions to challenges that would be identified.

The study would help to share knowledge about the issues and concerns for the leadership of the three (3) basic schools (Edukrom AWMA Basic - Nyakrom B; Kukurantumi AWMA Basic - Bobikuma A and Kwaman Catholic Basic - Bobikuma B) in the light of recent abysmal pass rate in their final examinations – the Basic Education certificate Examinations (BECE) recorded in the year 2012.

Yours faithfully,

Signed

(ALEX NANA AWOTWE WIREDU - Student ID No. 8160210001)

APPENDIX B

UNIVERSITY OF EDUCATION

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT

The District Director of Education

P. O. Box

Agona Nsaba

15th February, 2018

Dear Sir,

<u>PERMISSION TO UNDERTAKE A STUDY IN YOUR DISTRICT</u>

I am a post-graduate student of the above named university. As part of the requirements for the program, this research is being conducted to investigate whether the leadership styles of headteachers contributes to the status of under performing schools District, and to find out how leadership style impact the management of human resources.

This research will provide information to the education directorate (especially inspectorate and circuit supervisors) on the style of leadership that is like to affect performance in these schools. The study also would help to share knowledge about the issues and concerns for the leadership of these schools in the light of recent abysmal past rate in their final examinations, BECE 2012 to 2016.

Instruments used consist of a semi-structured questionnaire and where necessary interviews would be conducted to help explain unclear areas of the study. The first part of both instruments requires the background information, while the second part would require respondents and interviewees to express their views on the phenomenon under study.

Respondents of the study are headteachers (or their assistants) and one subject teacher at the JHS who has been in the school 4 or more years from study time. Circuit supervisors of the attached schools as well as the Head of Department (inspectorate) would be interviewed in order to aid triangulation of given responses. I would be very grateful if these stakeholders, afore mentioned, of your management could share knowledge through my research.

Please be assured that high ethical standards will be maintained to ensure that harm is avoided both by providing confidentiality and also by protecting anonymity.

Yours faithfully,

Signed

(ALEX NANA AWOTWE WIREDU - Student ID No. 8160210001)

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APPENDIX C

A. QUESTIONNAIRE

TOPIC: LEADERSHIP STYLES OF HEADTEACHERS OF SOME PUBLIC JHS IN AGONA EAST DISTRICT

Dear Respondent

I am a post graduate student enrolled at University of Education, Winneba. I am, for my thesis, researching on the above stated topic. The findings of this study are likely to help in the management of Junior High Schools in the district. All responses given in this questionnaire will remain confidential and anonymous. I would be grateful if all the respondents answer all the items in the questionnaire.

Kindly respond to all items by making an appropriate mark on an item to indicate your response.

SECTION A: PERSONAL DATA

Gender

M	
F	

Years of teaching experience:

5 or less		6-10		11-15	
16-20		21-25		25 & more	

School community

Rural	
Urban	

Years served in Cur. Sch.

At least 2	3-4	5&more

Qualification	DIP	DEG	MAS
Academic			
Professional			

Age Range

26-30		31-35		36-40	
41-45		46-50		51-60	

Years as subj. teacher/ head/assist

At least 3	4-8	9-12	13-15

Type and Year of last CPD/IN-SET received

Rank

	S/SII	S/S I	P/S	AD II	AD I	

For the headteacher only

Current Staff Total

JHS	
PRIMARY	

Current school enrolment

JHS	
PRIMARY	

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SECTION B; KINDS OF LEADERSHIP STYLES THE HEADTEACHER EMPLOYS IN MANAGING.

a) S/he is A or B or C oriented when it comes to finishing a given job. Where …..

