

UNIVERSITY OF EDUCATION, WINNEBA

**INFLUENCE OF HEAD TEACHERS' LEADERSHIP STYLES ON
TEACHERS' PERFORMANCE IN THE ASANTEKWA CIRCUIT OF THE
KINTAMPO NORTH MUNICIPALITY**



MODESTA APIKA

2020

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KINTAMPO NORTH MUNICIPALITY**



**A Dissertation in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfillment of the
requirement for award of a Masters of Arts in (Educational Leadership) degree**

AUGUST, 2020

DECLARATION

STUDENT'S DECLARATION

I, APIKA MODESTA, hereby declare that except references to other people's work which have been duly cited, this thesis the result of my own effort and that it has neither in whole nor in part been presented elsewhere.

SIGNATURE.....

DATE :.....

APIKA MODESTA

(STUDENT)



SUPERVISOR'S DECLARATION

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

SIGNATURE.....

DATE :.....

DR. KOFI YEBOAH ASIAMAH

(SUPERVISOR)

DEDICATION

This dissertation is dedicated to the following people; my parents, Mr. Apika Boniface Adaboro and Mrs. Mary Apika, my husband Mr. Samuel Appiah Nyamekye and all my brothers and sister for their support towards this successful end. To all my friends on campus, in the church and in the house for their supports and prayers throughout this journey. To all the lecturers and course mate on campus, without them these successful end would have not been possible.



ACKNOWLEDGMENT

My sincere thanks goes to the almighty God, the creator of heaven and earth who have given me strength and life which made it possible for me to finished this long essay, praises be his name. Amen!

My gratitude goes to the head teachers and teachers in Asantekwa circuit in the Kintampo North Municipal Education Directorate. It is through their co-operation that the necessary data for the research have been made possible.

A special depth of gratitude is owned to my departmental head and all the lecturers in the department of educational leadership most especially to my Supervisor, Dr. Kofi Yeboah Asiamah for his guidance, suggestions and constructive criticism. All I can say to them is, God should expand their knowledge base and rise them into the highest level.

Also, I am indebted to authors whose works, I have quoted directly or indirectly to support my dissertation.

Furthermore, a big thank you to my Circuir Supervisor, Mr. Anane Solomon and to my colleague teachers, Laar Jonas, Abdul Razak, Mercy and all my friends for their massive support.

Finally my sincere gratitude to my parents Mr and Mrs Apika Boniface, my husband Mr. Nyamekye Appiah Samuel, my sister Apika Ethel, my brothers and my children for their support financially and in prayers. May God bless you all and grand you your hearts desires.

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ABSTRACT

The purpose of the study was to examine the influence of head teachers' leadership style on performance of teachers in Asentekwa Circuit. A qualitative research design, specifically the case study approach was employed for the study. Interview guide and observation schedule were used to gather data from head teachers and teachers in the circuit. A total of ten 10 head teachers and ten 10 teachers were selected using purposive sampling technique. Data was collected through the in-depth individual interviews and a focus group discussion. Thematic analysis was used to analyze the data. Findings from the study revealed that respondents saw a leader as a person entrusted with the responsibility of ensuring the progress of a school through the maximum utilization of both human and material resources. On leadership styles, the respondents mentioned democratic and autocratic leadership styles as familiar ones. The common leadership style used by the head teachers was the democratic style. An appropriate leadership style used by a head teacher comes with a positive influence on the performance of the teacher. It was recommended that head teachers should be more democratic in their approach to promote cooperation, teamwork and creativity on the part of teachers. However, they should vary their leadership styles based on the situation at hand.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Leadership styles of heads of educational institutions generally have an influence on teachers' performance in educational institutions the world over. The leadership style practiced by heads of educational institutions for instance, has an influence on the performance of the school. According to Louis (2010), leadership is all about organizational improvement; more specifically, it is about establishing agreed-upon and worthwhile directions for the organization in question, and doing whatever it takes to support people to move in those directions.

Leadership is also defined as the ability to get things done with the support and cooperation of other people within an institution, organization, or system (Adesina, 2011). In the view of Bass (1999), leadership is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of members. Leadership occurs when one group member modifies the motivation or competencies of others in the group. The concept of leadership can also be explained as a development of a clear and complete system of expectations in order to identify, evoke and use the potentials of all resources in the organization, the most important of which is people (Ololube, 2004). Thus, leadership is the kind of influence under which followers accept willingly the direction and control of another person with the aim of achieving organizational goals. In other words, leaders have the task of influencing followers so that they willingly perform within the confines dictated by the formal authority.

Leadership in the context of this study can be summed up as the head teacher's or principal's ability to influence teachers, students and other stakeholders so that they enthusiastically and willingly make every effort towards the achievement of school goals (Sisungu, 2002). For instance, a head teacher is recognized to hold leadership position in a school. However, mere occupancy of the position is no guarantee that the incumbent is an effective leader in the sense that they do things, initiate new programmes and actually lead their followers or staff. This means that leadership can only be understood in terms of what a leader does and not who the leader is or what kind of person they are (Mbiti, 2007).

The importance of leadership styles of basic school head teachers cannot be underestimated. Leadership styles are the patterns of behaviour used by leaders in an attempt to influence group members and make decisions regarding the mission, strategy, and operations of group activities. According to Clark (2000), leadership style refers to the manner and approach in which a leader provides direction, implements plans, and motivates people so as to achieve organizational goals. This therefore means that leadership styles and the effectiveness of interactions between leaders and their subordinates are important determinants of team success in any hierarchical organization. However, leadership styles vary from one institution to another and it is essential to mention that no two leaders can administer and lead their institutions in the same way.

Holdford (2003) has noted that the leadership styles that exist include; autocratic leadership style which uses rewards and punishments to influence behaviour. It is a style of leadership where the leader has a task orientation rather than a follower orientation in their way of controlling of others; Democratic leadership style is where the leader give their followers a say in decisions that affect their working lives. It generates a sense of ownership by the staff in the pursuit of organizational goals, nurtures the generation of

ideas, and helps build trust and respect. Further, democratic leadership style seeks advice from other subordinates and tries to reach consensus within their teams; Transactional leadership style is with the belief that punishment and reward motivate people. It also assumes that when people agree to do a particular assignment they must agree to give up that part of agreement and authority to their leader who must take full control and power over the subordinates who must obey their orders without question; and laissez faire leadership style is the kind of leadership where there are practically no rules in the organization. It grants complete freedom to group or individual decisions without the leaders' participation or direction (Holdford, 2003).

In fact, research has shown that leadership is second only to classroom instruction with respect to all school-related factors which add to what students learn in school. It is reported that the effects of leadership styles on students' learning is much greater in schools that are in difficult situations (Leithwood, 2004). This therefore, implies that before a school with many problems is turned around, it needs a strong or powerful leader who some experts would describe as a catalyst (Leithwood, 2004). Mclever, Kearns, Lyons and Sussman (2009) opined that most effective school leaders focus their attention on the work in the school by developing a clear mission or purpose for the school. They communicate the purpose or the goals in transparent and clear terms so that the key players in the enterprise apprise themselves of what is expected of them.

There is a strong relationship between heads' leadership style and performance of teachers. Studies done in Kenya by Kindiki (2007) reveals that the head teacher is significant in determining the quality of the school. Hoy and DiPaola (2007) highlight various types of school climates: a school may have an open climate, an autonomous climate, a controlled climate, a familiar climate, a paternalistic climate or a closed climate. In the light of the above, it can be assumed that the head teacher's leadership style

principally determines the kind of climate that prevails in the school. Ordinarily, the main task of the head teacher is to help create a healthy working environment in which teachers identify with the school's mission and goals. All these point to the fact that the head teacher who is the leader in a school cannot be written off. The success or failure of the school to a very large extent depends on him or her. It is against this background that this study has been designed to investigate the influence of basic school heads leadership styles on performance of teachers in Asantekwa circuit of the Kintampo North Municipal Educational Directorate.

1.2 Statement of the Problem

Leadership of schools plays a crucial role in the performance of teachers in such schools. The leadership style adopted by a head teacher has the tendency to influence the performance of teachers positively or negatively in a school. When teachers are involved in the affairs of the school, they are more likely to have a sense of belongingness which can lead them to give of their best. On the other hand, when teachers are not involved, they are withdrawn and do not care about anything concerning the school since they believe that the head teacher takes the blame when things go wrong.

According to Minadzi and Nyame's (2016) the leadership styles of head teachers as perceived by the subordinates could be an asset or liability for the school. It becomes an asset because it would help the school improve performance which ultimately raises its overall performance. It is a liability if it seriously affects classroom performance of teachers and also influences the kind of relationship that exists between the staff and the head teacher. Moreover, O'Hanlon and Clifton (2004) assert that the head teacher can promote or destroy a school through the relationship he creates with his teachers. They

observed that the performance of teachers and the school climate mirrors the head teacher's personality and leadership style in various ways.

Though there have been many research work into the influence of head teachers leadership style on teachers' performance, these researches are on a broader perspective as in regional and district levels. Leadership styles of basic school head teachers; how does it influence teachers' classroom performance by Vincent Mensah Minadzi and Gloria Nyame (2016). To help get a better understanding as to which leadership style is mostly preferred by teachers and best improve teachers' performance, it is worthwhile to narrow this research down to the circuit level. In interactions with colleague teachers in some schools in Kintampo West circuit in Kintampo North Municipality, it came to light that some teachers complain about the leadership style of their heads. They claim some heads run the school as if it is their private business. They allege that the heads sometimes do not involve teachers when taking key decisions concerning the school. Such decisions are then forced down the throat of teachers. Again, some of the heads do not respect them and sometimes shout at them as if they are students. Leadership style of head teachers in the schools might have an influence on teacher performance. This study is therefore aimed at examining the influence of head teachers' leadership styles on teachers' performance in the Asantekwa Circuit in the Kintampo North Municipality.

1.3 Purpose of the Study

The purpose of this study was to examine the influence of head teachers' leadership style on teachers' performance in Asantekwa Circuit.

1.4 Objectives of the Study

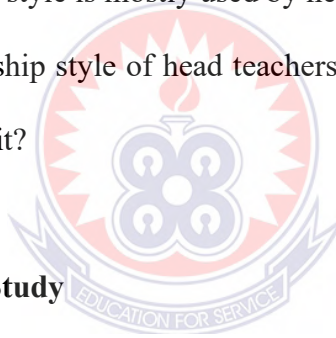
The objectives of the study were to:

1. Explore the leadership roles of the head teachers in Asantekwa Circuit.
2. Explore leadership styles mostly used by head teachers in Asantekwa Circuit.
3. Examine how leadership styles of head teachers influence teacher performance in Asantekwa Circuit.

