UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

ASSESSING HEAD TEACHERS' LEADERSHIP STYLES AND THEIR INFLUENCE ON ACADEMIC PERFORMANCE: A CASE STUDY OF SELECTED SCHOOLS IN THE ASOKORE MAMPONG MUNICIPALITY

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AUGUST, 2016

DECLARATION

Student's Declaration

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I, the undersigned, affirm this is entirely my original work which has not been submitted to any other college, university, other than the University of Education, Winneba for academic approval.

Signed: …………………………………………. Date: ……………....................

Oubeidatu Sidick

Supervisor's Declaration

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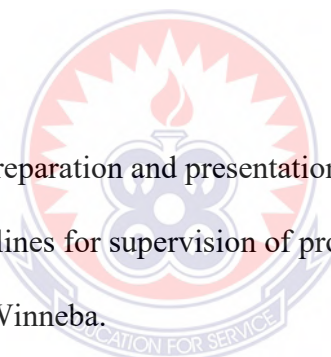
Signed: ………………………………… Date: ………………………………….

Dr. Samuel Asare Amoah

DEDICATION

To my husband Dr. Abdul–Rahman Ahmed for all the love and support and to my children Nasirud-Deen, Abdul-Qadir, Rubama and Akifa. To my mother Baratu Osman and to all my siblings.

ACKNOWLEDGEMENT

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ABSTRACT 4

This study was conducted to investigate the leadership styles of headteachers and their influence on academic performance in selected government schools in the Asokore Mampong Municipality in the Ashanti Region of Ghana. Data were collected with questionnaires. A total of eighty (80) primary school teachers, head teachers and pupils were used for the study. The data were analyzed using descriptive statistics. The findings revealed that a holistic practice of the Path-Goal leadership will be the main way to improving academic performance in schools. It also indicated that teachers and pupils mostly think that the head teachers' leadership is mostly not supportive. PTA is not seen as a moderating situational variable; instead Infrastructure and Policies, which are seen as the responsibility of government, are rather seen as key moderating variables. This means policies of government, which are implemented by GES, when improved can greatly improve academic performance. The researcher recommends that Leaders should blend the various forms of leadership styles to suit their needs in a way that can ensure good academic performance.

CHAPTER ONE

INTRODUCTION

Background to The Study

The calls for educational reform and the need to reduce teacher attrition rates have been the motivation for much research. Much of this research has been dedicated to the identification of factors that influence teachers' career decisions. Through these research efforts, scholars have identified various variables that contribute to or significantly influence teachers' career decisions. Among these variables, administrative behaviors and leadership practices have been frequently and consistently linked to employee turnover in education.

The quality of human resource of every nation is determined by the number of educated people living in the country. Education helps a nation to attain growth and development. Ghana's educational system has been confronted with numerous challenges over the years. Typical among these challenges is the poor performance of students in the Basic Education Certificate Exams (BECE).

In an effort to comply with the Millennium Development Goals (MDGs) number two which is "to achieve universal primary education by the year 2015", the government of Ghana introduced the Free Compulsory Universal Basic Education Program (FCUBE) in an attempt to provide pupils the opportunity to have free primary education at no cost.

The Free, Compulsory, Universal Basic Education Program (FCUBE) has significantly helped to increase the enrolment of children into basic schools. However, the massive increase in student's admissions has led to an increased

demand on the already inadequate resources, teachers and head teachers as a whole. Although enrolment in basic education has seen a lot of increase, the same cannot be said of academic achievements of the students.

Oduro (2000) asserts that, basic education provides the essential building blocks to continue to higher levels of education. For those who do not continue to higher education it provides the foundation upon which work-related skills are developed.

The headteacher is a symbol of authority in the school. The head teacher has the authority to determine the direction of the school. Having the requisite leadership skills is therefore crucial to the overall success of the school. Leithwood et al (2004) contend that, effective educational leadership makes a difference in improving learning. There's nothing new or especially controversial about that idea. What's far less clear, even after several decades of school renewal efforts, is just how leadership matters, how important those effects are in promoting the learning of all children, and what the essential ingredients of successful leadership are. The role of head teachers in every institution is very central to the success of the school. Headteachers are responsible for promoting good teaching and learning practices among teachers and students. The role of headteachers have become so crucial to the extent that they are responsible for resolving any conflicts that may arise among their teaching staff, students, and differences in stakeholder preference as to which direction the school should be managed despite having limited resources at their disposal.

The role of principals head teachers in any school cannot be underestimated. Hammond et al (2005) agrees with this assertion by emphasizing that, principals play a vital and multifaceted role in setting the direction for schools that are positive and

productive workplaces for teachers and vibrant learning environments for children. Hammond et al (2005) however claims that existing knowledge on the best ways to develop these effective leaders is insufficient. Growing consensus on the attributes of effective school principals shows that successful school leaders influence student achievement. Programmatic approaches to leadership development vary, with some reformers emphasizing leadership and management skills over academic proficiency while others support the cultivation of teachers who understand instruction deeply and demonstrate leadership potential.

Headteachers are often ill-prepared and inadequately supported to organize schools to improve learning while managing all of the other demands of the job (Young, 2002; Levine, 2005). Many aspiring administrators are too easily admitted into and passed through the system on the basis of their performance on academic coursework rather than on a comprehensive assessment of the knowledge, skills, and dispositions needed to successfully lead schools (NPBEA, 2001). Successful school leaders influence student achievement in several important ways, both through their influence on other people or features of their organizations, and through their influence on school processes (Hammond et al, 2005).

The role of school leaders has changed radically as countries transform their education systems to prepare young people to function in today's world of rapid technological change, economic globalisation and increased migration and mobility (Pont et al, 2008). Succeeding chapters of this study delve more into the changing roles of head teachers and how the choice of leadership styles can play a significant role in affecting student performance.

Statement of the Problem

Basic education is the first stage of the skill acquisition process in the educational ladder. In Ghana basic education provides the essential building blocks for higher levels of education. For those who are unable to pursue higher education, it provides the foundation upon which work-related skills are developed (Oduro, 2000). Etsey et al (2009) asserts that, enrolment in basic education has made significant progress in Ghana but learning achievements appear to have stagnated.

Universal basic education in Ghana spans a period of 11 years, made up of 2 years of Kindergarten, 6 years of Primary School, and 3 years of Junior High School (JHS). At the end of the three years high school education, students are required to undertake the Basic Education Certificate Exams. Unfortunately the performance of students in the BECE exams has been very abysmal over the past 3 years. Statistics from the West African Examinations Council (2014) indicates that, the pass-rate of students who sat for the Basic Education Certificate Examination has been on a constant downward decline for the past five years.

Leadership is a key instrument in twenty-first century organizations especially for school organizations (Zame et al, 2008). Head teachers have a key role to play in improving the quality of education for the most disadvantaged learners within increasingly decentralized systems (Ngcobo and Tikly, 2010). In some cases, schools that boast the best facilities still struggle in their effort to achieve academic success for their students. Having resources as well as good teachers alone is not sufficient for academic success. Teachers needs to be motivated in order to give out their best and students need to be in the right frame of mind so as to be able to absorb what is being taught them. The mantle then falls on head teachers who are leaders of schools to ensure academic success.

Hence, the value of leadership in attaining success in every institution cannot be underestimated. This study therefore sets out to identify the various leadership styles being used by head teachers and their influence on the performance of students.

It is generally thought that good leadership skills of head teachers leads to good performance of teachers and consequently good performance of students. But what actually constitutes good leadership? Is one particular leadership style the best of all other leadership styles, or is it a blend of the various leadership styles that will achieve results? Findings from this study will help establish answers to all the research questions and objectives.

Purpose of the Study

The study will unravel the moderating factors that contribute to academic performance of students. The government of Ghana spends large sums of money in an attempt to ensure pupils especially those in deprived areas attend school and improve academically. Findings of this study will help the government to determine which factors to invest more funds into so as to increase academic performance of students.

It will lead to acquisition of an increase in knowledge on educational leadership to all stakeholders in the educational sector particularly head teachers and the ministry of education. The research will consequently help head teachers who have not been effective in carrying out their responsibilities to work more effectively and efficiently using the findings from this study.

Objectives of the study

i. To identify the various leadership styles of head teachers in basic schools in the Asokore Mampong Municipal Assembly.

ii. To assess the impact of the various leadership styles adapted by head teachers on the academic performance of their pupils.

iii. To identify the group characteristics (teachers and students) that moderate leadership style and academic performance.

iv. To identify the situational factors that moderate leadership and academic performance.

Research Questions

i. What are the various leadership styles being used by head teachers in Asokore Mampong schools?

ii. What relationship exists between the leadership styles of head teachers and the academic performance of their students in Asokore Mampong?

iii. What are the group characteristics (teachers and students) that moderate leadership style and academic performance in Asokore Mampong?

iv. What are the situational factors that moderate leadership and academic performance in Asokore Mampong?

Significance of the Study

This research is significant in the sense that it will contribute to the formulation of policy directives for addressing the basic issues pertaining to leadership efficiencies and effectiveness in public basic schools in Asokore Mampong

Municipal Assembly. Issues like decision making process in the public schools and the preparation of the School Performance Improvement Plan (SPIP) will be addressed.

The researcher through the education directorate seeks to come out with interventions that are intended to contribute significantly to appropriate in – service training for leadership in the schools. These interventions may be in the form of school visits and training workshops, as a way to build capacities.

Finally, the study is significant to the extent that its findings will lead to recommendations and contributions to the existing body of knowledge relating to Ghana Educational leadership. It will address leadership inefficiencies and in competencies in the running of public basic schools in the study area and Ghana as whole.
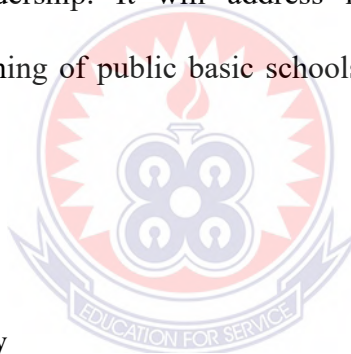
Limitations of the Study

The time limits for executing the study will make it impossible for the researcher to involve too many schools. The study therefore intends to examine only six basic schools as a case study. Applying findings of this study to other basic schools must be done with extensive comparative analysis. The study takes place in the Asokore Mampong Municipality in Ashanti region. Considering the cultural and demographic diversity in Ghana, findings from this study many not necessarily apply to schools in other regions in the country.

