

UNIVERSITY OF EDUCATION, WINNEBA

LEADERSHIP STYLES OF HEAD TEACHERS AND THEIR PERCEIVED IMPACT ON  
ACADEMIC PERFORMANCE AT BASIC SCHOOL IN THE BOSOMTWI DISTRICT.

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Arts (Educational Leadership) degree**

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## DECLARATION

### STUDENT'S DECLARATION

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

SIGNATURE:.....

DATE: .....

### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines on supervision of dissertation as laid down by the University of Education, Winneba.

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## **DEDICATION**

To my husband Mr. Robert Kwasi Antwi and my children Angel and Andy.



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## LIST OF ABBREVIATIONS

BED	Bachelor of Education
GES	Ghana Education Service
IGF	Internally Generated Fund
MA	Master of Arts
MED	Master of Education
MPA	Master of Public Administration
PHD	Doctor of Philosophy
JHS	Junior High School
SMT	School Management Team
UNESCO	United Nations Educational, Scientific and Cultural Organization
WAEC	West Africa Examinations Council
WASSCE	West Africa Senior Secondary Certificate Examinations

## ABSTRACT

The general low academic performance in Basic Schools have been attributed to teachers' inability to perform their functions well and head teachers' lack of good leadership among others (Osei, 2006; Akyeampong, 2010; Oduro, Dachi & Fertig, 2008). The study sought to find out how leadership styles of Head teachers in Junior high schools in the Bosomtwi district influence teacher performance. The instrument used was the questionnaire and responses were indicated on a five point Likert scale ranging from very strongly agree (5) to strongly disagree (1). A total of 141 members of teaching staff from the four Government Junior High schools in the Bosomtwi municipality were the respondents. The responses were tabulated and the data were put into frequencies, percentages, rank ordering and analysed. Pearson correlation analysis was employed to examine relationships between staff performance and the various leadership styles. The study established that teachers believe that for a head teacher to perform his function very well he/she needs to have further training in educational administration among others. The study established that the dominant leadership style exhibited by head teachers as seen by teachers is the delegating style followed closely by the democratic style. The study also found a significant and positive relationship between teacher performance and both the delegating and autocratic leadership styles of head teachers. The study recommends that authorities should ensure that those being appointed as head teachers have training in educational administration among others. Leadership training should be conducted for head teachers so as to learn how to combine all the various leadership styles for maximum performance.

## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

All over the entire world, the fact still remains that educating a nation is the most vital strategy for the development of the society throughout the developing world (Aikaman & Unterhalter, 2005). Many studies on human capital development agree to the fact that, it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. The principal institutional mechanism for developing human capital is the formal education system of primary, secondary, and tertiary training (Nsubuga, 2003).

Since education is an investment, there is a significant positive correlation between education and economic-social productivity (Aikaman and Unterhalter, 2005). When people are educated, their standards of living are likely to improve, since they are empowered to access productive ventures, which will ultimately lead to an improvement in their livelihoods. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society, but also to impart values, ideas, attitudes and aspirations important for national development. Studies have shown that the education system of Ghana, for some decades now, has experienced a significant and ambitious restructuring process in an attempt to improve the quality of education and produce skillful and knowledgeable people for economic progress and development of the country (Osei, 2006; Tonah, 2009). However, Zame, Hope and Respress (2008) assert that these many educational reforms were intended to develop quality in the educational system and that the focus was not on leadership.

According to Lydiah and Nasongo (2009) the head teacher is the pivot around which many aspects of the school revolve, being the person in charge of every detail of running the school, be it administration or academic. Studies also show that when it comes to students achievements in schools the head teachers' leadership is one factor that determines success and it is therefore, important that performance of a school is appraised against the performance of the person who leads (Dinham, 2005; Townsend, 2007; Lydiah and Nasongo, 2009).

One of the most congruent findings from studies of effective leadership in schools is that authority to lead need not be located in the person of the leader but can be dispersed within the school in between and among people. (MacBeath 1998; Day, Harris, Hadfield, Tolley and Beresford, 2000). There is a growing understanding that leadership is embedded in various organisational contexts within school communities, not centrally vested in a person or an office. A study in USA by McLaughlin and Talbert (2001) that examined principals' effects on teachers' community, instructional practices, and careers found no instances of leaders who created extraordinary contexts for teaching by virtue of their own unique visions; nor did the study reveal any common patterns of strong principals' characteristics. Successful principals turned out to be men and women with varied professional backgrounds who worked in collaboration with teacher leaders and showed respect for the teaching culture. They found various ways to support teachers in getting the job done.

The leadership of these principals was not superhuman; rather, it grew from a strong and simple commitment to make schools work for their students and to build teachers determination and capacity to pursue this collective goal (Copland, 2001).

Day, Harris, Hadfield, Tolley and Beresford, (2000) concludes that, research findings from diverse countries and different school contexts have revealed the powerful impact of leadership processes related to school effectiveness and improvement. Essentially, schools that are effective and have the capacity to improve are led by head teachers who make a significant and measurable contribution to the effectiveness of their staff.

Research on school leaders in Denmark, Scotland, England and Australia by MacBeath (1998) identified a number of characteristics of effective leaders including “Good leaders are in the thick of things, working alongside their colleagues”, “respecting teachers’ autonomy, protecting them from extraneous demands”, and “look ahead, anticipate change and prepare people for it so that it doesn’t surprise or disempower them.” Thus, leadership incorporates the accomplishment of the task, which is an organisational requirement and the satisfaction of employees, which is the human resource requirement (Okumbe, 2007).

Maicibi (2003) contends that, without a proper leadership style, effective performance cannot be realised in schools. Armstrong (2004) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organisation through the direction of the human resources that are the most important organisational asset, leading to the achievement of desired purpose. This can be done through the articulation of the vision and mission of the organisation at every moment, and influence the staff to define their power to share this vision. This is also described by Sashkin and Sashkin (2003) as visionary leadership.

However, Cole (2002) defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not

motivate others to accomplish their tasks effectively. What is performance then and how is it measured in the context of schools? Brumbach (1988), as quoted in Armstrong (2004), contends that performance refers to both behaviours and results, and adjusting organisational behaviours and actions of work to achieve results or outcomes. Behaviours are outcomes in their own right and reactions to the product of mental and physical effort applied to tasks. In school environments therefore, performance should not only be defined in terms of test scores, examination results, students' ability to socially apply what is learnt, and the rate at which students move on to higher institutions of learning, but should consider the achievements of the school in other areas like equipping the learners with the requisite skills for survival.

The rapidly changing school environment means the role of the head teacher is becoming increasingly complex and demanding. However, it still offers a massive opportunity to make a difference to the life chances of young people National College for School Leadership (2001). Considering the key role a school head is expected to play within and outside of the school setting, one cannot fathom how an institution can thrive well without a head teacher. Whatever the case may be there is a need for someone to lead the school in planning, implementing, monitoring and supervising, evaluating policies and activities and also reporting any outcomes in a professional and comprehensive manner.

### **Problem Statement**

The success or failure of achieving schools' goals hinges on the Head teacher's leadership. Machuru and Kaitila (2014) observed that head teachers in best and poor performing schools in some districts in Tanzania exhibited particular leadership style. There seem to be a relationship between leadership interactions and performance in the school system. These

interactions include the Head teachers' role in providing direction, resources and support to staff members and students to improve the teaching and learning process.

The behaviour of leaders has been identified as one of the major factors influencing the productivity of subordinates in any organisation in which the school system is not an exception (Bryman, 1993). Day (2000) remarked that without leadership, an organisation can best be described as a scene of confusion and chaos. According to this author, when leadership in an organisation is effective, there is progress, but when the leadership is defective, the organisation declines and decays. Harris and Muijs (2002) posit that one of the main barriers to leadership concern the 'top-down' leadership model that dominates in many schools. They further asserted that the possibility of teacher leadership in any school will be dependent upon whether the head and senior management team relinquishes power to teachers and the extent to which teachers accept the influence of colleagues' heads.

Despite all the educational reforms in Ghana over the years, students' performance in the JHS final examination has not been encouraging for some time now. Dogbey (2014) who investigated students' performance from WAEC records revealed that students who obtained grades 1- 6 in six subjects which is the minimum entry requirements to progress to High School level was unimpressive. For instance, in 2012 only 12.51% of students obtained these grades. In 2013 students who passed were 10.58%, 2014 (12.95%), 2015 (14.58%), 2016 (26.00%), 2017 (31.19%), 2018 (19.15%), 2019 (28.10%). The average results as gleaned from the various JHS in the Bosomtwi district over a 3 year period by the researcher were 2017(49.52%), 2018(45.5%) and 13.65% for year 2019.

The overall performances have not been remarkable as far as students' examination achievement in JHS is concerned. Sections of the public have however, blamed and criticised the



low level and unsatisfactory student achievements to the teacher (Osei, 2006). Other studies have also blamed poor teacher motivation, inadequate motivation and poor leadership among others (Akyeampong, 2010; Oduro, Dachi and Fertig, 2008). According to UNESCO (2005) absence of efficient and effective leadership, inadequate number of qualified teachers, gaps in teaching and professional competence among others are the main hindrances of achieving quality education. These poor performances could be attributed partially to head teachers leadership styles and teachers output (Dinham, 2005; Townsend, 2007).

Owusu-Asamoah (2004), states that the head's leadership strengths and weaknesses affect the performance of the entire school as his position and role are crucial in educational policy implementation. He further maintains that the head's leadership style which shows in his performance sets the tone and quality of the school. The question of quality of education and the role of the teacher in contributing to bringing about the expected quality continue to be of public concern.

The head teacher however, does not operate in a vacuum but with teachers with the objective of achieving high performance. The focus of studies on leadership in schools has mostly been directed at the head teacher and their influence on students' academic performance, teachers' job satisfaction with little on teachers' performance in terms of professional standards. GES (2010) outlined some performance indicators against which teachers were to be appraised. These included among others punctuality to school and classes, preparation of scheme of work, participating in school activities among others in the school community. The study sought to analyze the leadership styles of the head teachers and the extent to which these leadership styles have influenced academic performance.

The Bosomtwi district was selected for this study because it has received little attention when it comes to studies on head teachers' leadership styles in schools.

In fact, school heads are expected to be both administrators and leaders but there has always been a misconception with regards how they are supposed to function which raises the question as to how effective head teachers are as leaders.

### **Purpose of the Study**

The purpose of the study is to analyze the leadership qualities of head teachers and their impact on schools academic performance.

### **Objective of the Study**

The study sought to achieve the following

1. examine the academic background and personal qualities of Heads required to enhance their performance as perceived by teachers of Basic schools.
2. assess head teachers' leadership style as perceived by their teachers
3. examine the relationship between staff performance and head teachers' leadership style.

### **Research Questions**

In line with the purpose and relating objectives of the study, the following questions were adopted to guide the research:

1. How does the academic background and personal qualities of the head of Basic Schools in Bosomtwi district enhance leadership style?
2. What leadership styles are demonstrated by heads of Basic Schools in the Bosomtwi district?

3. How does the performance of staff relate to the leadership styles of the Head teacher?

### **Significance of the Study**

The identification of problems is must for their effective solution. The study is an attempt to determine the nature, extent and scope of leadership problems faced by the headmasters and headmistresses of the secondary schools.

The study sought to unravel the findings which would contribute towards the improvement of the school environment and hence adoption of proper teaching pedagogy; proper, adequate and effective testing/evaluation practices, all through efficient and effective administrative styles by head teachers.

### **Delimitations**

Though other extraneous factors might affect the performance and output of staff in Junior High Schools, this study has confined itself to the leadership styles of heads of selected Junior High schools in Bosomtwi district. The study captured only teaching staff in Junior High schools even though there are non- teaching staff whose input could have been solicited to enrich the work but for time constraints it could not be included. Teachers were the main focus since they have direct contact with students and the Head teachers' leadership style which also determines how they behave as far as academic activities are concerned.