1.5 Research Questions

The following research questions guided the study:

1. What are the leadership roles of head teachers in Asantekwa Circuit?
2. Which leadership style is mostly used by head teachers at Asantekwa Circuit?
3. How does leadership style of head teachers influence teacher performance in Asantekwa Circuit?



1.6 Significance of the Study

This study will be useful in several ways.

First, it will reveal the crucial roles of the head teacher in Ghanaian Basic Schools under the auspices of the Ghana Education Service. It will enable Circuit Supervisors (CSs) to undertake supervisory activities of head teachers in a more effective manner. This is because circuit supervisors would have an understanding of the leadership roles of head teachers and how leadership styles of head teachers influence teachers' performance in the circuit.

Stakeholders in education for instance, teachers, students, parents, government and Non-Governmental organizations will be informed as to what constitutes school performance and what to do in order to improve performance. For instance the head teacher

will be informed of which leadership style can improve teacher performance in the circuit. The study will also unearth the various leadership styles used by head teachers in the day-to-day running of our schools in the Asantekwa Circuit in particular, and Ghana as a whole and provide heads with knowledge on appropriate styles to ensure efficiency in school management.

The study could also be of significance to the Ghana National Association of Teachers (GNAT), National Association of Graduate Teachers (NAGRAT) and other teacher unions since the research report would provide information on teachers' performance based on head teachers' leadership styles in order to provide measures to negotiate on behalf of teachers.

The study will also be of benefit to future researchers in the sense that it could give them a further insight on the issue of leadership styles of head teachers with regards to performance. This may serve as a basis for research on the phenomenon.

1.7 Delimitation of the Study

The issue of heads leadership styles and teachers performance is very common in all educational institutions from basic to higher institutions. The study was however, limited to head teachers and teachers of basic schools in Asantekwa Circuit of the Kintampo Municipality.

The study focused on leadership styles of head teachers and how they influence teachers' and students' performance in the schools. Findings were delimited to head teachers and teachers of basic schools in the Asantekwa Circuit.

1.8 Limitations of the Study

In the course of the study, some issues emerged which might have affected the validity of the results. Some of these issues included the non-generalizability of the findings. This was because a relatively small sample size was used for the study. Moreover, the issue of subjectivity could arise in selecting the sample for the study and in analyzing the data. These may affect the results of the study.

Again, some respondents were reluctant to provide answers to some questions posed with the view that they may be exposed though they were assured of confidentiality. These might have affected the findings.

1.9 Organization of the Study

This study is made up of six chapters. Chapter one provides the introductory aspect of the study. It covers the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations of the study, limitations of the study as well as operational definitions of key terms used. Chapter two is devoted to the review of related literature on the study. Chapter three captures the methodology employed for the study. Chapter four deals with the presentation and analysis of results. Chapter five presents discussion of the findings. Chapter six summarizes the findings of the research, conclusions drawn, recommendations made and suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of relevant literature relating to the concept of leadership and school performance. Specifically, it looked at the concept and definitions of leadership, various leadership styles and some theories of leadership. Also, the role of head teachers, school performance, the influence of leadership styles on school performance and how to improve performance were covered. Literature was reviewed under the following headings; the concept of leadership, school leadership, theories of leadership (Great Man and Trait Theories, Behavioural Theories, and Situational Theories), the new leadership perspective, leadership styles (Democratic leadership style, Transformational leadership style, autocratic leadership style, Inspirational leadership style and Distributed leadership style), head teachers and leadership styles, role of head teacher, school performance and the influence of head teachers' leadership style on the school.

2.1 The Concept of Leadership

The concept of leadership has become an object of extensive study in recent times. Organizations and departments are structured in groups of subordinates acting under the control and guidance of leaders (Tsourvakas, Zotos, & Dekoulou, 2007). Effective leadership must filter through in the organization, not exist in one or two superstars at the top (Bateman & Snell, 2002). It is worthwhile to note that leadership has been one of the most popular research topics in organizational behavior since the days of Greek philosophers (McShane & Glinow, 2004). The importance of leadership was first

researched in the 1920s with studies using surveys reporting that favorable attitudes toward supervision helped to achieve employee job satisfaction (Bass, 1990).

For more than half a century the term leadership has been a topic for discussion and research work especially in the field of management and organizational development. More often than not, such discussions and or research work focuses on the issue of quality of leadership, ability of the leader or leadership effectiveness or leadership styles (Adlam, 2003). According to Adlam (2003), leadership is a rather complex concept. This is especially true because several approaches have been employed to provide meaning to the term leadership and effectiveness. Therefore, leadership has been defined from different perspectives and some of the definitions are discussed below.

The traditional perspectives perceive the concept of leadership as inducing compliance, respect and cooperation. In other words, the leader exercises power over the followers to obtain their cooperation (Anderson, Ford & Hamilton, 1998). In addition, the old leadership perspectives are based on leader's role as formulating goals, and ensuring efficient accomplishment. Cuban (1988) refers to leadership as an influence process. Leadership, then refers to how people bend the motivations and actions of others to achieve certain goals. It shows that the process of influence is purposeful in that it is intended to lead to specific outcomes.

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

Astin and Astin (2001) describe leadership as the ability to get all members of the organization to perform tasks required to achieve the organization's goals and objectives. Schermerhorn, Hunt and Osborn (2000) define leadership as a case of interpersonal influence that get individuals, or groups of people to do what the leader wants to be done. By implication, the leader's focus is on what is wanted from people. Therefore, followers' input is not encouraged with regard to what should be done. However, Maxwell (1999) shared a different opinion that the leader's attention is on what can be put into people rather than what can be gotten from them, so as to build the kind of relationship that promote and increase productivity in the organization.

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

Brook-Smith (2003) note that leadership begins with the character of leaders, expressed in terms of personal values, self-awareness and emotional and moral capability. Northouse (2004) defined leadership as a process whereby an individual influences a group of other individuals to achieve a common goal. Ezeuwa (2005) states that leadership is the key to the progress and survival of any organization whether it is an enterprise or institution. It is the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. Kasinga (2010) says effective

leadership is essential in all organizations. He further states that, success of an organization largely depends on the quality of its leadership.

Both the old and new concepts of leadership appear to agree on some characteristics of leadership. For example, both agree that leadership does not take place in isolation. Rather, it involves two or more people interacting and the leader seeks to influence the behaviour of other people. However, to a large extent, the old concept of leadership is based on exercising power over followers to maintain the status quo, while the new perspective is based on continuous improvement and power sharing with the followers. The old concept of leadership is based on downward exercise of power and authority while the new seeks to develop respect and concern for the followers and see them as a powerful source of knowledge, creativity and energy for improving the organization. In this study, leadership can be defined as the process of influencing a group of people towards the achievement of common goals.

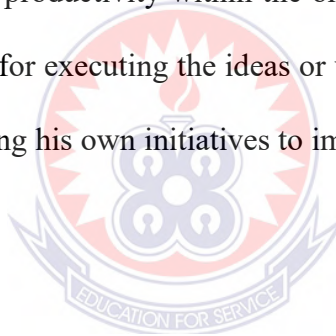
Leadership can be taught and learned (Bateman & Snell, 2002). According to Bennis and Nanus (1985), leadership seems to be marshaling of skills possessed by a majority but used by minority. It is something that can be learned by anyone, taught to everyone and denied no one. Isaac, Zerbe, and Pitt (2001) and also Pearce and Conger (2003) corroborates this view when they stated that any member of the organization may become a leader, it is not the property of the executives. The leaders in successful situations work and share wisdom with others to stimulate and create conditions which support efforts of their subordinates.

Leadership effectiveness is assessed by employees' commitment to the leader, group cohesiveness, leader's ability to advance, and subordinates' development (Sweeney & McFarlin, 2002). It has been observed that leadership is a personal quality and willingness of people to follow a person as leader. It exists only with followers. It is

meaningless without adherents. Leadership involves readiness to accept complete responsibility in all situations.

According to Sahni (2004), a leader must have the ability to sway the behavior, attitude, and belief of subordinates. The success of a leader depends on the acceptance of his leadership by the followers (Khanka, 2007). A leader gives orders and instructions by formulating objectives for his group; he takes important decisions, listens to subordinates, and responds to their needs. A leader is careful to inspire and motivate all members of his group and represent them in the outside world.

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



2.2 School Leadership

Leadership is widely regarded as a key factor in accounting for differences in the success with which schools foster the learning of students. The contribution of effective leadership is largest when it is needed most; there are virtually no documented instances of troubled schools being turned around in the absence of intervention by talented leaders. While other factors within the school also contribute to such turn around, leadership is Catalyst (Okumbe, 2002). Good leadership is essential if schools are to improve. Exemplary leadership creates a sense of excitement about teaching and learning within the school and community by focusing on dreams and expectations of students, parents and the community at large.

In the world that we live in today, school leaders' roles have changed from practicing teachers with added responsibilities to full-time professional managers of human, financial and other resources accountable for results (Bolam, McMahon, Pocklington & Weindling, 2000). This means that more and more tasks have been added to the job description: instructional leadership, staff evaluation, budget management, performance assessment, accountability, and community relations, to name some of the most prominent ones. In this environment, the range of knowledge and skills that effective school leaders need today is daunting: curricular, pedagogical, student learning in addition to managerial and financial skills, abilities in group dynamics, interpersonal relations and communications. Recent evidence suggest that emotional intelligence displayed, for example, through a leader's personal attention to an employee and through the utilization of employees capacities, increases the employee's enthusiasm and optimism, reduces frustration, transmits a sense of mission and indirectly increases performance.

Yambo (2004) and Bass (1990) use the concept of "invitational" leadership to explain how leaders operate in schools. They were of the view that leadership is about communicating invitational messages to individuals and groups with whom leaders interact in order to build and act on a shared and evolving vision of enhanced educational experiences for pupils. Day, Harris and Hadfield (2001) studied 12 schools in England and Wales which focused on heads who were deemed effective by the Office for Standards in Education. They conclude that good leaders are informed by and communicate clear sets of personal and educational values which represent their moral purposes for the school. The leaders possess the following qualities: respect for others, fairness and equality, caring for the wellbeing and whole development of students and staff, integrity and honesty. Principals or head teachers should be able to work with others to implant the vision into

the structures and processes of the school. They should be able to communicate the vision to the staff of what their schools should become.

