

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT

EFFECTS OF HEAD TEACHERS' LEADERSHIP STYLES ON ACADEMIC
PERFORMANCES OF BASIC SCHOOLS IN THE BOSOMTWE DISTRICT



MARTHA OWUSUAA ASAMOAH

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Education and Communication Sciences, submitted to the School of Graduate
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Entrepreneurial Development, Kumasi, in partial fulfillment of the
requirements for the award of Master of Arts (Educational Leadership) Degree**

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DECLARATION

STUDENT'S DECLARATION

I, MARTHA OWUSUAA ASAMOAH, declare that this dissertation, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for other degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

NAME OF SUPERVISOR: DR. SAMUEL ADU GYAMFI

SIGNATURE:

DATE:

DEDICATION

To my father Mr. Osei Kwame Antwi for the love



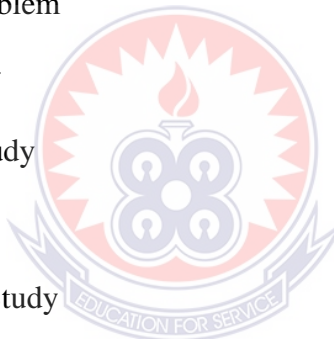
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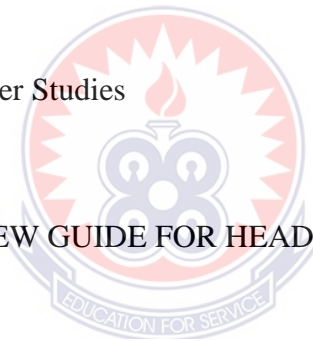
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ABSTRACT

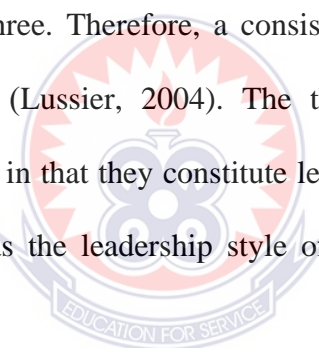
The purpose of the study was to investigate the effects of head teachers' leadership styles on academic performance of basic schools in the Kuntanase Circuit of the Bosomtwe District. The objectives of the study were to find out the leadership styles exhibited by head teachers, determine the effects of head teachers' leadership styles on academic performance and to establish the challenges involved in head teachers leadership in basic schools. Descriptive survey design was employed using the qualitative research approach. The target population for the study was head teachers in public basic schools. The accessible population was 18 head teachers in the 18 public basic schools. Purposive sampling technique was used to select all the 18 head teachers and the basic schools. Semi-structured interview guide was used to collect data. The Attride-Stirlings guide to thematic network analysis was used to analyze the interview data. It was found that head teachers exhibited democratic leadership style, autocratic leadership style and laissez-faires leadership style. Head teachers' leadership styles improved teacher-head teacher relationship to promote teaching and learning to enhance school performance and improved teachers' instructional capabilities to improve performance. Challenges involved in head teachers' leadership were poor condition of infrastructure available in the school and inadequate teaching and learning materials. It is recommended based on the findings that the Ghana Education Service and the Bosomtwe District Director of Education should address the various challenges head teachers face for effective leadership to promote academic performance of the school.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The school leadership style in the basic school at Bosomtwe District is an important component of developing and shaping up pupils in the overall curriculum of education in Ghana. The leadership style combines with the teacher delivery methods effectively effects the pupil's performance. According to Lussier (2014), 'Leadership style is the combination of traits, skills and behaviours leaders use as they interact with followers'. He stressed that 'even though leadership styles are based on leadership skills and traits, leadership behaviour is the most important component among the three. Therefore, a consistent pattern of behaviour is what characterizes a leader', (Lussier, 2004). The three concepts: skills, traits, and behaviours are important in that they constitute leadership characteristics and hence can be operationalized as the leadership style of a person, in an organization or educational institution.



Researchers such as Edwards and Aboagye (2015), Kouzes and Posner, (2012) and Yukl (2010) looked at leadership style and leadership behaviour as factors that influenced a group or groups of people to get extraordinary accomplishments from them. This means that in a school environment leadership plays a significant role in achieving results and is often characterized by styles, traits and behaviours that one exhibits in the school as an organization (Afful-Broni, 2007).

According to Afful-Broni (2007), the school can be seen as an organization with its own social unit, characteristics, and operations. An organization is

established for the purpose of accomplishing a given task, objectives, core values, and certain common goals. By nature, organizations are established to foster accomplishments. Therefore, leadership in an organization is expected to meet concrete objectives, organizational goals, and accomplish a specific mission. Therefore, schools are expected to have mission statements, spelt out shared values, shared vision and philosophies pertaining to its situations, environment, and time and space (Afful-Broni, 2007).

By so doing, the school leadership style is required to have demonstrated awareness, knowledge and skills, traits, and behaviours that aggregate to exemplify exemplary leadership in order to reach the school's mission and vision. Edwards and Aboagye (2015) amplified this notion of school leadership as transformative leadership that brings about change and effective academic school performance. In examining the practices of leadership challenges in educational institution, Kouzes and Posner (2012), postulate that transformational leadership among Ghanaian teachers are possible if leadership styles are geared towards change and results.

For Yukl (2010), leadership influences as exerted by leadership in an organization cannot be over emphasized. As influence comes with power, authority, management, administration and supervision in describing any phenomenal activity (Yukl, 2010). In other words, if there is going to be any phenomenal transformation in academic performances in the Ghanaian education or the school system then leadership influence is paramount. Professor George Oduro of the University of Cape Coast emphasises that "leadership is a cause, and all others are effects" (Oduro, 2000).

Hersey, Blanchard, and Johnson (2001) who were seen as the architects of situational leadership and gurus in management of organizational behaviours wrote that:

Whether or not leadership can be learned is an issue that has perplexed researchers for decades and one has important implications for the readers of this book. If leaders are born, why spend time reading and developing your leadership skills? Your leadership success or failure has already been determined. If leaders are made, then everyone can become a leader, and there is hope for us all in the school system, (page 20).

These questions posed by Hersey, Blanchard, and Johnson (2001) highlighted the degree to which leaders were made and leadership styles were cultivated over time by systematic training and development which affect task accomplishments especially in an organized form. It means therefore that effective leadership, (Achua and Lussier, 2010), is examining the skills, traits, and behaviours of persons. It also means that effective or successful school leadership can be cultivated by examining the three issues of skills, traits, and behaviours. By extension, Guthrie and Schuerman (2010) emphasized on planning, politicking, training to perform giving the power to influence results in school's constituents which will eventually result in successful school leadership hence this study.

1.2 Statement of the Problem

If it is possible to train and develop potential leaders in the school system, then leadership is supposed to influence change and success in academic performances. Many researchers have examined the causes and effects of leadership

styles on performance in general and in schools (Collins, 2001; Edwards & Aboagye, 2015; Gyasi, Xi, & Owusu-Ampomah, 2016) and observed that it has been the trend that leadership styles in particular has an effect on students' academic performances.

Informal interactions with some teachers indicated that leadership styles of heads at the basic educational level in Bosomtwe District is associated with problems such as 'divide and rule' strategy, undemocratic decision making, self-styling and self-seeking, lack of motivation and poor supervision tendencies leading to teacher attrition and low academic performance.

The divide and rule leadership style strategy in some of the basic schools at Bosomtwe District is characterized by policy of maintaining control over one's subordinates or opponents by encouraging dissent amongst teaching staff thereby preventing them from uniting in opposing wrong doing in the basic school environment.

This kind of attitude kills self-initiative, create low morale, denigrate the teacher in the present of the pupils, and initiate undiscipline in the school. This self-styling attitude of seeking her own welfare and interest instead of group interest affects teacher's confidence in delivery in the classroom thereby affect the general performance of pupils in the school.

But the issue is what leadership styles do head teachers exhibit, and what are the effects of the leadership styles on academic performance of the school? These and other question needed to be answered. The study therefore sought to investigate the effects of head teachers' leadership styles on academic performance of basic schools in the Kuntanase Circuit of the Bosomtwe District.

1.3 Purpose of the Study

The purpose of the study was to investigate the effects of head teachers' leadership styles on academic performance of basic schools in the Kuntanase Circuit of the Bosomtwe District.

1.4 Objectives of the Study

The following objectives guided the study.

1. find out the leadership styles exhibited by head teachers in basic schools in the Kuntanase Circuit of the Bosomtwe District.
2. determine the effects of head teachers' leadership styles on academic performance of basic schools in the Kuntanase Circuit of the Bosomtwe District.
3. establish the challenges involved in head teachers leadership in basic schools in the Kuntanase Circuit of the Bosomtwe District.

1.5 Research Questions

1. What leadership styles do head teachers exhibit by head teachers in basic schools in the Kuntanase Circuit of the Bosomtwe District?
2. What are the effects of head teachers' leadership styles on academic performance of basic schools in the Kuntanase Circuit of the Bosomtwe District?
3. What challenges do head teachers' encounter in their leadership in basic schools in the Kuntanase Circuit of the Bosomtwe District.