### **Limitations**

The study was limited to four Junior High Schools in the Bosomtwi District of the Ashanti Region of Ghana, though a few more schools exist which are private. The study however, focused only on four public JHS due to time constraints in data collection and financial

considerations. The results of this research therefore, cannot be generalised to cover all JHS in the District and Ghana as a whole though they may have similar characteristics. The study was affected by the usual limitations associated with questionnaire methods of research such as the problem of return rate of responses and also differences in the levels of comprehension of the concepts on the part of the respondents. Many of the respondents claimed the rate of filling questionnaires in their schools were too much and were reluctant to participate. The researcher was able to retrieve 152 out of a total of 169 administered questionnaires representing 89.94% of retrieval.

### **Organisation of the Study**

The research work is organised as follows: Chapter one presents the background of the thesis, statement of problem, and the objectives of the research as well as the Organisation of the study. Chapter two, deals with the review of relevant literature on the topic. Chapter three is about the methodology of study. Chapter four is the discussion of results and analysis of the data collected. Finally, Chapter five contains Conclusions and Recommendation of the analyzed data.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews literature related to the topic as documented by some writers, theorists, authorities and researchers. Leadership has emerged as a key characteristic of outstanding social arena – governments, business, industry and education in terms of managerial and organisational success and as such has occupied the mind and imagination of man for a long time.

#### **2.2 The Concept of Leadership**

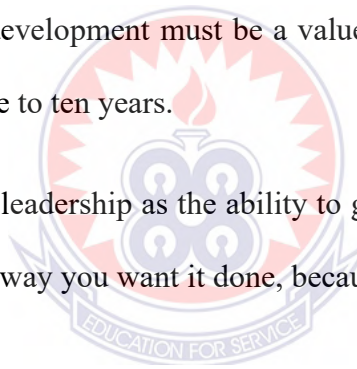
There are several definitions given by different scholars on the concept of leadership. According to Muya (1993), leadership is the lifting of a man's vision to higher sights, the raising of man's performance to higher standard, the building of man's responsibility beyond its normal limitations. Halpin (1969) looks at leadership as consisting of two aspects namely group achievement and group maintenance. This involves the directing of the group towards the achievement of the organizational goals. It also implies the sustenance of the social relationships at work.

McGregor (1960) maintains that leadership over human beings is exercised when persons with certain motives and purposes mobilize, in competition or conflict with others, institutional, political, psychological and other resources so as to rouse, engage and satisfy the motives of followers. Burns (1978) concurs that leadership, unlike naked power wielding is thus inseparable from followers' needs and goals. Sergiovanni (1987) author of the bestseller in search of excellence, describe Leadership in action terms. They say that leadership is many things. It is patient, usually boring coalition building. It is purposeful seeding cabals that one hope will result

in the appropriate ferment in the bowels of the organization. It is meticulously shifting the attention of institution through the mundane language of management systems. It is altering agenda so that new priorities get enough attention. It is being visible when things are going awry and invisible when they are working well. It is building a loyal team at the top that speaks more or less with one voice. It is listening carefully much of the time frequently speaking with encouragement and reinforcing words with believable action. It is being tough when necessary.

Cole (1997) defines leadership as a dynamic process at work in a group whereby one individual over a particular period of time, and in a particular organizational context influences the group members to commit themselves freely to the achievement of group tasks or goals. He continues to say that leadership development must be a value and a process that evolves within the institution over a period of five to ten years.

Manu (2007) also defines leadership as the ability to get a man to do what you want him to do when you want it done, in a way you want it done, because he wants to do it.



### **2.3 Importance of Leadership**

Educational practitioners have recognised leadership as vitally important for education institutions, since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before (Nkata, 2005). The rapid growth of educational institutions and the ever-increasing enrollment will require improved management. Mass education at different levels will also require new leadership approaches in order to enhance efficiency and effectiveness. Schermerhorn, Hunt and Osborn (2000) maintain that leadership is the heart of any organisation, because it determines the success or failure of the organisation. Oyetunyi (2006) posits that in an

organisation such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, students' discipline, and school climate, to mention but a few.

Building a sense of educational development in school structures leads to the realisation that a shared vision focusing on the relationship between school leadership and performance of schools is the only prerequisite for effective standards. Blazing the trail and dominating the field in this direction, scholars and researchers like Mullins (2002) and Maicibi (2003) note that the study of school leadership is necessary to make school activities effective. This argument is further augmented by Sashkin and Sashkin (2003) who contend that leadership matters, because leaders help reduce ambiguity and uncertainty in organisations.

School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance. Linda (1999) has this to say on the influence of school leadership and management on teachers' attitudes to their jobs: "Research findings indicated that there is a positive relationship between teacher morale, job satisfaction and motivation on the type of leadership in schools" p.23.

Indeed, head teachers have the capacity to make teachers' working lives so unpleasant, unfulfilling, problematic and frustrating that they become the overriding reason why some teachers do not perform as expected and some have to exit the profession.

### **Leadership Approaches and Models**

The ways in which leaders behave, and the specific acts by which they play out their leadership roles are based on certain assumptions about human nature. Consciously or

unconsciously, leaders operate on the basis of some personal theory of human behaviour; a view of what their subordinates are like as people.

### **Theory X and Theory Y Approach**

The scientific management and human relations approach to leadership behaviour were given formal expression by McGregor (1960) as Theory X and Theory Y. The Theory X approach assumes that people are lazy, dislike work and therefore must be coerced, led and directed. Theory X is compatible with scientific management and bureaucracy. Bureaucracy is a formal, orderly and rational approach to organising business enterprises. Theory Y assumes that people find satisfaction in their work and function best under a leader who allows them to work towards their goals. This is indeed true in the education situation in the case of the traditional schools with an impeccable culture and strong religious values, where the majority of teachers love teaching; they love their school and hence do not need direction.

In such institutions, control and punishment are not necessary to bring about good job performance. People are industrious, creative and seek challenges and responsibility on the job. However, on the other hand in some new schools and particularly in respect of young teachers, the situation might be different. Some of them do not have the profession at heart, whilst some may have joined the teaching profession by default and, or as a last resort.

Theory Y is compatible with Maslow's view that people seek inner satisfaction and fulfillment of our human capacities towards self-actualisation. It is also compatible with the human relations movement in management and with the participative, democratic style of management. An example of the application of Theory Y is management by objectives.



## **Leadership Perspectives**

In terms of leadership perspectives, Cheng (2002) proposed a layer perspective of leadership in response to the complexity and multiplicity in the current context of educational management. He asserted that leadership could be conceptualised as a layer including three levels of leaders and three domains of leadership influence. The three levels of leaders he suggested are namely individual, group and the institution head/individual staff, or a group of staff members, or all members in the educational institution may provide whole institution leaders. Cheng (2002) further postulates that in the layer conception, the leadership process is an influencing process from the whole leader layer to the various constituencies or stakeholders.

## **Situational/Contingency Approaches to Leadership**

There are diverse, complex situations in schools that demand diverse leadership skills (Oyetunyi, 2006). The head teacher with adequate skills will assess the situation and choose the appropriate leadership style that will be effective for a situation rather than try to manipulate situations to fit a particular leadership style. Dunklee (2000) claims that leadership in schools is a situational phenomenon as it is based on the collective perception of people working in the schools, linked to the norms and is affected by the rate of interaction among members of the school.

The essence of a contingency approach as reported by Oyetunyi (2006) is that leaders are most effective when they make their behaviour contingent upon situational forces, including group member characteristics. In other words, the type of group and some other factors determine the behaviour of the leader. Thus, situational/contingency theory emphasizes the importance of situational factors, such as the nature of the task and the characteristics of

subordinates. This means that the best style of leadership is determined by the situation in which the leader works.

### **Theories of Leadership**

Leadership has evolved over time and has taken different forms. Views on leadership theories have been changing over the years. Oyetunyi (2006) asserts that the leadership paradigm has changed over the last decades; and that it has transited from the traditional leadership approaches to the new perspectives. Schermerhorn et al. (2000) and Hoy and Miskel (2001) categorise trait, behavioural and situational or contingency theories under traditional leadership perspectives, and charismatic and transformational leadership theories under the new leadership perspectives.

According to Nkata (2005), leadership theories recognise that effective leadership depends on the interaction of three factors namely: the traits and behaviours of the followers, the characteristics of the followers and the nature of the situation in which leadership occurs. The following leadership theories provide scholars with a vision and introduce leadership behaviours that may assist head teachers and leaders of educational institutions to better manage their institutions in different situations.

### **Trait Theories**

Trait theories are part of the traditional leadership theories that focus on the transactional process in which a leader gives something to followers in exchange for their satisfactory effort and performance in the task (Cheng, 2002). Trait theories investigate the personal characteristics of successful leaders. These theories consider the innate qualities or traits characteristic of good

leaders. Such theories are based on the opinion that leaders are right and leadership is rooted in the authority of their righteousness (Oyetunyi, 2006).

Like the theories associated with great men, the trait perspective assumes that great leaders are born with distinguished traits/characteristics that make them different from other people. Successful school leaders were described by Omar (2005) in terms of their personal attributes, interpersonal abilities, and technical management skills.

Personal attributes include humour, courage, judgment, integrity, intelligence, persistence, work ethic, vision, and being opportunity conscious; interpersonal abilities include being outgoing, team builder and compassionate. Technical management skills include producing results, resolving conflicts, analysing and evaluating problems, the ability to enhance the work environment, and goal oriented (Bensimon, Neumann & Birnbaum, 2000). Stogdill (in Sashkin and Sashkin, 2003) also found that leaders were a bit more intelligent, outgoing, creative, assertive, responsible and heavier than average people, although he contradicted himself later by concluding that a person does not become a leader because of a combination of traits since the impact of traits differs according to situation.

However, while the early emphasis on individual personality and talent is no longer viewed as the sole determinant of a good leader, an appropriate combination of personal characteristics is seen as an important contribution to effective leadership. According to Rowley (1997), the following characteristics are generally viewed as being important: intelligence, initiative and self-assurance. From the study of traits/characteristics, it can be inferred that the trait theory framework can be used to identify potential leaders.

## **Behaviour Theories**

Behaviour theories examine whether the leader is task oriented (initiating structure), people oriented (consideration), or both. Studies conducted at the University of Michigan and Ohio State University in 1945, established two major forms of leader behaviour namely: employee-centered/consideration and production-centered/initiating structure. An employee-centered leader is sensitive to subordinates' feelings and endeavours to fulfill their concerns. On the other hand a production-centered leader has, as the major concern, accomplishment of the task. While it is desirable that a leader be high on both considerate and initiating structure, Hoy and Miskel (2001) assert that it may be difficult to match a leader's behaviour with effectiveness if appropriate behaviour cannot be linked to different situations, as situational factors affect the effectiveness of the leader's behaviour. It is the bid to give consideration to situational factors that led to the birth of situational/contingency theories.

Under the behavioural theories are leadership styles expounded in Blake and Mouton's leadership grid and Likert's Management System. Likert's research cited in Oyetunyi (2006) which studied various firms and organisations, including schools and universities, involving many managers and employees, head teachers and teachers; revealed four basic styles of management on a continuum from system one to four: System I: Authoritative-Coercive; System II: Authoritative Benevolent; System III: Consultative; and System IV: Participative.

## **Fiedler's Contingency Theory**

Fiedler (1967) was the first to develop this leadership theory, which shows that a situational variable interacts with a leader's personality and behaviour. He believes that leadership style is a reflection of the underlining need-structure that prompts behaviour. He is of the opinion that leadership styles are constant. Thus, leaders do not change styles, but they

change the situation. Northouse (2013) describes this theory as leader- match theory which tries to match leaders to appropriate situations. Robbins and Judge (2010) assert that there are two ways to improve leader effectiveness, thus changing leaders to match the situation or change the situation to match the leader. The bone of contention here is that a leader's effectiveness depends on the situation which implies that a leader may be effective in one situation or organisation, but not in another. This theory is used to establish whether a person's leadership style is task-oriented or relationship oriented and if the situation (leader-follower relationship, task structure and level of authority) matches the leader's style to maximize performance.