When a head provides evidence that he or she understands the need to empower teachers, there is increased motivation and commitment towards school goals (Sergiovanni, 2007). School leaders generally set the atmosphere of schools establishing various norms for the behavior that staff members follow (Cohen, McCabe, Michelli & Pickeral, 2009).

2.3 Theories of Leadership

Various leadership paradigms have been used to describe leadership and leadership effectiveness. Leadership paradigm has changed over the last decades; it has transited from the traditional leadership to the new perspectives. Schermerhorn, Hunt and Osborn (2000) and Hoy and Miskel (2001) categorize trait, behavioural and situational or contingency theories under traditional leadership perspectives, and charismatic and transformational leadership theories under the new leadership perspectives. The focus of all theories on leadership is to determine organizational effectiveness. Below is a background discussion on each theory.

2.4 Great Man and Trait Theories

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

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

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

Cooper's (2003) experience as a human resource practitioner underpins the fact that a leader's traits influence leadership. He further asserts that the styles managers

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

2.5 Behavioural Theories.

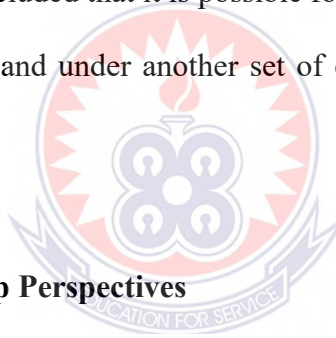
Behavioural leadership perspective assumes, like trait leadership perspectives, that leadership is central to organizational performance. However, the focus is on the leader's behaviour rather than the leader's personal traits and characteristics. Hersey and Blanchard (1988) report that this approach was initiated at the University of Michigan and Ohio State University in 1945. Various studies were carried out with the intention of identifying leader behaviours that account for effectiveness. Their findings reveal two major forms of leader behaviours namely: employee-centered/consideration and production-centered/initiating structure (Hersey & Blanchard, 1988).

An employee-centered or highly-considerate leader is sensitive to subordinates' feelings and strives to make things pleasant for them. In contrast, production-centered leader or a leader high in initiating structure emphasizes completion of the task. The results indicate that it is important that a leader should be high on being considerate and initiating structure. However, Hoy and Miskel (2001) maintained that it may be difficult to match a leader's behaviour with effectiveness if appropriate behaviours cannot be linked to different situations, as situational factors affect the effectiveness of leader's behaviour, even when a leader is high on people as well as tasks dimensions. An attempt to make room for situational factors gave birth to situational or contingency theories.

2.6 Situational Theories

This is the theory that was used for the study. According to Hoy and Miskel (2001), this approach proposes two basic hypotheses: leadership traits and characteristics of the situation combined to produce leader behavior and effectiveness. Situational factors have direct effect on effectiveness. Referring to the school situation, these scholars explain further that the level of motivation and ability of both teachers and students are related to the goal attainment of schools. Also, the socioeconomic status of pupils in a school relates to the pupils' achievement on standardized tests.

Hoy and Miskel (2001) uphold the fact that it is likely that the situational characteristics of a school have greater influence than a leader's behaviour on leadership effectiveness. Thus, it is concluded that it is possible for one type of leader to be effective in one set of circumstances and under another set of circumstances, a different type of leader is effective.



2.7 The New Leadership Perspectives

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

2.8 Leadership Styles

Every leader in every organization performs certain roles for the smooth running of the organization and improvement of organizational performance. The manner the leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style. Leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasizes the task or human relations is usually considered central to leadership style (Kunwar, 2001).

Leadership styles or traits are the characteristic way in which a leader uses power, makes decision, and interacts with others. Leadership style is an inbuilt, relatively enduring attribute of our personality which provides us motivation and determines our general orientation when exercising leadership (Kunwar, 2001). The leadership style of a leader is the combination of behaviors as task and relationship. It is important to note that leadership behavior refers to particular acts which one could perform or not perform if one has knowledge and skills (Kunwar, 2001).

Good leadership is about action and not position. The two must never be confused. If someone wants to become a good leader, he must stress on actions rather than talking. People are interested in one's actions rather than skills. The theories about leadership have direct implication for what the style leader uses in managing employees (Kunwar, 2001). The term style is almost comparable to the manner where the leader influences subordinates (Lunenburg & Ornstein, 2004). The ways in which leaders influence their subordinates are called styles of leadership. Miller, Walker and Drummond (2002) view leadership style as the pattern of interactions between leaders and subordinates. The suitability and effectiveness of a leadership style depend on the operating situation in

which a leader matches his/ her leadership style with the task of their followers (Hersey, Blanchard & Johnson, 2001).

Leaders express leadership in many roles. These, among others, are: formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh, 2002). However, Nathan (1996) asserts that providing leadership is a very essential component of a leader's role. The leadership style leaders choose to perform the above mentioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relationships with staff (Mazzarella & Smith, 1989).

Basically, achievements in schools are dependent on four identifiable leadership styles namely; autocratic, democratic, transformational and laissez-faire leadership styles (Lunenburg & Ornstein, 1991). While the autocratic leadership style appears generally self-centered and allows minimum participation of the subordinates in decision making, the democratic style is rather people oriented and counts on the participatory contribution of the subordinates (Mgbodile, 2004). Autocratic leadership behaviors have prevailed in Mexico and Taiwan, while in South Korea and United States the dominant leading style is democratic.

Every organization and institution likes to promote the performance and effectiveness of its employees. Societal values and beliefs of a specific region and country play a significant role. The appropriateness and effectiveness of leadership style depend on the operating situation in which a leader matches his/her leadership style with the task of their followers (Hersey, Blanchard & Johnson, 2001).

On the whole, head teachers are therefore assessed by their staff for credible performance based on application of these leadership styles. Different styles are needed for different situations and each leader needed to know when to exhibit a particular

approach (Rad & Yarmohammadian, 2006). Lesomo (2013) revealed that school managers did not restrict themselves to one management style. No one leadership style is ideal for every situation, since a leader may have knowledge and skills to act effectively in one situation but may not emerge as effectively in a different situation.

2.9 Democratic Leadership Style

This study made use of the democratic leadership style. According to Lewin and Lippit (1939), a democratic leader is the type of leader who involves subordinates or employees in decision making process (determining what to do and how to do it). However, the final decision rests with the leader. It should be pointed out that, democratic style is not a sign of weakness on the part of the leader but a sign of strength that your subordinates will respect. In a democratic style, morale is high; cooperation exists between the leader and followers.

In the view of Bass (1990), democratic leadership style increases subordinates' output and satisfaction and ensures that there is total commitment to the organization. Luthar (1996) asserts that in democratic style, participation is a core feature. It means that every member of the organization is a player in the process leading to the final decision made by the organization. Democratic style promotes freedom and creativity in an organization (Lewin & Lippit, 1939).

Finally, the most common feature of leadership is vision (Bass, 1990; Northouse, 1997; Yukl, 2002). This means that a leader has to see beyond the present. On the other hand, democratic leadership style may lead subordinates to be lazy and take things for granted. Decision making may take too much time since the leader has to seek the consent of the whole group (Lewin & Lippit, 1939).

2.10 Transformational Leadership Style

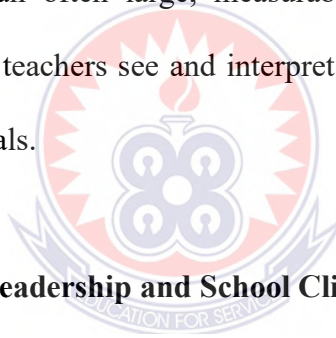
The transformational leadership is said to occur when leaders and followers unite in pursuit of higher order common goals when “one or more persons engage with others in such a way that leaders and followers raise one another to a higher levels of motivation and morality” (Burns, 1978, p. 20). This therefore, implies that the leader-follower relationship is one in which the purpose of both become fused, creating unity and collective purpose (Barker, 1990). The leader motivates followers to work for transcendental goals instead of immediate self-interest, for achievement and self-actualization rather than safety and security (Murray & Feitler, 1989) and creates within followers, a capacity to develop higher level commitment to organizational goals (Leithwood & Jantzi, 2000).

Transformational leadership model emphasize that transformational leaders are able to alter their environments to meet their desired goal. It is said that transformational leaders use communication as the basis for goal attainment focusing on the final desirable result. Expressing the importance of communication, Newcomb and Ashkanasy (2002) indicates that how a leader delivers a message can be more important than the content of the message. In a school setting, transformational school leaders do the right thing by promoting educational restructuring and innovation, focusing on building vision, encouraging collaborative participation and raising the role of followers to that of leaders (Silins, 1994).

Transformational leadership is one of the most prominent contemporary theories regarding leadership (Moolenaar, Daly & Slegers, 2010). Stewart (2006) claimed that leadership is an important area of focus for researchers, especially given the current emphasis on school accountability. Burns (1978) stated that a transformational leader was typically focused on the end product, uniting staff in the pursuit of goals that match the leader’s vision, while finding ways to excite even the most uninterested employee. In

addition, Sergiovanni (2007) claimed that a transformational leader practices purposing, provides a clear and concise goal focus uniting the organization, and encourages commitment. Transformational leadership has also been found to have an impact on teachers' perceptions of school conditions, their individual commitment to change, and organizational learning and student outcomes (Hallinger & Heck, 1998).

Finnigan and Stewart (2009) found that transformational leadership behaviors were most frequently evident in high performing schools, lending credence to the belief that transformational leadership is the most effective form of leadership. Additionally, Goff, Goldring, and Bickman (2014) studied the extent to which a principal's self-assessment of leadership characteristics matched his or her teachers' perceptions of the same characteristics discovering an often large, measurable gap between the two sets of perceptions; suggesting that teachers see and interpret various leadership characteristics differently than their principals.



2.11 Transformational Leadership and School Climate

While the relationship is a complicated one, the influence of transformational leadership qualities on “follower” outcomes and the development of a positive working environment is an important one to note. Cohen, McCabe, Michelli and Pickeral (2009) stated that there is no universally agreed-upon definition; school climate, in a broad sense, encompasses teachers' shared perceptions of their overall work environment to include the internal features that distinguish one campus from another and its impact on the behaviour of its staff members (Owens, 2004; Stolp & Smith, 1995).