1.6 Significance of the Study

The outcome of the study will inform the teaching profession, educational leadership, education policy makers, and GES administration and management at the district level about the effects of leadership style on the academic performance of the schools in the district. It will provide empirical evidence that would be useful for GES school management system to improve head teachers' performances based on leadership styles.

The findings of the study will add to the existing knowledge on educational head teachers leadership and its effect on academic performance. The findings of the study will serve as reference material for future researchers who may conduct similar study.

1.7 Delimitation of the Study

The study was delimited to the effects of head teachers' leadership styles on academic performance of basic schools. The study was delimited to basic schools at the Bosomtwe District. Areas such as leadership styles head teachers exhibit, effects of head teachers' leadership styles on academic performance and challenges head teachers' encounter in leadership were covered.

1.8 Limitations of the Study

The study was limited to the effects of head teachers' leadership styles on academic performance of basic schools at the Bosomtwe District. The respondents were initially reluctant to take part in the interview since most of them asserted that their responses may be published. This affected the validity of the findings. The

study was also limited to only heads of public basic schools.

1.9 Definition of Terms

Leadership: Bush (2008, p. 44) defines leadership as “influence”, the ability to influence others to work together voluntarily.

Headteacher leadership: Is the process by which headteachers, individually or collectively influence their teachers, colleagues, and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement

1.10 Organization of the Study

The study has been organised into five chapters. Chapter one is mainly concerned with the introduction to the study. It includes background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation, limitations and organization of the study. Chapter two provides review of related literature on the subject matter. This empirical and theoretical review related to head teachers’ leadership. Chapter three describes the methodology for the study. It includes the research design, the population, sample and sampling technique, instrument, validity of the instrument, pilot study, data collection procedure, data analysis, and ethical consideration. Chapter four presents results and discussions of the study. Chapter five presents summary of the study findings, conclusions, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

The review of relevant literature is to establish the fundamental knowledge of the subject matter under review by experts in the field. The review analyses the theories underpinning the variable in the conceptual framework for the study. It begins with the explanation of Leadership in general, theories of skills, traits, and behaviour in leadership, concept of leadership styles and leadership practices, school leadership, factors affecting academic performances, the relationship between leadership and academic performance in basic schools, challenges of leadership and conclude with a summary of the review.

2.2 Theoretical framework

2.2.1 Leadership Styles

Hersey et al. (2001) defined leadership style as the behaviour by the leader as perceived by followers in line with tasks and relationship. A leadership style is a leader's method of providing direction, implementing plans, and motivating people to accomplish tasks (Yukl, 2010). Various authors have identified different leadership styles exhibited by leaders in the political, business or other fields. Studies on leadership style are conducted in the military field, expressing an approach that stresses a holistic view of leadership, including how a leader's physical presence determines how others perceive that leader (Wikipedia, 2021).

The leader's intellectual capacity helps to conceptualize solutions, acquire knowledge and apply method of instruction in the discharged of his or her duties. According to Daniel Goleman in his article "Leadership that Gets Results" talks

about six styles of leadership, a leader's conceptual abilities, apply agility, judgment, innovation, interpersonal tact, and domain knowledge. The domain knowledge encompasses tactical and technical knowledge as well as cultural and geopolitical awareness.

2.2.1.1 Types of leadership style

2.2.1.1.0 Democratic leadership style

This type of leadership style is grounded on the thesis that the proper functioning of an organization is the responsibility of all, even though the leader has the primary role of guiding the rest of the group in arriving at the collective decision. Collective decision making encourages delegation of authority, coaching, accepting responsibility and recognizing the ability and potentials of others. Leaders therefore are considered *primus intra pares*—first among equals (Afful-Broni, 2004).

2.2.1.1.1 Autocratic leadership style

It is a type of domineering style of leadership where the leader alone takes decision for others to implement without prior consultation, lack of communication, coercion, and dictatorial; using threats and punishments, to carry through his/her intentions. Psychologists believe this style stems from fear and feeling of insecurity and uses brutal force as a defensive tool. McGregor's Theory of Y and Afful-Broni, (2004) and Lin, (2001) postulated effectiveness, job satisfaction, school ecology as other variables that impact on students' academic performance

2.2.1.1.2 Laissez Faire

According to Afful-Broni, (2004), the terminology is from the French language which means “Let them do what they wish.” There are no hard and fast

rules to do anything. It indicates complete freedom or autonomy to staff of the organization. When a wrong person is put in charge, he or she refuses to take action in order not to offend the followers. This type of leadership style often produces disastrous performance as there is nobody to hold for wrong doing.

2.2.1.1.3 Other leadership styles

Avolio and Bass, (2004), mention transformational leadership, transactional leadership, coaching style, visionary style, servant style, pacesetter style, transactional style, and bureaucratic style as other styles that school leaders may exhibit in their respective jurisdictions.

Many theories were propounded to support effective leadership in general (Hersey et al., 2001; Northouse, 2013; Yukl, 2010). The theoretical construct of educational leadership emerged during the late nineteenth century as an attempt to define the nature of school leadership/ From that time, common approaches to classify leadership theories include trait theories, behavior theories, and situational theories” emerged, (Guthrie & Schuermann, 2010, p. 39).

Personality Traits Theory

Every human institution has people and people have their own nature or personality. The theory of traits or personality traits helps psychologists to understand individual behaviours (Guthrie & Schuermann).

Behavioural Theory

Behavior composed of reactions and movements that an organism gives and does in a certain situation. According to Hergenhahn as cited in a study by Thorndike (2003) in the field of education, claim that stimulus and response are connected to each other about learning. According to him all mammals are subject to

the same learning principles. He asserted three laws about learning process: the law of exercise, law of effect and the law of readiness. The law of exercise is composed of rule of usage which indicates that a response is strengthened as it is given to a stimulus; and the rule of not using, thus when a response is not given to that stimulus the power of connection decreases. The second law of effect state that a response is learnt when a response given to a stimulus is satisfactory, and the response will not be learnt when a stimulus is not satisfactory it is disturbing.

The third law is the law of readiness, and it claims that when a person is ready for an action, he/she will get satisfied with learning and the connection will be powerful, but carry out actions for which a person is not ready will be just like a punishment. So if a person has to display certain behavior when he/she is tired, this will be disturbing for him/her.

Afful-Broni (2004) outlined several motivational theories for exemplary leadership. He stated how they affect school or educational leadership practices in Ghana

Motivational Theories

Hersey, Blanchard, and Johnson (2001) mentioned that people are motivated to behave certain way by the actions and inactions of leadership. These actions and inaction are influence by a hidden motive. The theory of Hierarchy of Needs by Abraham Maslow influences motivational theories and changed the study of leadership in many organizations. The theory linked leadership style to the needs of employees for greater productivity. Douglas McGregor's X theory portrayed human needs to be ordered before they can achieve organizational goal. While, Y theory observes humans as willing and ready to work on their own if they are properly motivated (Lin, 2001).

Therefore, school head or leadership has to combine administration, management, and leadership as effective tool in schools' performance (Afful-Broni, 2004). The school leader has to be conversant with motivational behaviour and learn to become a motivator, making sure individual needs are met in the school. Without motivation the school teachers and children do not do what is expected of them (Afful-Broni, 2004).

Hersey et al. (2001) scrips of motivational theories of school leadership focuses on three core needs – *Existence, Relatedness, and Growth*. These motivations can be achieved if there are need for achievement, affiliation and favorable relationship between the leaders and followers.

2.3 School Leadership

School leadership is a sign of culture denoting the way and manner heads of school behave. Edwards and Aboagye (2015) stated that school leadership is a complex constellation of behaviours and cultures in an education. It is individual influencing authority, power, politics and general performances of an educational establishment of a school (Edwards & Aboagye, 2015; Gorton & Alston, 2010; Guthrie & Schuerman, 2010). Thus, it is the school leadership that influence teacher performance, parents' engagement in the district to achieve the desire academic performance.

Blasé and Blasé (2004) acknowledge the theoretical existence of collegial supervision in leadership, but believe the “advanced forms of collegiality are rarely found in practice”. For example, the research on supervision and instructional leadership divulged “connections between the actions a principal takes and the professional growth of teachers, teacher commitment, involvement, and

innovativeness, and increases in student learning”. They held that supervision and instructional leadership should move from the bureaucratic, control model to an instructional leadership model that includes reflection, collaboration, problem-solving, and dialogue about instruction.

Therefore, there should be a paradigm shift from a mechanical to an organic view of change (Gordon, 2006). With the understanding that teachers are human beings and not machines, Gordon states that a blueprint for all teachers to follow is not practical. The individual needs of each teacher require an alternative type of planning that features:

- an emphasis on medium-range planning (one to two years) rather than long range planning (five to ten years),
- an analysis of the political, cultural, economic, and educational interactions that currently are taking place and that may take place as a result of the change effort, with the results of that analysis serving as input for the planning process,
- an emphasis on general goals, broad guideline, and allowance for flexibility at the school and classroom level, rather than narrow objectives and prescribed behaviors, and
- a formal plan that is viewed as tentative rather than fixed, with the initial plan as a starting point rather than an end point. The series of changes that Gordon maps out in new leadership must exemplify a break from traditional supervision and growing need for new leadership in schools.