Leadership is largely determined by the favourableness of the situation at hand, which implies the extent to which the situation allows the manager to exert influence on the subordinates. He further conceptualises the situation in terms of its favourableness for the leader, ranging from highly favorable to highly unfavourable. He states that the greater the control exercised by the leader, the more favourable the situation is for him/her. The favourableness of the situation is determined by three factors. In the order of importance, leader-follower relations come first. This measures how well the followers and the leader get along, and how he/she is accepted by the followers. A high degree indicates good leader- follower relations and a low degree indicates poor leader-follower relations.

The second factor is task structure, which measures the extent to which the tasks clearly specify goals, procedures and standard of performance. A structured task is routine, simple and easily understood. It is perceived to be more favorable because the leader needs not be closely involved whereas unstructured task is ambiguous and complex and this is not favorable for it demands the leader to guide and direct the activities of the staff members.

The last one is the level of formal authority to punish or discipline, promote, assign work, recommend for promotion and to fire. If the level of authority is high, the situation is favourable, but if the leader's ideas especially, with regard to reward and punishment have to be approved by someone else, it means the situation is not favourable. Under this theory good relationship, a structured task and either high or low position of power leads to a very favourable situation for the leader, but a poor relation, an unstructured task and either high or low position of power create very unfavorable situations for the leader.

The theory is criticised by a number of researchers because it does not tell specifically in terms of behaviour what a leader needs to become effective. It is therefore not helpful in terms of providing recommendations and training on how to become a more effective leader.

### **Cognitive Resource**

Theory Cognitive resource theory is an approach to leadership that focuses on the interaction between leaders' cognitive resources like intelligence, technical competence, job-related knowledge and job performance and stress. The level of the leader's cognitive ability is related to the nature of the plans, decisions and strategies that will guide the actions of the subordinates. The better the leader's abilities, the more effective the plans, decisions and strategies. If the subordinates support the leader's goals and if the leader is not under inordinate stress, then the leader's programs are likely to be implemented.

Cognitive theories have important implications for perceptions of the leader's effectiveness. In many situations, leaders may not have measurable outcomes other than social attribution, or the tendency of their constituents to assign to them the credit or blame for unusual institutional outcomes. From this perspective, leaders are individuals believed by followers to be

responsible for particular events. Leaders themselves, in the absence of clear indicators, are subject to cognitive bias that can lead them to make predictable errors of judgment and to overestimate their effectiveness (Bensimon et al., 2000).

This theory depicts an approach to leadership in which leadership effectiveness is determined by the interaction between the leader's personal characteristics and aspects of the situation. According to Hoy and Miskel (2001), this approach proposes two basic hypotheses: that leadership traits and situational factors have a direct effect on school effectiveness. Referring to the school situation, these scholars explain further that the level of motivation and ability of both teachers and students are related to the goal attainment of schools. Also, the socio-economic status of students in a school relates to the students' achievement on standardised tests. Hoy and Miskel (2001) uphold the fact that it is likely that the situational characteristics of a school have greater influence than a leader's behaviour on leadership effectiveness. Thus, it is concluded that it is possible for one type of leader to be effective in one set of circumstances and ineffective in another, while under another set of circumstances, a different type of leader is effective.

### **Path-Goal Theory**

Path-Goal theory is the leadership theory that focuses on the kinds of behaviours leaders should exercise to allow their subordinates to achieve their personal and organisational goals. Leaders can increase their subordinates' motivation, satisfaction and job performance by administering rewards that depend on the achievement of particular goals. Effective leaders will help employees reach personal and organisational goals by pointing out the paths they should follow and providing them with the means to do so (Evans, 1998). Under this theory there are four leadership styles that leaders can adapt to facilitate employee attainment of goals: (1)

Directive leadership where the leader tells subordinates what they should do and how they should do it; (2) Supportive leadership where the leader shows concern and support for the subordinates (3) Participative leadership where the leader allows subordinates to participate in decisions that affect their work; and (4). Achievement-oriented leadership where the leader sets challenging goals for subordinates and emphasizes high levels of job performance.

However, under this theory, the leadership style that will be most effective depends on characteristics of the situation and of the subordinates; although in most instances leaders must be flexible and adopt whichever style is appropriate.

### **Cultural and Symbolic Theories**

Occasionally, effective leaders give symbolic meaning to events that others may regard as perplexing, senseless, or chaotic. According to Omar (2005), these leaders do so by focusing attention on aspects of college life both familiar and meaningful to the college community. Leaders may play an important role in creating and maintaining institutional sagas. The role of academic leaders in the preservation of academic culture may be even more critical today than in the past, because increased specification, professionalism, and complexity have weakened the values and beliefs that have provided institutions with a common sense of purpose, commitment, and order.

Although leaders may not be able to change the current culture through management, their attention to social integration and symbolic events may enable them to sustain and strengthen the culture that already exists (Bensimon et al., 2000). Strategies of change that make sense to institutional members, and are therefore likely to elicit acceptance and support may depend upon leaders' understanding of an organisation from cultural perspectives.



These leaders may be required to act as anthropologists uncovering the organisational culture by seeking to identify metaphors embedded in the language of the college community.

Leaders may become more effective by using symbols that are consistent with the institution's culture (Bensimon et al., 2000). A critical analysis of the leadership theories bring to the fore the significance of leadership styles in the effective management of education institutions. Theories of leadership styles are of much value to leaders attempting to improve their performance in different organisations, some of which, like in a school setting, are to raise the motivation of teachers and other staff, help them accept changes, improve morale, diminish stress, reduce workload, increase innovation, and improve human relations.

### **Leadership Styles**

Leadership style refers to the way in which the functions of leadership are carried out and a particular behaviour applied by leaders towards subordinate staff. Most often, the importance attributed to leader behaviour stems from the presumed effect of the leader's behaviour on his subordinates' performance and job satisfaction. This is evidenced that leadership style affects subordinates' performance and attitudes. Leadership style is of great importance to the leader and the extent to which one varies his leadership style both deliberately and consistently to suit the situation, the faculty group and the leader's personality will determine his success.

Different researchers and academicians alike have come up with different leadership styles. Every leader in every organisation performs certain roles/tasks for the smooth operation of the organisation and improvement of organisational performance. The manner in which the leader performs these roles and directs the affairs of the organisation is referred to as his/her leadership style (Oyetunyi, 2006). According him, leadership style therefore is the way a leader

leads. Some leaders are more interested in the work to be done than in the people they work with, whilst others pay more attention to their relationship with subordinates than the job.

The leader's emphasis on either the task or human relations approach is usually considered central to leadership style. Ball (1987) as reported in Linda (1999) identified the following leadership styles that emerged in the course of his research in British secondary schools: the interpersonal, managerial style, adversarial and the political style or authoritarian style. He describes interpersonal head teachers as being typically mobile and visible with a preference for consulting with individuals rather than holding meetings. They like to sound out ideas and gather opinions. Such head teachers will frequently reiterate to teachers the importance of bringing complaints and grievances to them first of all. Ball (1987) pointed out that this type of leadership style is particularly effective at satisfying teacher's individual needs, and that grievances and staff turnover tends to remain low.

On the other hand, he continues, head teachers with managerial styles adopt a leadership style that parallels that of a manager in industry: The use of management techniques involves the importation into the school structures, types of relationships and processes of organisational control from the factory. The managerial head is chief executive of the school, normally surrounded by a Senior Management Team (SMT). The head teacher relates to the staff through this team and through a formal structure of meetings and committees (Leithwood, Jantzi and Steinbach, 1999). According to Bush (2003) the managerial leadership style has certain advantages, notably for bureaucratic systems, but there are difficulties in applying it too enthusiastically to schools and colleges because of the professional role of teachers.

The adversarial leadership style is typified by confrontational dialogue between the head teacher and the teachers. Here headship emphasizes persuasion and commitment. Some staff will be unable or unwilling to participate in this form of organisational discourse. Some find it unhelpful; others are unwilling to devote the time and energy necessary to get their points of view across.

Authoritarian leadership was depicted as being distinct from adversarial leadership by its focus on asserting rather than persuading. Such a head takes no chances by recognizing the possibility of competing views and interests. Opposition is avoided, disabled or simply ignored. No opportunities are provided for the articulation of alternative views or the assertion of alternative interests, other than those defined by the head as legitimate. Indeed the authoritarian may rely, as a matter of course, on conscious deception as a matter of organisational control (Ball, 1987).

Leaders express leadership in many roles, amongst others, formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh, 2002). Goleman (2000) gives six types of leadership styles, which are: coercive, authoritative, affiliative, democratic, pacesetter and coaching.

### **Coercive Style**

The coercive style often creates a reign of terror, bullying and demeaning his/her executives, roaring with displeasure at the slightest problem. Direct reports get intimidated and stop bringing bad news or any news, in fear of getting blamed for it, and morale plummets. This leadership style is least in most situations, and has a negative impact on organisational climate. The extreme top down decision-making kills ideas on the vine, their sense of initiative and

ownership plummet, so they feel little accountability for performance. The coercive style should be used with extreme caution, as in during a crisis term, for its impact is ruinous to the group.

### **Authoritative Style**

Vibrant enthusiasm and clear vision are the hallmarks of the authoritative style. This leadership, research has shown, drove up every aspect of the organisational climate. This leader motivates people by making it clear to them how their work fits into the larger vision of the organisation. People understand that what they do matters and why, thus maximizing commitment to the organisation's goals and strategies.

The standards for success and the rewards are clear, but people have great freedom to innovate and flexibility in accomplishing the goals. This style works well in almost any business situation. It works best when the organisation is adrift and the authoritative leader charts a new vision.

A limitation is if the leader works with a group of experts or peers who are more experienced. They may see the leader as pompous or out of touch. If the leader becomes overbearing, she or he may undermine the egalitarian spirit team.

### **Affiliative Style**

The coercive leader says "Do what I say". The authoritative leader says "Come with me". The affiliative leader says "people first". The affiliative leader is a master at creating a sense of belonging and building relationships. He tries to create harmony and build strong emotional bonds, which all have a positive effect on communication and loyalty. This style has a positive impact on flexibility, as people talk, trust and share information with each other. The affiliative leader gives people freedom to innovate, and positive feedback that is motivating. The affiliative

leader tends to have feelings of his or her people and is open with their own feelings. This style works well in general, and is particularly good when trying to build team harmony, increase morale, improve communication or repair broken trust. When people need directives to navigate through complex challenges, this style can tend to leave people feeling rudderless. Alternating the authoritative style of creating a clear vision road map, with the caring nurturing approach of the affiliative leader, and you have a potent combination.

### **Democratic Style**

By spending time getting people's buy-in, the leader builds trust, respect and commitment. Because the democratic leader affords people a say in decisions that affect their goals and how they do their work, it drives up flexibility, responsibility and keeps morale high. Its impact on environment is not as positive as some of the other styles. Its drawbacks are the endless meetings, where consensus remains elusive and people can end up feeling confused and leaderless. This style works best when the leader is uncertain about direction and needs guidance or for generating fresh ideas for executing the vision. In times of crisis, consensus may not be effective.

### **Pacesetting Style**

This style, like coercive, should be used sparingly (Goleman, 2000). The leader sets high expectations, exemplifies them by him/her self and is obsessive about doing things faster and better, and expects that of everyone else. Poor performers get replaced, yet this style destroys organisational climate. Morale drops when people feel overwhelmed by the demands for excellence. Although guidelines may be clear in the leader's head, they are not clearly articulated so that people understand them. People often do not feel that the leader trusts them to work in their own way, so flexibility evaporates and work becomes task focused. This approach works

well when employees are highly skilled and self-motivated professionals like R&D groups or legal teams. Given a talented team, they get the job done on time (Goleman, 2000).