Leadership is a key component in the development and sustainment of school climate (Bass & Riggio, 2006). Owens (2004) found that the behavior of principals was especially influential on school climate, as the specific strategies used to manage the

school influence the experience of the teachers and the overall work atmosphere. In addition, Bird, Wang, Watson & Murray, (2009) discovered that teachers' reported engagement levels were strongly related to their level of trust in the school, their colleagues, and their principal.

Moolenaar, Daly and Slegers (2010) learned that transformational leadership was positively related to teachers' perceptions of their school's climate of innovation. However, they also determined that teachers who were performing administrative tasks in support of the principal, in addition to their teaching tasks, perceived their school's climate as less innovative than those teachers who were not assigned additional administrative tasks. Regarding the lack of significance, Bulach and Lunenberg (1995) discovered that there were no statistically significant differences in school climate as a result of principal leadership styles; implying that any leadership style could lead to the development of a positive school climate, especially when the staff is experienced.

Teacher perceptions of a principal's leadership style can also influence school climate. Rhodes, Camic, Milburn, and Lowe (2009) found that principals can improve teachers' perceptions of school climate by exhibiting collaborative decision-making and attempting to remove obstacles that prohibit teachers from focusing on instruction. As a teacher's perception of leadership improves, he or she becomes more effective in the classroom. This implies that principals who want to positively impact school climate should focus on providing teachers with the necessary support and resources.

According to Vos, Van Der Westhuizen, Mentz and Ellis (2012), an unhealthy school climate can lead to ineffectiveness. Discovering the climate of a school is an important component for developing strategies for management and improvement of an organization's overall health. Given that the overall climate of a school has a significant effect on the job satisfaction levels of staff members, it is especially important to evaluate

organizational health to maintain positive work performance (Vos et al., 2012). Lastly, a sustainable, positive school climate encourages the development and learning necessary for students to become productive contributors to a democratic society. In conclusion, Hoy (1990) claims organizational health and climate, as a whole, can be an important factor in effective change efforts.

2.12 Autocratic Leadership Style

Autocratic leadership is also known as directive, coercive, dictatorial or authoritarian leadership. It places emphasis on force. It does not derive its legitimacy from those who are governed but it is leadership imposed upon the organization. This leadership style centralizes power, authority and decision making (Okumbe, 1998). It involves issuing detailed instructions and close supervision of subordinates' work.

Autocratic leadership, also known as authoritarian leadership, is a leadership style characterized by individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group. Like other leadership styles, the autocratic style has both benefits and weaknesses. When and where the authoritarian style is most useful can depend upon factors such as the situation, the type of task the group is working on, and characteristics of the team members (Okumbe, 1998).

Some of the primary characteristics of autocratic leadership include:

1. Little or no input from group members
2. Leaders make almost all of the decisions
3. Group leaders dictate all the work methods and processes
4. Group members are rarely trusted with decisions or important tasks

5. Work tends to be highly structured and very rigid
6. Creativity and out-of-the box thinking tend to be discouraged
7. Rules are important and tend to be clearly outlined and communicated

2.13 Inspirational Leadership Style

The inspirational leader (Cobbold, 2012) is the leader who raises people's motivation in order that they achieve more by aligning their goals and values with that of the organization. Inspirational leaders also encourage people to carry out the task at hand because they want to and not because of reward from the leader. Inspirational Leadership is about energizing and creating a sense of direction and purpose for employees and excitement and momentum for change.

It involves energizing individuals to strive towards a compelling vision of the future by embracing and embodying values in all aspects of their work. It includes offering clarity around goals and objectives and ensuring that those who are led work collaboratively towards a shared purpose. It also includes the provision of the required resources and motivational support employees need to grow and the empowerment and accountability to take responsibility for their own success (Cobbold, 2012).

2.14 Distributed Leadership Style

Distributed leadership is explained as a form of leadership that includes all the different forms of collaboration experienced by the principal, teachers, and members of the school's improvement team in leading the school's development (Heck & Hallinger, 2009). On his part, Fullan (2001) explains that for sustainable change to take place in schools, it is dependent upon distributed leadership among the school staff. Other researchers have also admitted that distributed leadership must result in changes that are

embraced and owned by the teachers who are in charge of implementing those changes in classroom (Fullan, 2006; Hall, & Hord, 2001; Heck & Hallinger, 2009).

On their part, Harris (2004) and Muijs (2005) assert that distributed leadership focuses on employing expertise within the organization rather than searching through formal position or role. This implies that members of the organization contribute their ideas, knowledge, skills and experience towards running of the organization. Believing this, Cobbold (2012) stated that distributed leadership is not concentrated in any heroic and charismatic figure who leads while others follow dutifully.

Due to the current wave of leadership which demands that there be collaboration among the players in the school enterprise, the approaches to leadership should not be exclusive to principals alone, instead it should be shared among all (Donaldson, 2001). In the opinion of (Hall & Hord, 2001) principals alone cannot do it. Obviously, distributed leadership certainly contributes to school improvement and creates an internal capacity for school development (Harris, 2004). This was supported empirically by Firas, Jinan and Paiman (2011) who found out that teachers perceived the distributed leadership style as improving school performance even though others thought otherwise.

2.15 Head teachers and leadership styles

Leadership styles have a powerful influence on individual and group behavior (Moorhead & Griffin, 1995). The supervisors with an ideal leadership style significantly affect employees' performance and job satisfaction with respect to self-esteem, opportunities, and expectations with job, self-respect, fair dealing, and participation (McKee, 1991). This ultimately leads to performance. Being social institutions, schools are linked closely with patterns of power in historical and social sense. Head teachers who

are effective and committed motivate their teachers and learners, and retain professional academic environment in their institutions (Barker, 2001 & Fernandez, 2000).

Head teachers' leadership capacities in urban settings are significantly higher than in sub-urban and in rural settings. Schools in urban settings have advantages in terms of funding, cultural and physical environment, teacher and student quality and community support systems. Head teachers in urban settings enjoy better professional development opportunities, higher salaries and comfortable living status than their sub-urban and rural counterparts (Luo, 2004).

According to Evans (1998), head teachers with a consultative and collaborative leadership styles were more successful in achieving greater performance, satisfaction and morale from teaching staff. Directive style of leadership is suitable in the situation in which the leader is more competent than followers. If the followers are more competent and knowledgeable, then participative style of leadership is favourite (Murphy & Fiedler, 1992; Peterson, 1997; Somech & Wenderow, 2006). The head teacher is expected to be the prime agent articulating, embodying, and implementing the school's mission and ethics (Sullivan, 1999).

The selection of leadership styles is motivated by the reality that these leadership styles influence subordinate's satisfaction as well as performance. Heads of schools constitute dynamic leaders who influence classroom teachers who are immediate subordinates in the school management system. Okafor (1991) noted that in Nigeria most of the successes or failures in secondary school administration or other institutions depend largely on the influence of the leaders had on their subordinates.

2.16 Role of the Head teacher

Chapman and Snyder (1997) describe a head teacher as a ‘powerful gatekeeper’, for he/she plays significant roles in shaping the school and developing shared goals, promoting collaborative work structures and conducive learning climate. Hall, Mackay and Morgan (1986) assert that, the head teacher is a symbol of the school both to people within the school and to the community because of his/her position in the school structure. They point out that the head teacher functions as the individual who determines the values held by the school. This seems to be the basis for the general belief that the head teacher is significant a great deal in determining the quality of a school and the pupils’ academic performance (Ribbins, 2001).

Fullan and Watson in Witziers, Bosker and Kruger (2003), affirm this claim by saying that the head teachers are usually regarded as individuals answerable for the educational standard based on the general belief that how a school is led determines the accomplishment or otherwise of the school goals. Based on the above, a head teacher in this study is defined as an individual who occupies a leading position in the school and directs the daily affairs of the school. For that matter, he/she is accountable for the success or failure of the school in question.

School leadership plays a key role in improving school’s outcomes by influencing the motivation and capacities of teachers as well as the school climate and environment (Bush, 2005). The head teacher must employ inclusive kind of leadership where he will involve other people as a team. This team gets a deliberate opportunity to contribute to the vision, culture and climate of the school and thus the head teacher has a duty to create the opportunities to make this happen and teachers partly determine the leadership styles of the head teacher (Mutula, 2006). As a leader, the head teacher has the power to influence performance among the teachers under him or her.

One way of accomplishing organizational (school) goals is for the head teacher to satisfy members' needs. Teachers' expectations of their boss is to recognize them, give them current information and opportunity for growth and development, effective supervision and treat them as human beings (Mutula, 2006). A head teacher should thus, demonstrate friendship, mutual trust, respect and warmth in their relationship with their teachers in order to gain their commitment and cooperation. Studies have proven that effective school leadership is essential to improve the efficiency and equity of schooling.

2.17 Teacher Performance

Teacher performance is all about the effectiveness and efficiency of the teacher in a school. Effectiveness, in a general sense, refers to the accomplishment of objectives, while efficiency indicates whether these objectives were accomplished in a timely and cost effective manner. As these definitions show, effectiveness and efficiency are judged according to the set 'objectives'. Although these could be school specific to some degree, teacher performance research focuses solely on objectives that teachers have in common. Despite this specific focus, a number of foundational studies have indicated that in several aspects, measuring performance is multidimensional.

First, the concepts of effectiveness and efficiency are based on the relative performance of teachers in schools. In other words, a teacher is classified as effective or efficient if that particular teacher in a school performs better on these aspects than other schools. By adopting this relative approach of performance, it is necessary to ensure that 'fair comparisons' are made between schools. Teachers of schools in areas with a large number of minority students, for instance, are likely to show a lower student achievement level than those with a small percentage of ethnic minorities. For this purpose, so-called

‘value added’ measures are usually employed when comparing schools (Sammons, Thomas & Mortimore, 1997).

Within the field of teacher and school effectiveness research, it is commonly agreed that studies should employ ‘value-added’ performance measures, instead of unadjusted output criteria. ‘Value-added’ in this respect can be defined as an indication of the extent to which any given school’s teachers have fostered the progress of all students in a range of subjects during a particular time period (Sammons, Thomas & Mortimore, 1997). At the core of this definition is the term ‘progress’, which implies that student achievement is corrected for prior knowledge of the students, or other student characteristics. This indicates that ‘value-added’ in fact is a generic term that encompasses different forms of corrections (Sammons, Thomas & Mortimore, 1997).