    A is   (TASK / equalto/ HUMAN)

    B is   (TASK / greaterthan / HUMAN)

    C is   (TASK / less than / HUMAN)

b) Please study the table below and indicate, with a tick (√),the level to which you agree to the chosen style the experienced or used within the school system

Leadership Styles	V/Freq	Freq	L/Freq	Occ	N'all	What pertains on the ground, per the leadership.
Authoritarian	(5)	(4)	(3)	(2)	(1)	Do as you are told and submit report
Democratic	(5)	(4)	(3)	(2)	(1)	Let us see how ideas can be put together
Laissez-Faire	(5)	(4)	(3)	(2)	(1)	Let us form teams and delegate to execute
Transactional	(5)	(4)	(3)	(2)	(1)	Motivating members through rewards and punishments
Transformational	(5)	(4)	(3)	(2)	(1)	Promoting friendly interactions that transforms followers
Meaning (Used)	5=Very Frequent (VFreq)	4=Frequent (Freq)	3=Less Frequent LFreq	2=Occasional (Occ)		1=Not at all (N'all)

Scales given below apply to all tabular requirements:

5	4	3	2	1
Strongly agree (SA)	Agree (A)	Not Sure (NS)	Disagree (D)	Strongly disagree (SD)

SECTION C: THE FACTORS INFLUENCE THE HEADTEACHERS TO ADOPT THE LEADERSHIP STYLES IN MANAGING THE SCHOOLS

S/n	Statements	SA	A	NS	D	SD
A1	**Personality traits**: The headteacher's traits of leadership qualities inspires the acting on issues without consulting	(5)	(4)	(3)	(2)	(1)
D1	the headteacher consults with his or her staff about what needs to be done and how it must be done	(5)	(4)	(3)	(2)	(1)
L1	the headteacher's natural qualities of leadership influences him or her to allow subordinates to make and or take own decisions	(5)	(4)	(3)	(2)	(1)
A2	**Level of control**: The power of authority vested in the headteacher influence him or her to speak in a manner not to be questioned	(5)	(4)	(3)	(2)	(1)
D2	The power conferred on the head permits him or her to listen to	(5)	(4)	(3)	(2)	(1)

		SA	A	NS	D	SD
	ideas and suggestions					
L2	The level of control influences the head to talk more than listen to staff members views	(5)	(4)	(3)	(2)	(1)
A3	**Organizational culture**: Principles governing leadership in this school empower the head to speak in a manner not to be questioned	(5)	(4)	(3)	(2)	(1)
D3	The culture in this school guides the head to encourage the teachers to express their feelings and ideas openly	(5)	(4)	(3)	(2)	(1)
L3	The structure in this school allows the head to ignore the concern of teachers	(5)	(4)	(3)	(2)	(1)
A4	**Experience**: Long service in leadership gives the head strategies to force teachers to follow standard rules and regulations	(5)	(4)	(3)	(2)	(1)
D4	the headteacher's experience in leadership position influences him or her to understand teachers in their problems	(5)	(4)	(3)	(2)	(1)
L4	The headship experience influences him or her to give vague explanations to teachers on what is expected of them	(5)	(4)	(3)	(2)	(1)
A5	**Needs of society**: The headteacher's desire to meet societal needs inspire him or her to consistently set challenging goals for us to attain	(5)	(4)	(3)	(2)	(1)
D5	To meet the desires of society influences the head to encourage continual improvement in teacher's performance	(5)	(4)	(3)	(2)	(1)
L5	Because I want to meet what society desires, the headteacher allows complete freedom for teachers and students to operate	(5)	(4)	(3)	(2)	(1)

SECTION D: THE MANAGEMENT PRACTICES USED TO MANAGE TEACHERS, STUDENTS, RESOURCES AND OTHER STAKEHOLDERS.

Statement on…					
…Student	SA	A	NS	D	SD
Educational activities that are presented at our school are pupil–centred.	(5)	(4)	(3)	(2)	(1)
Pupil performance is regularly monitored.	(5)	(4)	(3)	(2)	(1)
The school shows appreciation for pupil effort and success.	(5)	(4)	(3)	(2)	(1)
The learning environment in our school is learner-friendly.	(5)	(4)	(3)	(2)	(1)
Teachers design classroom rules without Pupils' participation.	(5)	(4)	(3)	(2)	(1)
…Teachers	SA	A	NS	D	SD
Teachers are involved in decisions that have a positive effect on teachers' employment.	(5)	(4)	(3)	(2)	(1)
Teachers working together as co-workers to improve their teaching & learning practices	(5)	(4)	(3)	(2)	(1)
Teachers provide opportunities to upgrade teaching and learning	(5)	(4)	(3)	(2)	(1)