### **Coaching Style**

This style is used the least often, since leaders say they do not have the time to help people grow. This is a powerful tool, and has a positive impact on climate. Coaching improves results, even though the focus is on self-development, because it has a way of pushing up the drivers of climate. Coaching helps commitment, because of the message that the leader believes in you. Flexibility and responsibility are up, because people feel cared about and free to experiment and get feedback. This style is not effective when people want to be coached, and want to improve performance. This style makes little sense when someone is resistant to changing their ways. In some companies, a part of the annual bonus is tied to leader's development of direct reports.

According to Hersey and Blanchard (1998), in the Situational Leadership Model, there is no best style of leadership or way to influence the people. The style to be used depends on the readiness level of the people the leader is attempting to influence and this produces four distinct styles. The model displays the interaction of two separate and distinct leadership orientations – task and relationships. The task behaviour defines the extent to which the leader engages in spelling out the duties and responsibilities of an individual or group. Relationship behaviour entails listening, facilitating and supporting behaviours. They go on to say that anyone of the four leadership styles may prove effective in a given situation. The four styles are:

- I. Style 1 (Telling): this style requires a leader to tell members what to do by providing specific instructions and closely supervise performance.

- II. Style 2 (Selling): This style focuses on the leader in ‘selling’ decisions by trying to explain, persuade and clarify group members to accept them
- III. Style 3: This calls for a participating style where the leader participates as members in consulting, sharing ideas and facilitating in decision-making.
- IV. Style 4: This style delegating, describes leaders who permit members the opportunity to function within limits to solve problems or accomplish task. Then they turn over responsibility for decisions and implementations.

### **Leadership Studies Related to Head teachers**

A considerable amount of research has been conducted into the impact on staff of different leadership styles. A research study conducted by Ball (1987) identified four leadership styles in the British secondary schools. These included the interpersonal and the managerial styles and the political style, which he subdivided into the adversarial and authoritarian styles. The interpersonal head was described as typically “mobile” and “visible”, with reference to consulting with individuals rather than holding meetings. Such heads of schools tend to sound one idea and gather opinions (ibid).

This style of leadership is particularly effective at satisfying teacher’s individual needs and usually staff turnover is low but decision-making is not focused and teachers may feel very frustrated and insecure. This kind of leadership may create a sense of exclusiveness from decision-making on the part of the teachers who are members of the SMT. This might bring about the isolative culture in schools, which is frequently referred to as the “us” and “them” hierarchical structure in schools (ibid).

The adversarial leadership style is typified by confrontational dialogue between the head and the teachers. They speak of the rows, battles and challenges. In this kind of scenario leadership is very much a public performance the emphasis is upon persuasion and devotion (Ball, 1987 as cited in Evans, 1998). Adversarial heads are always preoccupied with issues that reflect quality ideology rather than administration procedures.

Authoritarian leadership is distinct from adversarial leadership by focusing on asserting rather than persuasion. In this kind of leadership, Ball found that teachers are typically acquiesced because they feel intimidated or confront head teachers. This kind of leadership is associated with disputed decisions. In some cases there were limited chances of success on the part of the teachers since one of the key features of authoritarian leadership is posing challenges to policy and decision-making.

The coercive style leader often creates a reign of terror, bullying and demeaning his subordinates, roaring with displeasure at the slightest problem. Subordinates get intimidated and stop bringing bad news or any news in fear of getting bashed or blamed for it, and the morale of the workers plummets. Nsubuga (2008) conducted a study which sought to analyse the leadership styles of head teachers and school performance of secondary schools in Uganda where it was revealed that the greater the use of autocratic principles, the poorer the learners' academic performance.

The democratic leadership was associated with leaders showing confidence and trust in subordinate staff. The staff was free to talk to their leaders, while leaders were willing to listen to ideas from staff, and did not use fear to make staff implement policy. It was also found that the democratic or autocratic leadership style had a significant impact on job satisfaction of the staff.



Where the democratic leadership style was used, staff did not use negative behaviour or ways of making their dissatisfaction or frustration felt and vice versa whilst the autocratic style was associated with the negative behaviour and such behaviour included writing or using verbal attacks on their leaders and colleagues, coming late to work and absenteeism.

Iqbal (2010) revealed that teachers working under a democratic style of leadership were more satisfied than teachers working under other styles of leadership. Omeke and Onah (2011) established that democratic leadership style exerts positive influence on teachers' job satisfaction. Employees are satisfied with democratic leadership because their opinions, comments and suggestions are needed for decision-making (Obi, 2003). Nsubuga (2008) revealed that most school managers used the democratic style of leadership in Uganda which was also corroborated by Adeyemi (2010) for schools in Ondo state in Nigeria..

The school head uses the democratic leadership style to build trust, respect and commitment because the style allows people to have a say in decisions that affect their goals and how they do their work. Mutuku (2005) noted that a democratic system is an integrated approach to management. Nakola (2011) established that heads who were perceived to be exhibiting democratic style had a considerably highly motivated staff as they consulted with them on the proposed actions, decision and encouraged participation from them.

The laissez-faire leadership style involves a noninterference policy, allows complete freedom to all workers and has no particular way of attaining goals. Here the leader allows the employees to make decisions although the leader is still responsible for the decisions made. The style is not the best to use in the school's organization because complete delegation without

follow-up mechanisms may create performance problems, which are likely to affect the school's effectiveness.

This is in agreement with MacDonald's (2007) study of laissez-faire leadership which indicated that it is associated with the highest rates of truancy and delinquency and with the slowest modifications in performance which lead to unproductive attitudes and disempowerment of subordinates. Nsubuga (2008) study revealed negative correlation between the laissez-faire leadership style and the school performance in secondary schools. It established that head teachers who use the leadership style tend to fail to follow up on those they have delegated tasks to and consequently performance declines. Nthuni (2012) study revealed that teachers who were led by head teachers who practiced laissez faire style of leadership were demotivated to a large extent based on leadership factors singled out by the researcher.

Mumbe (1995) conducted a study to investigate the head teacher's leadership style and job satisfaction of teachers in primary schools in Busia, sub district of Uganda. In this study, the researcher concluded that the democratic style affected the teacher's job satisfaction positively and motivated teachers to work harder towards the achievement of school objectives. The autocratic leadership style on the other hand was found to have a negative impact on the teachers' job satisfaction. Conversely the laissez-faire leadership style did not affect the teachers' job satisfaction. In this study it was also concluded that teachers in Busia town were in favour of the democratic leadership style.

Sigilai and Bett (2013) conducted a study to determine the influence of head teachers' leadership styles on their effectiveness in public primary school curriculum implementation in Bomet sub-county in Kenya. The study found that there were no statistically significant

relationship between head teachers' leadership style and their effectiveness in managing curriculum implementation in public schools. In their conclusion they suggested that head teachers develop and use various leadership styles in school management because no one leadership style is suitable for all situations.

Machuru and Kaitila (2014) who studied the influence of leadership styles on teachers' job satisfaction observed that poor performing schools in Songea and Morogoro districts of Tanzania were dominated by the use of autocratic leadership style. It was also discovered that the best performing schools used democratic leadership style. They concluded that, there is a significant correlation between democratic leadership style and high teachers' job satisfaction which possibly translated into good performance. Adeyemi (2010) however, found a significant positive relationship between autocratic leadership style and teachers job performance in secondary schools in the Ondo State of Nigeria.

Different studies have indicated that for excellent academic performance the schools need committed, hardworking and well-motivated staff. It takes good leadership to get the best out of the teachers. According to Linda (1999), if school leaders and managers are to get the best out of the teachers whom they lead and manage, they need to understand what makes teachers tick. The importance of leadership and collegial support as motivators has been emphasized in many studies. Where these factors are reported as sources of satisfaction or motivation, it is evidently the recognition and approbation which they provide for teachers that is important.

### **Relationship between Head-Staff Performance**

It is widely recognised and agreed that one of the key factors influencing school effectiveness is the nature and quality of the leadership provided by the school head.

The Head teacher is expected to play a critical and determining role in achieving the central purpose of the school and this entails the extent to which the Head teacher succeeds in attaining the school's goals and objectives. The head teachers' role is to promote academic performance and the success of what is done in the school is attributed to him or her. The head teacher is the pivot around which many aspects of the school revolve, being the person in charge of every detail of running the school, be it administration or academic (Lydia and Nasongo, 2009). When it comes to students achievements in schools the head teachers' leadership is one factor determining that success and it is therefore, important that performance of a school is appraised against the performance of the person who leads (Dinham, 2005; Townsend, 2007; Lydia and Nasongo, 2009). According to Commonwealth Secretariat (1993), an effective head should be professionally competent in that he should have a wide range and up-to-date knowledge and skills including the ability to initiate, direct, communicate and delegate.

The Head teacher should have good relations with pupils, staff and parents. An effective Head teacher should create confidence, control his emotions and inspire his followers. The needed behavioural element of a productive school staff makes it imperative that the Head teacher balances task accomplishment behaviour with human relations behaviour. Leadership behaviour that elicits the right mix or combination in both task accomplishment and human relations dimensions promote higher degrees of follower satisfaction and group performance.

Salfi, Hussain and Virk (2014) established that the essential leadership qualities of an effective and good school leader as perceived by teachers, head teachers and district school managers were that a good and effective leader should have a blend of professional, personal and social qualities. The main qualities suggested by the majority of participants in the study were; knowledge about organisational behaviour and leadership; awareness of the required managerial

skills; commitment and experience; communication skills; role modelling; efficient use of time; high levels of knowledge; understanding and confidence; attitude towards profession; high developed personal qualities that is integrity, sympathetic, loving, loyal and devoted.

It is evident that the Head teacher who tends to emphasize mainly on trusting relationships with followers ignoring task accomplishment would fail to achieve organisational objectives. On the other hand, the Head teacher who concentrates more on task accomplishment behaviours neglecting the feelings, emotions and needs of the members will militate against accomplishing a task. A Head teacher who is insensitive and inflexible can never be successful in bringing the best in his followers.

Melton (1994), states that staff competence which relates specifically to expect performance in the place of work is defined as adequate for the purpose suitable, sufficient, legally qualified, admissible and capable. In a sense then, competence in staff performance refers to adequate preparation of the teacher as a professional to teach and to effect change in his pupils. He further posited that there were positive correlation between scholarship and teaching effectiveness. He pointed out that teacher knowledge has proved to be a more successful predictor particularly of teaching performance.

Staff satisfaction and morale are attitudinal variables which reflect positively or negatively feelings about a situation or person. The state of staff members' morale reflects the extent of one's satisfaction as applied to the degree to which personal and professional needs are met in the performance of roles. When members of staff perceive their morale as low, they also perceive the total institution as low to staff satisfaction. The teaching work itself is a potential source of either satisfaction or dissatisfaction. High staff satisfaction and morale are exhibited in

members of staff displaying a high sense of commitment and loyalty, working co-operatively and accepting the educational philosophy underlying the curriculum.

Members of staff should see their work environment as a pleasant, creativity-inducing and supportive to enable them give off their best. Ghana Education Service (2010) outlined some indicators for appraising the performance of teachers which include among others punctuality to school and classes, preparation of scheme of work, participating in school activities in the school community. A coordinated culture develops from a dynamic combination of strong imaginative and transforming leadership within a forward looking school community, in which consistent values, philosophy and ideology permeate all decision-making. The role of the Head teacher in cultural development is potentially very powerful and fundamentally very important, constituting an element of effective leader behaviour.

The Head teacher as the leader needs to be conversant with the fundamental processes by which decisions are made in his institution so as to improve teaching and learning effectiveness. Good and timely decisions earn leaders the support of subordinates and increase leaders' power of influence.

There is considerable evidence that teachers desire a more active and meaningful role in decision-making. Members of staff are eventually the implementers of decisions and that if decisions are not acceptable to teachers, they would find means of making them unworkable or would not make any concrete efforts to make them work. Only decisions, which enjoy the blessings of the staff, are likely to be implemented with maximum effort.