Delimitation

In terms of delimitations, the researcher delimited the sample size to ten respondents (n= 10) out of an estimated population of four thousand (N=20). This was to enable the researcher reach out to all ten respondents within time constraint and to ensure speedy analysis of collected data and report writing.

Definition of terms

Leadership: It is the art of influencing an individual or group of people to perform some activities through good inter – personal relationship, motivation, encouragement and commitment that will benefit both the individual and the group as a whole.

Leadership Style: It is the manner and method of providing directions and guidelines for implementing strategic plans and motivating people with the aim of achieving the objectives of the individual, the group and the organization or institution as a whole.

Basic Education: Basic education in Ghana comprises two years of kindergarten, six years of Primary and three years Junior High School.

School Performance: It refers to all the activities that go on in the school that determines the general output of the school in term of academic progress.

Stake holders: It comprise all the partners who have different roles to play in educating the pupil, which include the government (GES), traditional rulers, churches, assembly members, parents, teachers and the pupils.

Organization of the Study

This thesis comprises five chapters. The introductory chapter which is chapter one provides information on the background to the study, problem statement, research questions, and research objectives, scope of the study, significance and organization of the study. Chapter two comprises of a review of literature pertaining to the study. Chapter three details the research methodology; the target population, sampling techniques, the data collection methods, and how the data was analysed. Chapter four constitutes the analysis and presentation of data, discussion of results and findings. Finally, chapter five presents the summary of findings, recommendations and conclusion for the thesis.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter I undertake a review of books, journals, articles and all relevant materials pertaining to the topic under study. Working definitions of key terminologies and concepts will be reviewed in this Chapter.

Leadership Defined

Scholars and several authors have propounded several definitions of the term leadership. According to Shaw (2005) leadership is a process of persuasion and acting by example, by which others are motivated to take action. Thornton (2004) defines leadership as the process of helping individuals, teams and organizations become more valued and achieve more than they ever thought possible. He contends that leaders help people become more: principled, knowledgeable, skilled, passionate, determined, integrated, and balanced. Thornton (2004) explains that by so doing leaders subsequently help people achieve more productivity, quality and success. Coe et al (2005) also claims leadership is defined as having impact on group processes, organizational change, ability to achieve goals, and having relationship attributes. A leader helps to inspire others, has a strong vision for the future and can greatly influence organizations.

Kelly (2011) is of the view that influence is an instrumental part of leadership and means that leaders affect others, often by inspiring, enlivening, and engaging

others to participate. Thus the process of leadership involves the leader and the follower in interaction.

Maxwell (2005, p1) asserts that when leadership is viewed from a non-moral perspective, it can be defined as "the ability to obtain followers". The researcher contends with Maxwell (2005) since a leader or school teacher who fails to rally the support of his followers around him is certainly doomed to fail.

Although such a large number of definitions may seem confusing, it is important to understand that there is no single correct definition and their diversity can help us to appreciate the multitude of factors that affect leadership, as well as the different perspectives from which it is viewed (Dima et al, 2011, p4). Shaw (2005) admonishes leaders by claiming that although leaders do persuade others, others also persuade them. It is imperative therefore that every leader then must understand the mission, values and vision of the institutions and groups with whom they work. Leadership is a give and take affair.

The diverse views concerning leadership that have been expressed by the various authors have a central idea in common: influence. A leader who fails to exert influence on his followers will certainly fail to achieve results.

The Educational Leader (Head Teacher)

The concept of educational leadership can be very difficult to provide a clear cut definition. Nonetheless, several authors share their views on what they regard educational leadership to be. According to Jercas (2010) Educational Leadership is a term applied to school administrations that strive to create positive change in

educational policy and processes. He explains that Educational leaders are trained to advance and improve educational systems or institutions and that educational leaders usually are employed as school principals or administrators but take on additional roles, such as department chair or academic dean.Craggs, S., Raj, A., Naidu, S., Peak, S., Driver, J., and Malins, M. (2007) areof the view that an educational leader is one who is able to promote a shared community vision, mobilize people, lead curriculum and pedagogical practice, administrate effectively and reflect critically on all practice. According to Chen et al (1994) there are two definitions applicable to an educational leader. They assert that one definition of an educational leader is a professional and pragmatic person capable of setting a direction and goals for his or her school. Another definition of the educational leader is a social and moral agent. They buttress their argument by stressing that the second definition supports the idea that schools should be communities with shared moral and social values and highlights the importance of the principal in setting these guidelines. Starratt (2003) believes that the core work of school leaders or educational leaders must be involved with teachers in seeking to promote quality learning for all children, and that all management tasks serve that core work. Put simply, an educational leader or head teacher is an individual who is tasked with the responsibilities of increasing the educational quality of an educational institution.

Academic Performance

Academic performance is defined as "an estimate of an individual's actual or potential power to perform well in schools task." (Harris and Hodges, 1995 as cited by Anfara et al (e.d.s) 2005).Anfara et al (e.d.s) (2005) claims that academic

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achievement is publicly determined by standardized test scores and information assessed by teachers as they work with students in classrooms. Academic achievement is defined by Crow and Crow (1969) as cited by Nuthanap (2007) as the extent to which a learner is profiting from instructions in a given area of learning .i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to the student. Academic achievement can therefore be termed as the level of academic accomplishment attained by a pupil.

Moderating Factors: Other Factors Affecting Academic Performance

In this section, I review factors other than leadership styles that equally have the potential to influence the academic performance of pupils. These factors include teacher competence, availability of resources, pupils'/students' effort, parental involvement, etc.
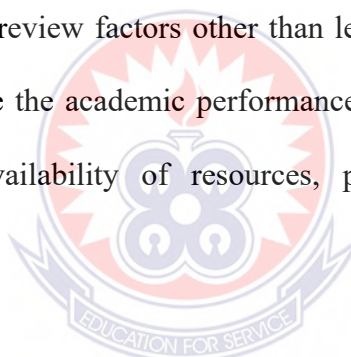
Teacher Competence

The idea that, what makes a good teacher depends on the culturally influenced expectations of the students, parents and teachers themselves, abounds in literature. Anfara et al (eds) (2005) argues that in order to ensure that academic success is attained by the student, principals must ensure that there are competent teachers in every classroom. Cooney and Bottoms, 2003 as cited by Anfara et al (eds) (2005) are also of the view that, in addition to competent teachers, schools need to include teacher collaboration through common planning. Erchul and Martens (2010) asserts that the qualities exhibited by teachers have a profound influence on student

performance. According to them, some efforts by teachers such as communication of goals to students, developing students' awareness on the need to continually show progress, provision of detailed lesson plans as well as provision of rules for behaviour that are consistently reinforced help to inculcate in students attitudes for success. Clauss-Ehlers (ed) (2010) is also of the view that teachers with high efficacy who demonstrate positive teaching practice have a positive influence on student academic achievement.

There are many factors that can influence the performance of students. Of particular importance is the approach of the teacher in teaching as well as the approach of the student in learning what they have been taught. Apart from the teacher's style of teaching, their attitude towards their student is also of critical importance in influencing student performance (Brain, 2002). Much as teacher competence is important in determining student performance, it is important to point out that the teaching methods adopted by the teacher are the most crucial in determining student performance. A method of teaching adopted by a teacher might be preferred by one student whilst another might despise it. The teacher should not be obligated to find a method that suits each and every student (as that might be impossible), however finding a method that suits a greater percentage of the student populace must be ensured.

Student Effort

According to Spielberger (ed) (2004) a student's educational effort has a direct impact on their school performance. He stresses that students who spend learning and doing homework tend to perform academically better as compared to students who

spend less time studying and doing homework. Nuthanap (2007) argue that the desire of success is derived from the individual's concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eye of others. Thus a child who sees himself as top ranking, may set as his goal the attainment of the highest grade in the class.

Parental Involvement

Desimone (1999) as cited by Anfara et al (eds) (2005) claim that behaviours or practices that can influence academic achievement include the following: authoritative parenting, high expectations on the part of the parents of the child, parent-teacher communications, parental assistance at home, as well as parent-school interactions. Nuthanap (2007) also argues that the higher the economic status of the pupils' parents, the more likely it is for the parents to involve them with private teachers after school. Thus it is evident that parents also play a role in student academic success no matter how small that may be.

Policies on Education and Situational Conditions

The government of Ghana in the recent past introduced some new policies in education to improve enrolment of pupils and quality of education.

School Feeding

As part of poverty reduction measures, the Government of Ghana introduced some safety-net programs to cushion its most vulnerable citizens. Notable among these is the Ghana School Feeding Programme (GSFP) which was launched in 2005 and designed to contribute to the reduction of hunger and malnutrition; increase enrolment, attendance and retention; improve academic performance; and provide markets for domestic farm produce. The GSFP was initially piloted in ten schools across the country and has currently been expanded to cover 975 schools (Lambers (e.d), 2009). The purpose of the school feeding program is to enable access to education whilst subsequently creating a market for the produce of farmers (WFP, 2009).

Ghana's school feeding program, although rolled out nationwide under high-level political leadership, shows differences at the regional, district, and school levels in administrative structure, procurement practices, menu development and meal preparation. Lambers (e.d) (2009) assert that children themselves have noticed increased vitality and ability to concentrate in class. He categorically states that:"My favourite reference is from Rashidatu, a class 6 pupil in our lady of Peace Primary School in Bimbilla, who recounts several instances in the past when children collapsed out of weakness during morning school assembly. She insists that since the school feeding program started, these incidents have almost entirely stopped."