	SA	A	NS	D	SD
skills.					
Teachers turn the processes of teaching and learning into challenges that promote creative problem solving.	(5)	(4)	(3)	(2)	(1)
Teachers encourage isolation and separation between staff	(5)	(4)	(3)	(2)	(1)
…Other stakeholders (Communities)	**SA**	**A**	**NS**	**D**	**SD**
Headteachers lack skills to manage activities of schools and communities, effectively	(5)	(4)	(3)	(2)	(1)
Headteachers show deficient behaviour in school management strategies	(5)	(4)	(3)	(2)	(1)
Headteachers are unaware of the negative procedures they use in managing schools.	(5)	(4)	(3)	(2)	(1)
Headteachers find it difficult to control school and communal events.	(5)	(4)	(3)	(2)	(1)
Headteachers assume a passive or active roles in the community	(5)	(4)	(3)	(2)	(1)
Headteachers need knowledge to demonstrate how content of their leadership or managerial skills may be related to pupils' lives.	(5)	(4)	(3)	(2)	(1)
The overall managerial strategies disrupt teaching and learning processes as there is lack of dedication of responsibilities and authority.	(5)	(4)	(3)	(2)	(1)
…Material Resources	**SA**	**A**	**NS**	**D**	**SD**
Teaching and learning materials (TLMs) that improve pupils' performance are available at schools	(5)	(4)	(3)	(2)	(1)
Student development is provided through well-designed academic programs.	(5)	(4)	(3)	(2)	(1)

SECTION E: THE PERCEPTION OF TEACHERS ON EXISTING MANAGEMENT PRACTICES

The following statements relate to educational practices that are developed by management styles that are adopted in your school. Indicate the degree to which you agree or disagree with each of the statements below.

… Cooperative Strength in management	SA	A	NS	D	SD
Teachers work together as co-workers to improve on their teaching practices	(5)	(4)	(3)	(2)	(1)
There is lack of social interaction among teachers.	(5)	(4)	(3)	(2)	(1)
There are always disputes among staff.	(5)	(4)	(3)	(2)	(1)
Teachers remain passive members of their professional organization.	(5)	(4)	(3)	(2)	(1)
Teaching in isolation by teachers	(5)	(4)	(3)	(2)	(1)
Teachers partner with learners' parents	(5)	(4)	(3)	(2)	(1)
Teachers work effectively with parents and the community.	(5)	(4)	(3)	(2)	(1)
There is lack of parental involvement in school activities.	(5)	(4)	(3)	(2)	(1)
Teachers usually assume a passive role in the schools' community.	(5)	(4)	(3)	(2)	(1)
… Decision Making as a Management Practice	**SA**	**A**	**NS**	**D**	**SD**
Teachers are involved in decisions that have an effect on their employment.	(5)	(4)	(3)	(2)	(1)
The school management team do delegate authority to their subordinates.	(5)	(4)	(3)	(2)	(1)
Our school fails to develop team-building among staff	(5)	(4)	(3)	(2)	(1)
Teachers are given the opportunities to be part of decision-making that takes place at their work environment.	(5)	(4)	(3)	(2)	(1)
Teaching and learning materials that improve learners' performance are available.	(5)	(4)	(3)	(2)	(1)
… Changes in Management Practices of Underperforming Schools	**SA**	**A**	**NS**	**D**	**SD**
Teachers become anxious and nervous when changes are introduced at the school.	(5)	(4)	(3)	(2)	(1)
Teachers fear to learn new things.	(5)	(4)	(3)	(2)	(1)
Change threatens self-interest of Teachers.	(5)	(4)	(3)	(2)	(1)
Change leads to loss of power and status of Teachers.	(5)	(4)	(3)	(2)	(1)
Change leads to loss of job security.	(5)	(4)	(3)	(2)	(1)
Change leads to loss of job control.	(5)	(4)	(3)	(2)	(1)