Bosker (1991) identified three different forms of value-added measures, in line with predictions of learning outcomes based on background variables of students and teachers of schools, differences with prior achievement, or a combination of both corrections. In general, corrections for prior achievement are preferred for they are considered to best represent the collective ‘learning gains’ of students, and therefore do justice to the efforts of teachers in schools (Teddlie & Reynolds, 2000).

For performance measures related to aspects other than student achievement, like attendance, delinquency or promotion rates, value-added scores are obtained by controlling for background variables of students and schools. This type of performance indicators is only rarely employed in research on school effects. Major exceptions to this rule are a number of studies mainly from the United Kingdom (Mortimore, Sammons, Stoll, Lewis & Ecob, 1988). Similarly, a number of school effectiveness studies have used a variety of performance measures, including social and affective outcomes like student

attitudes or students' self-concept (Knuver & Brandsma, 1993). Most studies in this field, however, have relied on cognitive outcomes.

2.18 Influence of Head teachers' Leadership Styles on Teacher Performance

According to Levin (2001), the leader of the school can be a determining factor as to whether or not a school will be successful. In addition, Sergiovanni (1995) asserts that the principal is viewed as having the greatest position of power and influence in maintaining and improving the quality of the school through its teachers. Leadership style affects a range of factors such as job satisfaction, performance, turnover intention, and stress (Chen & Silverthorne, 2005) and so contribute to organizational success (Rad & Yarmohammadian, 2006).

The current focus on monitoring student achievement levels by government, teacher unions and other stakeholders in education has led many educational researchers to study the factors within a school and a school district that impact on student outcomes on standardized assessments. Brookover, Beamer, Efthim, Hathaway, Lezotte, Miller, Passalacqua and Tornatzky (1982) wrote that school learning climates are often characterized by the degree to which they effectively produce desired student learning outcomes and student achievement is often the primary factor to consider when measuring the climate of a school. This idea was furthered by studies that show that academic emphasis is an integral component of a healthy school (Goddard, Sweetland & Hoy, 2000). It is also imperative to note the impact of leadership on academic emphasis. An effective administrator promotes academic learning by actively encouraging high expectations for students and by promoting effective instruction in each classroom (Stockard & Mayberry, 1992).

Research has determined that principal leadership can have a significant, yet indirect, impact on student outcomes (Hallinger & Heck, 1996; Marzano, Waters & McNulty, 2005; Robinson, Lloyd & Rows, 2008). Finnigan and Stewart (2009) specifically studied transformational leadership and found that this specific style had an indirect influence on student achievement. Hallinger and Heck (1996) and Hallinger (2005) also noted that a principal can impact classroom instruction, but indirectly through the development of school climate rather than through direct supervision of classroom practices. Given that a principal is generally not involved in the direct delivery of instruction, the behavior of the principal, especially when supportive, collegial, and not overly restrictive, can have a positive impact on student achievement through the impact this behavior has on school climate and thus his or her teachers (Tschannen-Moran & Tschannen-Moran, 2011).

When the school leader develops a strong, clear, shared vision, and focuses resources and attention on the overall improvement of the organization, the results are positive changes in student outcomes (Finnigan & Stewart, 2009). Hallinger (2005) found that principals who developed strategies and activities that aligned with the school's mission and kept an academic emphasis were more effective in leading staff and saw more improvement in student outcomes.

In addition, effective principals have a great effect on student achievement when they are more attuned to the specific behaviors that influence teachers. Principals who pay attention to building organizational capacity as a whole in ways that are culturally appropriate can also positively influence student achievement (Mulford, Kendall, Ewington, Edmunds & Silins, 2008; Murakami-Ramalho, Garza, & Merchant, 2010).

Principals who exhibit transformational characteristics play a major role in the fostering of conditions for school improvement by stimulating teachers' engagement in

professional learning activities, which can impact student achievement. Johnson and Stevens (2006) found a statistically significant relationship between teachers' perceptions of school climate and student achievement. This indicates that school climate is a factor that should be considered when attempting to understand student achievement. Concerning reading achievement, Silva, White, and Yoshida (2011) found that when principals engaged in discussions with students concerning their potential achievement on a standardized reading assessment, the student exhibited more motivation to do well on the exam. In addition, those students met the established target goal for their scores on the state assessment.

While it is impossible to provide a single image of a school leader that would be appropriate for all schools, studying the complimentary relationship between a principal's transformational leadership qualities, school climate, and student achievement could provide useful information to any school district regarding best practices for teacher and school improvement. While the relationship may not always be a direct one, the results of focusing on strong leadership and the development of a positive school climate will benefit student engagement and bring about arise in the levels of student achievement.

It has been observed that only democratic leadership style had a direct and significant affiliation with performance in United States (Dickson, Hartog, & Mitchelson, 2003). Transformational leadership style pays particular attention to the subordinates' needs for growth and achievement and thus, leaders who use this style are proactive ("hands on") leaders (Bass, 1990). Kashu's (2012) study on the influence of principals' leadership styles on students' performance revealed that the some styles studied did not promote improvement in national examinations performance and it thus recommended that principals make their personal review of their use of some of the leadership styles with a view of improving performance.

Omeke and Onah (2011) researched on the influence of the leadership styles of principals on teachers' job satisfaction and performance in Nsukka education zone, Enugu state, Nigeria. It was concluded from the study that autocratic leadership style had the highest rating. Nsubuga (2008) also conducted a study which sought to analyze the leadership styles of head teachers and teacher performance of secondary schools in Uganda where it was revealed that the greater the use of autocratic principles, the poorer the learners' academic performance. The coercive style leader often creates a reign of terror, bullying and demeaning his subordinates, roaring with displeasure at the slightest problem. Subordinates get intimidated and stop bringing bad news or any news in fear of getting bashed or blamed for it, and the morale of the workers plummets.

A study conducted by Kariuki (1998) on teachers' perception of the leadership style or behaviour of women head teachers of secondary schools found that female head teachers were perceived to be autocratic. Similarly, Ochieng's (2001) investigations on students' performance indicated that the more autocratic one becomes, the poorer the performance of teacher in the school and the contrary is also true. School leaders who use the authoritarian leadership style lead to poor academic performance, because they adopt harsh leadership styles, which are highly resented by their subordinates. The greater the use of autocratic principles, the poorer the learners' academic performance will be.

Contrary to some research findings, some current literature studying school leadership posits that leadership has a minimal direct impact on student achievement (Ross & Gray, 2006). Kruger, Witziers and Slegers (2007) postulated that leadership is no longer proposed as having a direct influence on academic outcomes, but indirectly influences instructional organization and culture.

2.19 Summary

This chapter reviewed literature on leadership styles and teacher performance. It began by examining the concept of leadership. It further looked at the meaning of school leadership, and some theories of leadership. Theories that were reviewed include the Great Man and Trait theories, Behavioural theories, Situational/Contingency theories, and some new leadership perspectives.

The literature review would not have been complete without tackling some leadership styles. In this regard, democratic, transformational, autocratic, inspirational and distributed leadership styles were discussed. This section ended by exploring leadership styles often used by head teachers, the role of the head teacher, school performance, influence of head teachers' leadership style on school performance and some strategies to improve school performance.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, the approach adopted for the study is discussed in detail. It considers the procedures and methods used to collect data from the field. It also describes the population, instruments used to collect data, validity and reliability, sampling procedures, data collection techniques, the technique employed for data analysis and ethical considerations.

3.1 Research Approach

The study employed the qualitative approach. This approach embodies many research approaches such as historical research, phenomenological study, ethnographic study, and case study. These approaches may share similarities or features but differ in goals (Kusi, 2012). Qualitative research explores a social or human problem by building a complex holistic picture, analyzing words rather than numbers, and providing detailed information on the views of the participants in their natural settings (Creswell, 1998). As Silverman (2005) states, qualitative research examines the details found in the precise particulars of such matters as people understanding and interactions and stress the socially constructed nature of reality; the intimate relationship between the researcher and what is studied. The researcher has close contact with the participants due to personal observation and face-to-face interviews.

In this study, the researcher adopted plans and procedures that span from broad assumption to specific methods of data collection and analysis as stipulated by Creswell (2005). In this case, therefore, the researcher adopted a qualitative research design. This

design is associated with the constructivist or interpretivist approaches. The interpretivists believe reality to be socially constructed and only knowable from multiple and subjective points of view where the knower and the known are seen as inseparable (Rocco, Bliss, Gallagher & Pérez-Prado, 2003). Rocco et al. (2003) maintain that inductive logic and qualitative methods are generally employed with the goal of understanding a particular phenomenon within its social context.

Qualitative research shares its philosophical underpinnings with naturalistic paradigms, which describe and explain a person's experiences, behaviours, interactions and social contexts without the use of statistical procedures or quantification (Strauss & Corbin, 1998). Naturalistic philosophers believe that reality is multiple, interrelated and determined within context (Horsburgh, 2003; Thorne, 2000) and attempts to measure it can only be limited to human comprehension (Rolfe, 2006). According to Fossey (2002) cited in Cole (2006), central to good qualitative research is whether the research participants' subjective meanings, actions and social contexts as understood by them are illuminated. Cole (2006) asserts that perhaps the thing that dichotomizes the data in a qualitative study from those generated in a quantitative study is a set of assumptions, principles, and values about truth and reality. He maintains that qualitative researchers are more concerned about uncovering knowledge about how people feel and think in the circumstances in which they find themselves, than making judgments about whether those thoughts and feelings are valid.

3.2 Research Design

The case study approach was adopted to uncover the influence of head teachers' leadership styles on school performance in the Asantekwa Circuit. The choice of this approach is in line with ontological and epistemological assumptions underpinning

knowledge constructions. The case study aims at an in-depth understanding of the issue at hand in its natural setting, taking cognizance of its context and complexity. It also has a holistic focus, which aims at preserving and understanding the wholeness and unity of the case (Punch, 2005).

Moreover, the study design permits the use of multiple methods to collect data from head teachers in their natural context: a defined geographical area (Asantekwa Circuit), for the realization of the purpose and objectives of the study. The experiences of participants in qualitative studies are shaped by the contexts; it would thus be difficult to appreciate such experiences if they are taken out of such contexts (Kincheoloe, 1991).