Hewitt (2008) argues that it is very tedious to work hard at school if a student is not fed or is hungry or if the food the student eats is not good for them. However, to ensure that pupils do not only come to school for the food, in order to qualify for take-home rations, students have to attend school for a minimum of 80 percent of the entire

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month. According to Lambers (e.d) (2009) this has led to two interesting developments. In the first place, most parents allow their children to attend school very often without any hesitation. He explains that this is the case because most of the parents consider the take-home rations as suitable replacements for the economic activity which their daughters would have assisted in back home. Secondly, Lambers (e.d) (2009) reports that the regular school attendance by children significantly resulted in better academic performance, enabling more pupils to qualify into high schools. If a policy such as school feeding program has the potential to impact academic performance, it is vital to identify areas and situations where these mediating factors are at work, so that the actual causative factors that impacts academic performance are identified.
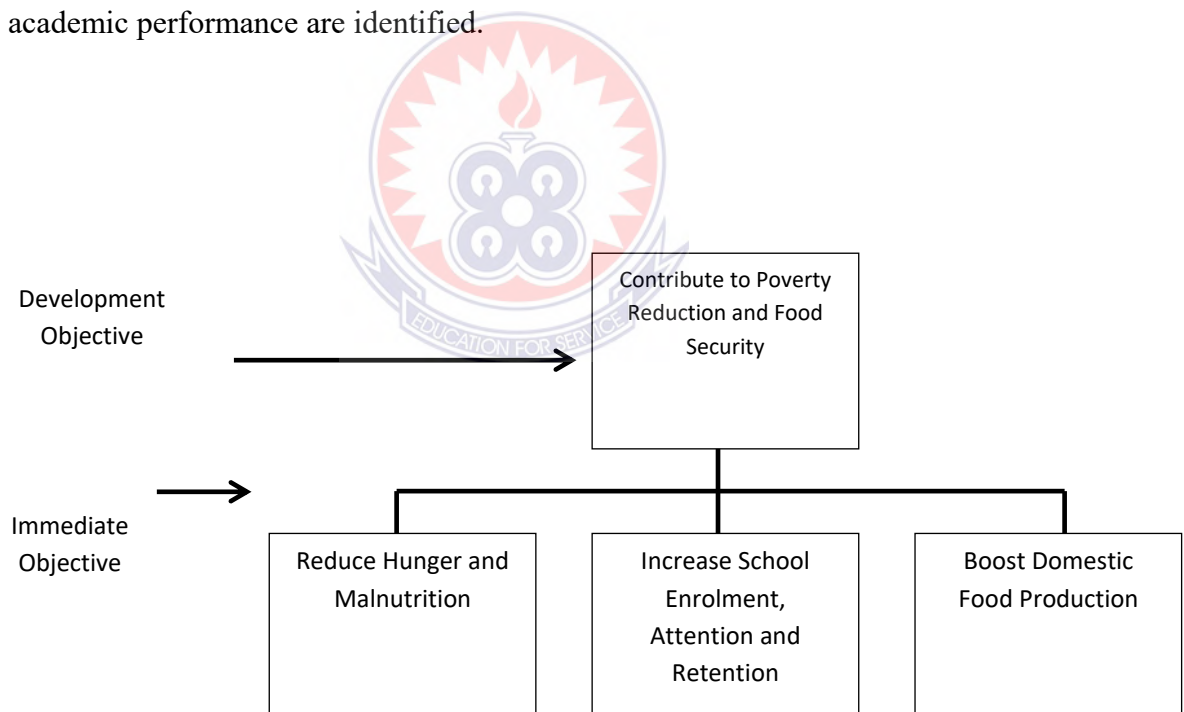
Figure 2.1: Developmental objectives and expected outputs of the Ghana School Feeding Programme

Source: Afkwa (2012)

Capitation

In 2004/2005 academic year, the Ministry of Education, Science and Sports (MoESS), and the Ghana Education Service (GES) introduced fee-free education at the basic level, which was initiated on a pilot basis through a capitation grant scheme in the 40, and later 53, most deprived districts in Ghana. The implementation of the Capitation Grant scheme began as a strategy formulated under the pilot programmatic scheme of the World Bank education sector project to address the low enrolment figures in the most deprived districts in the country (UNICEF and World Bank, 2009)

According Osorio (2009) the Ghanaian government gives capitation grants directly to schools on a per-student basis and that the schools can then choose or decide what to do with the grants. The schools can use the capitation grants to purchase school supplies and to employ additional teachers.

The capitation grant which aims at abolishing school fees at the basic level has influenced educational outcomes over the years. Ghana in particular has been able to increase basic school level enrolment through the capitation grant.

Situational Conditions

Situational conditions that could influence the outcome of educational performance of students include quality of infrastructure at a particular school. This could also include the availability of teaching and learning materials at one school that performs well as against the absence of these materials at another school that performs badly. The refusal of teachers to deployment in deprived regions and

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districts also continue to pose critical challenges to educational performance of pupils in the schools.

The Role of the Head Teacher in Ensuring Academic Performance
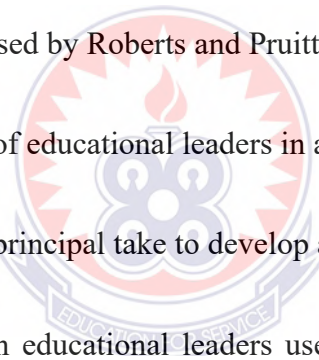
It is believed that about 150 years ago, there were no school principals as there are today. Schools were run by masters who taught, administered and run all other programmes in schools. However with increasing population came larger schools, and the demand for complex duties led to the practice of designating one of the masters as Headmaster or principal. Over the years, administrative duties mounted and teaching duties for the principal declined, subsequently the concept of full time administrator evolved (Mehrotra, 2005). The best, most effective leaders also have their own unique styles of going about doing things. They have qualities that tend to drive organizations towards the attainment of results.

According to Mehrotra (2005) the person who plans with vision and executes with responsibility is virtually the principal. He explains that the school is aptly called the lengthened shadow of the principal; the character of the school reflects or proclaims the character of the principal.

The head teacher has the responsibility for the day to day management of all aspects of the school's work. Mehrotra (2005) reminds us that the principal is the leader in implementing and supporting empowerment. A principal is a catalyst rather than a commander. His openness with the staff members enables him to develop objectives, which belong to the institution rather than to him as an individual.

One of the priorities of heads of school is to monitor the teaching and learning process in their schools. Monitoring involves actions envisaged by the head to ensure that things are going according to the objectives set at different levels and at different points in time and also to see to it that things are evolving according to plan and in line with the target set. The purpose of monitoring is, as such, to increase efficiency and improve effectiveness of the system in place. Since teachers and heads are input variables in a school, the head, as an instructional leader must support and facilitate any initiative conceived by teachers.

The researcher believes that before any head teacher can holistically attain success in their various schools, the head teacher needs to first of all find answers to the following questions raised by Roberts and Pruitt (2003):

i. What are the roles of educational leaders in a learning community?

ii. What steps must a principal take to develop a shared vision and mission?

iii. What strategies can educational leaders use to communicate and sustain the vision?

iv. How do principals build the trust that contributes to improved student achievement?

v. What communication skills do leaders need to successfully lead learning communities?

vi. What do leaders need to know about the change process?

vii. How do you begin the process of building a learning community?

Leadership Models or Theories

Individuals in leadership positions tend to be relatively consistent in the way they attempt to influence the behaviour of others, meaning that each individual has a tendency to react to people and situations in a particular way. According to Gitman and McDaniel (2008) this pattern of behaviour is referred to as leadership style. Gitman and McDaniel (2008) assert that leadership style has a significant impact on performance. Lussier and Achua (2009) contend that leadership style is the combination of traits, skills, and behaviours leaders use as they interact with followers. Although a leadership style is based on traits and skills, the important component is the behaviour, because it is a relatively consistent pattern of behaviour that characterizes a leader.

Gitman and McDaniel (2008) argue that leadership styles can be placed on a continuum that encompasses three distinct styles: Autocratic, participative or democratic, and free-rein. The researcher takes a critical overview of the three forms of leadership styles suggested by Gitman and McDaniel (2008) in the succeeding headings.

Trait Theory of Leadership

Of interest to scholars throughout the 20th century, the trait approach to leadership was one of the first systematic attempts to study leadership. In the early 20th century, leadership traits were studied to determine what made certain people great leaders. The theories that were developed were called 'great man' theories because they focused on identifying the innate qualities and characteristics possessed

by great social, political, and military leaders (Bass, 1990; Jago, 1982 as cited by Northouse, 2009; Waite, 2007).

The trait theory of leadership makes the assumption that distinctive physical and psychological characteristics account for leadership effectiveness. Traits such as height, attractiveness, intelligence, self-reliance, and creativity are among the traits thought to have an impact on leadership effectiveness (Manning and Curtis, 2002).

Some qualities of leadership traits are elaborated below:

i.   Intelligence: Using good judgements; having good reasoning and thinking capacity

ii.   Decisiveness: making difficult decisions without undue hesitation

iii.   Self-Confidence: Having a positive self-image as a capable and effective person

iv.   Initiative: being a self-starter, getting jobs done

v.   Supervisory Ability: Getting the job done through others

It should be noted that one would have possess most of the above traits in order to function as an effective school leader.

Contingency Theories of Leadership

Leadership contingency theory holds that the most appropriate leadership qualities and actions vary from situation to situation. Effectiveness depends on leader, follower, and situational factors (Manning and Curtis, 2002). The contingency

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approach to leadership proposes that effective leadership cannot be explained by any one factor. Instead, it proposes that all factors must be considered in the context of the situation in which the leader finds himself (Lunenburg and Ornstein, 2007). In this section, the fiddler and path goal contingency theories of leadership are elaborated.

Fiedler's Contingency Theory of Leadership

Leitner (2007) contends that Fiedler theory assumes that leaders are either task-oriented or relationship-oriented but never both in a single case. He claims that under the Fiedler's theory, task-oriented leaders are directive, structure situations, set deadlines and make assignments. Relationship-oriented leaders focus on people, are considerate, and are not strongly directive. To divide leadership into relationship-oriented, or task-oriented, Fiedler has created a three-dimension model.

The most important dimension is the leader member relation. It describes the relationship between subordinate and leader. This dimension includes trust and respect. The next dimension is the task structure which describes the definition of the work if it is standardized and predictable or ambiguous and vague. The last dimension is the position power, which refers to the formal organization authority of the leader (Leitner, 2007).

Path-Goal Theory of Leadership

According to Chance and Chance (2002) the path goal theory tries to elucidate the impacts of four kinds of leadership styles or behaviour on the attitudes of subordinates and their expectations as well. They contend that the path-goal theory is

of the view that subordinate and environmental characteristics influences leadership outcome.

Leitner (2007) is of the view that the path-goal theory explains how the role of the leader affects the motivation of the subordinates in order to attain desired goals as well as eliminate any form of barriers *enroute* to goal accomplishment.

The path-goal theory can be used by all kinds of leaders at various levels in the organization and for all types of task. If a leader wants to effectively utilize the path-goal theory, the leader must first of all examine their subordinates and the various task they are involved with. Upon carefully observing the subordinates, the leader would now be in a better position to select the most appropriate leadership style to suit those features of the subordinates in order to attain results (Northouse, 2009).