Blasé and Blasé's research revealed that successful principal conferences should be positive, reflective, and motivating teachers. The conferences included five strategies:

Table 1; shows strategies of principal conferencing.

Frequency of Discussion	Knowledge	Skills	Desired Disposition Toward:
High frequency	<ul style="list-style-type: none"> • Teaching and learning • Change process • School as organization • Human dynamics/relationship • Supervision as a field of study 	<ul style="list-style-type: none"> • Observation, • Interpersonal communication • Conferencing, and change facilitation 	<ul style="list-style-type: none"> • Democratic leadership • Collegiality and collaboration • supervision as moral activity
Moderate frequency	<ul style="list-style-type: none"> • Differentiated supervision, • School climate and culture, • Teacher morale and motivation, • Legal dimension of supervision, • Philosophy of supervision 	<ul style="list-style-type: none"> • Leadership • Organizational management 	<ul style="list-style-type: none"> • Creativity, • Flexibility, • Learning communities
Low frequency	<ul style="list-style-type: none"> • Developmental supervision, • Trends and issues in supervision, • Instructional strategies and learning resources, • Child development 	<ul style="list-style-type: none"> • Analysis of teaching • Coaching • Conflict management • Decision making • Planning • Relationship building • Group process 	<ul style="list-style-type: none"> • Empathy for others • Diversity • Inquiry • Job-embedded learning • Objectivity • Reciprocity

Source: From Standards for Instructional Supervision: Questions and Issues edited by Stephen P. Gordon; Reproduced by permission of Taylor and Francis Group LLC, a division of Informa PLC.

2.4 Educational leadership

There is no clear-cut definition of the concept of educational leadership as it is very difficult to provide. However, several authors share their views on what they regard educational leadership to be. According to Jercas (2010), educational leadership is a term applied to school administrations that strive to create positive change in educational policy and processes.

Jercas explains that educational leaders are trained to advance and improve educational systems or institutions and that educational leaders usually are employed as school principals or administrators but take on additional roles, such as department chair or academic dean. Craggs et al. (2007) is of the view that an educational leader is one who is able to promote a shared community vision, mobilize people, lead curriculum and pedagogical practice, administrate effectively and reflect critically on all practice.

According to Chen (2004), there are two definitions applicable to an educational leader. Chen asserts that one definition of an educational leader is a professional and pragmatic person capable of setting a direction and goals for his or her school. Another definition of the educational leader is a social and moral agent. Chen buttress his argument by stressing that the second definition supports the idea that schools should be communities with shared moral and social values and highlights the importance of the principal in setting these guidelines.

Starratt (2003) believes that the core work of school leaders or educational leaders must be involved with teachers in seeking to promote quality learning for all children, and that all management tasks serve that core work. Put simply, an educational leader or head teacher is an individual who is tasked with the responsibilities of increasing the educational quality of an educational institution.

2.5 Classroom Leadership

The classroom is the place for teaching and learning. If it is not managed properly the classroom cannot support that. The teacher is the one who manages and direct affairs in the classroom. He influences teaching and learning. Hence his ability to influence, control, and encourage teaching and learning activities can be termed a classroom leadership (Airasian, 2008). The teacher has to be vocationally minded, have a meaning in life as to why he or she is in the classroom. Edwards (2015) examined the purpose-driven life of teachers and how they perform in the classroom or school and realized that having a meaning in life helps teachers/educators to perform with their ultimate sacrifice. Airasian (2008) mentioned that teachers learn to teach before they become teachers. The pre-service training is to make teachers know how to lead a classroom in the art of teaching and learning. The teacher becomes a student learning to teach before he/she sees him/herself as a teacher going to influence what happens in the classroom.

Teacher leadership in the classroom is instructional in nature, motivational in nature, administrative and management of the classroom, and these days, a socio-cultural enterprise in nature (Airasian, 2008; Edwards, 2015). The classroom if not managed or led properly can easily be chaotic, full-fledged playground, and not conducive for teaching and learning. The favourability of a class to teaching and learning means the teacher is in charge; the teacher is the leader, hence teacher or classroom leadership position is agreeable.

The teacher's influence is felt everywhere in the classroom. The teacher is the knowledgeable individual. He projects into the future of the children. His values are expressed and transmitted to the children. He is the supervisor of those under his/her influence – parenting and guiding little children into hope and future.

2.6 Leadership and Management

Ubben, Hughes and Norris (2001) assert that management is characterized by maintaining standards and an extremely steady environment. That is, ensuring that things are going on precisely according to the existing pattern. Thus the manager is preoccupied with activities that will help to maintain the existing situation in the organisation.

Consequently, the organisation almost always has a predictable atmosphere. According to Ubben et al. (2001) the manager's belief is that the existing standard is good enough and there are seen no reason for changes and when things are not running as expected; the manager puts things back on track. Management focuses on problem solving and maintenance. Thus, it can be assumed that the primary job of a manager is the maintenance of the current model.

Leadership on the other hand, according to Ubben et al. (2001) is characterized by change and constant improvement. The leader persistently analyses the standard to ensure that the organisation is accomplishing its goals, otherwise the leader initiates change to improve standard. In this regard, Bennis and Nanus (1985) argue that 'managers are people who do things right and leaders are people who do the right thing'. Ubben et al. (2001) posit that leadership is problem-finding as well as problem-solving oriented. In effect, headmasters as leaders do manage but use their management skill from a leadership viewpoint.

Davidoff and Lazarus (cited in Donald, Lazarus & Lolwana 2004) assert that leadership is 'providing vision and direction in a school whereas management is 'ensuring that the organisational goals are achieved'. Donald, Lazarus and Lolwana (2004) allude to Fullan's opinion on the difference between leadership and

management and state that leadership deals with guidance of purpose and motivation while management deals with drawing, effecting and accomplishing things within the setting of effective working relations.

Similarly, Dunklee (2000) holds that leaders influence while managers implement and administer; leaders motivate while managers facilitate. Leadership and management according to Lussier and Achua (2001) and Bell (1999) are interwoven. Lussier and Achua (2001) believe that successful managers employ democratic form of leadership as they work with people in the organisation. In addition to that, Bell (1999) states that management entails formulating a vision for the school according to its values and the aims of education, while leadership incorporates stating clearly this vision and communicating it to others. In essence, an individual uses both management and leadership skills in a complementary way.

According to Anderson, Ford and Hamilton (1998), the combination of management and leadership is required to successfully transform an organisation and the people in it. Anderson et al. (1998) believe that management cannot function effectively if it does not have leadership as its cornerstone because management is 'undermined by a lack of humanity, clarity, focus, adaptability and creativity'. Anderson et al. (1998) emphasise that both management and leadership must be developed and integrated because of the constant change the world is experiencing in all aspects of human endeavours and assert that an individual manager must lead and each leader must manage in order to respond appropriately to the needed change.

Supporting Anderson et al.'s (1998) opinion about the need to amalgamate both management and leadership, Shermerhorn, Hunt and Osborn (2000) contend that the new leadership is inadequate as the emphasis on vision could be so much that the necessary day-to-day activities might be neglected. Therefore, both transformational and transactional leadership functions are needed for the success of an organisation (Leithwood & Jantzi 2000). Nevertheless, Gronn (2003) reports that school reformers and standards proponents consider the heads as leaders instead of managers, because school reformers subscribe to the opinion that leadership is the vehicle for structural change and that the heads as the leaders of the school drive it. In effect, the heads are expected to initiate and work toward the realization of the necessary change in their schools.

It could therefore be inferred from the foregoing that a manager's activities are geared toward getting the job done in a particular manner in order to enhance consistency and organisational stability. Whereas, a leader's activities are directed toward establishing good interpersonal relationships with the followers, motivating and encouraging the followers to be independent as they endeavour to accomplish the shared vision in order to sustain continuous improvement of the organisational performance. However, both management and leadership skills are important for organisation's effectiveness.

2.7 Importance of leadership Practices

Many scholars (Leithwood & Jantzi 2000; Gronn, 2003; Sashkin & Sashkin, 2003) accede to the importance of effective leadership. Sashkin and Sashkin (2003) maintain that leadership matters because leaders help reduce ambiguity and

uncertainty in organisations or society. Leaders take constructive acts to achieve long-term goals and provide clear positive reasons for their actions, goals, and accomplishments. In essence, leaders add clarity and direction to life and make life more meaningful. These scholars say that leadership matters because effective leaders make a difference in peoples' lives; these empower followers and teach them how to make meaning by taking appropriate actions that can facilitate change.