According to Alhassan (2006), case study involves critical study of an aspect of a problem. The case study approach is particularly appropriate for individual researchers as it gives the opportunity for one aspect of a problem to be studied in some depth within a limited time scale. Case studies involve an intensive investigation into the complex factors that contribute to the individuality of a social unit – a person, family, group, social institution or community. The purpose of case studies is to understand the life cycle or an important part of the life cycle of the unit through the study of an aspect or part of the whole. Case studies are concerned principally with the interaction of factors and events through a careful study of practical instances to obtain a full picture of the whole. The greatest strength of the case study method is that it allows the researcher to concentrate on a specific instance or situation and to identify the various interactive processes at work. These processes may remain hidden in large-scale surveys but may be crucial to the success or failure of systems or organizations (Alhassan, 2006).

Despite the numerous strengths in favour of case studies, there are some weaknesses associated with this approach (Denscombe, 2008). First, the findings of case studies are difficult to be generalized. This is because such studies often concentrate on an

instance or a few instances of a phenomenon and involves a relatively small sample size. Secondly, the approach requires a prolonged stay in the socio-cultural context of the participants for data collection and, therefore, negotiating access to such a place can be difficult.

3.3 Population

The study population was made up of Basic school head teachers and teachers at Asantekwa Circuit. The Circuit has 12 primary schools and 4 junior high schools with 86 teachers. In essence 86 teachers formed the target population for this study (Kintampo North GES Directorate, 2020). The accessible population comprised of 8 head teachers from the primary schools, 2 junior high school head teachers and 10 teachers.

3.4 Sample size

According to Kusi(2012), a sample is a sub-group of the entire population under study. Sampling is the process of selecting a sample or sub-group for the study. Alonge (2010) defined a sample as a subset of the population of interest. It is the chosen group of all the subjects of the population that researcher wishes to know about.

The researcher used 10 head teachers and 10 teachers from the Circuit for the study. This sample size is convenient enough and manageable for the researcher, as it has been argued that qualitative studies need a sample size that will enable the phenomenon under study to be explored for a better understanding. According to Creswell (2005), selecting a large number of interviewees will result in superficial perspectives and the overall ability of the researcher to provide an in-depth picture diminishes with the addition of each new individual participant.

3.5 Sampling Technique

Through purposive and convenience sampling technique, 8 head teachers from the primary schools, 2 junior high school head teachers and 10 teachers were sampled from the Circuit. According to Blaxter, Hughes and Tight (2006), convenience sampling is a non-probability sampling strategy which involves using whoever is available or convenient for your study. The researcher used purposive and convenience sampling because it will be easy and faster to get relevant data from head teacher and teacher who are experienced and will be available and easily accessible for the study.

3.6 Research Instrument

An interview guide was used to solicit information from the head teachers and sampled for the study. This instrument was used because it served as a guide for the researcher to ask appropriate questions in order to gather the right data. Interview guides consist of a series of broad (semi-structured) interview questions that the researcher is free to explore and probe with the interviewee (Maykat & Morehouse, 1994).

3.7 Validity

In order to have any effect upon educational theory or practice, educational research studies must be rigorous and present results that are acceptable to other educators and researchers (Merriam, 2002). To accomplish this task, the studies must be of high quality and the results must be trustworthy and dependable.

Validity and reliability have therefore been the traditional standards used in the two main research traditions which are quantitative and qualitative research studies to judge thoroughness and quality although their assumptions on reality differ. Elements of

validity and reliability include internal validity, Generalizability or external validity, reliability and objectivity.

Internal validity refers to establishing results that are credible or believable from a participant's perspective (Trochim, 2006). This was ensured in this study through triangulation. With this the researcher used two methods as sources of data. This enabled the researcher to offset the limitations associated with using one method to collect data (Creswell, 2003; Punch, 2005) and to determine the veracity of information gathered.

Generalizability or external validity involves the ability of results to be generalized or transferred to another context or setting. It is concerned with the extent to which the findings of one study can be applied to other situations (Merriam, 2002). This was made possible because the sample selected by the researcher was a clear representation of the population studied. Typical of qualitative research, the researcher did not aim to generalize the research findings of the study but to enhance an understanding of the phenomenon in that context. However, if readers find similarities between their contexts and the context of this particular study, it is reasonable for them to transfer the findings to their contexts.

3.8 Reliability

Reliability refers to the ability of research results to be replicated or repeated (Merriam, 2002). This was ensured in this study by asking clear questions, reducing bias and subjectivity during data collection and triangulating the data. The instruments were also given to course-mates and the supervisor to ensure that they are appropriate in collecting the relevant data. Objectivity concerns itself with the ability of the research findings not to be 'contaminated' by any individual involved. The researcher ensured that the results or their interpretation thereof were not influenced by personal feelings or prejudices but were based purely on the facts gathered during the research. Qualitative

researchers have their own understandings, beliefs and ideals, which are present during data collection and analysis. These can affect the validity of research findings. The researcher ensured that the meanings of the data collected were not changed or influenced by her personal knowledge and experiences. The data collected were allowed to speak for themselves during the analysis.

3.9 Data Collection Procedure

The researcher approached each of the respondents for single face-to-face interviews. After seeking the consent of each respondent, the researcher proceeded to conduct the interviews. On the average, 20 minutes was spent on each interview. Each respondent was interviewed using the problem centered interview approach, which combined narration based interviews with guideline interviews and minimal interviewer structuring of the interview. This approach gave freedom to the interviewee to structure the narration at the beginning according to his/her relevant setting. This was to help respondents express their views more broadly and deeply. Field notes and an audio recorder were used to document the views expressed.

3.10 Focus Group Discussions

A focus group discussion was also done to elicit responses from the head teachers. Amongst others, focus group discussion sessions concentrate on gathering opinions, beliefs and attitudes about issues of interest. Cohen, Manion and Morrison (2000) describe focus group discussion as the situation where the data emerges from the interaction within the group rather than from the conversation with the researcher. Focus groups are group interviews that are structured to foster talk among the participants about particular issues. They are particularly useful when the topic being explored is general, and the purpose is

to either stimulate talk from multiple perspectives from the group participants so that the researcher can learn about the range of views or to promote talk on a topic that informants might not be able to thoughtfully talk about in individual interviews (Bogdan & Biklen, 2007). Thus, focus group discussions provide insight into issues, which cannot be covered in a simple survey.

According to Bogdan and Biklen (2007), focus groups usually consist of seven to ten people. Less than six participants tend to limit the conversation, because there is not enough diversity to spark energy and creativity while groups larger than twelve tend to get unwieldy and voices get lost. Seven of the head teachers were selected for the focus group discussion. The focus group discussion consisted of seven (7) questions with some broad themes just like the interview guide. The first theme dwelt on the head teachers' understanding of the concept of leadership. The next theme focused on the head teacher as a leader and his or her leadership roles. The head teacher's knowledge of some leadership styles and his or her preferred style was also considered. Another theme sought to explore the influence of leadership styles on the performance of teachers. The last theme focused on how leadership styles of heads can improve teacher performance.

3.11 Data Analysis

Data collected through the interviews and focus group discussions were analyzed using thematic analysis. This strategy was chosen because the desire was to interact and have a hands-on feel for the data, plus the volume of data collected was manageable, making it less difficult to identify relevant text passages. The problem with analyzing data manually is that it is laborious (Creswell, 2005; Marshall & Rossman, 2006).

The interview sessions were recorded and analyzed question-by-question. This strategy required the researcher to organize the data across all respondents or interviewees

with their respective answers so as to identify consistencies and differences. The next stage involved intensive and repeated reading of the data. The aim was to immerse the researcher in it so as to determine analytical categories or themes (Creswell, 2005) using professional judgment (Denscombe, 2003). The coding process began after determining the themes. The responses were coded to avoid identification problems. Contributions, responses and comments made were not attached to names but to the codes. Brief verbal quotations from the data were used to add realism (Creswell, 2005) to the description. During the analysis of the findings, the links and relationships between responses were explored.

3.12 Ethical Considerations

It must be pointed out that qualitative research largely involves human participation in data collection rather than some inanimate mechanism (Frankel & Wallen, 2006) and therefore the researcher has an obligation to respect the rights, needs, values and desires of the informant(s). The use of qualitative instruments invades the life of informants and sensitive information may be revealed. This was of particular concern in this study since ethical issues raise concerns for the trustworthiness and credibility of the research report and the data contained therein. This research was therefore, as a matter of principle and obligation guided by a number of ethical considerations.

One major issue considered by the researcher was eliminating interviewer bias and making the collected data truly reflective of the views of the respondents. The strategy was a constant self-check against being passionate, sentimental and negative during the interview process while personal experiences and opinions were also avoided.

Data were in all cases obtained with the accord of the respondents. This was achieved by clearly explaining the purpose of the research to the respondents and reminding them that they had a choice to either participate in the research or not. In

administering interviews in schools, permission was sought from the District Directorate of Education and the heads of the selected schools respectively.

Moreover, respondents were made to understand that they were at liberty to opt out if they felt uncomfortable at any point during the interview. Respondents' consent was sought before voice recordings were made or any photographs taken. Whatever was recorded was played back for respondents to listen to after the interview session. As much as possible, respondents' identities were kept anonymous. However, where respondents' identities have been disclosed, it implies they fully consented to it and indeed requested that such views be attributed to them. Finally, the cardinal principle that guided the analysis was reflexivity. Constantly, the researcher reflected and checked to avoid the imposition of personal experiences in the analysis of data.



CHAPTER FOUR

RESULTS OF THE STUDY

4.0 Introduction

This chapter presents data collected from head teachers and teachers in the Asantekwa Circuit to explore the influence of head teachers' leadership styles on performance of teachers. The interview guide and focus group discussion were administered on the participants of the study. The data collected through observation and documentary evidence were linked to the appropriate research questions and presented accordingly.

The participants in the study were 10 head teachers and 10 teachers. The interview data were categorized into five sections. Section one presents the background information of the respondents. Section two explores leadership roles of the head teacher. The third section presents participants knowledge of leadership styles and styles preferred by head teachers. Section four explores what constitutes school performance. The final section explores the influence of head teachers' leadership styles on performance of teachers.

4.1 Characteristics of Respondents

The purpose of this section is to provide a descriptive summary of the demographic and socio-economic profile of respondents. The distribution of respondents by the various demographic and socio-economic characteristics can be used as an approximate indicator to represent the general population. The main background characteristics to be described in detail include sex, age, marital status, and educational level of respondents.