Communication is the basic process in an institution since it pervades the entire garment of managerial behaviour and as such should be one of the most important skills of the Head

teacher. Since Head teachers must deal with people, they must develop their ability to lead, motivate and exchange information effectively with those around him. The ability to get along with many diverse types of people and exchange information with them is vital for an effective Head teacher. If the Head teacher is not able to communicate with his staff the best strategic plan is lost. Communication can make or break down a system since communication effectiveness is directly proportional to a leader's attitude. Good communication involves understanding people, being informed, thinking and making value judgments, contributing to goals, keeping others informed, understanding informal transmission modes, sending non-verbal messages, listening and staying positive (Gardner, 1998).

According to Gardner (1998), the purpose of the group is best served when the leader helps followers to develop their own initiative, strengthens them in the use of their own judgment and enables them to grow and become better contributors. An important leadership behaviour which the Head teacher should exhibit, is delegating both responsibility and authority to staff thereby empowering them to take ownership of their work and actions.

The significant point is the fact that the various leadership functions be performed well and not who performs them. Accountability on the part of members of staff should be enforced since it is an integral part of responsibility and authority. The Head teacher also needs to know how much authority should be given away to balance and strengthen the Head teacher's leadership skill. The effective Head teacher should indulge in motivational delegating which helps the staff to reach their potential and enhance the leader's positive force, which should be dynamic.



The authority of the Head teacher must be communicated, structure must be imposed and timing is important. One characteristic of effective Head teacher is the setting and maintenance of authority line and consequently, Head teachers should establish an authority line between acceptable and unacceptable behaviour. Rewards and encouragement should be employed as a means of making members of staff feel appreciated for what they do. Chapman and O'Neil (1998), posit that there were three basic sources of leadership power that go with the position, personality power generated by force of the individual and knowledge power which is power that is derived from special skills or knowledge. However, some positions call for more emphasis on one source than the other according to the situation. All leaders have sources of power but it is the way power is exercised that determines whether or not the leader is effective.

Handling power is an important factor when one considers that the ultimate source of a leader's power is his followers. Head teachers can improve their power of influence in the way they handle power, realizing that followers, especially empowered followers are their real power source. Power manifests itself in communication, delegation of assignments and essentially in decision making. Nothing impresses members of staff more than a Head teacher who protects his authority line with conviction.

Melton (1994) discovers that the strongest teacher expectation was to the effect that the school Head teacher always backs them in matters involving discipline. The Head teacher should support his staff on issues and problems of student discipline. The effective Head teacher should maintain control and seen to be in control because the absence of it enables everybody to go in different directions and members fragment instead of being cohesive. If disorder continues anarchy sets in and consequently defeats the purpose of leadership in getting people to work towards a common goal.



The momentum of the Head teacher should set the tempo for his subordinates to follow. The strength of a positive force to a large degree is dependent upon the Head teacher's attitude which manifests itself in action. When there is absence of positive forceful leadership, lethargy takes over and lassitude prevails. Followers are then left uninspired and ultimately enhanced. The Head teacher should be sufficiently dynamic to build positive expectations in the minds of the followers. That is the Head teacher should communicate the impression that he being the leader is in charge whenever in the presence of the followers. A team results that pull together a common goal into higher heights.

### **Lesson Learnt from Literature**

Despite recognition of the importance of leadership, however, there remains a certain mystery as to how to define it. The definitions so far has revealed differences and it appears each author might have been informed by their predispositions, organizational situation and belief. Van et al. (2008) and Yukl (2010) seem to have same understanding in which according to them leadership is when a group is influenced to achieve a goal or objective but it was not clear whose responsibility it was to influence whether within or without the group. Sashkin and Sashkin (2003) and Vroom and Jago (2007) definitions looked at leadership as transforming and motivating people but was not specific on what it was to achieve. Oyetunyi (2006) emphasizes leadership as an individual directing and making decisions but the objective for doing that was not mentioned which is similar to Jacques & Clement (1991). Northouse (2010), Peretomode (2012) and Atta et al. (2000) seem to have the same understanding of leadership in a member or individual influences a group to achieve a goal. Botha (2005) also believes that leadership is achieving goals by motivating people but was not clear who performs the duty of influencing.

However, the definitions suggest several components central to the phenomenon of leadership. Some of them are as follows: (a) leadership is a process, (b) leadership involves influencing others, (c) leadership happens within the context of a group, (d) leadership involves goal attainment, and (e) these goals are shared by leaders and their followers. The very act of defining leadership as a process suggests that leadership is not a characteristic or trait with which only a few certain people are endowed at birth. Defining leadership as a process means that leadership is a transactional event that happens between leaders and their followers.

A further look at leadership as a process means that leaders affect and are affected by their followers either positively or negatively. The purpose therefore, is to motivate, inspire and influence people's attitude and behavior to accomplish set goals for a group.

For the purposes of this study the definition of Peretomode (2012) is adopted as head teachers are required to set in motion processes by which teachers are persuaded, inspired, influenced in their attitudes, behaviours and actions of which their activities are directed so they work enthusiastically toward the accomplishment of set goals in the school for improved performance.

The ways in which leaders behave, and the specific acts by which they play out their leadership roles are based on certain assumptions about human nature. Consciously or unconsciously, leaders operate on the basis of some personal theory of human behaviour; a view of what their subordinates are like as people.

The Theory X and Theory Y approach looked at both management and human relations. The Theory X assumed people are lazy and dislike work and therefore must be coerced, led and directed whilst the Theory assumes that people find satisfaction in their work and function best

under a leader who allow them to work towards their goals. This approach is a carburation of the management and human relations approach, whose one focuses on work whilst the other on people.

In the situational or contingency approaches the leaders assesses the situation and choose the appropriate leadership style (Dunklee, 2004; Oyetunyi, 2006). Leadership theories recognize that effective leadership depends on the interaction of the three factors namely; the trust and behaviours of the followers, the characteristics of the followers and the nature of the situation in which leadership occurs. The trust theory considered the innate qualities or bait characteristics of good leaders (Omar, 2005; Bensimon et al., 2000; Rowley, 1997). Hoy and Miskel (2001) were of the view that it may be difficult to match a leader's behavior with effectiveness if appropriate behavior cannot be linked to different situations, as situational factors affect the effectiveness of the leaders' behavior.

Fiedler contingency theory was developed by Fiedler (1967) with the believe that leadership style is a reflection of the underlining need-structure that prompts behavior. Northouse (2013) describes it as leader- match theory which tries to match leaders to appropriate situations. The problem is it does not tell specifically in terms of behavior what a leader needs to become effective.

The cognitive resource theory leadership effectiveness is determined by the interaction between the leader's personal characteristics and aspects of the situation (Hoy and Miskel, 2001). In conclusion what this theory sought to establish is that it is possible for one type of leader to be effective in one set of circumstances and ineffective in another, while under another set of circumstances a different type of leader in effective.

Path - Goal theory focuses on the kinds of behaviours leaders should have exercise to allow their sub ordinates to achieve personal and organizational goals. There are four leadership styles that leaders could be adopt to facilitate employee attainment of goals which were: Directive leadership, Supportive leadership, Participative leadership and Achievement –oriented leadership.

Leadership styles refer to the way in which the functions of leadership are carried out and a particular behavior applied by leaders towards subordinates. The manner in which the leader performs these roles and directs the affairs of the organizations is referred to his or her leadership style (Oyetunyi, 2006). Gewirtz (2002) gives six leadership styles as: Coercive style, authoritative style affiliative style, democratic style, pacesetting style and coaching style.

Hersy and Blanchard (1998) assert that in a situational leadership model, there is not best style of leadership or way to influence the people. They outlined four leadership styles as; Telling (autocratic), Selling (persuasive), Participative (democratic) and delegating. Various researchers have conducted studies that relates to leadership by Head teachers. Amongst them is Ball (1982) who identifies four leadership styles in British Secondary Schools which are interpersonal, managerial, adversarial and authoritarian styles.

Igbal (2010) and Omeke and Onah (2011) assert that teachers working under democratic leadership styles were satisfied under that atmosphere. This assertion is further collaborated by Obi (2003), Nsubuga (2008) and Nakola (2011). Machuru and Kaitila (2014) in their study of influence of leadership styles on teachers' job satisfaction in Tanzania observed among others that poor performing schools were dominated by autocratic leadership style.

This finding also supports work by Mumbe (1995). However, Sigilai and Bett (2013) in their study on influence of head teacher leadership styles on their effectiveness did not find any statistically significant relationship between head teachers' leadership style and their effectiveness. They concluded that head teachers develop and use various leadership styles in management because no one leadership style is suitable for all situations.

Leadership behaviour that elicits the right mix or combination in both task accomplishment and human relations dimensions promote higher degrees of follower satisfaction and group performance. When it comes to students achievements in schools the head teachers leadership is one factor determining success and it is therefore, important that performance of a school is appraised against the performance of the person who leads (Dinham, 2005; Townsend, 2007; Lydia and Nasongo, 2009).

The effective Head teacher should maintain control and seen to be in control because the absence of it enables everybody to go in different directions and members fragment instead of being cohesive. If disorder continues anarchy sets in and consequently defeats the purpose of leadership in getting people to work towards a common goal (Melton, 1994).

The literature reviewed so far looked at the definition of leadership, the approaches and theories, leadership styles and empirical works by various researchers, heads and their relationship with teachers and how they have contributed in the achievement of excellence in Senior High schools. From the literature, leadership is both an individual property in that it is a combination of personal attributes and abilities and a process since it requires the leader to set goals motivate followers and create a supportive and productive culture to maximise staff performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Introduction**

This chapter describes the procedures adopted in investigating into the relationship between the leadership role and staff performance in some selected technical institutions in the country. The description covers the research approach, research design, study design, study area, population of study, sample and sampling procedures, data collection issues, instrument design, ethics, field challenges and data preparation and analysis.

#### **Research Design**

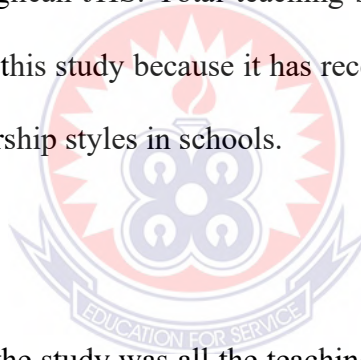
The research design used in this study was the descriptive sample survey. The descriptive sample survey design as pointed out by Gay (1992) involves collecting data in order to test hypothesis or answer questions concerning the current status of the subject of the study. Best and Kahn (2003) have argued that descriptive design is concerned with conditions or level of performance that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing. In a sample survey, the researcher draws a sample from the population of interest and based on their responses generalizations are made about the population.

The descriptive sample survey was deemed appropriate as attempts were made by the researcher to describe some aspects of the population by selecting unbiased sample of individuals who were asked to complete questionnaires. The descriptive sample survey design was also chosen because in considering the purpose of the study, the research questions and the

magnitude of the target population, it was the most appropriate design which could lead the researcher to achieve the purpose and to draw meaningful conclusions from the study.

### **Study Area**

The study was conducted within the Bosomtwi district which is located along the littoral area of Ashanti region. Bosomtwi district has various schools comprising both public and private schools. At the public level, there are 75 Kindergarten, 82 Primary Schools, 71 Junior High Schools and 4 Senior High Schools, while at the private level; there are 63 Kindergarten, 59 Primary Schools, 44 Junior High Schools and 4 Senior High schools. The study however, focus on the 4 main JHS in the, Bosomtwi district namely; Aputuogya D/A JHS, Sawua D\A JHS, Feyiase D\A JHS and Jachie Anglican JHS. Total teaching staff strength of these schools was 300. The district was selected for this study because it has received little attention when it comes to studies on head teachers' leadership styles in schools.



### **Population of Study**

The target population for the study was all the teaching staff of the four (4) public Junior High schools in the Bosomtwi district namely; Aputuogya D/A JHS, Sawua D\A JHS, Feyiase D\A JHS and Jachie Anglican JHS.