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

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

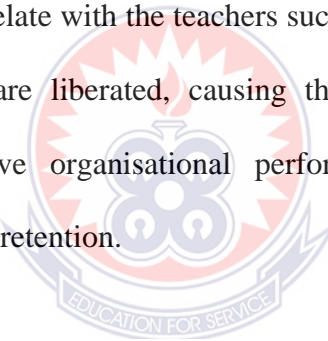
indicate that heads' effective leadership can significantly boost pupil's achievement. Apart from the fact that the heads knows what to do, he/she knows when, how, and the reason for doing it, the kind of changes that are likely to bring about improvement on students' achievement and the implication for staff and students.

Consequently, the head is expected to communicate expectations for the continual improvement of the instructional programme, engage in staff development activities and model commitment to school goals. It may therefore be argued that a head, who does not engage in actions consistent with instructional leadership, has a wrong perspective of the school's goals. It takes leadership for a school to be transformed and to be successful. This is evident in research findings as reported by Barker (2001), which portrays the headmaster/mistress as an individual capable of creating the climate needed to arouse the potential motivation of staff and students. The study indicates that an effective headmaster/mistress can turn around a school that lacks direction and purpose to a happy, goal-oriented and productive school.

It may therefore be argued that an effective leadership is critical in increasing productivity and in transforming an unpromising circumstance in a school. Likewise, Finn (2002) maintains that the most important thing to an organisation is the quality of its leadership, particularly the quality of the headmaster/mistress in a school setting. In this context, Hurley (2001) upholds that the headmaster/mistress is the answer to a school's general development and improvement of academic performance, in that an effective headmaster/mistress creates an environment that stimulates an enthusiasm for learning. Therefore, it implies that the main job of the headmaster/mistress is to create an atmosphere that fosters productivity, effective teaching and learning. Therefore, the type of climate that exists in a school could be used as a yardstick to measure the headmaster/mistress's effectiveness.

According to Cunningham and Cordeiro (2000) and Tirozzi (2001), the headmaster/mistress is at the centre of all school improvement initiatives in teaching and learning and therefore, he/she is a change agent for school success and expected to explore and judiciously utilize the resources for continuous improvement in organisational performance. By implication, if the headmaster is not vision-oriented and productive in regard to his/her responsibilities, improvement of school achievement will remain a dream for a long time. The question is whether the head teachers in basic Schools in the study area carry out their duties such that a positive climate is promoted to improve productivity and teacher retention.

In the context of this project, leadership will be perceived as the ability of the headmaster/mistress to relate with the teachers such that the flairs that are embedded in individual teachers are liberated, causing them to constantly see and seize opportunities to improve organisational performance and enhance individual development to promote retention.



2.8 Academic Performance

2.8.1 School Leadership vs. Academic Performance

A leader's singular job is to get results. But even with all the leadership training programs and "expert" advice available, effective leadership still eludes many people and organizations. One reason, of Goleman, Boyatzis, and McKee (2002), is that such experts offer advice based on inference, experience, and instinct, not on quantitative data. In exploring precise leadership behaviours that yield positive results, Goleman et al (2002) outlines six distinct leadership styles, that has a distinct effect on the working atmosphere of a company, division, or team, and, in turn, on its financial performance. *Coercive leaders, which is similar to Autocratic*

demand immediate compliance. *Authoritative leaders* - mobilize people toward a vision. *Affiliative leaders* create emotional bonds and harmony. *Democratic leaders* build consensus through participation. *Pacesetting leaders* expect excellence and self-direction. And *coaching leaders* develop people for the future. The research indicates that leaders who get the best results do not rely on just one leadership style; they use most of the styles in any given week.

Gyasi, Xi, and Owusu-Ampomah (2016) studied the effect of leadership styles on learners' performance in Asonomaso Nkwanta in the Ashanti Region and mentioned that unless the headmasters are well equipped with knowledge and skills in leadership, they would not know if they have any influence on their schools and on academic work. The study also established that even though respondents agreed that a leadership style can affect academic performance, the headmasters do not gain the confidence of the stakeholders enough in order to build teams that can enhance quality of teaching and learning.

2.8.2 Relationship between School Leadership Styles and Academic

Performance

Evans (2001) studied the relationship between leadership styles of headteachers and Students' Academic Performance in Secondary Schools at Nyamaiya District in Kenya found a statistical significance relationship between headteachers' leadership styles and academic performance of students in secondary schools. On the contrary, Gyasi et al. (2016) established a strong relationship between Leadership styles and learners' performance at Asonomaso Nkwanta in the Ashanti Region of Ghana. From the research the author indicated that "195 representing 45.9% of the respondents agree that the headmaster's behavior

“always” follows up on teachers’ performance. 99 representing 23.3% of the respondents also indicated that the headmaster’s behavior “frequently” follows up on teachers’ performance”.

2.9 Transformational Leadership and Transforming Schools

Leadership is a critical feature of management and essentially influences large number of activities that leads to the achievement of an organization’s goals. Due to this, practitioners and scholars in leadership recommend effective leadership in institutions in order to push the wheel of transformation in guaranteeing the achievement of organizational and employee goals (Wilson, 2007). Effective leadership has essentially turned out to be indispensable against the backdrop of an increasing changing and pressurized environment. Thus it is characterized by demands from the various sectors in the society which require institutional accountable for their continued survival.

The subject of leadership has been a matter of utmost importance since the beginning of humanity. As man strives to build fortresses, irrigations, armies and mines, the consequent need for strong leadership to realize such visions became more and more apparent (Price, 2011).

Burns (1978), described it as where leaders and followers raise each other to the highest level of motivation and morality. This was later expanded and rechristened as transformational leadership by Bass (1985), as one of the most effective styles of leadership and chief contributors to the achievement of goals in high schools and educational institutions.

School leaders have a greater impact on teacher bonding social and capital by establishing satisfactory conditions at the work place, (Minckler, 2014). According to Burns (2004), transforming leadership occurs when leaders and followers raise one another to high level of values and communicates his / her value to followers.

For Burns (2004), transformational leadership establishes a relationship that induces followers to pursue common or at least joint purposes that represents the values and motivations of both leaders and followers. By transforming followers' values, attitude and motives, leaders are able to elicit a superior performance from their followers (Bass, 2008).

Bass (2008) observed that transformational leadership inspires and stimulates followers to perform beyond expectation and in the process enhances their individual capacities. Bass (2008) in his work to expand the theory of transformational leadership came out with a seven-factor model. These include 1. Idealized influence, 2. Inspirational motivation, 3. Intellectual stimulation, 4. Individualised consideration, 5. Contingent reward, 6. Management by exception and 7. Laissez-faire.

Bass considered the first four factors as the determiners of transformational leadership; two were described as transactional and one laissez-fair leadership respectively.

Idealised influence describes a leader who acts as a strong role model for followers. Followers are desirous to emulate such leaders and are ever ready to follow them. They are of high moral standards and followers deeply respect them (Northouse, 2013). According to Antonakis (2012), idealised influence is the emotional

component of transformational leadership. It is the charismatic aspect of transformational leadership and that all charismatic leaders are transformational. It is, however, possible though unlikely, to have transformational leaders who might not be charismatic. Example is given of a teacher who can inspire a student to perform well but might not be transformational (Bass, 2008; Hinken & Tracey, 1999).

Inspirational motivation. This is described as how a leader is able to communicate a passion for future ideals of an organization such that it is shared by the followers (Bass, 1985; Hater & Bass, 1988; Kouzes & Pousner, 2007). Thus, the transformational leader employs visionary explanation to depict what the group can accomplish and gets the followers to be excited in achieving it (Achua & Lussier, 2010). Bass (2008), however, admits that idealized influence and inspirational motivation are inseparable factorially because charisma goes with inspiration.

Intellectual stimulation. This is where a leader provides an avenue for followers to make good use of their intellect in contributing to organizational goals. Thus, a leader stimulates followers to be creative and innovative in their approach to organizational objectives (Bass, 1985; Northouse 2013). By promoting out-of-the-box thinking, inspires followers to challenge their own beliefs and that of their managers and learn to solve problems by themselves (Achua & Lussier, 2010; Kouzes & Posner, 2007).

Individualised consideration. Bass (1985) explains this to mean a situation in which the leader performs the role of a mentor to the individual followers. The leader pays special attention to an individual's need for growth and achievement, and provides a supportive climate alongside learning opportunities. The leader usually used

delegation of authority to help followers grow (Barbuto & Gilford, 2010; Bass, 2008; Northouse, 2013). Northouse considered delegation of authority as important in shared leadership style.

With the intention of establishing a shared vision, transformational leaders act in response to the needs of their followers through empowerment and aligning organisation goals and objectives with that of their juniors (Anthony & Byarrs, 2002). Consequently, high levels of employee satisfaction are achieved when transformational leadership aspects are positively associated with exemplary performance, higher job satisfaction among workers and greater organizational commitment (Bass, 2008; Kouzes & Posner, 2007). A significant number of studies have confirmed that behaviours associated with transformational leadership are directly related to better school management, enhanced performance and greater job satisfaction among teachers (Davis & Darling-Hammond, 2012). In view of this, transformational leaders might be what is required in Ghana high schools in order to achieve effective and proper administration as well as to motivate teachers.