The distribution of the respondents shows that all the head teachers were males and 6 of the teachers were males, while 4 were females. This could be so because men seem

to strive to take up leadership positions than their female counterparts. Also the circuit is of rural settlement and most of the teachers have commute to and fro from nearby towns to work. The respondents' ages were as follows: 5 of the head teachers were found in the 30-39 age bracket, 3 were between 40-49, 2 of the respondents were in the 50-59 age groups. While all the teachers were found in the 25-35 age bracket. Finally, on the educational levels of respondents, it is interesting to note that 9 of the head teachers hold a Bachelors' degree whilst only 1 has a Master's degree (M.Ed Educational Administration). All the sampled teachers hold a Bachelor's degree.

4.2 Research Question 1: What are the leadership roles of the head teacher in Asantekwa Circuit?

Commenting on the leadership roles of the head teacher, the respondents gave varied opinions. Their opinions covered roles the head teacher plays in order to keep the school system going. A male head teacher opined that:

“The head teacher is responsible for the entire school. He ensures the day-to-day functioning of the school. Whether the school progresses or retrogresses, all depends on him.” (Respondent 1).

The second male interviewee also had this to say:

“The head teacher ensures that there is a conducive atmosphere for teaching and learning. This is because a school is measured by the successes it achieves in academic endeavours.” (Respondent 2).

Another male interviewee remarked that:

“Head teachers are responsible for managing both teachers and students in the school. He ensures that teachers put up their best in the classroom and that students also take their learning serious.” (Respondent 3).

The head teachers respondents were not left out of the discussion on the leadership role of the head teacher. One of them had this to say about his job as a head teacher:

“For me as a head teacher, there are so many leadership roles I play in the school. One of them is that, I serve as a link between the school and the community. I do this by constantly being in touch with the SMC/PTA on the state of the school. I also supervise my teachers to make sure the right thing is done.” (Respondent 4).

Giving further information on the leadership role of heads, a female respondent said:

“The head teacher is responsible for the entire school system. He supervises teachers and students, he attends meetings at the District Education Office, he conducts meetings with SMC/PTA, he makes sure the school gets the necessary resources to function smoothly, they are a lot but just to mention a few.” (Respondent 5).

In the course of the focus group discussion, it emerged that the head teacher is a very busy person. In addition to his role of supervising both teachers and students in the school, he attends School Management Committee/Parent Teacher Association meetings, circuit heads meetings and meetings at the district level. The day-to-day running of the school, whether it succeeds or not all depends on the hard work and creativity of the overseer (the head teacher).

In conclusion, the respondents were of the view that that head teacher is responsible for the day-to-day running of the school. He ensures that teachers are up and doing and students learning progresses. The success or failure of the school all depends on him or her. He or she is the link between the school and bodies/agencies outside the school.

4.3 Research Question 2: Which of the leadership styles is mostly used by head teachers in Asantekwa Circuit?

The head teachers and teachers were asked about the leadership styles they prefer and thus mostly use when dealing with their staff as well as students and School Management Committee/Parent Teacher Association. To this end, a number of leadership styles emerged. A head teacher respondent was of the view that:

“I think in dealing with my teachers in the school, I use the democratic style. I don’t lord over them, you know. I allow them to share their views on issues and how they want to get the work done. This way, if for one or two reasons they are not able to accomplish a task, I hold them by their words.” (Respondent 1).

Another male teacher respondent was quick to add that:

“There are different leadership styles one can use. But one’s choice of style depends on the situation at hand. Some situations require the use democratic leadership style while others require the authoritarian style. Even some instances require the use of spirituality leadership. So it all depends on the situation. But my head often employ the democratic style.” (Respondent 2).

Commenting further on this, another head teacher respondent stated:

“Sometimes I use the democratic style. I know democracy is good but with the nature of my staff, the autocratic style is most helpful.” (Respondent 3).

A female teacher was not left out of the leadership style used in the school and this is what she had to say:

“Hmm my sister, leadership is a complex phenomenon and sometimes very difficult for we the women. In our part of the world, the men dominate when it comes to leadership of institutions. Only few women find themselves in such positions. Now back to your question, I usually see my head use the democratic style but in some instances, he become a bit authoritative. I know it is good to always listen to people and understand their point of view. Sometimes, when you have a lot of equally competent men and women working under a head, they undermine your efforts because they think like, what the head can do they can also do? And so they sometimes misbehave. In such instances, the head has to put his feet on the ground to get things done.” (Respondent 4).

In the view of another female respondent:

The leadership style of a head teacher depends on his or her mood. If he is happy, he listens to you and buys into your suggestions. But if he comes to office angry, he keeps ordering you about like a small boy. But the democratic style is preferred by most head teachers.” (Respondent 5).

Crowning the discussion on leadership styles mostly used by head teachers, several leadership styles are used in running the schools but the frequently used style is the democratic leadership style. However, they are sometimes guided by the situation at hand.

4.4 Research Question 3: How does leadership style of head teachers influence teacher performance in Asantekwa Circuit?

All the head teachers and teachers interviewed agreed that the leadership style adopted by a head teacher has an influence on the performance of the teachers in the school. One of the male head teachers had this to say:

“A head teacher who uses good leadership styles with his teachers allows for team work, co-operation and peace and once there is peace, the teachers work to bring new changes which improve the organization.”

(Respondent 1).

Moreover, one of them stated:

“It makes the teacher committed to his work, he will put up his best and be motivated. On the other hand, if there is no good relationship between the head teacher and his teachers, it stifles the work of the teachers.”

(Respondent 2).

Interestingly, another male head teacher remarked:

“My teachers are ready to cooperate with me as a result of my democratic leadership style.” (Respondent 3).

The female respondents equally had something to say about the influence of their leadership styles on teachers' performance. One argued that:

“Head teachers who are autocratic use force to get things done without the consent of the teachers and this breeds resistance that can lead to conflicts.” (Respondent 4).

Yet, another female head teacher remarked that:

“Positively, when a head teacher is a good listener, there is no fear in going to him and this breeds a conducive atmosphere for work. However, if your

head teacher is autocratic, you fear going to him and the work will not be well done.” (Respondent 5).

During the focus group discussion, the head teachers were quick to admit that their leadership styles greatly influence the performance of teachers. One said:

“When I involve my teachers, they are able to put up their best but when they are given strict orders, they sometimes become confused.”

(Respondent 2).

Yet another opined that:

“The way a head teacher handles issues in the school or deals with the teachers seriously affects the teachers’ work. If a head teacher is open and listens to his teachers, work goes on well. Work slows down or even comes to a standstill when there is no good relationship between the two.”

(Respondent 4).

In summary, the head teachers mentioned that the leadership styles they use has either a positive or negative influence on the performance of their teachers. If one uses a desired leadership style, it leads to co-operation, team work, commitment and progress in the school. However, when appropriate styles are not used, there is resistance and disunity among the staff. This stifles work of the staff thereby affecting the teaching and learning process in the school.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

The previous chapter presented the research findings, highlighting the major themes to ‘make sense’ of the data. The current chapter discusses the data with reference to applicable literature in an attempt to explore the deeper meanings of the responses and to understand the phenomenon. The findings of the interviews will be discussed, extracting their deeper meanings in relation to the themes outlined in chapter four. As noted earlier, the purpose of this study was to look at the influence of head teachers’ leadership styles on performance of teachers in the Asantekwa Circuit.

Leadership style simply put is the way a leader leads. Thus, the leadership style of the head teacher refers to the way or manner he leads the teachers. Lunenberg and Ornstein (1991) argue that basically, achievements in educational institutions are dependent on four identifiable leadership styles namely; autocratic, democratic, transformational and laissez-faire leadership styles. The participants in this study came up with similar leadership styles they are familiar with including democratic and autocratic styles.

5.1 Leadership Role of the Head Teacher

The study revealed that the head teacher plays a key role by ensuring that there is a conducive atmosphere for teaching and learning to take place in the school. This is supported by the view of Chapman and Snyder (1997) who describe a head teacher as a ‘powerful gatekeeper’, for he/she plays significant roles in shaping the school and developing shared goals, promoting collaborative work structures and conducive learning climate. Again, the head teacher ensures that the school maintains high academic standards

by making sure that students perform well. This view of the participants is in line with Ribbins (2001) who stated that the head teacher is significant a great deal in determining the quality of a school and the pupils' academic performance.

It also came to light that the head teacher is responsible for the day-to-day functioning of the school and that whether the school progresses or retrogresses, all depends on the head teacher. This assertion is supported by Fullan and Watson in Witziers, Bosker and Kruger (2003), who affirm that a head teacher is an individual who occupies a leading position in the school and directs the daily affairs of the school. For that matter, he/she is accountable for the success or failure of the school in question. Hall, Mackay and Morgan (1986) assert that, the head teacher is a symbol of the school both to people within the school and to the community because of his/her position in the school structure. The participants in this study hit the nail on the head when they postulated that the head teacher serves as a link between the school and the community.

One important leadership role of the head teacher is the ability to motivate his or her teachers and get them to put up their best, as observed by the research participants in this study. This is in line with Bush (2005) who mentioned that school leadership plays a key role in improving school's outcomes by influencing the motivation and capacities of teachers as well as the school climate and environment. According to Mutula (2006), the head teacher gives teachers current information and opportunity for growth and development, and ensures there is effective supervision. Supervision of teachers' work by the head teacher was raised by the participants too.

Mutula again (2006) reported that head teachers should demonstrate friendship, mutual trust, respect and warmth in their relationship with their teachers in order to gain their commitment and cooperation. These important elements of friendship, trust, respect and warmth with teachers was however, missing in the responses of the head teachers.

Studies have proven that effective school leadership is essential to improve the efficiency and equity of schooling.

5.2 Leadership Styles preferred by Head Teachers

This section sought to find out which leadership styles are preferred by head teachers. It became very clear that the head teachers took special interest in this particular question. They argued on one hand that their staff need to be involved in the day-to-day running of the school by taking part in the decision making process. Some of them do not want staff to be relegated to the background. Thus, they preferred the democratic style of leadership. Their opinions match with that of Lewin and Lippit (1939) who are of the view that a democratic leader is the type of leader who involves subordinates or employees in decision making process (determining what to do and how to do it). It must be noted however, that the final decision rests with the leader.