### **Sample and Sampling Procedures**

Given that the teaching staff population was 300, it is important and logical to determine a sample size for the study. Bartlett, Kotrlik and Higgins (2001) consider that a sample size should be determined either by direct calculation using statistical formulas appropriate to the nature of the study or by reference to tables which set out recommended sample sizes for given

populations. Referring to the table developed by Bartlett et al. (2001) and with a population of 300 and to ensure a 5 percent margin of error, the sample size required for the study was 169.

To represent equal proportion of sample of teachers in each Junior High school, William's (1977) formula was used. This was done by dividing the targeted sample teachers (169) with the total number of teachers in the sample JHS (300) and multiplied by total number of teachers in each school. The simple random technique was used where the entire individuals in the defined population had an equal and independent chance of being selected as members of the sample.

### **Data Collection Issues**

In order to investigate the head teacher's leadership style and the teachers performance both primary and secondary source of data were used. Primary source were head teachers and teachers by expecting that, they have better exposure, experience and firsthand information regarding the issue under the study.

One major challenge encountered during the period of the research had to do with questionnaire administration and retrieval. Many of the respondents claimed the rate of filling questionnaires in their school was too much and were reluctant to participate. The researcher was able to retrieve 152 out a total of 169 administered questionnaires representing 89.94% of retrieval. Out of the 152 questionnaires that were returned 11 were badly filled and therefore were rejected. Total responses used for the analysis was 141 which was considered excellent by Mugenda and Mugenda (2003).

The researcher supplemented the data collection process with her observations and informal interviews.



## **Instrument Design**

The main data collection instrument was the questionnaire developed following the procedure outlined by Cohen and Manion (1994). Some items were modifications or selections that were identified from available literature. The questionnaire was made up of 5 sections ranging from A – E. Section A consisting of respondents qualification, work experience and present rank in Ghana Education Service. The aim of this specific information was to ensure that respondents were the appropriate one needed for the research i.e. those teachers who have spent some number of years in the schools and had obtained enough professional training in order to identify leadership role activities.

Section B had multiple items and was designed to elicit information on the personal qualities and academic qualification of the head teacher. Section C of the questionnaire was about the teachers views concerning the leadership style of the Head teacher. The four item questionnaire gleaned from Heresy and Blanchard (1998) was for teachers to indicate their preference for the kind of leadership style perceived to be exhibited by their heads for maximum performance. Section D carried multiple questions relating leadership styles of Head teachers and staff performance.

Section E solicited for suggestions and recommendations on how to improve head teachers leadership style. The basic structure of the questionnaire was a five point Likert scale. The Likert scale is commonly used in survey research and it is used to measure respondents' attitudes by asking the extent to which they agree or disagree with a statement or question. The five scale Likert was weighted in descending order and interpreted as follows; 5 Very strongly agree; 4 strongly agree; 3 Agree; 2 strongly disagree; 1 Disagree

## **Ethics Consideration**

Ethical concerns were observed in this study. Permission to conduct this study was sought from the relevant authority at the University of Winneba, the Heads of the Junior High schools involved. Consent was also sought from the respondents and the aim of the study was explained to them. Teachers were allowed to participate voluntarily. Names of the respondents and of schools were not disclosed. All data collected during this study was kept confidential and used to meet the objectives of this study only.

## **Data Preparation and Analysis**

The collected data was coded and analysed using Statistical Package for Social Sciences (SPSS). SPSS was used for coding the answered questions and generating the relevant information. The collected data was statistically analysed using both descriptive and inferential statistics. To make issues clearer and give visual impressions on the scores obtained, frequencies and percentages were used in building tables to determine the dominant head teacher leadership styles as perceived by teachers. This ensured that the data was clearly understood and applied to provide answers to the questions raised in the research. Descriptive statistics indicating means and rank orderings was used to assess the responses to all items of the instrument. Pearson product moment correlation coefficient was used to establish the relationship between head teachers' leadership styles and teacher performance. To make reliable inferences from the data, the correlation was subjected to tests significance at  $\alpha = 0.05$ .

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **Introduction**

The main focus of this chapter was to present the results of the study and discuss the findings in relation to theoretical and empirical evidences. The results are also compared and contrasted with prior studies. Possible reasons are offered for any differences or similarities in the results of this study and prior studies. The results and discussions are limited to the influence leadership style of head teachers have on the performance of staff in Basic Schools in the Bosomtwi District. The implications of the findings are also presented in this chapter. The chapter is specifically presented in the following order: the general data characteristics and discussions of the specific objectives.

#### **Questionnaire Return Rate**

From a sample of 169 respondents, a total of 141 were successfully completed. This gave return rate of 83.43%. The findings of this study are based on these responses. According to Mugenda and Mugenda (2003), a response of 50% is adequate for analysis and reporting. A rate of 60% is good and response rate of 70% and above is excellent. The response rate of 83.43% was satisfactory to make conclusions for the study.

#### **Descriptive Statistics of Respondents**

To analyse the data collected on the study variable, the study first examined the descriptive characteristics of the data. The descriptive statistics was used to analyse the statistical consistency or inconsistency of the variables. The descriptive statistics are grouped into three ideally. The researcher first examined the characteristics of the respondents (teachers) who assessed their current head teachers; examined the academic qualification of the head teachers

and their personality; and the leadership style exhibited by these head teachers. Table 3 to 7 represents the results of the descriptive statistics. The table indicates the descriptive statistics of the variables collected through the administration of questionnaires in the schools in the Bosomtwi District.

**Table 1: Sex of Respondents**

Sex	Frequency	Valid Percent
Male	110	78.0
Female	31	22.0
Total	141	100.0

**Source: Field survey, Mensah (2020)**

As can be seen in table 3, the majority of respondents (110) were males representing 78.0%. This indicates that the teachers in JHS in the Bosomtwi district are dominated by male teachers. The female teachers represented 22 % (31).

**Table 2: Qualification of Respondents**

Qualification	Frequency	Valid Percent
MEd	20	14.2
MBA	20	14.2
BEd	98	69.5
Diploma	2	1.4
Bsc	1	0.7
Total	141	100.0

**Source: Field survey, Mensah (2020)**

In terms of academic qualification of respondents majority have a least a first degree 70.2 % (99 respondents) which is a prerequisite for teaching in JHS. This further shows that majority of the teachers in schools were well qualified. A total of 28.4 % (40 respondents) have a second or master's degree. Two (2 respondents) representing 1.4% have diplomas

**Table 3: Number of Years of Teaching Experience**

Years of teaching	Frequency	Valid Percent
1-5	52	36.9
6-10	27	19.1
11-15	28	19.9
16-20	22	15.6
21-30	6	4.3
31 and above	6	4.3
Total	141	100.0

**Source: Field survey, Mensah (2020)**

Again, the respondents have different years of experience as indicated in table 5. Majority of teachers have between 1-5 years of teaching experience indicating that quite a number of these teachers are relatively new in the teaching profession as far as JHS is concerned. The analysis shows that category 1-10 years of experience constitute 56% (79 respondents), 11-20 years of experience constitute 35.5% (50 respondents) and 21 and above years of experience also constituted 8.6% (12 respondents).

**Table 4: Rank in GES**

<b>Rank</b>	<b>Frequency</b>	<b>Valid Percent</b>
Deputy Director	4	2.8
Assistant Director	44	31.2
Principal Superintendent	82	58.2
Senior superintendent	11	7.8
Total	141	100.0

**Source: Field survey, Mensah (2020)**

In terms of rank in the Ghana Education Service a total of 82 respondents constituting 58.2% are principal superintendents forming the majority. Assistant Directors form second largest of respondent in terms of rankings in the municipality with 31.2 % (44 respondents). Senior superintendents and Deputy Directors were 7.8 % (11 respondents) and 2.8% (4 respondents) respectively. The ranks indicate that the respondents are well placed to understand responsibilities and leadership styles of their heads.

**Table 5: Age of Respondents**

<b>Age</b>	<b>Frequency</b>	<b>Valid Percent</b>
18-24	6	4.3
25-30	23	16.3
31-40	40	28.4
41-50	53	37.6
51- above	19	13.5
Total	141	100.0

**Source: Field survey, Mensah (2020)**

From the analysis it was established that the majority of teachers in Basic schools in the Bosomtwi District are within the age range of 41-50 years constituting 37.6 % (53 respondents). From the table it was also observed that relatively younger teachers were the least on the staff list of the SHS, which is 4.3 % (6 respondents). Teachers whose ages were above 50 numbered 19 with a percentage of 13.5. In all, the ages of the respondents were fairly distributed

### **Analysis of the Study Objectives**

It has been established from the tables above that the respondents are all qualified and competent enough to give critical assessment of the influence of leadership style on performance of their staff. The objectives of this study are to establish the academic background and personalities of the head teachers; assess head teachers' leadership style demonstrated; examine the relationship between staff performance and head teacher's leadership style; examine leadership style in relation to roles expected of heads by staff of Basic schools to influence performance; and evaluate suggestions or recommendations made by staff of Basic schools on how head teachers should improve their leadership style

### **Academic Background and Personal Qualities of Heads of SHS**

The first objective of the study sought to examine the academic background and personal qualities of Heads of Basic schools to determine its effectiveness as perceived by teachers in the schools. According to Jacques and Clement (1991), a leader can carry others in a direction through competency and commitment. Thus assessing the head teachers' background will inform the researcher how effective his/her leadership will be (Sigilai and Bett, 2013).

**Table 6: Qualification and Qualities of Head teachers as Expected by Respondents to Enhance Performance**

ITEM	1	2	3	4	5	Total	Mean
Has a Master's degree	21 15%	10 7%	38 27%	47 33%	25 18%	141 100%	3.3
Has a Bachelor's degree	4 3%	11 8%	30 21%	38 27%	58 41%	141 100%	4.0
Has taught more than 10 years	2 1%	12 9%	10 7%	49 35%	68 48%	141 100%	4.2
Has further training in educational administration	3 2%	2 1%	17 12%	53 38%	66 47%	141 100%	4.3
Has good health	4 3%	0 0	23 16%	63 45%	51 36%	141 100%	4.1
Has mental health	23 16%	1 7%	10 7%	52 37%	55 39%	141 100%	3.8
Neat in appearance	2 14%	3 2%	11 8%	73 52%	52 37%	141 100%	4.2
Can be trusted	4 3%	2 14%	27 19%	54 38%	54 38%	141 100%	4.1
Able to mix well with peers	5 4%	5 4%	27 19%	50 35%	54 38%	141 100%	4.0
Courageous in facing problems	4 3%	11 8%	15 11%	58 41%	53 37%	141 100%	4.0
Capable of settling disputes between groups and individual	5 4%	7 5%	15 11%	66 47%	48 34%	141 100%	4.0

**Source: Field survey, Mensah (2020)**



In this section the respondents were asked to indicate how academic qualification and behavior of head teachers enhance or negatively affect their effectiveness from their point of view using a five point rating scale in order of '5' as very strongly agree and '1' as strongly disagree.

As can be observed from the table 8, 18% of respondents very strongly agreed to the fact that Head teachers should have a masters' degree. Another 33% also strongly agree whilst 27% also supported this assertion. Overall, 78% of respondents believed that a head should have a master's degree to be able to function well, with the 22% thinking otherwise. The level of agreement has a mean score of 3.3 indicating respondents have some level of acceptance.

On the issue of Head teacher possessing a degree, 41% of respondents very strongly agreed to this assertion. Another 27% of respondents had strong agreement whilst 21% were also in agreement. Put together 89% of respondents believed that a least a Head teacher of a Basic school should have a degree in order to function properly. A total of 11% did not agree. The mean score for this assertion is 4.0 which mean that overall respondents very strongly think a degree is a prerequisite for becoming a Head teacher.