Studies have shown that transformational leadership is essential in management styles for job satisfaction and performance. As a result, transformational leadership and satisfied teachers remain key elements for high schools if they intend to realize effective management and remain academically viable (Dhammika et al., 2013; Phelan, 2011). Transformational leadership seems to provide the most comprehensive description of effective management and produce the most beneficial outcomes in high schools' administration. Transformational leaders have a number of goals that assist them in the achievement of effective management in schools. These leaders help teachers to maintain and develop a

collaborative culture in school, to accomplish participation and collaboration in communal decision-making (Appiah-Agyekum, Suapim, & Obeng-Peprah 2013).

Further, transformational leadership becomes imperative in fostering the development of teachers by offering them roles in resolving problems in the school strategically (Achua & Lussier, 2010; Guthrie & Schuermann, 2010; Northouse, 2013). Eventually, transformational leaders in high school management assist teachers to solve setbacks more effectively by promoting staff collaboration and providing a better remedy to teachers work. Transformational leadership can help high school heads in Ghana to transform entirely the management styles in their institutions (Orphanos & Orr, 2014).

Even though some schools in Ghana are doing well in practicing transformational leadership, a lot needs to be done. Most of the people entrusted with power and authority to ensure effective leadership in schools are often accused of corruption, due to unethical reasons, (Edwards, 2019). The quests for ethical leadership in Ghanaian schools is long overdue in achieving transformational leadership in schools. Leadership accountability is paramount in order to show direction to other stakeholders in schools management system in Ghana, (Dartey-Baah, 2014; Orle, Gadar, & Hunter, 2014).

Transformational leadership is associated with innovation that promotes good school climates for teachers to accomplish greater productivity and organizational learning, commitment and collective efficacy of teachers (Wilson, 2007). High school leaders that possess the attributes of transformational leaders concentrate more on capacity building with the aim of promoting positive

transformation in schools and skills of teachers. This would enhance leadership traits and behavior to elicit effectiveness management in Ghana high schools.

2.10 Leadership Challenges

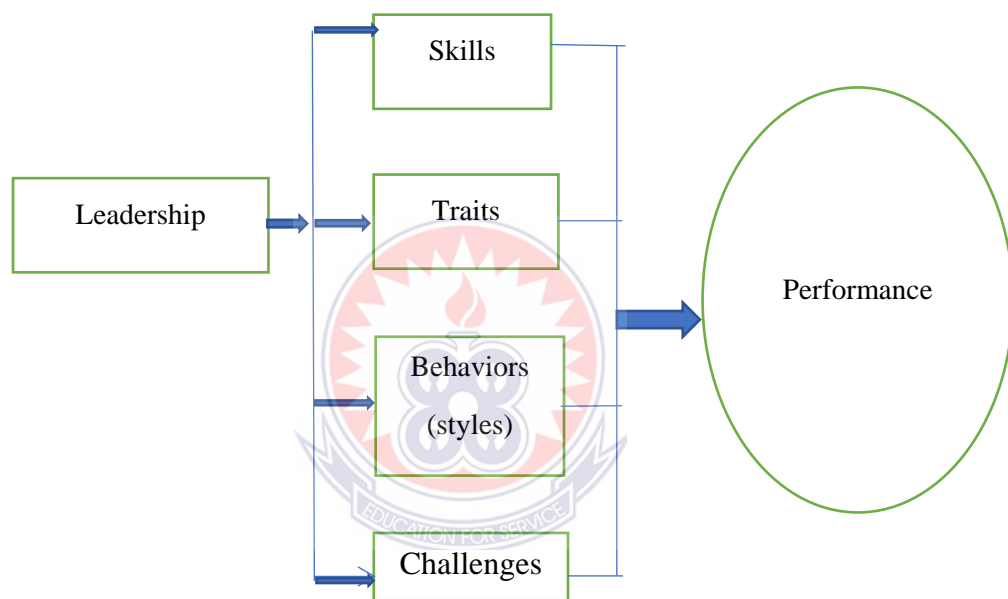
Teaching effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation. The influence of teachers' teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Oduro & MacBeath, 2003). The studies suggest that effective teaching is a significant predictor of students' academic achievement. Therefore effective teachers should produce students of higher academic performance.

It has also been observed that conditions that would make for effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in public secondary schools in Nigeria are poor (Oredein, 2000). In Ghana, instructional materials as well as the general conditions of infrastructure in public schools are also inadequate (Essah-Hienno, 2009). These prevailing conditions would definitely show a negative influence on the instructional quality in public schools, which may translate to poor academic performance, attitude and values of secondary school students. Although teachers' strong effect would significantly influence students' academic achievement, other factors such as socio-economic background, family support, intellectual aptitude of student, personality of student, self-confidence, and previous instructional quality have been found to also influence students' examination score either positively or negatively.

2.11 Conceptual Framework

This conceptual framework figure 1, would assist to illustrate the expected relationships between the causes and effects of the variables in the study. It represents the researcher's synthesis to explain the process of applying leadership theories in practical terms in order to obtain the overall performance of pupils at the basic level.

Figure 1: Conceptual Framework



Source: Researchers' construct, 2022

The conceptual framework would be used as a guide to analyze leadership styles of the headteachers and headmistresses of Bosomtwe District at the basic school levels. It begins with the leadership style of the headship in the five selected basic school in the district. With the derivative of four variables of skills, traits, behavior and challenges from the scope of the definition, these dependent variables are applied on the independent variables (held constant) such as the school environment, the culture of the school, availability of classrooms etc, in order to

obtain effects on the teachers and the pupils. The outcome of these effects would eventually impact in the academic achievement of pupils at the Basic level of education in the Bosomtwe district.

2.12 Summary of Literature Reviews

In sum, leadership style in the management of a school is about achieving good performance which heads of basic school in Bosomtwe District need to accomplish. The literature review has elicited various theories that support leadership in achieving good performance in schools. Although number of leadership styles have been propounded by the researchers, heads of basic schools need to reflect on them and make a choice as to which leadership style is suitable to adopt in the management of the schools. Heads must be able to influence teachers and non-teaching staff to get things done. Theoretically and conceptually, there are several indicators that show how leaders can influence academic performances in schools.

Gorton and Alston (2010) and Guthrie and Schuermann (2010), stated that school leadership has several factors including planning strategically, flowing with the politics of stakeholders, influencing performances, and using authority and power judiciously for the success of teaching and learning. Gordon states that authoritarian supervision has been the primary source of disparagement and low morale among teachers.

Gordon theorizes that when teachers are empowered, they develop ownership of their change efforts and can become: highly skilled, reflective practitioners, actively involved in their professional development, collaborative

colleagues in curriculum and instructional leadership, accountable for their own pedagogical performance and that of the school. Supervision goals remain the improvement of curriculum, instruction, and student learning, however in new leadership role, the supervisor “becomes a mentor of mentors and leader of leaders—an authentic colleague and role model rather than control agent”.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

A research method is the procedures for collecting data. It is essentially a systematic way to answer research questions. According to Crotty (1998), research methods are the “techniques or procedures used to gather and analyze data related to some research question or hypothesis.

The chapter describes the research methodology used for the study. It explains the research design, population, sample and sampling techniques, data collection instrument, validity and reliability of the instrument, data collection procedure, data analysis plan, and ethical consideration.

3.1 Study Area

The Bosomtwe District is located at the central part of the Ashanti Region and lies within latitudes 6^o24' South and 6^o43' North and longitude 1^o15' East and 1^o46' West. It is bounded on the north by Asokwa Municipal Assembly, on the East by Ejisu Municipal Assembly, on the South by Bekwai Municipal Assembly and Bosome-Freho District, and on the West by Atwima-Kwanwoma District. The District has a land size of about 422.5 km², with a total of 67 settlements and three (3) Area Councils (Kuntanase, Boneso and Jachie). The District capital is located at Kuntanase, about 30km from Kumasi in the Ashanti Region of Ghana.