THANK YOU FOR YOUR TIME

0246602918 PLEASE CALL FOR SECTION/ITEM CLARIFICATION

B. INTERVIEW SCHEDULE

TOPIC: LEADERSHIP STYLES OF HEADTEACHERS OF SOME PUBLIC JHS IN AGONA EAST DISTRICT

Dear Respondent

I am a post graduate student enrolled at University of Education, Winneba. I am, for my thesis, researching on "Challenges of Headteachers of Under Performing Schools in Agona East District and Improvement Strategies". The findings of this study are likely to help in the management of Junior High Schools in the district. The findings of this study are likely to help in the management of Junior High Schools in the district. I would be grateful if all the respondents answer all the items in this interview. Kindly agree with the researcher to record the voice and make notes on sheets of paper while interviewing. I would be grateful if all the respondents answer all the items in the questionnaire. Answers should pertain to current year; 2017/18 academic year.

Gender: length of service: qualification(s):   Acad…..……Prof………

1. What kind of leadership styles do these (you as a) headteacher(s) usually/commonly employ to manage and administer their school system? ……… comments

   ……………………………………………………………………
   ……………………………………………………………………

2. What type of leadership styles do you know of? ………………………………….

   ……………………………………………………………………………
   ……………………………………………………………………………

3. Please comment on the mentioned leadership styles that is dominantly used by the leadership

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   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………

4. What factors influence the headteachers to adopt the leadership styles in managing and administering their school system?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
………………………………………………………………………………………

5. What are the management practices that are used to manage teachers, students, material resources and stakeholders' in the schools in the district?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
………………………………………………………………………………………

6. What are the perception of headteachers themselves, their teachers on existing management practices in the schools in the district? **OR** How do these headteachers themselves, their teachers perceived the leadership styles of the headteachers

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
………………………………………………………………………………………

7. In what way can management practices change the status of under performing junior high school?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
………………………………………………

Interviewee S/N:……..

APPENDIX D

Qualifications of respondents

Qualifications	Headteacher		Assistant Headteacher		Subject Teacher		Total	
	N	%	N	%	N	%	N	%
Academic								
Below Diploma	2	13.3	7	46.7	3	20.0	12	26.7
Academic Diploma	1	6.7	5	33.3	9	60.0	15	33.3
Academic Degree	11	73.3	3	20.0	2	13.3	16	35.6
Academic Masters	1	6.7			1	6.7	2	4.4
Professional								
Yet to attain					1	6.7	1	2.2
Professional Diploma	2	13.3	4	26.7	8	53.3	14	31.1
Professional Degree	10	66.7	10	66.7	6	40.0	26	57.8
Professional Masters	3	20.0	1	6.7	-		4	8.9
Total	15	100	15	100	15	100	45	100

Source: Field work data (2018);
N=Frequency, %=Percentage

APPENDIX E

Enrolment and Staffing in selected schools

School	Staff		Enrolment		PTR		Overall PTR
	JHS	PRY	JHS	PRY	JHS	PRY	
1	8	9	93	263	12	29	21
2	7	6	60	152	9	25	16
3	10	15	100	300	10	20	16
4	9		95		11		11
5	7	7	117	203	17	29	23
6	6	3	56	97	9	32	17
7	5	6	67	209	13	35	25
8	3	6	53	131	18	22	20
9	7		123		18		18
10	8		140		18		18
11	8	9	93	283	12	31	22
12	4	6	37	120	9	20	16
13	4		60		15		15
14	4	6	54	150	14	25	20
15	3	7	51	112	17	16	16
TOTAL	**93**	**80**	**1199**	**2020**	**13**	**25**	**19**

Source: Field work data (2018).

Descriptive Statistics on Appendix E

		JHS staff	PRY staff	Enrolment JHS	Enrolment Pry
Mean		6.20	5.33	79.93	134.67
Std. Deviation		2.242	4.203	30.962	103.937
Variance		5.029	17.667	958.638	10802.810
Skewness		-.025	.436	.532	.059
Sum		93	80	1199	2020
	25	4.00	0.00	54.00	0.00
Percentiles	50	7.00	6.00	67.00	131.00
	75	8.00	7.00	100.00	209.00

Source: Field work data (2018).