On the issue of whether or not for someone to perform well as Head teacher, that person should have teaching experience of 10 years, 48% of respondents strongly agreed to the assertion. Another 35% of respondents also strongly agrees whilst 10% also agreed, bringing the total number of respondents consenting to 97%. Dissenting views constituted 3%. The mean score was however, 4.2 indicating that respondents very strongly endorse this assertion that for one to become head teacher he/she must have taught or be in the teaching profession for about 10 years of experience (Salfi, Hussain & Virk, 2014).

Approximately 47% of respondents very strongly believed that for a head teacher to perform creditably he/she must have gone for further training in educational administration. Again, another 50% also had a strong agreement to the assertion. Those disagreeing were 3% indicating that they did not believe further training is required for high performance. A mean of 4.3 was recorded implying that respondents very strongly agree to this assertion. This claim is in support of the Commonwealth Secretariat (1993) study which concluded among other things that an effective head of school should have up to date knowledge in skills including ability to initiate.

On the question of whether or not a head teacher must have good health to perform his functions as expected, 36% of respondents were positive, thus very strongly agreed to the assertion. Another 45% and 16% also believed that good health was an important issue for effectiveness. In deed an unhealthy person will find it difficult to perform in any endeavor. Those who did not see it important were in the minority with 3% of total respondents. The mean value recorded was 4.1 which indicates that majority of respondents very strongly believe that for head teacher to be on top of his job he/she must have good health.

On the issue of mental health 39% very strongly asserted to the claim whiles 37% also strongly believed same. Seven percent (7%) also somewhat agreed with 23 dissenting. This indicates that 23% of respondents do not think having sound mental is needed to be able to take the right decisions among others. An overall mean of 3.8 was recorded indicating that most respondents believe strongly that this claim is very important.

The study further revealed that 38% of respondents very strongly believed that a head teacher must be someone who can be trusted by subordinates.

Another 57% also had the same believe of trust. However, 17% did not think so. The mean score was 4.1 which imply that generally most of the respondents think that for a head teacher to perform properly he/she should earn the trust of their direct reports.

A total of 38% of respondents very strongly agreed to the assertion that head teachers should have the ability to mix with their peers and also their direct reports while 35% also strongly believed in this claim. Overall, 92% of respondents saw this assertion as important to the success of the head teacher. However, 8% had dissenting views, thus disagreeing. The mean score was 4.0 which indicate that respondents highly believe that their heads should be able to have good rapport relationship with them confirming Stogdill (1974) who among other things posits that leadership is relationship with a group and promotion of group integration.

A total of 37% respondents very strongly agreed to the fact that it was very imperative for their head to be courageous in facing problems rather than hide behind the scenes. Another 41% also strongly agreed while 11% more also have the believe. In total 89% consented whilst 11% dissented. The mean value was 4.0 indicating that the majority of respondents believed that head teachers should be courageous to overcome challenges as well as taking risk in the face of uncertainties.

A total of 34% of respondents very strongly agreed to the assertion that for a head teacher to function as expected he/she should have the capacity to settle disputes between staff members and individuals in the various schools. A further 57% also have the same sentiments. Meanwhile, 9% thought otherwise thus they did not see this as an issue needed to enhance the work of a head teacher. However, the mean score was 4.0 indicating a very strong endorsement.

From the above analysis, it is very clear that respondents or teachers in JHS in the Bosomtwi District strongly agree to the fact that, for head teachers to perform their functions very well the listed and discussed academic and personal qualities are very necessary.

Mean scores of responses to the items in table 8 were further analysed in the order of their magnitude. The mean scores ranged between 3.3 and 4.3 as shown in the table 8.

From the table, further training in educational administration was ranked first with a mean score of 4.3. Closely followed is at least 10 years of teaching experience with a rating of 4.2. The two rankings indicate that respondents believe that for a head teacher to be very effective he/she should have had a further training in educational administration and also have a least 10 years teaching experience.

Ranking third was neat appearance with a rating of 4.2 indicating that respondents believe that that a head teacher in a JHS should always appear neat, smart and confident. The fourth ranked with a rating of 4.1 is good health and closely followed by trust occupying the fifth position. The sixth, seventh, eighth and ninth ranks had the same rating of 4.0. The tenth ranked was mental health with the eleventh being having a master's degree. The study has revealed that respondents think having a master's degree not necessarily a strong point to be given the position of head teacher.

### **Head teachers Leadership Styles**

Empirically, it has been established that head teachers in schools demonstrate different leadership styles which results in varied performances of their staff. The assessment of leadership styles of head teachers in accordance with the styles postulated in the study by Heresy and Blanchard (1998). Their study established four leadership styles namely telling style - autocratic; selling style-persuasive; participating style- democratic and delegating style.

**Table 7: Responses on Head teachers' Leadership Style Demonstrated as seen by Staff****Members**

ITEM	1	2	3	4	5	TOTAL	Mean
Telling teachers what to do and providing specific instructions	13 9%	17 12%	32 23%	67 48%	12 9%	141 100%	3.3
Making decisions and trying to explain and pursue teachers to accept them	2 21%	19 14%	36 26%	57 40%	7 5%	141 100%	3.1
Sharing ideas and facilitating in decision making	4 3%	16 11%	36 26%	64 45%	21 15%	141 100%	3.6
Permitting teachers to accomplish task within limits defined by the head teacher	7 5%	4 3%	22 16%	77 55%	31 22%	141 100%	3.9

**Source: Field survey, Mensah (2020)**

According to the above table 10 the average rating that requires the head teacher to tell subordinates what to do were 3.3 indicating a fair endorsement. It also implied that 80% or 111 respondents agreed that this leadership style was exhibited by their head teachers. This also confirms a study by Nsubuga (2008) who reported that Head teachers in some selected secondary schools in Uganda use this type of style.

The leadership style which calls for the head teacher making decisions and trying to explain and persuade subordinates to accept them have a mean score of 3.1 which means respondents (71%) did not strongly associate their Heads' leadership to persuasive style and this relates to works by MacDonald (2007) and Omeke and Onah (2011).

In the case of leadership style where the head teacher shares ideas and facilitates in the decision making process an average of 3.6 was recorded representing 86% of respondents. This indicates a relatively high level of agreement that Head teachers in the Bosomtwi District practice this leadership style. This also corroborates works by Gewirtz (2002).

The fourth style which permits teachers to accomplish task within limits defined by Head teachers had a mean score of 3.9 representing 93% of respondents. This is ranked first which implies that majority of respondents believe that this type leadership style is the dominant in the Bosomtwi District. This type of style results in a motivated atmosphere and feeling of self-worth among the teachers (Iqba, 2010 and Nsubuga, 2008). However, theorist and researchers have essentially argued that any one of the leadership style is effective so long as it is appropriately matched with the task of the group (Heresy & Blanchard, 1998). In this section, the researcher has established a basis for the existence of empirical leadership style in Basic schools in Bosomtwi District. The results confirm other studies results (Sashkin and Sashkin, 2003; Dinham, 2005; Townsend, 2007; Lydiah and Nasongo, 2009; Salfi, Hussain and Virk, 2014).

### **Relationship between Head Teachers Leadership Styles and Staff Performance**

The research question sought to investigate the relationship between head teachers' leadership styles and teacher performance in Basic schools in the Bosomtwi District. Pearson correlation coefficient was used and the interpretation of results was based on Devore and Peck's (1993) recommendation that in assessing resultant correlation coefficients, coefficients less than 0.5 represent a weak relationship, coefficients greater than 0.5 but less than 0.8 represent a moderate relationship, and coefficients greater than 0.8 represent a strong relationship.

**Table 8: Pearson's Correlation of Head teachers' Leadership Styles and Teacher Performance in Basic Schools in the Bosomtwi District**

Variables	Autocratic leadership style	Selling leadership style	Participatory leadership style	Delegating leadership style
Make scheme of work for each term	.26** (.00)	.04 (.60)	.03 (.77)	.23** (.00)
Complete my scheme of work for each term	.31** (.00)	.05 (.53)	.13 (.13)	.34** (.00)
Punctual at school and classes	.23** (.01)	-.12 (.16)	-.02 (.86)	.16 (.06)
Give homework regularly	-.05 (.59)	-.20* (.02)	-.04 (.61)	-.09 (.32)
Attend meetings regularly and on time	.04 (.68)	-.05 (.58)	.19* (.02)	.10 (.25)
Participate in extra curricula activities	-.09 (.28)	-.20* (.02)	-.02 (.85)	.19* (.03)
Able to meet deadlines	-.01 (.96)	-.13 (.14)	-.02 (.78)	.23** (.01)
Overall performance	.31** (.00)	.05 (.53)	.13 (.13)	.34** (.00)

\*\* . Correlation is significant at the 0.01 level (2-tailed). \* . Correlation is significant at the 0.05 level (2-tailed). p values in brackets

The Pearson correlation results in Table 10 revealed a relatively weak but significant positive relationship between teachers making scheme of work for each term and the autocratic ( $r = .26$ ,  $p = .00$ , 2-tailed) and delegating ( $r = .21$ ,  $p = .00$ , 2-tailed) leadership styles. With respect to selling ( $r = .04$ ,  $p = .60$ , 2-tailed) and participatory ( $r = .03$ ,  $p = .77$ , 2-tailed) leadership styles there was a weak positive relationship that was not significant.

The analysis also show that there is a relatively weak but significant positive relationship between teachers ability to complete their scheme of work for each term and the autocratic

( $r = .31$ ,  $p = .00$ , 2-tailed) and the delegating ( $r = .34$ ,  $p = .00$ , 2-tailed) leadership styles. There was a weak positive relationship between teachers ability to complete their scheme of work in each term and the selling ( $r = .05$ ,  $p = .53$ , 2-tailed) and the participatory ( $r = .13$ ,  $p = .13$ , 2-tailed) leadership styles but was not significant statistically.

In terms of teachers punctuality to school and classes there was a weak but a significant positive relationship between the autocratic ( $r = .23$ ,  $p = .01$ , 2-tailed) leadership style. There was however, an insignificant weak and negative relationship between punctuality and selling ( $r = -.12$ ,  $p = .16$ , 2-tailed) and participatory ( $r = -.02$ ,  $p = .86$ , 2-tailed) leadership styles. With respect to delegating ( $r = .16$ ,  $p = .06$ , 2-tailed) the relationship was weak and positive and also not significant.

The correlation results also showed a significant but weak and negative relationship between teachers ability to give homework regularly and selling ( $r = -.20$ ,  $p = .02$ , 2-tailed) leadership style. The relationship was also insignificant, weak and negative between the autocratic ( $r = -.05$ ,  $p = .59$ , 2-tailed), participatory ( $r = -.04$ ,  $p = .32$ , 2-tailed) and delegating ( $r = -.09$ ,  $p = .32$ , 2-tailed) leadership styles.

There was a significant weak and positive relationship between teachers attending meetings regularly and on time and the participatory ( $r = .19$ ,  $p = .02$ , 2-tailed) leadership styles of head teachers. There was also an insignificant, weak and positive relationship between the autocratic ( $r = .04$ ,  $p = .67$ , 2-tailed) and delegating ( $r = .10$ ,  $p = .25$ , 2-tailed) leadership styles. The result again showed an insignificant, weak and negative relationship between the selling ( $r = -.05$ ,  $p = .58$ , 2-tailed) leadership style.



With regards to teachers participating in extra curricula activities the result showed that there is a significant but weak negative relationship between selling ( $r = -.20$ ,  $p = .02$ , 2-tailed) and weak and positive relationship between delegating ( $r = .19$ ,  $p = .03$ , 2-tailed) leadership styles. The autocratic ( $r = -.09$ ,  $p = .28$ , 2-tailed) and participatory ( $r = -.02$ ,  $p = .85$ , 2-tailed) leadership styles were weak and negatively related and also not significant.

In terms of teachers ability to meet deadlines the result showed that there is a weak but a significant positive relationship between the delegating ( $r = .23$ ,  $p = .01$ , 2-tailed) leadership style. The rest, that is autocratic ( $r = -.01$ ,  $p = .96$ , 2-tailed), selling ( $r = -.13$ ,  $p = .14$ , 2-tailed) and participatory ( $r = -.02$ ,  $p = .78$ , 2-tailed) leadership styles were weak and negatively related and also not significant.