Assumptions of the Path-Goal Theory

i. A leader's behaviour is acceptable and satisfying to subordinates to the extent that they view it as either an immediate source of satisfaction or as an instrument to some future satisfaction.

ii. A leader's behaviour will increase subordinates' efforts if it links satisfaction of their needs to effective performance and supports their efforts to achieve goals.

Limitations of the Path-Goal Theory

Northouse (2009) contends that despite the fact that the path-goal theory possesses numerous strengths, it still has identifiable weaknesses. According to Lussier and Achua (2009) "apart from the fact that the path goal theory of leadership is complex, it is also criticised by managers because it is difficult to know which style to use at which time." Singh (2009) is also of the view that due to the complex nature of the path goal theory, it may become too cumbersome for use in training people in leadership styles. Few people would be able to remember all the contingencies and appropriate leadership styles for those contingencies. Most notably, Foster et al (2011) argue that there is lack of empirical research to support the propositions made by the path-goal theory.

Autocratic or authoritarian style

An autocratic leadership style is one in which the leader tells the team members or the followers what to do, how to do it, and when to do it without any input from their followers. Gitman and McDaniel (2008) claim that autocratic leaders are directive leaders, allowing for very little input from subordinates. Thus these leaders prefer to make decisions and solve problems on their own and expect subordinates to implement solutions according to very specific and detailed instructions.

The researcher contextualises that autocratic leaders to be these leaders who prefer to make decisions and address problems with little or no input of ideas from their followers on how to get things done.

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Benefits of Autocratic Leadership

Murugan (2007) asserts that autocratic leadership provides "strong motivation and reward for the leader" According to Ghuman (2010) autocratic leadership can be useful in time of crisis when faster action is required and less competent subordinate managers and employees can be employed because they have to just execute the orders of the boss. Rounds and Segner (2011) contend that under autocratic leadership, "decisions are quickly made and implemented. People know what to expect and they know where they stand. People tend to know who to look to direction and for decisions."

It therefore appears that autocratic leadership is most suitable during urgent instances, where the ability of the leader to dictate what should be done instantly is crucial. During emergencies where there is the need for swift action, it is often appropriate to employ an autocratic style.
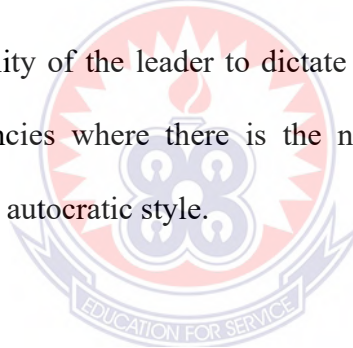
Limitations of Autocratic Leadership Style

Autocratic statements are often perceived as hostile, mean and unfriendly nonetheless, such statements might be crucial at one point in time to enable the leader and his followers attain set purpose (Monica (1983). Ghuman (2010) also claims that proper planning, decision-making and organization is given little attention because the autocratic leader often wants others to follow what they perceive to be right. Murugan (2007) argues that authoritarian leadership tends to centralize power and decision making within one person-the leader, leaving the followers feeling as though they are not part of the team. Pride et al (2011) attest to the claims made by Murugan by

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asserting that in autocratic leadership "decisions are made confidently with little concern about employee opinions. Mayer (2008) explains that when followers are treated this way they tend to become demotivated; thus autocratic leadership often leads to "high levels of staff turnover or skiving."

It therefore appears that, in the autocratic leadership style, communication is only one-dimensional. The leader only tells subordinates what he wants them to do without first consulting his or her followers.

Democratic style

A democratic leadership style occurs when the leader invites the team members or the followers to provide input into the decision making process respecting them and validating their input into overall process (Army Handbook, 1973 as cited by Hansen and Zenobia, 2011). Gitman and McDaniel (2008) are of the view that democratic leaders are leaders who solicit for input from all members of the group and then allow the members to make final decision through a vote. They explain that democratic leaders act more like members of the team rather than its leader and that this hand on approach can win approval from the team. Rounds and Segner (2011) also state that "democratic leaders consistently take input and advice from those whom they lead."

It is vital to note that, not all decisions under a democratic leadership process have to be made through a voting process. The mere involvement of the input of members or followers in a decision making process is enough for a leadership style to be considered democratic.

Benefits of Democratic Leadership

Motivation, initiative and creativity are higher than in autocratic groups and team members experience a high level of personal satisfaction. Also the democratic leaders enable their members to be well educated and as such members tend to support the goals of the organization (Hamilton, 2010). Daniels (2004) claims that democratic leadership "promotes empowerment of team members and facilitates communication." Rounds and Segner (2011) attest to the views of Daniels by contending that democratic leadership has the benefit of enabling members or followers to express their opinions and to be able to bring on board their knowledge and expertise.

Limitations of Democratic Leadership

Daniels (2004) states that a major disadvantage of democratic leadership is that it results in excess waste of time since it tends to be time-consuming. He further explains that there is the likelihood of disagreements during decision making since every member might have diverse views. As a result democratic leadership might not be very efficient. Rounds and Segner (2011) also are of the view that under democratic leadership followers contributing to the decision making process often do not have all of the information necessary to be able to make an informed suggestion. When this happens, the leader could face tremendous challenges in achieving his or her targets. Gray et al (2004) contends that under democratic leadership, "discipline is likely to be compromised"

The authors above all seem to point to the fact that time wasting might result when leaders want to allow followers to bring on board their ideas. Democratic leaders therefore need to know when and how much input they require from their members to ensure that they don't waste so much time deciding on what decision to adopt.

Laissez-faire or free-rein style

Gitman and McDaniel (2008) explain that laissez-faire or the free rein style of leadership is a leadership style in which the leader turns over all authority and control to subordinates. Mehrotra(2005) asserts that free-rein avoids power and responsibility. Thus they depend largely on the group to establish its own goals and work out its own problems. Group train themselves and provide their own motivation and the leader only plays a minor role. Ghuman (2010) is of the view that a free-rein leader believes in giving complete freedom to the subordinates. This leadership style is based on the principle, 'those who lead the least lead the best'.

Benefits of Laissez-faire

Ghuman (2010) contends that the free-rein leadership style enhances job satisfaction of the subordinates as well as ensuring that the potential of the subordinates can be optimally utilised. Gray et al (2004) asserts that laissez-faire leadership style leads to trust in employees by the leader, the leader can easily delegate task to the followers, and most of all employees feel empowered. Barman (2009) also claim that laissez-faire leadership works best when the followers are

capable and motivated in making their own decisions, and where there is no need for a central coordination.

Limitations of Laissez-faire

Ghuman (2010) explains that under the free-rein leadership style, the subordinates do not get the guidance and support of their leader and this can result in mediocre performance. Gray et al (2004) contends that goals may not be achieved under laissez-faire leadership and roles and responsibilities are often poorly defined. They explain that this style is often used as a cover for bad leaders. Barman (2009) argues that in laissez-faire leadership the leadership involvement in affairs is minimized. This could result in the leader being ignorant of affairs especially in cases where followers fail to report accurate information to the leader.
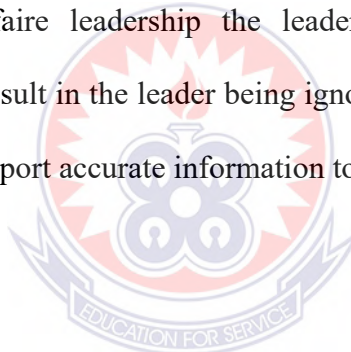
The Most Appropriate Leadership Style

Monica (1983) contends that an informal survey of leaders' and followers' opinions of the best leader behaviour style usually results in democratic obtaining the most votes. However, Monica (1983) is of the view that there is no single unique best leadership style. She cites the following example to illustrate her argument:

You are in a car with two of your associates driving home on a country road after work. The car in front of you is sideswiped; you and your associates are the only people at the scene. The driver in the accident has a severely lacerated hand and is semiconscious. You must do something. The bleeding must be stopped and an ambulance must be called.

Being a democratic leader, you say to your associates "listen, the bleeding must be stopped, and someone has to walk through the woods to a house in order to call an ambulance. It does not matter who does what...both of you jointly decide and let me know".

Hansen and Zenobia (2011) also claim that typical instances for using an autocratic style might be when there is an emergency situation that requires immediate action like "Call for help" or when the leader has all the information to solve a particular problem and request a specific tool or action. According to Monica (1983) the beauty of democracy is that participants have a choice, but choice is not appropriate in the situation just described. An autocratic statement is quickly needed to tell your subordinates what each must do.

Leadership Performance

Leadership performance is measured by the extent to which the leader's organizational unit performs its task successfully and attains its goals. (Yukl, 1998 as cited by Schyns and Hansbroug (eds) (2010). Performance is a critical factor in determining the effectiveness of the efforts and leadership style adopted by a head teacher.

McCarthy (2012) is of the view that in order to assess leadership performance of a leader, it is important to first of all evaluate the performance of their subordinate. He explains that failure to evaluate the performance of a leader's subordinate will result in only assessing the management style of the leader. Thus McCarthy links leadership's performance to that of the subordinate performance. The following

section therefore assesses the types of followers and the role they play in assisting and influencing the leader's performance.

Followership

Followership is the "acceptance of influence from another person without feeling coerced". Both followership and leadership have some traits in common: influence, willingness and common purpose (Stech, 2008 as cited by Favara (Jr) 2009). Lussier and Achua (2009) emphatically assert that "followership is the behavior of the follower that results from the leadership – follower relationship."

According to Gabarro (ed) (1992) followership is not a person but a role and what distinguishes followers from leaders is not their character but the role they play. He is of the view that, in almost all institutions, leadership is taught and encouraged but little attention is paid to guiding subordinates on how to follow. This trend needs to change since effective leadership followership is a prerequisite for organizational success.

Types of Followership

There are five types of followership that has been identified. These include: the effective follower, the alienated follower, the sheep, the yes people and survivors (Debra, 2011; Lussier and Achua, 2009; Favara (Jr), 2009; Kern, 2001). Debra (2009) argues that the category to which a follower belongs depends on whether the follower is active or passive and whether the follower is able to exhibit independent, critical thinking versus dependent uncritical thinking.