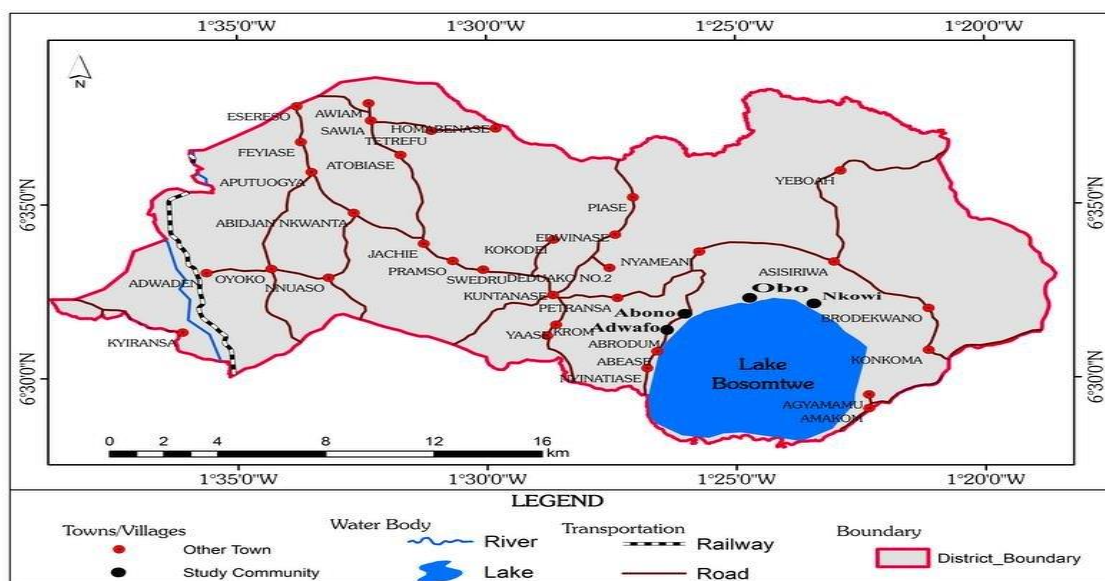


Figure 3.1: Map of Study Area

Source: Google Map.co

3.2 Research Design

Bell (2008) indicated that research design refers to the overall strategy that one chooses to integrate the different components of the study in a coherent and logical way, thereby, effectively addressing the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. Research design represents the overall plan or strategy to carry out a research (Creswell, 2012). Research design provides a plan for researchers to strategize the means and procedures to acquire, measure and analyze relevant data for the study.

Descriptive survey design was employed for the study. Descriptive research is appropriate for this study because it provides an in-depth view of head teachers' leadership styles. Again descriptive survey research was employed because the researcher wanted to find out opinions, characteristics and ideas from heads on their leadership. In descriptive design participants provide responses that are considered

desirable or in line with social norms. Descriptive design has the opportunity to integrate the qualitative and quantitative methods of data collection and is less time-consuming. But descriptive studies are not ‘repeatable’ due to their observational nature and are not helpful in identifying cause behind described phenomenon (Creswell, 2013).

3.2.1 Research approach

On the research approach, the study adopted the qualitative research design for the study. The reason for using qualitative research design is that it has several features that allow the researcher to access information-rich sources, obtain in-depth information, and analyze data for better understanding of the phenomenon under investigation. The features include the following: in qualitative work, the researcher serves as the primary instrument for data collection and analysis (Creswell, 2012).

This explains that a qualitative design enables the researcher to interact with individuals or groups, in a face to face situation, in their own natural settings to capture realities that exist and for whose experiences the researcher seeks to understand in the natural settings (Creswell, 2012)

Some major characteristics of qualitative research design include selection of information rich respondents in their natural setting which eliminates fear among respondents and encourages even voluntary information on the topic. Qualitative enquiry are most often people’s own words and actions; and this requires methods that allow the researcher to capture language and action of respondents (Bell, 2008). The foregoing indicates that qualitative designs is very dynamic as a society and therefore allow room for flexibility which promotes efficacy of the research findings.

3.3 Population

Population is a group of individuals or people with similar characteristics and in whom the researcher is interested in (Kusi, 2012). It may also be defined as a group of individuals that the researcher generalizes his or her findings to.

The target population for the study was head teachers in public basic schools in the Bosomtwe District. Statistics from the office of the District Directorate of Education indicated that there are 18 public basic schools in the Kuntanase Circuit of the Bosomtwe District. The accessible population was 18 head teachers in the 18 public basic schools in the Kuntanase Circuit of the Bosomtwe District.

3.4 Sample and Sampling Techniques

To Borg and Gall (2007), sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research. Creswell (2013) also indicated that a sample is the selection of a portion of the study population for inclusion in a study. A sample size is therefore the total number of people who are selected from a given population to participate in a study.

The researcher employed the purposive sampling technique to select all the 18 head teachers and the basic schools in the Kuntanase Circuit of the Bosomtwe District. According to Creswell (2012), purposive sampling technique is placing much emphasis on some key characteristics of the participants. Purposive sampling refers to sampling technique where the researcher uses a criterion that only allows participants with some level of experience to participate in the research (Bell, 2008). This criterion allowed the researcher to gain in-depth information from the participants.

3.5 Sources of Data

This study used both primary and secondary sources of data. The primary sources of data were through interviews organized to gather first-hand information from the participants. Secondary sources of data include the use of Ghana Education Service Report, books, newspapers and online and offline articles on the topic of the study. Other scientific materials such as reports, thesis which were relevant to the study were also used.

3.6 Data Collection Instruments

A semi-structured interview guide was used to collect data. A semi-structured interview guide is a data collection strategy that combines a set of pre-determined open-ended questions that allows the researcher to explore the issues of interest without necessarily limiting participants to a particular set of issues (Creswell, 2012). The instrument allows participants to express themselves and account for individual differences on the selected research subject important for the study.

An interview guide is a set of pre-determined questions that are asked in an interview and which ensure that information gathered from the interview is relevant to the research purpose (Creswell, 2013). The interview guide also provided the opportunity and flexibility for participants to express themselves on certain important questions. The researcher designed interview guide for the head teachers. The items were structured based on the research objectives. The themes included as leadership styles head teachers exhibit, effects of head teachers' leadership styles on academic performance and challenges head teachers' encounter in their leadership. The interview guide was developed from the literature. There were some

weaknesses of the interview guide. First, since the interview-guide allows participants to express themselves, some respondents were over stimulated and made windy statements before given a response. They gave responses based on their own opinion. Also, the process was time consuming. Much time was allotted for the interview in order to get the right information. Others were also not opening up to facilitate free and frank responses that seemed sensitive to them. They preferred writing them than to talk about them.

3.7 Validity of the instrument

According to Bell (2008), validity is the accuracy, meaningfulness and the degree to which results obtained from the analysis of data actually represent the phenomenon of the study. In determining the validity of the instrument, the interview guide was presented to my supervisor for analysis and critique. The supervisor found out whether the items covered the intended purpose. The supervisor also found out whether the items covered all the research questions and whether they measured specific construct. The items that were found to be inappropriate for measuring was amicably modified to improve the quality of the instrument, while some were discarded all together and replaced with appropriate ones that could increase the validity of the instrument.

3.8 Data Collection Procedure

The researcher obtained an introductory letter from the Educational Leadership Department of the University to seek permission from the Bosomtwe District Director of Education to conduct the study. Subsequently, the researcher

visited the heads of basic schools in the study area to introduce himself and to seek permission for the conduct of the study and also established rapport.

The interview data were collected from 18 head teachers of public basic schools at Kuntanase Circuit of the Bosomtwe District in the Ashanti Region. Furthermore, the participants were given the opportunity to express themselves in the language they were most comfortable. The researcher had one on one interview with the head teachers. During the interview, questions were posed to the head teachers and the responses were recorded with a voice recorder and the information was securely stored. Each interview lasted for 25 to 45 minutes.

The researcher used 25 days to conduct the interview and all the 18 head teachers were granted the interview. The researcher probed for further explanation when there was the need to seek a better understanding of the participants' responses. The researcher also ensured that there was no noise in the background during the interview to allow participants to feel comfortable to participate in the research. Sarantakos (2005) posited that the environment in which an interview is conducted must be free from inconvenience to allow participants to feel comfortable to express themselves fully.

3.9 Data Analysis Plan

According to Creswell (2012), data analysis is the process of making sense out of a text or an image that can be interpreted and understood. After the interview, the researcher listened to the recorded data and made notes from each conversation. According to Bell (2008), it is important to pay attention and take notes when listening to the recordings as it helps to gain a clearer understanding of the ideas and the relationships that exist in the conversation. The researcher then transcribed the

data into a word document file for analysis. Data transcription refers to the process of translating audio-taped recorded data into text (Creswell, 2012). The interview data were analyzed using thematic analysis.

The researcher then employed the Attride-Stirlings guide to thematic network analysis in qualitative research to analyze the transcribed data. This process involved coding the data and putting the responses under categories. Basic themes emerged from these categories were reframed into themes. The themes were further classified around the research questions and interpretations were made from them. The researcher also compared the findings of the research to the information gathered from the literature review to identify the similarities and inconsistencies in the findings of the study with other research work.

2.10 Ethical Considerations

An informed consent form was sent individually to all the participants who were willing to participate in the research. This was to ensure that the participants understood the research project and the risk involved in participating in the research. Participants were made aware that they have the right to withdraw from the study at any time if they so wish. Participants were assured that information that would be gathered from them would be treated with utmost confidentiality.