The correlation results between the overall teacher performance and the leadership styles showed that there is a weak but significant positive relationship between the delegating ( $r = .34$ ,  $p = .00$ , 2-tailed) leadership style. This finding was however, contrary to studies by Nsubuga (2008), MacDonald (2007) and Nthumi (2012). They further posit that this leadership style does not enhance performance but rather leads to demotivation and unproductive attitudes among others.

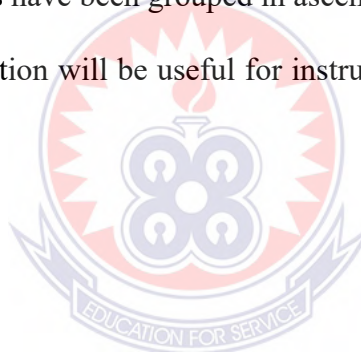
The autocratic ( $r = .31$ ,  $p = .00$ , 2-tailed) leadership style was also weak and positively related with overall teacher performance and significant at 0.00 level of significance. The result was also consistent with Adeyemi (2010). This finding was however, contrary to the findings made by Sigilai and Bett (2013) and Machuru and Kaitila (2014). The finding of this study indicating significant relationship between autocratic leadership style and teachers' job performance shows that in certain situations, the more authoritarian a leader is, the more

effective the subordinates. This implies that many teachers need to be coerced by the principal before they could improve on their job performance.

The correlation result also indicated a weak and insignificant positive relationship between selling ( $r = .05$ ,  $p = .53$ , 2-tailed) and participatory ( $r = .13$ ,  $p = .13$ , 2-tailed) leadership styles.

### **Suggestions or Recommendations Made by Staff of SHS on how Head Teachers could Improve their Leadership**

Below are the suggestions put forth consistently by the respondents and these suggestions and recommendations have been grouped in ascending order of which appeared most in the analysis. This recommendation will be useful for instructing and training head teachers in the Bosomtwi District.



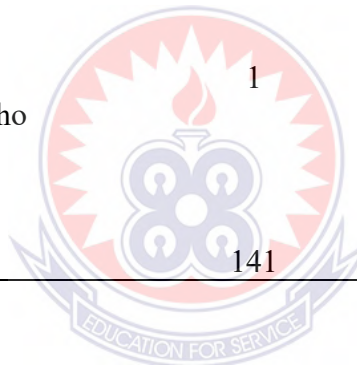
**Table 9: Suggestion and Recommendations from Respondents**

<b>Suggestions and Recommendation</b>	<b>Frequency</b>	<b>Percentage</b>
Adequate training in school management and administration and school-based in-service training be made a prerequisite for headship	27	19.15
The staff must be encouraged to participate in the decision making process	19	13.48
The head teachers should do away with factions and treat all teachers equally	18	12.77
Extrinsic motivation should be provided to the teachers	15	10.64
Head teacher should develop good interpersonal relationship	14	9.93
Delegate powers to appropriate person by choosing carefully	13	9.22
The headmaster should adopt democratic style of leadership to run the school effectively	11	7.8
The headmasters must be made to account to the staff members on issues concerning money	6	4.26
Should visit teachers when the need arises not only when he is cautioning them	5	3.55



**Table 9 Continued**

Keep staff members fully informed in all matters/decisions	3	2.13
Should adopt leadership style that suit the environment	3	2.13
Head masters must know the strength and weaknesses of teachers	4	2.84
He must maintain his focus and not to lose his sense of purpose	1	0.7
Head teachers should always solicit for funds for infrastructural activities through sponsorship than regularly relying on IGF	1	0.7
GES must consider appointing MBA and MPA degree holders who have education qualification and teaching experience to head Basic Schools	1	0.7
	141	100



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATION

#### Summary of Findings

The research was conducted to determine the type of leadership styles exhibited by head teachers as seen by their staff, establish the extent to which academic qualification and personal qualities enhances or otherwise the work of heads. The researcher also sought to examine how teaching staff performed under the leadership styles established in the study and also solicit for recommendation from respondents on how they thought leadership could be improved in their various schools.

The instrument used was the questionnaire and responses were indicated on a five point Likert scale ranging from very strongly agree (5) to strongly disagree (1). A total of 169 questionnaires were administered out of which 152 of them were returned representing 89.94% recoveries. Out of the retrieved, 11 were badly filled and therefore rejected. A total of 141 questionnaires were however, used in the analysis. Respondents were members of staff from the four Government Junior High schools in the Bosomtwi District who were selected randomly. The responses were tabulated and the data were put into frequencies, percentages and simple means and analysed.

In this chapter, the findings of the study are summarised and conclusions drawn. Recommendations are made and suggestions are also offered for future research.

The first objective of the study sought to examine the academic background and personal qualities of Heads required enhancing their performance as perceived by teachers of JHS.

The study established some key findings from data collected from respondents. In terms of academic qualification and personal qualities, teachers believed that for a head teacher to perform as expected he/she should have a further training in educational administration. They however, did not think or agree strongly that one need any master's degree in order to function well.

Respondents also alluded to the fact that teaching experience of about 10 years is required to ensure that a person selected for headship is capable of discharging his duties creditably. Overall respondents agreed that all the listed attributes were indeed very important in achieving high performance.

The second objective sought to assess head teachers' leadership style as perceived by their teachers in JHS in the Bosomtwi District.

In terms of leadership style, majority of respondents endorsed the delegating leadership style as dominant in the JHS in the District. This style is closely followed by that of participatory or democratic which imply to some extent heads of this JHS embraces the inputs of their subordinates in decision making. The telling or autocratic and persuasive styles were also exhibited according to the data analysed.

The last objective examined the relationship between staff performance and head teachers' leadership style.

The study established a weak but positive correlation between the overall teacher performance and the delegating leadership styles of head teachers in the Bosomtwi District. The relationship was significant at the .00 level of significance.

The Telling or autocratic leadership style was also weak and positively related with overall teacher performance and significant at 0.00 level of significance. The finding of this study indicating significant relationship between autocratic leadership style and teachers' job performance shows that in certain situations, the more authoritarian a leader is, the more effective the subordinates. This implies that many teachers need to be coerced by their heads before they could improve on their job performance.

## **Conclusions**

Based on the findings of the study with respect to the first objective the study therefore concludes that for a head teacher to perform his function very well he/she need to a have further training in educational administration and that the appointing authority should ensure that a prospective head have a least 10 years of teaching experience.

With respect to the second objective the study concludes based on its findings that the dominant leadership style exhibited by head teachers as seen by teachers is the delegating style followed by the democratic, autocratic and persuasive styles in that order.

Based on findings with respect to objective 3, the study concludes that there is a significant and positive relationship between teacher performance and both the delegating and autocratic leadership styles of head teachers of JHS in the Bosomtwi District.

## **Recommendations**

The recommendations are based on the findings of the study. The study therefore recommends the following,

1. Authorities should ensure that those being appointed as head teachers have training in educational administration. Seminars or short courses could also be organized for head teachers who do not have this training to equip them to be able to discharge their functions excellently.
2. Teachers who are applying for the post of head teacher in JHS should have at least 10 years of teaching experience.
3. Leadership training should be conducted for head teachers so as to learn how to combine all the various leadership styles for maximum performance.
4. For overall teacher performance head teachers should combine the delegating and autocratic leadership styles in the various JHS in the Bosomtwi District.

## **Suggestions for Further Research**

The following suggestions are made for further research,

1. It is recommended that this research is replicated in SHS to know if findings can be generalized for the Bosomtwi District.



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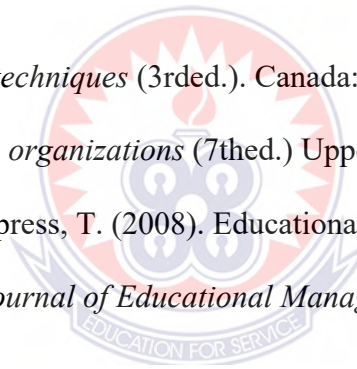
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## **APPENDIX A**

### **QUESTIONNAIRE**

**Dear Sir/Madam**

This questionnaire aims at soliciting information for a research work being undertaken to determine the leadership style demonstrated by Head teachers, their influence and staff performance in the JHS. How academic qualification and personal qualities influence their work as seen by teachers on staff and also suggestions for improvement. This is in partial fulfillment of the requirements for the Award of Master of Arts in Educational leadership. Your opinion is of most importance to the study and any information provided by you will be treated confidential and for academic purpose only.

The questionnaire is going to be in five parts. The first part looks at Personal data of teachers, the second part looks at Academic Qualification and personal qualities of Head teachers, the third part also looks at Leadership Style of the Head teacher, the fourth part looks at Relationship between Head teachers leadership style and staff performance, Finally, part five looks at suggestions/ recommendations on how to improve Head teachers' leadership style.

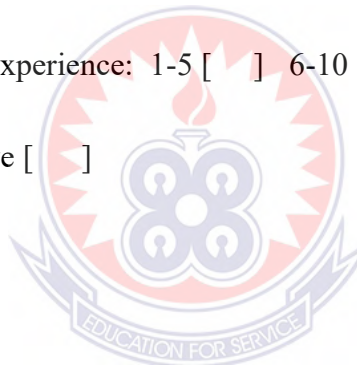
**Thank you for your time and input.**

## SECTION A

### Personal data of Teachers

Tick (/) the appropriate response to the following questions

1. Sex: Male [        ]        Female [        ]
2. Age:[        ]
3. Qualification: Phd [        ]        MEd[        ]        MBA[        ]        BEd[        ]        Diploma[        ]
4. Rank: Dep.Dir [        ]        Assist. Dir [        ]        Prin.supt [        ]        Senior .supt [        ]
5. No. of years of teaching experience: 1-5 [        ]        6-10 [        ]        11-15 [        ]        16-20 [        ]  
21-30 [        ]        31 and above [        ]



**SECTION B:**

**Academic Qualification and personal qualities of Head teachers**

Circle the numbers on the scale to show the extent to which you agree or disagree that academic qualification and personal qualities help to make the Head teacher effective.

items	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Very strongly agree
Has a Master's degree	1	2	3	4	5
Has a Bachelor's degree	1	2	3	4	5
Has taught more than ten years	1	2	3	4	5
Has received further training in educational administration	1	2	3	4	5

Neat in appearance	1	2	3	4	5
Can be trusted in dealings with subordinates	1	2	3	4	5
Able to mix well with peers and subordinates	1	2	3	4	5
Courageous in facing problems	1	2	3	4	5
Capable of settling disputes between groups and individuals	1	2	3	4	5



## SECTION C

### Leadership Style of the Head teachers

Circle the number of the scale to indicate the extent to which you agree disagree that each of the listed items is a leadership style of Head teacher in achieving maximum staff performance.

items	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Very strongly agree
Telling teachers what to do and providing specific instructions	1	2	3	4	5
Making decision and trying to explain and persuade teachers to accept them	1	2	3	4	5
Sharing ideas and facilitating in decision making and carrying out whatever decisions teachers make	1	2	3	4	5
Permitting teachers to accomplish task within limits defined by the head teacher	1	2	3	4	5

**SECTION D****Relationship between Head teachers leadership style and staff performance**

Please draw a circle around one of the five numerical response codes following each question as deemed appropriate characteristic of the teacher in relation to leadership style

Head teacher.

items	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Very strongly agree
Make schemes of work for lessons to be taught	1	2	3	4	5
Complete my scheme of work for each term	1	2	3	4	5
Punctual at school and classes	1	2	3	4	5
Give homework regularly	1	2	3	4	5
Attend meetings regularly and on time	1	2	3	4	5
Able to meet deadlines	1	2	3	4	5
Participate in extra-curricular activities	1	2	3	4	5

**SECTION E**

**Suggestions/ Recommendations on how to improve Head teachers' leadership style**