An effective follower is perceived as subordinates who are very active and are more often prepared to challenge the status quo (Debra, 2011; Lussier and Achua, 2009; Favara (Jr), 2009; Kern, 2001). The alienated follower is perceived as intelligent and critical thinkers, however they are often hostile to other subordinates and this limits their ability to contribute fully to the group. As the name implies, they are often alienated from the group (Debra, 2011; Lussier and Achua, 2009; Favara (Jr), 2009; Kern, 2001). The sheep follower is perceived as neither being critical nor good thinkers. This category of followers is often incapable and as such less motivated to contribute input to the team they belong to (Debra, 2011; Lussier and Achua, 2009; Favara (Jr), 2009; Kern, 2001). The yes followers are perceived as active and hardworking followers; however their hard work is only bent on the intent of supporting whatever initiative the leader suggest. They always agree with every decision made by the leader and unlike the effective followers, they hardly challenge the status quo. These types of followers are branded dangerous to a leader who might be interested in identifying flaws in his or her methods (Debra, 2011; Lussier and Achua, 2009; Favara (Jr), 2009; Kern, 2001). The survivors are branded as "company men". A follower who bears the traits of a survivor exhibits mediocre performance to the team. They often adjust their views and style to suit that of other members in the team not necessarily for the support of the team but to avoid making any ideas or inputs of their own. Thus the survival followers are not effective people (Debra, 2011; Lussier and Achua, 2009; Favara (Jr), 2009; Kern, 2001).

Leadership and Management of Schools

Leadership and management share many common attributes. Both leadership and management involve and rely on a great deal of influence to attain results; both involve working with people toward attaining a desired goal. However, both leadership and management have distinct roles. The researcher underscores the need for head teachers to have the attributes of both a leader and a manager in order to succeed.

Motivation, leadership and followership

According to Daft (2008) "motivation refers to the forces either internal or external to a person that arouse enthusiasm and persistence to pursue a certain course of action." Lussieand Achu (2010) also define motivation as "anything that affects behaviour in pursuing a certain outcome." They argue that, if a leader wants to motivate a follower, they should often strive to find answers to their often-unasked questions which are 'what's in it for the follower?' they further contend that if a leader is able to do this, they would end up creating a win-win situation for their group. Marquis and Huston (2009) express a similar view by defining motivation as a process that involves the action people take to satisfy unmet needs. It is the willingness to put effort into achieving a goal or reward to decrease the tension caused by the need.

Daft (2008) is of the view that leaders need to pay particular attention towards motivating their followers. He asserts that "employee motivation affects productivity, and so part of a leaders job is to channel follower's motivation toward the

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accomplishment of the organization's vision and goals". The study of motivation helps leaders understand what prompts people to initiate action, what influences their choice of action, and why they persist in that action over time."

Parents and peers also play major roles in shaping a person's values about what he or she wants to be or do. Thus guardians who set high but attainable expectations for their children, and who constantly encourage them in a non-authoritative manner tend to impart strong achievement drives in their children (Marquis and Huston, 2009). Apart from parents and peers, in the school setting, much influence on a person's value emanates from the teachers and the head teacher as well. It is therefore very crucial for teachers and head teachers to recognize the influence they impart to their students in order not to abuse such power.

"Through the motivation process, people go from need to motive to behaviour to consequence to satisfaction or dissatisfaction. For this reason the motivation process has a feedback loop and it is important for leaders to give rewards as consequences for meeting organizational objectives since it would lead to satisfaction and increased performance" (Lussie and Achu, 2010).

Need $\rightarrow$ Motive $\rightarrow$ Behaviour $\rightarrow$ Consequence $\rightarrow$ Satisfaction or Dissatisfaction

Feedback
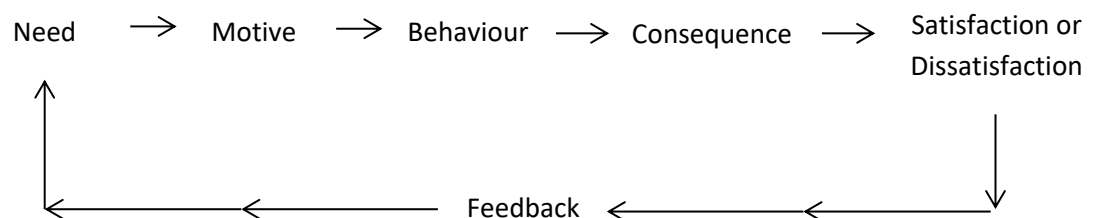
Fig. 2.5: The motivation process

Source: Lussie and Achu (2010). pg. 79

Conceptual Framework

According to Gratton and Jones (2010) the conceptual framework describes and explains the concepts to be used in a study. Brinthaupt and Lipka (eds) (1992) also define the conceptual framework as the theoretical structure which determines the organization of the entire research.

The conceptual framework is a model that is developed upon completion of a theoretical and empirical analysis of literature. It serves as a guide to the researcher to successfully complete the thesis. Very often, a conceptual framework comprises of independent and dependent variables.

Head teachers who are the immediate supervisors and administrators of their respective schools, are expected to perform both supervisory and administrative roles in their schools. However, other stakeholders in education in Ghana and educators alike have come to realize that most of the head teachers in public basic schools are not up to the task. Leadership performance as heads and supervisors of instruction are low, even though all the resources they may need are at their disposal. Some claim lack of resources; however the little resources provided should see significant leadership performance to improve academic performance.

Summary of Review of Literature

In this chapter, a review of literature pertinent theories of leadership has been presented. Literature documenting the influences of leadership theories and behaviors on job satisfaction has been emphasized as this literature is relevant to this study. There are a lot of research works on leadership but this research work was purely on

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public basic schools in the Asokore Mampong Municipality. In Chapter three, the methodology for completing this study will be presented.

CHAPTER THREE

METHODOLOGY

Introduction

In this chapter the researcher provides information pertaining to the research methodology. This covers the research design, population of the study, as the sampling techniques used for the study, the method for calculating the sample size from the population, the data collection instruments as well as data analysis techniques. The researcher further discusses issues pertaining to data collection instruments as well as data analysis techniques used.

Research Design

The researcher chose a case study approach in order to perform an in-depth analysis of the leadership styles being used by the various head teachers in the selected schools. Moreover, adopting a case study approach allows for versatility and flexibility allowing the researcher to adopt different approaches in the course of the study to attain desired results. Both quantitative and qualitative methods were used by the researcher in executing the project. This was necessitated to enable the researcher obtain the kinds of information required for the successful completion of the thesis. Quantitative research method is based on numerical data or measurement of quantity or amount. Thus it is applicable to phenomena that can be expressed in terms of quantity. Qualitative research on the other hand is concerned with qualitative phenomenon that is phenomenon relating to or involving quality or kind. Quantitatively the researcher used survey instruments to gather data from the research

participants. Qualitatively, the researcher used interviews to enable him elicit the necessary information from the heads of the various schools.

Population of the Study

The population for the study included all members of the schools involved in the study. The members of the population include:

1. Head teachers of three selected schools
2. Teachers of the three selected schools
3. Pupils of the three selected schools

There are approximately 140 teachers in all the six selected school. The schools have a pupil's population of approximately 2111 and six head teachers. This brings the total population of the study to approximately 2351.

Sample Technique and Sample Size

Sampling is the process of selecting respondents from a population to participate in a research study. The researcher used probability sampling in determining the members of the target population that would be involved in the study. Probability sampling is a sampling technique in which the entire population of the study is known by the researcher, and each individual within the population has an equal chance or probability of being selected for the study. The researcher selected participant teachers and pupils for the study based on a simple random selection process which as the name implies occurs in a random manner without any form of bias. Head teachers were however selected using purposive sampling because every head teacher had to be part of the study.

Pilot Study

The pilot study was conducted using 15 students, 5 teachers and 2 head teachers at Nasrudeen basic school which was not one of the schools selected for the study. The questionnaire was made up mostly closed and opened ended items. The open ended gave the respondents the freedom to give their views on some of the issues leadership styles. After the instrument has been developed it was given an assessment specialist to read and comment on it. The comments from the specialist were used to improve the questionnaires. The questionnaire were then updated and administered.

Data Collection Procedure

After ensuring that ethical issues were taken into consideration, all was set for primary data to be gathered. The primary data for this study was thus collected only after all ethical issues had dealt with. The primary data was obtained using structured questionnaires that were conducted among the head-teachers, teachers and students. Secondary data was obtained by Basic Education Certificate Examination – Kumasi Metro Analysis of Results (objective Academic Performance) consulting journals, books, newspapers, online resources etc. Also data including files and documents and archival data which were provided by the head teachers of the various schools were very useful to the researcher.

Data Analysis Procedure

The collected data was coded and analysed using Statistical Package for Social Science (SPSS). SPSS was used for coding the answered questions and generating frequency distributions. Thus the data were analysed and presented using basic quantitative techniques such as frequencies and percentages. Where necessary, cross tabulations were done to establish whether or not there is a good relationship between the leadership style of the head of a school and the performance of the school, the involvement of participation of stakeholders in the school as well as the geographical setting of the school.

Data Collection Instruments

A questionnaire consists of formalized and pre-specified set of questions designed to obtain responses from potential respondents. Question in a questionnaire reflect the research objectives under investigation (Bajpai, 2011). The researcher ensured that the questions set on the structured questionnaire and interview guide were easily comprehensible by the participants in the survey. This ensured that all responses obtained from participants were accurate and easily analyzable.

Teachers Questionnaire

Questionnaires were issued to the teachers of all the selected six schools. A closed ended questionnaire was used by the researcher. This was to allow the researcher to obtain clear and concise responses from the teachers without the possibility of ambiguity. The likert-scale rating was used as the possible responses for

participants. The rating scale was from an interval of 1 to 5 whereby 1 refers to strongly disagree, 2 refers to disagree, 3 refers to undecided, 4 refers to agree, and 5 refers to strongly agree.

The parameters that were used in setting the teacher's questionnaire include:

1. Leadership traits
2. Leadership style
3. Impact of moderating variables
4. Academic achievement of pupils

Pupil Questionnaire

The pupils were also issued with a questionnaire. The pupil's questionnaire was also designed to be close-ended. Similar to that of the teacher's questionnaire, this was to allow the researcher to obtain clear and concise responses from the pupils without the possibility of any ambiguity. The likert-rating scale was also used as the parameters of responses for the participants. The rating scale was from an interval of 1 to 5 whereby 1 refers to strongly disagree, 2 refers to disagree, 3 refers to undecided, 4 refers to agree, and 5 refers to strongly agree. The parameters that were used in setting the pupil's questionnaire were: The moderating factors such as parental intervention and governmental policies

Testing Validity

Validity of a research study is the degree to which the study accurately answers the questions it was intended to answer. There are various methods for

determining validity: face validity, content validity, construct validity and criterion–related validity.