APPENDIX F

Correlations

Leadership Styles		Autocratic	Democratic	Laissez-Faire	Transformational	Transactional
Autocratic	Pearson Correlation	1	-.841**	-.221	.413**	-.634**
	Sig. (2-tailed)		.000	.144	.005	.000
Democratic	Pearson Correlation	-.841**	1	.153	-.375*	.581**
	Sig. (2-tailed)	.000		.315	.011	.000
Laissez-Faire	Pearson Correlation	-.221	.153	1	-.097	.311*
	Sig. (2-tailed)	.144	.315		.525	.038
Transformational	Pearson Correlation	.413**	-.375*	-.097	1	-.544**
	Sig. (2-tailed)	.005	.011	.525		.000
Transactional	Pearson Correlation	-.634**	.581**	.311*	-.544**	1
	Sig. (2-tailed)	.000	.000	.038	.000	
	N	45	45	45	45	45

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Leadership Style	Not at all		Ever been Used/Experienced		Mean	SD
	f	%	f	%		
Autocratic	18	40.0	27	60.0	2.18	1.370
Democratic	1	2.2	44	97.8	4.38	1.007
Laissez-faire	8	17.8	37	82.2	2.40	0.915
Transformational	6	13.3	39	86.7	2.78	1.277
Transactional	2	4.4	43	95.6	3.51	0.944

Hypothesis 2 results

Leadership styles	X	Y	X/Y	X/Y%
Autocratic	9	0.67	13	17
Democratic	12	0.33	36	46
Laissez-faire	6	1.67	4	5
Transformational	12	1.67	7	9
Transactional	12	0.67	18	23

X=cells
Y= minimum values

APPENDIX G

Factors	Communalities		Component Matrix[a]				
	Initial	Extraction	1	2	3	4	5
Personality traits: The headteacher's traits of leadership qualities inspires the acting on issues without consulting	1	0.771	0.183	0.599	0.239	-0.566	
The headteacher consults with his or her staff about what needs to be done and how it must be done	1	0.795	0.813	-0.272			0.241
The headteacher's natural qualities of leadership influences him or her to allow subordinates to make and or take own decisions	1	0.783	0.28	0.405	0.673	-0.107	-0.275
Level of control: The power of authority vested in the headteacher influence him or her to speak in a manner not to be questioned	1	0.743	0.183	0.842			
The power conferred on the head permits him or her to listen to ideas and suggestions	1	0.765	0.844		0.151		0.166
The level of control influences the head to talk more than listen to staff members views	1	0.51	-0.243	0.55			-0.379
Organizational culture: Principles governing leadership in this school empower the head to speak in a manner not to be questioned	1	0.767	0.284	0.793	-0.119	0.195	
The culture in this school guides the head to encourage the teachers to express their feelings and ideas openly	1	0.726	0.837	-0.139			
The structure in this school allows the head to ignore the concern of teachers	1	0.704	-0.535	0.484	-0.105	0.353	0.219
Experience: Long service in leadership gives the head strategies to force teachers to follow standard rules and regulations	1	0.715	0.502	0.414	-0.294	0.238	-0.386
the headteacher's experience in leadership position influences him or her to understand teachers in their problems	1	0.762	0.853			-0.146	
The headship experience influences him or her to give vague explanations to teachers on what is expected of them	1	0.889		0.53	-0.382	-0.448	0.511
Needs of society: The headteacher's desire to meet societal needs inspire him or her to consistently set challenging goals for us to attain	1	0.771	0.609	0.23	-0.542		-0.222
To meet the desires of society influences the head to encourage continual improvement in teacher's performance	1	0.652	0.747	-0.221	-0.138	0.156	
Because I want to meet what society desires, the headteacher allows complete freedom for teachers and students to operate	1	0.841	0.221	0.371	0.4	0.562	0.422

Source: Field work data (2018).
Principal Component Analysis.
a. 5 components extracted.