Furthermore, the audio recordings and transcripts were stored on a secure online server, which utilizes server authentication that only the researcher could have access to it. The audio recordings of the interviews will be kept for a maximum of one year, after which they will be deleted. Participants name were not used on the transcripts and publications. This was meant to ensure that the participants cannot be traced back to their information and also to ensure anonymity.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

The chapter presents the results and discussion of field data on the head teachers' leadership styles on academic performance of basic schools in the Kuntanase Circuit of the Bosomtwe District. The chapter includes the presentation, analysis and discussions of the main data meant to address the research questions. Results were presented according to the research questions.

4.1 Research Findings

The use of interviews and discussion by researcher was informed by the following reasons; leadership styles exhibited by head teachers in basic schools, effects of head teachers' leadership styles on academic performance of basic schools and challenges involved in head teachers leadership in basic schools in the Kuntanase Circuit of the Bosomtwe District. Finally, to project the theoretical assumptions and concepts captured in the review of related literature in Chapter Two as reflecting on the subject under investigation with what effects head teachers' leadership styles have on academic performance of basic schools in the Kuntanase Circuit of the Bosomtwe District.

For the purpose of data analysis reporting, the findings have been appropriately categorized under the following thematic areas obtained from various interview sources representing the research questions as headings:

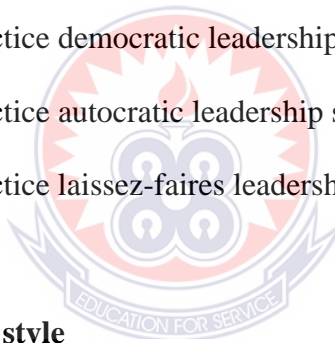
1. What leadership styles do head teachers exhibit in basic schools in the Kuntanase Circuit of the Bosomtwe District?

2. What are the effects of head teachers' leadership styles on academic performance of basic schools in the Kuntanase Circuit of the Bosomtwe District?
3. What challenges do head teachers encounter in their leadership in basic schools in the Kuntanase Circuit of the Bosomtwe District?

Research Question 1: What leadership styles do head teachers exhibit in basic schools in the Kuntanase Circuit of the Bosomtwe District?

To have in-depth understanding of the leadership styles exhibited by head teachers in basic schools, three questions were asked during the interview to answer research question one.

1. How do you practice democratic leadership style in your school?
2. How do you practice autocratic leadership style in your school?
3. How do you practice laissez-faires leadership style in your school?



Democratic leadership style

On democratic leadership style, majority of participants stated that they involve all the staff in decision making in the school. A head teacher stated:

“I always maintain a friendly working relationship with teachers to enable them feel free to approach me whenever they are in need for the success of the school”

Another head teacher stated:

“I normally listen receptively to teacher’s ideas and suggestions in the school so as to arrive at good decisions in the school”

Another head teacher also had this to say:

“I consult with my teachers when I am facing a problem so that collectively we find solutions to them”.

The results are in line with Goleman et al (2002) which emphasized that democratic leadership- build consensus through participation. Thus, it is the responsibility of all the stakeholders in the management of the school, even though the head has the primary role of guiding the rest of the group to arrive at the collective decision. Collective decision making encourages delegation of authority, coaching, accepting responsibility and recognizing the ability and potentials of others. In support, Afful-Broni (2004) indicated that democratic leadership style is grounded on the thesis that the proper functioning of an organization is the responsibility of all, even though the leader has the primary role of guiding the rest of the group in arriving at the collective decision. Collective decision making encourages delegation of authority, coaching, accepting responsibility and recognizing the ability and potentials of others. Leaders therefore are considered *primus intra pares*”-first among equals.

Autocratic leadership style

On autocratic leadership style, majority of the participants indicated that they portray such leadership as they made sure teachers follow laid down rules and regulations of the school. This is what one of the heads stated:.

“I make sure teachers are informed of what what needs to be done and how it needs to be done and the way I want it to be done”

Another head teacher narrated:

“I sometimes acts without consulting teachers in times of emergency like when they is students rioting and disturbances”.

Another head teacher also stated:

“I always make teachers know what is expected of them in order for them not to do what pleases them in the teaching and learning process through the scheme of work”.

The findings are in consonance with Afful-Broni (2004) that autocratic leadership is a type of domineering style of leadership where the leader alone takes decision for others to implement without prior consultation, lack of communication, coercion, and dictatorial; using threats and punishments, to carry through his/her intensions. Psychologists believe this style stems from fear and feeling of insecurity and uses brutal force as a defensive tool. McGregor’s Theory of Y and Afful-Broni, (2004) and Lin, (2001) postulated effectiveness, job satisfaction, school ecology as other variables that impact on students’ academic performance.

Laissez-faires leadership style

On laissez-faires leadership style most of the participants agreed that they sometime exhibit that kind of leadership style when most tasks had been completed.

A head teacher stated:

“As long as things are working, and teachers who are experts in their fields are doing their work, l do not interfere but let them continue with what they are doing”.

Another head teacher indicated:

“Whatever others want to do is okay with me so far as they are able to do it as experts”

Another head teacher who held a different view had this to say:

“This type of leadership style often produces disastrous performance as there is nobody to hold for wrong doing. Lack of effective leader, poor job satisfaction, poor school ecology as other variables that impact on students’ academic performance so I do not encourage that”.

The results are in tandem with Afful-Broni, (2004) who indicated that the laissez-faires terminology is from the French language which means “Let them do what they wish.” There are no hard and fast rules to do anything. It indicates complete freedom or autonomy to staff of the organization. When a wrong person is put in charge, he or she refuses to take action in order not to offend the followers. This type of leadership style often produces disastrous performance as there is nobody to hold for wrong doing.

Research Question 2: What are the effects of head teachers’ leadership styles on academic performance of basic schools in the Kuntanase Circuit of the Bosomtwe District?

To have in-depth understanding of the effects of head teachers’ leadership styles on academic performance of basic schools, four questions were asked during the focus group discussion to answer research question two. These are as follows:

How does your leadership style affect your relationship with teachers?

How does your leadership style affect teachers' instructional capabilities?

How does your leadership style affect teachers in the teaching and learning environment?

How does your leadership style affect curriculum evaluation in the school?

How head teachers' leadership style affect relationship with teachers

On how head teachers' leadership style affect relationship with teachers, majority of the participants reiterated that head teachers leadership style improved interpersonal relationship with staff. A head teacher said;

“My relationship with teachers have improved tremendously due to the kind of leadership am offering in the school”

Another head teacher stated:

“I have a good working relationship with my staff as there is openness and frankness in my administration”

How head teachers' leadership style affect teachers' instructional capabilities

On how head teachers' leadership style affect teachers' instructional capabilities, almost all the participants indicated that head teachers' leadership style impacted greatly on the teachers to improve instruction. One of the head teachers' had this to say:

“The kind of leadership I portray inspires teachers to improve on their instructional abilities to improve students' academic performance”

Another head teacher indicated:

“I have motivated teachers to improve on their lesson delivery to enable students' contribute in class discussions to improve students' academic performance”

How head teachers' leadership style affect teachers in the teaching and learning environment

On how head teachers' leadership style affect teachers' in the teaching and learning environment, almost all the participants indicated that head teachers' leadership style enabled the promotion of conducive and safe learning environment to improve teaching and learning for the success of the school. One of the head teachers' stated:

"I have been able to help provide a serene school climate for effective teaching and learning to improve students' academic performance"

Another head teacher said:

"I have been able to provide additional and decent sanitation facilities and comfortable classrooms for effective teaching and learning to improve performance"

How head teachers' leadership style affect curriculum evaluation in the school

On how head teachers' leadership style affects curriculum evaluation in the school, almost all the participants stated that head teachers' leadership style enabled the evaluation of the curriculum to promote instruction. One of the head teachers' stated:

"I have been able to improve on curriculum evaluation to promote instruction to improve students' academic performance"

Another head teacher said:

"Since I assume duty as the head of this school, I have been able to enhance curriculum evaluation to improve teaching and learning for the success of the school"

All the results are in conformity with Ubben and Hughes's (2001) assertion that heads could create a school climate that improves the productivity of both teachers and students and that the leadership style of the head can foster or restrict school effectiveness. It takes leadership for a school to be transformed and to be successful. Barker's (2001) report portrays head as an individual capable of creating the climate needed to arouse the potential motivation of staff and students. The study indicated that an effective head can turn around a school that lacks direction and purpose to a happy, goal-oriented and productive school.

Likewise, Okumbe (1998) maintains that the most important thing to an organisation is the quality of its leadership, particularly the quality of the head in a school setting. Okumbe upholds that the head is the answer to a school's general development and improvement of academic performance, in that an effective head creates an environment that stimulates an enthusiasm for learning. Barker (2001) posited that students are more likely to thrive when they are in school environment to which they feel they belong and are comfortable, a school environment in which they feel appreciated by teachers. Effective heads should, thus, ensure that their schools nurture and propagate the entrenchment of a human-friendly culture, characterized by basics like safety and orderliness, as well as such less tangible qualities as a supportive, responsive attitude toward the children and a sense by teachers that they are part of a community of professionals focused on good instruction.