In this research, the researcher conducted face validity. Face validity is concerned with the way the instrument appears to the participant. The face validity was conducted by requesting an expert (my supervisor) to provide her views on the relevance of questions on the questionnaire. My supervisor indicated whether each question on the questionnaire was relevant or not and based on her recommendations, questions that were deemed not valid were taken out of the questionnaire.

Testing Reliability

Reliability is concerned with the consistency of questions found in a questionnaire. An instrument that produces different scores every time it is used to measure an unchanging value has low reliability and as such it cannot be depended upon to produce an accurate measurement. On the other hand, an instrument that always gives the same score when used to measure an unchanging value can be trusted to give an accurate measurement and is said to have a high reliability.

The alpha reliability model assesses the extent to which internal consistency of items in the questionnaire. That is items are measuring the same thing. Hence the items were analysed based on the variable basis. The questionnaires were answered by various categories of people hence the reliability test based on the groups. This is basically placed into two-head teachers and teachers and then pupils.

Items with two reliability test means they were answered by the two groups. Alpha reliability test according Howitt and Cramer (2005), which is above 0.8 is

considered satisfactory. Based on the above premise, responses for subjective performance (teachers and head teachers) 0.87, Teachers input (teachers and head teachers) 0.89, teachers input (students) 0.88 and PTA input (teachers and head teachers) 0.90 were the responses that received satisfactory reliability. The remaining from the table above had high scores but not satisfactory enough thus above 0.5.

On PTA input teachers responses had a satisfactory reliability (0.89) whist students in answering the same questions just made it over the high scores (0.68). This explains the fact that the status of the respondents may even affect respondent's responses and ultimately the reliability test. These differences may be due to some respondents understanding of the question or to the quest to give socially acceptable responses.

Ethical Issues

In ensuring that ethical issues were taking into consideration during the project, the researcher ensured that participants were not inconvenienced. The researcher explained to the participants of the study that, they had a right to opt out of the study; however, doing so would be detrimental to them. Again the researcher assured the participants that all responses that were being received were treated with utmost confidentiality and so they should not be afraid to give accurate responses that reflect the reality of situations within their environment.

CHAPTER FOUR

RESEARCH ANALYSIS AND DISCUSSIONS

Introduction

In the previous chapter, the research design, the sample of the study, the data collection techniques, the method of data analysis and the statistical procedure of the research were discussed.

The focus of the research is to assess the impact of the various leadership styles adapted by head teachers in their quest to ensure that their schools attain the needed academic results. This chapter presents the details of the data gathered by the researcher from the field. For the sake of this analysis students and pupils will be used interchangeably.

Demographic data

This part looks at the various characteristics of the respondents. The demographic information gathered covered areas such as the respondents' gender, marital status, educational background and school. A cross tabulation between these data was organized.

These demographics were to demonstrate that, though a random sampling technique was used almost all major areas in terms of respondents' characteristics were covered.

Respondents and Gender

In getting the respondents for the analysis the various respondents were covered thus Pupils, Teachers and Head Teachers. They were represented as follows; 30 respondents for Pupils, 44Teachers, 3 Head Teachers and 3 assistants head teachers. In all 80 respondents were used to gather the information required to make the analysis.

The gender breakdown of these respondents as shown in Table 4.1showed a total of 46 males comprising 17 pupils, 24 teachers and 5 out of the 6 Head teachers. Female respondents were 34 which were primarily made up of 13 pupils, 20 teachers and 1 Head teacher. The gender imbalance amongst male and female pupils is clearly shown from the respondents

However in the area of teachers and head teachers, it can be realized that the females were 21(1 head teachers and 20 teachers) whereas the males constituted 29. It is indicative that the educational sector in Ghana gives a fair representation of females in its recruitment.

Table 4.1 Respondent and Gender

		Gender		
		Male	Female	Total
Respondent	Head teacher	5	1	6
	Teachers	24	20	44
	Students	17	13	30
Total		46	34	80

Source: Researchers' field work, 2016

Figure I category by sex

Bar chart showing category by sex with male, female, and total values for headteacher, teachers, and students.
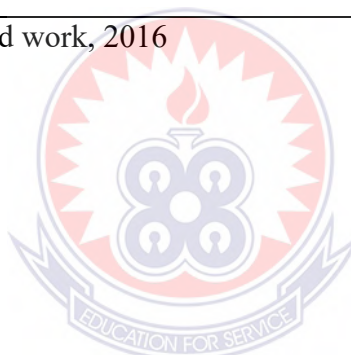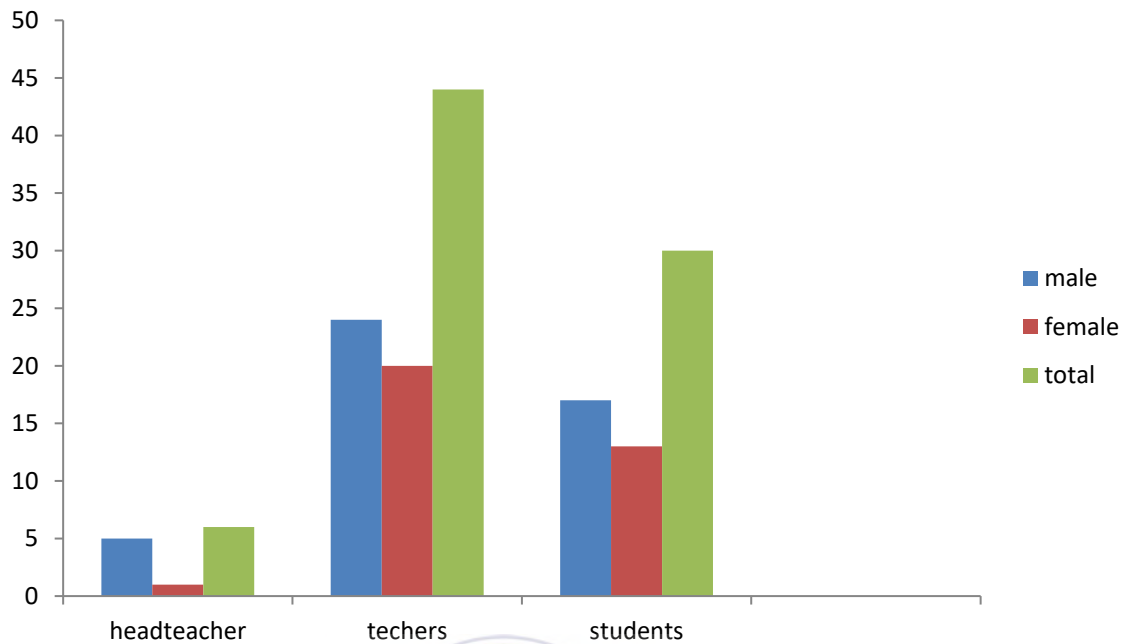
Source: field work data 2016
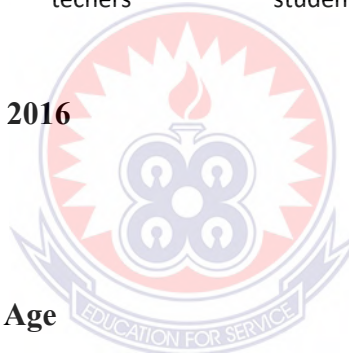
4.2.Respondent and Age

The respondents' age and category of respondent was analyzed to identify which age group made the majority of the respondents. Teachers and head teachers' responses were measured ranging from 18 years to over 50 years whereas students classified their ages under below 10 years to over 19 years.

Head teachers' responses showed that five (5) out of the six (6) were below 40 years with 1 over 40. This implies that most people gain the chance to be the head of the school based on long service. The ages of teachers were fairly skewed to the youthful ages with 30(29 between the ages of 24-29 and 14 between the ages of 30-

39). This shows a youthful teaching staff in the various schools. Figures are shown in table 4.2.

On pupils, it is the practice to begin class one(1) at age five(5). It also takes 6 years to complete primary education. This pre-empts that students at JSS should fall between the ages of 11 and 15. From the analysis, 3 were below this desirable age where as 7 were above this age limits. The ages may have an influence on the ability to perform. But majority, thus 20 of students were in the age limit which gives a good description of the student population.

Table 4.2 Respondent and Age Cross tabulation

		Age			
		24-29/Below 10 years	30-39/11-15	40-50/16-19	Total
Respondent	Head teacher		5	1	6
	Teachers	30	14		44
	Students	3	20	7	30
Total		33	39	8	80

Source: Researchers' field work, 2016

School and Education

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A cross tabulation on the educational background of teachers and head teachers of the various schools was conducted to check if there is a fair distribution of qualified teachers in the various schools. It can be seen from the analysis that a fair distribution of qualified teachers can be deduced from table 4.3. The responses in the "other" were teachers with degree. This set the platform for other analysis to be conducted.

Table 4.3School andEducation

		Education				
		Cert A	Diploma	Degree	Other	Total
School	Asokore Mampong M A JHS B	4	7	7	0	18
	Sakafia Islamic JHS	5	7	7	0	19
	Sakafia Islamic Primary C	2	3	2		7
Total		11	17	16	0	44

Source: Researchers' field work, 2016

Research question 1: What are the various leadership styles of the head teachers in basic schools in Asokore Mampong Municipal?

The leadership style of the head teachers were analysed using the path goal analysis to identify the leadership being used. The path goal theory according to Leitner (2007) explains how the leaders' role affects the motivation of subordinates and how the environmental characteristics influence the outcome. The path-goal leadership style can be grouped into four namely Participative Style, Directive style, and Supportive style and Achievement Oriented leadership.

Responses were computed using SPSS to arrive at the rate of use in each school. Then after the initial computation where the continuous variables were obtained, the rankings into Low, Common Score, Slightly high and high were achieved. The category with the highest level of responses was considered as the most dominant in that school.
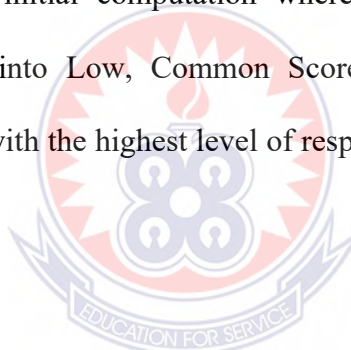
Participative Style

The questionnaire was analyzed to generate the level of leadership style used by the head teacher. The various head teachers of the schools were analyzed.