APPENDIX H: TARGET POPULATION

S/N	1/0	NAMEOF SCHOOLS	2012 %	2013 %	2014 %	2015%	2016 %	AVERAGE %
1	0	Agona Gyesi ADA	7.1	14.3	-	-	6.7	9.4
2	0	Akwakwaa AEDA	-	-	3.2	4.8		4.0
3	1	Amanful Holy Quran	-	0.0	-	8.3	-	4.2
4	0	Amanful No1 ADA	4.1	-	8.6		18.8	10.5
5	0	Amanful No2 AED	-	-	6.7	8.3		7.5
6	1	Asafo AEDA `B`	14.6	-	-	0.0	16.7	10.4
7	0	Asafo Cath.	10.5	6.3		-	-	8.4
8	0	Asafo Presby	-	13.0	9.1	-	-	11.1
9	0	Asafo S.D.A	10.5	5.3	-	-	11.1	9.0
10	1	Duabone Cath.	0.0		-	11.1	-	5.6
11	1	Duakwa AEDA `B`	-	14.7	-	0.0	-	7.4
12	0	Duakwa Cath. `B`	-	10.8	-	-	-	10.8
13	0	Duakwa Islamic	-	-	-	9.5	-	9.5
14	0	Duakwa Meth.	-	-	-	10.3	-	10.3
15	0	DUAKWA PRESBY	-	-	-	-	12.5	12.5
16	0	Duotu ADA	-	2.9	-	4.5	-	3.7
17	1	Esuso Meth	-	0.0	0.0	-	20.0	6.7
18	1	Fante Bawjiase ADA	0.0	-	-	-	-	0.0
19	1	Fawomanye ADA	7.7	15.0	0.0	3.6	10.0	7.3
20	1	Kenyankor AEDA	-	5.7	0.0	-	0.0	1.9
21	0	KWANSAKROM AEDA	-	-	-	-	17.9	17.9
22	0	Kwanyako Anglican	5.0	9.1	-	-	-	7.0
23	0	Kwanyako Meth.	7.7	-	-	-	-	7.7
24	0	Kwanyako Presby	11.6	7.9	7.1	12.1	-	9.7
25	0	Kwanyako S.D.A	3.9	-	5.7	9.7	19.4	9.7
26	0	Kwesi Twikrom	-	-	9.1	12.5	-	10.8
27	1	Mangoase/Nkum	-	-	-	0.0	0.0	0.0
28	1	Mankrong ADA	0.0	-	7.4	-	-	3.7
29	0	Mankrong Meth.	11.5	-	5.0	3.3	10.0	7.5

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30	0	Namanwora S.D.A	-	15.0	-	-	-	15.0
31	0	Nantifa ADA	6.5	5.4	-	-	14.3	8.7
32	1	Nazifatu Islamic	-	-	0.0	-	-	0.0
33	0	NINTA METH.	-	-	-	-	9.5	9.5
34	0	Nsaba A.M.E Zion	-	7.3	-	-	-	7.3
35	0	Nsaba Cath.	10.0	-	7.1	-	14.3	10.5
36	0	NSABA METHODIST `B`	-	-	-	-	16.7	16.7
37	1	Obosomase Anglican	-	11.1	-	-	0.0	5.6
38	0	Ofoase AEDA	-	-	5.3	-	-	5.3
39	0	Okitsew/Obra AEDA	-	4.8	-	-	-	4.8
40	1	Otwekrom AEDA	7.4	4.8	0.0	-	-	4.1
41	1	Seth Okai AEDA	-	-	-	0.0	9.1	4.5
42	0	ST. PAUL`S METH	-	-	-	-	16.7	16.7
43	1	Suromanya ADA	14.3	6.3	0.0	0.0	-	5.1

Source: *Agona East District Education Office (2017), %=Percentage*

School's BECE performances in percentages; 1= Included, 0= Not Included.

SAMPLE FRAME (μ) = 48

Where:

nR(45), nP(6), n(R∩P) = 3

RESPONDENTS

nR(45)

3

PARTICIPANTS

nP(6)

0