The head teachers and teachers added that when the staff is involved in the decision making process, it boosts their confidence and they believe that this can lead to increased productivity. Bass (1990) hit the nail on the head when he revealed that democratic leadership style increases subordinates' output and satisfaction and ensures that there is total commitment to the organization. Lewin & Lippit (1939) also noted that democratic leadership style promotes freedom and creativity in an organization. This is because all staff are given the free hand to operate with few restrictions. Luthar (1996) asserts in line with these thoughts that in democratic style, participation is a core feature. It means that every member of the organization is a player in the process leading to the final decision made by the organization.

On the other hand, some of the heads were of the view that their choice of leadership style depends on the situation at hand. This brings to mind the situational leader

who takes actions based on the situation that confronts the leader. Some situations require the use of democratic leadership style while others require autocratic leadership style. Closely related to situational leadership is the mood of the leader. If the leader is in a good mood (when he is happy), there is the greatest likelihood that he will use democratic leadership style and listen to his staff. If he is not happy, he is most likely to be authoritative in dealing with his subordinates.

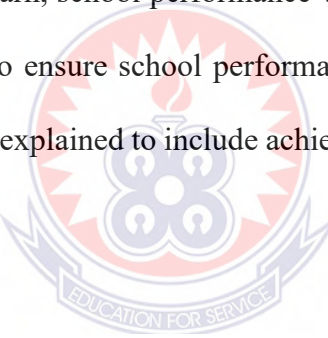
5.3 Teacher Performance

Every institution is set up to achieve set objectives. It is only when the institution performs that such objectives can be achieved. The participants explained teacher performance in terms of how effective a teacher is. This is captured by Sammons, Thomas and Mortimore (1997) when they opined that the concepts of effectiveness and efficiency are based on the relative performance of teachers in schools. In other words, a teacher is classified as effective or efficient if that particular teacher in the school performs better on some aspects than other schools. Teacher performance has also been seen as an instance where teachers in a school have fostered the progress of all students in a range of subjects during a particular time period (Sammons, Thomas & Mortimore, 1997). In a similar thought, the participants in this research saw teacher performance in relation to improved academic performance of students. When students excel in their academic endeavours, teachers in the school are said to be performing.

Apart from student achievements, teacher performance has been viewed in line with student behaviours such as attendance and delinquency. If students attend school regularly, it may lead to good performance since such students are more likely to have increased contact hours with their teachers. Students who are not regular at school tend to miss some lessons and thus may record low academic performance in class exercises and

examinations. Delinquency refers to behaviour, especially of young people such as students, that is not acceptable in society. Delinquency on the part of students connotes bad behaviour. Students who have acquired bad habits may not perform academically since they are misled by such habits. Coupled with low moral values and indiscipline, such students tend to rather be a liability to the school and thus cannot contribute anything meaningfully to the performance of the school.

Quite interestingly, the respondents noted that school performance cannot take place without the efforts of both teachers and students. Teachers need to be on top of their job and inspire and motivate students to search for knowledge. Students on their part also need to be ready, prepared and willing to learn. No matter how teachers put up their best, if students are not ready to learn, school performance will be stifled. Thus, both teachers and learners play key roles to ensure school performance happens. In another instance, school performance has been explained to include achievements in co-curricular activities such as athletics and football.



5.4 Influence of Head Teachers' Leadership Style on Teacher Performance

All head teachers realized that their leadership style has either a positive or negative influence on their performance at the school in one way or the other. His leadership style goes a long way to determine whether the school will be successful or not. In a similar vein, Levin (2001) maintains that the leader of the school can be a determining factor as to whether or not teachers will perform for the school to be successful. In addition, Sergiovanni (1995) asserts that the principal is viewed as having the greatest position of power and influence in maintaining and improving the quality of teachers in the school.

Furthermore, the participants in this research were of the view that, a head teacher's choice of an appropriate leadership style leads to teamwork, co-operation and peace, and

this will ultimately improve the performance of teachers of the school. This is because performance of the teachers will improve with the appropriate leadership style. Chen and Silverthorne (2005) and Rad and Yarmohammadian (2006) held a similar opinion as they perceived that leadership style affects a range of factors such as job satisfaction, performance, turnover intention, and stress and so contribute to organizational success.

To add to the above, the participants have the conviction that the adoption of an appropriate leadership style by the head teacher enhances the commitment level of the teacher and improved student learning in a conducive atmosphere. An effective administrator promotes academic learning by actively encouraging high expectations for students and by promoting effective instruction in each classroom (Stockard & Mayberry, 1992).

On the other hand, the respondents in this study admitted that there are negative influences associated with head teachers who do not use appropriate leadership styles in dealing with their subordinates. One of them is that, it stifles the work of teachers thus, preventing them from putting up their best. Again, it leads to resistance between head teachers and teachers in their day-to-day activities. This often leads to conflicts between the two parties. As the conflict intensifies, effective communication is threatened and other negative effects of conflicts begin to rear their ugly heads.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

6.0 Introduction

This is the final chapter of the study. It summarizes the findings of the study, draws conclusion on the study and provides some recommendations for improvement of head teachers' leadership and school activities in the study area. It also gives suggestions for further research.

6.1 Summary of the Study

The purpose of this study was to examine the influence of head teachers' leadership style on performance of teachers in Asantekwa Circuit. To achieve this, the research questions were leadership, theories of leadership, leadership styles, role of the head teacher, teacher performance and influence of head teachers' leadership styles on teacher performance.

The study employed a case study approach. The target population for the study was 81 head teachers and teachers in Asantekwa Circuit. Convenience sampling was used to select 10 head teachers and 10 teachers for the study. An interview guide was used to solicit information from the respondents. Data collected was analyzed thematically.

6.2 Findings of the Study

Research question one required the respondents to state the leadership role of the head teacher in Asantekwa Circuit. It was found that the head teacher is responsible for the entire school. He ensures the day-to-day functioning of the school. Whether the school

progresses or retrogresses, all depends on him as he is responsible for managing both teachers and students in the school. As a result, the head teacher ensures that there is a conducive atmosphere for smooth and effective teaching and learning.

Research question two attempted to find out the leadership styles preferred by head teachers and teachers in Asantekwa Circuit. According to the respondents, common leadership styles used by the head teachers are the democratic and autocratic leadership styles. However, the style adopted by head teachers at any point in time depends on the situation and the mood of the head.

Research question three was on how leadership styles of head teachers influence performance of teachers. The leadership style used by head teachers comes with either a positive influence or negative influence. Positively, a desired leadership style leads to team work, increased self-confidence, committed and motivated teachers, and overall school improvement. Conversely, the head teacher's leadership style can bring negative connotations such as resistance, conflicts and consequently stifle the work of both teachers and head teachers.

6.3 Conclusions

The respondents demonstrated that they know some leadership styles. Some examples of leadership styles they revealed included democratic, autocratic and laissez-faire leadership styles. It can also be concluded that two leadership styles namely autocratic and democratic are commonly used leadership styles among heads in the schools. Of the two, the democratic style is the most frequently used style. The use of any of these styles at any point in time depends on the situation at hand and the mood of the head teacher.

To add to the above, any leadership style that is employed by a head teacher has either positive or negative influence on the performance of teachers. Positively, there is a good relationship between the two parties which improves the performance of the school. Negatively, there is resistance and conflicts.

6.4 Recommendations

Drawing from the conclusions of the study, the following recommendations were made:

1. Head teachers should not stick to only one style of leadership. They should vary their leadership styles based on the situation at hand.
2. Head teachers should be more democratic in their approach. This promotes cooperation, team work and creativity on the part of teachers.
3. The Ghana Education Service should from time to time organize training workshops/refreshers and seminars for both head teachers and teachers on their respective roles and responsibilities. This will ensure that they stay on top of their jobs in order to achieve the desired results in the field of education.

6.5 Suggestions for Further Research

The present study covered only the Asantekwa Circuit. A replication of the study in other circuits in Kintampo North Municipality is suggested to confirm or disprove the results of the study. The study could also be done in the other districts in the country.

A relatively small sample size was used for this study. Future researchers could consider increasing the number of research participants to obtain varied views on the phenomenon under study. They could also consider conducting the research on this topic

in other districts to unravel the influence of head teachers' leadership styles on performance of teachers.

This study was qualitative in nature. It is suggested that future researchers consider conducting research on this topic using the quantitative or mixed research methods (which involve many respondents) to verify the results with multiple research designs.



QUESTIONNAIRE

UNIVERSITY OF EDUCATION, WINNEBA

**TOPIC: EXAMINING THE INFLUENCE OF HEAD TEACHERS’
LEADERSHIP STYLES ON PERFORMANCE OF TEACHERS IN THE
ASANTEKWA CIRCUIT OF THE KINTAMPO NORTH MUNICIPALITY**

INTERVIEW GUIDE FOR HEAD TEACHERS AND TEACHERS

Demographic Data

Sex:

Age:

Educational level:

1. What is your understanding of the concept of leadership?
2. What are the leadership roles of the head teacher?
3. Mention some leadership styles you know.
4. Which leadership styles are preferred by head teachers?
5. How does leadership style of head teachers influence teacher performance?
6. How can leadership styles of head teachers improve teacher performance?

Operational Definitions of Key Words

Head Teacher: A teacher appointed by the District/Metropolitan/Municipal Director of Education to head a school.

Leadership: A concept whereby a person/people exercise control over others towards the achievement of goals.

Leadership styles: Leadership styles refer to the characteristic way in which a leader uses power, makes decision, and interacts with others in an organization or institution.

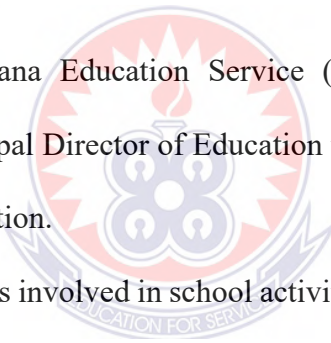
Performance: How well a person does a piece of work or an activity.

Teacher performance: This is about how effective and efficient a teacher is at his job.

Basic School: A level of education in Ghana that starts from Kindergarten to Junior High School.

Circuit Supervisor: A Ghana Education Service (GES) official appointed by the District/Metropolitan/Municipal Director of Education to supervise or monitor schools in a particular circuit or jurisdiction.

Stakeholder: A person who is involved in school activity and has responsibilities towards the success of the school.



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