From Table 4.4 below Asokore Mampong JHS indicated that a common score participative style of leadership. Responses from Sakafia Islamic JHS also indicated a common score for participative leadership style. This is indicative that participative is low in these two schools.

Sakafia Islamic Primary showed a neutral ground in terms of participative leadership style.

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Table 4.4 School and Participative Style

		Participative Style (Binned)				
		Low	Common Score	Slightly High	High	Total
School	Asokore Mampong M/ A JHS	8	12	6	4	30
	Sakafia Islamic JHS	6	10	4	10	30
	Sakafia Islamic Primary C	5	5	5	5	20
Total		19	27	15	19	80

Source: Researchers' field work, 2016

Directive Style

On the directive style of leadership, most respondents showed that there is high level of Directive style in all the schools except Sakafia Primary C which is slightly high. It gives the view that directive style is highly used by most head teachers of the various schools. From table 4.5 other responses on the scale are even skewed toward high use of directive style of leadership.

Table 4.5 School * Directive_Style1

		Directive_Style1				
		Low	Common Score	Slightly High	High	Total
School	Asokore Maampong M/A JHS	6	15	5	4	30
	Sakafia Islamic JHS	0	0	26	4	30
	Sakafia Islamic Primary C	15	0	0	5	20
Total		21	15	31	13	80

Source: Researchers' field work, 2016

Supportive Style

In the area of supportive leadership, respondents from Sakafia Islamic JHS and High Institute indicated that there is a low level practice of supportive leadership style on the part of the head teachers of these schools. Respondents showed that there is little or no supportive style of leadership exhibited by the Head teachers of these schools. Although there were other responses to slightly high in these schools, it cannot be

compared to the number of people who responded that the head teachers exhibited low level of supportive leadership style. This is shown in table 4.6 below.

Asokore Mampong JHS and Sakafia Islamic Primary Cscored more on the common score. This is also not far from responses on the low level scores.

Source: Researchers' field work, 2016

Table 4.6 School * supportive_Style1

		Directive_Style1				
		Low	Common Score	Slightly High	High	Total
School	Asokore Maampong M/A JHS	15	5	0	10	30
	Sakafia Islamic JHS	4	20	6		30
	Sakafia Islamic Primary C	5	10	0	5	20
Total		24	35	6	15	80

Achievement oriented

Achievement oriented looks at how leadership is mostly tuned to attaining the organizational goals.

On the scores obtained from the respondents of the various schools under review, it can be can be clearly shown that most heads of schools are usually aiming at achieving the results or purpose for which the school was set thus academic performance. It is in this light that most of their actions are regulated.

Table 4.7 School * achievement oriented_Style1

		Directive_Style1				
		Low	Common Score	Slightly High	High	Total
School	Asokore Maampong M/A JHS	5	15	5	5	30
	Sakafia Islamic JHS	1	25	0	4	30
	Sakafia Islamic Primary C	0	0	15	5	20
Total		6	40	20	14	80

Source: Researchers' field work, 2016

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Leadership styles used

From the various sub-headings under 4.3, the following Path-Goal leadership style can be deduced from respondents. From responses received, almost all head teachers are seen to practice on a common score or slightly high level Participative style, Directive style, and Achievement Oriented style of leadership in the schools under review.

However, Supportive style of leadership under the Path-Goal leadership was viewed by majority of respondents as being practiced on the Low or Common Score level.

This shows that most head teachers' styles are not geared at supporting the various teachers in their respective schools to achieve the needed results.

Research question 2: Assessing the impact of the various leadership styles on Academic performance of pupils in Asokore Mampong Municipal.

In this section, the impact of the leadership style on academic performance was analyzed. Whilst checking for the impact, the influence of other group characteristics and situational factors were controlled (statistically) using partial correlation models in SPSS.

The variables controlled for included Situational factors (Infrastructure and Policies and PTA input) and Group characteristics (Teachers Input, Parental Support, Satisfaction of Teachers and Student effort)

The academic performance was measured in two ways. The first was to allow respondents give a subjective performance of their schools by answering a few questions in a questionnaire. The second was to use the BECE ranking of 384 schools published in 2014 to rank the schools.

The 245 registered schools under Asokore Mampong Municipal were grouped as High, Slightly high, Average, Slightly Low and low performing schools based on their position in 2010. Thus the schools were grouped into five. A three year performance was first examined. It seen that the schools under review maintain the same rankings over those years hence a single years performance can be used to analyzed their performance.

Table 4.8 shows the rankings of the schools

Table 4.8 School * Academic performance

		Acc. performance (Binned)				
		High	Slightly High	Average	Slightly low	Low
School	Asokore Mampong JHS		125th			
	Sakafia Islamic JHS			112th		
	Sakafia Islamic Primary C		99th			

Source: Researchers' field work, 2016

Research question 3 and 4: Group Characteristics that moderate leadership styles and academic performance and situational factors that affect academic performance

Supportive style and Academic performance

When the moderating variables were not controlled for, supportive style's correlation on Subjective performance was r= -.060, p=.285>0.06which shows a negative correlation. On Objective performance, the correlation of supportive style was r=.071, p=.202>0.05which shows a positive correlation. With p-values (0.285, 0.302) greater than 0.05 respectively for Subjective performance and Objective performance, there is no significant relationship identified subjective style and the two academic performance measures (Subjective and Objective academic performance). From the results, there is no significant relationship between supportive style of various head teachers and academic performance.

Though no significant relationship was found between Supportive style and academic performance, it also exhibited low correlation between the two variables.

However, when the situational and group characteristics were controlled for, the results changed with subjective performance's correlation at r=-.073, p=.146>0.05 and objective performance at r=.081, p=.109>0.05. Although no significant levels were identified, correlation amongst these variables changed, thus the correlation increased significantly indicating the influence of the situational factors and Group characteristics. This is indicative that there is a significant influence of these moderating factors in determining the influence of leadership style on academic performance.

Directive style and academic performance

Directive style as measured against Objective performance was r=.171, p<.001 and against Subjective was at r=-.176, p<.002. This preliminary result shows that when there is a high level of directive style, perceived performance and objective performance indicates a low level correlation. This results also show that there is a significant relationship between Directive style of leadership and both objective and subjective performance.

When the moderating variables were controlled for, Objective performance was r=.161, p<001 and subjective performance was also r=-.163, p<001. Although the correlation of Objective performance remained the same, that of subjective performance reduced slightly in the correlation but maintained the significant relationship.
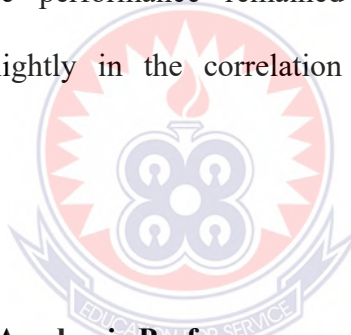
Participative Style and Academic Performance

Participative style and Objective performance correlation was r=.104, p=.0444>0.05 and that of subjective performance was r=.055, p=.394>0.05. These results show positive correlation between participative leadership style and both subjective and objective performance measures. However, there was a significant relationship between participative style and Objective performance thus p- value (0.044) < 0.05, whiles participative style and subjective performance had an insignificant relationship (p=0.384 which is greater than 0.05).

In controlling for situational factor and group characteristics, results for correlations between participative style and Objective performance was r=.122,

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p=0.27>0.05.Also correlation between Participative and Subjective performance was r=.051, p=.447>0.05. Correlation between this leadership style and Objective performance increased but no significant relationship was found whilst Subjective performance's correlation reduced from r=0.053 to 0.051. This indicates the influence of the moderating variables.

Achievement Oriented and Academic performance

Initial results before controlling for situational factors and group characteristics showed correlation between Achievement Oriented Style and Objective performance at r=.123, p=.035<0.05 and Subjective performance was r=.053, p=.374>0.05. These results also showed weak correlation, however a significant relationship between Achievement Oriented Style and Objective performance was obtained whilst no significant relationship was identified between Achievement Oriented Style and Subjective performance.

Results after controls showed correlation with Objective performance at r=-.045, p=.427>0.05 and subjective at r=.052, p=.304>0.05. Although changes in correlation occurred after controlling for moderating variables, they however did not change the significance level between Achievement oriented and the two measures of performance.

Path-Goal leadership and Academic Performance

The Path-Goal Leadership was computed out of the combination of all the four (4) styles mentioned above.The results between the leadership style and Objective

performance was r=.111, p=.025<0.05 and that of subjective performance stood at r=.017, p=.663>0.05.

These results show weak correlation, but a significant relationship between path- goal and Objective performance was identified. They however indicate no significant relationship between subjective performance and path Goal leadership style. Controlling for group and situation characteristics however indicated changes in the correlation co-efficient.

Group Characteristics that moderate the effect of leadership on academic performance

Group characteristics such as Teachers Input, Parental Support, Satisfaction of Teachers and Student effort's correlations showed that there are varying influences of these group characteristics on the leadership styles but of all these group characteristics, it was Teachers Input (r=.187, p<.001) and Students Effort (r=.236, p<001) that showed a positive significant relationship on the leadership styles.

Thus when head teachers exhibit these Path- goal leadership styles, Teachers' input and Students Effort will positively moderate the impact of this leadership style on Academic performance.

Situational factors that moderate the effect of leadership on academic performance

The two situational characteristics thus Infrastructure and policies and PTA Input are analyzed as follows

Infrastructure and policies

Results of infrastructure and policy influence on Supportive style was r=.104, p=0.45>0.05 which showed a weak correlation and no significant influence was identified per the correlation and p-values obtained.

Directive style was r=0.55, p=.168>0.05, Participative style was r=.126, p=.010<0.05 and Achievement Oriented was r=163, p<002. Finally Path-Goal correlation was also at r=.185, p<001.

The results above indicate that apart from supportive leadership style which did not meet the significance level, Infrastructure and policies showed significant positive relationship with the remaining leadership style. Thus when Infrastructure and Policies are well placed, it will positively moderate the influences of Path-Goal leadership exhibited by Head teachers on academic performance.

PTA Input

Results on correlation between PTA and Path Goal (r= 0.132, p= 0.029), thus indicate that there is a positive relationship of PTA influence on the Path-Goal

leadership Styles and significant relationship were also exhibited in these positive relationships.