Question 3: What challenges do head teachers encounter in their leadership in basic schools in the Kuntanase Circuit of the Bosomtwe District?

To have in-depth understanding of challenges head teachers encounter in their leadership in basic schools, four questions were asked during the focus group discussion to answer research question two. These are as follows:

How is the condition of infrastructure available in your school?

How is the sufficiency of teaching and learning materials in your school?

How is the sufficiency of financial allocation to your school?

How is work and living condition of your school?

Condition of infrastructure available in school

On the condition of infrastructure available in the school, majority of the participants were frank that infrastructure in their schools were in a very poor state.

This is what a head teacher said:

“In fact there is inadequate infrastructure in my school and even the few available are in a poor condition which does not augur well for effective teaching and learning”

Another head teacher also stated:

“In my school, some the infrastructure are in good condition but most of them are in bad condition which needs rehabilitation”

The results is in line with Essah-Hienno (2009) who posited that in Ghana, instructional materials as well as the general conditions of infrastructure in public schools are either inadequate or in poor condition.

Sufficiency of teaching and learning materials

On sufficiency of teaching and learning materials, majority of participants voiced out that teaching and learning materials in their schools are inadequate.

This what a head teacher said:

“There is inadequate teaching and learning materials available and accessible in my school. Sometimes teachers have to improvise for effective lesson delivery”

Another head teacher indicated:

“I have a challenge with teaching and learning materials in my school. I have tried hard to get some from the education office without success”

Sufficiency of financial allocation to the school

On sufficiency of financial allocation to the school; majority of the participants said that financial allocation to their schools normally delay and are inadequate. This is what one of the heads had to say:

“The only financial allocation to basic schools is the capitation grant which always delay from three months in arrears to sometimes six month, so what can we use to manage the school?”

Another head teacher said:

“It sound very pathetic that the meager financial support given to basic school heads to manage schools are not forth coming due to delays”

The results are in consonance with Oredein (2000) who observed that conditions that would make for effective teaching such as financial resources available to teachers in public schools are inadequate. This conditions would definitely show a negative influence on the instructional quality in public schools, which may translate to poor academic performance, attitude and values of students.

Work and living condition of the school

On work and living condition of your school, almost all the participants indicated that work and living condition in their schools were not encouraging at all as they lack some classroom furniture and infrastructure. A head teacher had this to say:

“Condition on the environment in which we work is nothing to write home about. We lack adequate classroom facilities and good sanitation facility”

Another teacher mentioned:

“Head teachers are not even given motivational packages to enable us work effectively in this poor work environment. It’s a pity”

The result agrees with Schwartz (1994) that working conditions of head teacher and teachers play an important role in a school’s ability to attract, retain and motivate good staff. Schwartz further stated that working conditions, which include physical and psychological factors surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees and for that matter teachers will leave the teaching service.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter presents the summary of the findings of the study, conclusions drawn from the findings, recommendations and suggestion for further study.

5.1 Summary

The objectives of the study were to find out the leadership styles exhibited by head teachers in basic schools, determine the effects of head teachers' leadership styles on academic performance of basic schools and to establish the challenges involved in head teachers leadership in basic schools in the Kuntanase Circuit of the Bosomtwe District.

Descriptive survey design was employed for the study. On the research approach, the study adopted the qualitative research design for the study. The target population for the study was head teachers in public basic schools in the Bosomtwe District. The accessible population was 18 head teachers in the 18 public basic schools in the Kuntanase Circuit of the Bosomtwe District.

The researcher employed the purposive sampling technique to select all the 18 head teachers and the basic schools in the Kuntanase Circuit of the Bosomtwe District. Semi-structured interview guide was used to collect data. The researcher employed the Attride-Stirlings guide to thematic network analysis in qualitative research to analyze the transcribed data.

5.2 Main Findings

The study revealed that the kind of leadership styles head teachers in the study area exhibited were that they exhibited democratic leadership style as they always maintained a friendly working relationship with teachers to enable them feel free to approach the head teachers whenever they are in need for the success of the school, listened receptively to teacher's ideas and suggestions in the school so as to arrive at good decisions in the school and also consulted with teachers when facing a problem so that collectively they found solutions to them.

Head teachers also exhibited autocratic leadership style as they made sure teachers were informed of what needed to be done and how it needed to be done and the way the head teacher want it to be done, acted without consulting teachers in times of emergency like when there was students rioting and disturbances and also made teachers know what was expected of them in order for them not to do what pleased them in the teaching and learning process through the scheme of work.

Head teachers again exhibited laissez-faires leadership style as the head teachers did not interfere in teachers work as long as things were working, and teachers who were experts in their fields were doing their work, whatever teachers wanted to do was okay with head teachers so far as teachers were able to do it as experts. Some of the head teachers did not encourage laissez-faires leadership style as they were of the view that, it often produced disastrous performance as there was nobody to hold for wrong doing.

The study also revealed that effects of head teachers' leadership styles on academic performance of basic schools were that it improved teacher-head teacher relationship to promote teaching and learning to enhance school performance,

improved teachers' instructional capabilities to improve performance, brought improvement in the teaching and learning environment and also brought improvement in curriculum evaluation in the school to improve performance.

The study further revealed that the challenges involved in head teachers' leadership in basic schools were poor condition of infrastructure available in the school, inadequate teaching and learning materials, inadequate financial allocation to schools and poor work and living condition of the school.

5.3 Conclusions

It is concluded based on the findings that the head teachers in the area studied exhibited a blend of democratic, autocratic and laissez-faires leadership styles leadership as they maintained friendly working relationship with teachers, consulted with teachers when facing a problem, listened receptively to teacher's ideas and suggestions and also acted without consulting teachers at times which could help improve teaching and learning to promote school performance.

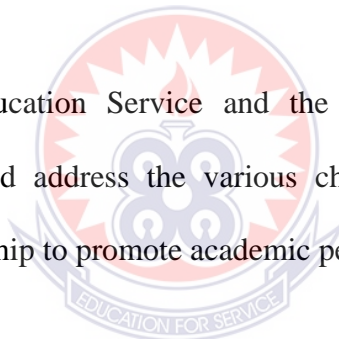
It is also concluded that the head teachers' leadership styles affected teachers positively as it improved teacher-head teacher relationship, improved teachers' instructional capabilities, brought improvement in the teaching and learning environment and also brought improvement in curriculum evaluation which would promote teaching and learning to enhance school performance.

It is again concluded that the challenges head teachers faces in their leadership as the study revealed, if addressed, would go a long way for effective leadership to promote instruction to improve academic performance.

5.4 Recommendations

It is recommended based on the findings that:

1. Ghana Education Service and the Bosomtwe District Director of Education should organize regular workshop for heads on leadership styles to strengthen the existing leadership style which the study has found to have impacted positively on teachers and students performance.
2. Ghana Education Service and the Bosomtwe District Director of Education should organize regular training workshop for heads on the effect of leadership styles on academic performance of schools because even though majority of the respondents were of that view, a few of them did not side with that view.
3. The Ghana Education Service and the Bosomtwe District Director of Education should address the various challenges head teachers face for effective leadership to promote academic performance of the school.



5.5 Suggestions for Further Studies

The study was conducted to investigate the effects of head teachers' leadership styles on academic performance of basic schools in the Kuntanase Circuit of the Bosomtwe District so further study should be conducted in the other basic schools in the remaining metropolitan, municipals and districts of the Ashanti Region

Further study should also be conducted to investigate the effect of head teachers' leadership style on academic performance of basic schools performance in private basic schools in the Bosomtwe District of the Ashanti Region.

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APENDIX A

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND ENTREPRENEURIAL DEVELOPMENT-KUMASI

DEPARTMENT OF EDUCATIONAL LEADERSHIP

INTERVIEW GUIDE FOR HEAD TEACHERS

Dear Participant,

I am a post graduate student of the above named university, conducting a study to investigate the effects of head teachers' leadership styles on academic performance of basic schools in the Kuntanase Circuit of the Bosomtwe District in partial fulfillment for the award of the Master of Arts in Educational Leadership Degree.

Your permission is being sought to respond to questions from the interview guide designed to solicit information for the study. Please, feel free to ask any question that may arise. You may refuse to participate in the study. Thank you for accepting to participate in the study.

1. Leadership styles exhibited by head teachers in basic schools

1. How do you practice democratic leadership style in your school?
2. How do you practice autocratic leadership style in your school?
3. How do you practice laissez-faires leadership style in your school?

2. Effects of head teachers' leadership styles on academic performance of basic schools

1. How does your leadership style affect your relationship with teachers?

2. How does your leadership style affect teachers' instructional capabilities?
3. How does your leadership style affect teachers in the teaching and learning environment?
4. How does your leadership style affect curriculum evaluation in the school?

3. Challenges involved in head teachers' leadership in basic schools

1. How is the condition of infrastructure available in your school?
2. How is the sufficiency of teaching and learning materials in your school?
3. How is the sufficiency of financial allocation to your school?
4. How is work and living condition of your school?