This shows that the as PTA strive to bringing in more positive influence into the school, it will also positively moderate the effect of head teacher's leadership style on academic performance.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This chapter presents the summary of major findings arising from the data analysis, makes appropriate recommendations for the appropriate leadership style necessary for high level Academic performance amongst schools. The study is concluded at the last section of this chapter.

The main focus of this chapter is to summaries the main findings of this study as well as conclusion and recommendations.

The primary aim of this study has been to assessed the leadership styles of head teachers on academic performance
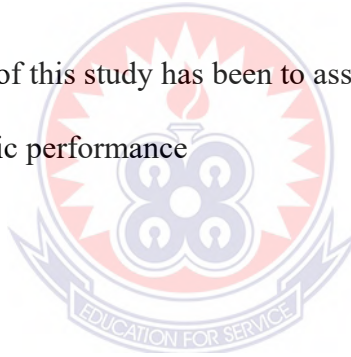
Summaries of findings

The notes under this section are the key finding of this study and they are purely based on the research questions of the study.

Various leadership styles used by head teachers in basic schools

The study brought to light that, almost all head teachers are seen to practice on a high or slightly high level Participative style, Directive style, and Achievement Oriented style of leadership in the schools under review.

The details of participative style represent the trend of responses on Directive style and Achievement Oriented style of leadership in the schools under review which is shown in table 4.5 and 4.7 respectively. This shows these three leadership styles are either practiced by head teachers on high or slightly high level.

The responses from my research indicate supportive style of leadership under the Path-Goal leadership was viewed by majority of respondents as being practiced on the Low or Common Score level.

This indicates that most teachers and students think that the leadership of the head teachers is not supporting them to achieve their goals

Relationship between path-goal leadership style and academic performance

The study brought to light the fact that there is no specific leadership style that really has the ability to influence academic performance in general and that leadership style should be based on the situation on the ground.

However a holistic path –goal leadership style when practiced, positively affect academic performance. The results between the Path-leadership style and Objective performance (r=.113, p=.028<0.05).

When a particular leadership style is practiced predominantly, the effect of that leadership style is nullified by situational factors and group characteristics. Therefore for head teachers to see the influence of their leadership they must practice the various leadership styles on the whole but not in isolation.

Group characteristics that moderate leadership style and academic performance

Teachers input and Student efforts were also the only situational variables that were seen to have a significant moderating effect on achievement of high academic performance.

The study found that, indeed Teachers input and Student efforts' (out of all the other group characteristics) moderate the relationship between Head Teachers' leadership styles and academic performance of school.

If these group characteristics are monitored they will produce the best of academic performances for schools.

Situational factors that moderate leadership and academic performance.

On Situational factors, PTA is viewed as having an influence but not significant enough to affect the influence of head teachers' leadership on academic performance. However infrastructure and policies which are usually controlled by government have a significant effect in moderating the effect of the head teachers' leadership.

Conclusion

The research work intended to assess leadership styles and their impact on academic performance at the selected schools in the Asokore Mampong Municipality. The objective and justification for the study were given; relevant work by various authors and authorities were also extensively reviewed. The study revealed that a holistic practice of the Path-Goal leadership will be the main way to improving

academic performance in schools. It also indicated that teachers and pupils mostly think that the head teachers' leadership is most not supportive and less practiced by head teachers, PTA is not seen as a moderating situational variable but Infrastructure and Policies which fall under government are rather seen as a key moderating variable. Which means the government policies which are instituted through GES when improved can greatly improve academic performance.

Group members like teachers and students efforts are also needed to also moderate the leadership style of head teachers and academic performance.

Data collected from the field were also presented and discussed. The findings of the study may be useful to the head teachers and management of Ghana Education Service; in that very little in terms of research work exist to direct leadership in a proper management of academic performance.
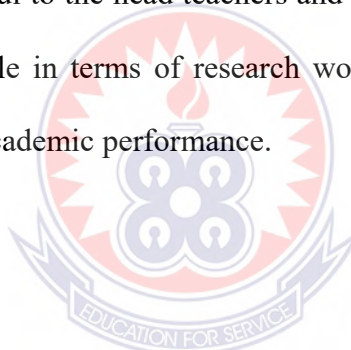
Recommendations

Based on empirical analysis made in chapter four, the following recommendations should be taken into consideration, especially if head teachers of the selected schools want to take a second look into leadership and academic performance.

1. Leaders should blend all the various forms leadership style so as to ensure good academic performance.
2. Head teachers must request from teachers and students their input when they aim at using the achievement Oriented style in their schools

3. Effort should be made by the head teacher for meetings to be convened with the rank and file of the school including the SMC and PTA to address certain issues as well as share ideas that are capable of improving academic performance. Again, all other Group and Situational characteristics must be improved to ensure efficiency of how the leadership style impacts on academic performance.

It is hoped that other Head teachers across Ghana shall learn to adopt various styles that will improve the academic performance of schools.

It is highly recommended that in future any person who assumes office as a leader (head teacher) of any of the schools should be made to go through a leadership training or course.

Direction for Future Research

The study recommends the following for future empirical studies:

1. Examine the influence of PTA on Schools performance and why it did not have any influence in moderating the effect of Head Teachers' leadership style and academic performance.

2. Reasons why Directive style was he only style which resulted in High academic performance

3. Other researchers should also focus to identify the reasons why supportive failed to affect the academic performance significantly

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Appendix I

DEPARTMENT OF EDUCATIONAL LEADERSHIP

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI CAMPUS

UNIVERSITY OF EDUCATION, WINNEBA

Questionnaire for Assessing Leadership Style of Head Teachers

For Head Teacher Only

Demographic Characteristics

i.   Marital Status: a. Married   b. Single   c. Divorced

ii.   Gender :a. Male   b. Female

iii.   Age: a. 18-29 b. 30-39 c. 40-49 d. Over 50years

iv.   Please indicate your level of education

        Cert A   b. Diploma   c. Degree   d. other (Please Indicate)

v.   Please indicate the number of years served as a head teacher ………….

vi.   What is the enrolment drive of your school……………………...……………….

vii.   How long has your school been in existence…………………………………...

<u>**Section I**</u>

For each statement below, circle the number that indicates the degree to which you agree or disagree

Key: 1 = Strongly Disagree   2 = Disagree   3 = Undecided   4 = Agree

        5 = Strongly Agree

Give your immediate impressions there are no right or wrong answers

1.teachers need to be supervised closely	1 2 3 4 5
2.teachers want to be part of the decision making process	1 2 3 4 5
3. in complex situations, leaders should let subordinates work out their problems alone	1 2 3 4 5
4.Providing guidance without pressure is key to being a good leader	1 2 3 4 5
5.Most workers want frequent and supportive communication from their Leaders	1 2 3 4 5
6.The leader is the chief judge of the achievements of the members of the group	1 2 3 4 5
7.It is the leaders job to help subordinates find their passion	1 2 3 4 5
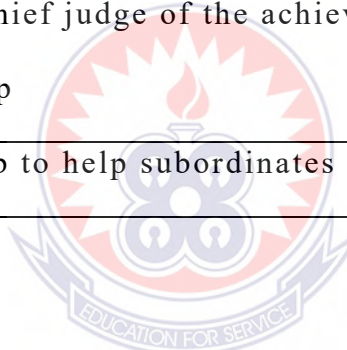
MEDIATING FACTORS

Infrastructure and Policies

8. My school has enough Teaching and learning materials   1 2 3 4 5

9. My school has qualified teachers who teach very well   1 2 3 4 5

10. Pupils are provided with free uniforms by government   1 2 3 4 5

11. Pupils are provided with free food at school by government   1 2 3 4 5

PTA Association Input

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12. The PTA provides support to the school in the form donations 1   2   3   4   5

13. The PTA helps in renovating and putting up infrastructure   1   2   3   4   5

14. The PTA executive visit our school regularly   1   2   3   4   5

15. The PTA provide support for brilliant pupils in school   1   2   3   4   5

16. The PTA motivate teachers   1   2   3   4   5

17. The PTA rewards (prizes) deserving students and teachers   1   2   3   4   5

APPENDIX II

DEPARTMENT OF EDUCATIONAL LEADERSHIP

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI CAMPUS

UNIVERSITY OF EDUCATION, WINNEBA

Questionnaire for Assessing Leadership Style of Head Teachers

Teachers Questionnaire

The purpose of this questionnaire is to assess the leadership behaviour of your head teacher using the path goal theory. All responses are treated with utmost confidentiality, so feel free to provide accurate information that reflects the real situation that exists in your environment.

Demographic Characteristics

i.   Marital Status:a. Married   b. Single   c. Divorced
ii.   Gender : a. Male   b. Female
iii. Please indicate your age: a. 18-29   b. 30-39   c. 40-49   d. Over 50years
iv.   Please indicate your level of education: a.Cert A   Diploma   b. Degree   c. other (Please Indicate)

v.   How   many   years   have   you   served   as   a   teacher

....

vi.   For how long have you been working under the current head teacher of your school?
a. 1-3 years   b. 4-6 years   c. 7-9 years   d.10-12 years   e. 13 years and above

ASSESSMENT OF YOUR HEAD TEACHER'S LEADERSHIP BEHAVIOUR/STYLE

Section I

Path-Goal Leadership

INSTRUCTIONS: This section of the questionnaire contains questions about different styles of leadership. Indicate how often each statement is true of your head teacher's leadership style.

Key: 1 = Strongly Disagree   5 = Slightly Agree

2 = Disagree   6 = Agree

3 = Slightly Disagree   7 = Strongly Agree

4 = Undecided

My Head teacher:

1. Let teachers know what is expected of them	1 2 3 4 5 6 7
2. Maintains a friendly working relationship with teachers.	1 2 3 4 5 6 7
3. Consult with teachers when facing a problem	1 2 3 4 5 6 7

4. Listen receptively to teacher's ideas and suggestions	1 2 3 4 5 6 7
5. Informs teachers about what needs to be done and how it needs to be done.	1 2 3 4 5 6 7
6. Teachers know that he expects them to perform at their highest level.	1 2 3 4 5 6 7
7. Act without consulting teachers	1 2 3 4 5 6 7
8. Does little things to make teachers feel pleasant to be members of the group.	1 2 3 4 5 6 7
9. .Ask for suggestions from teachers concerning how to carry out assignments.	1 2 3 4 5 6 7
10. Help teachers overcome problems that stop them from carrying out their tasks.	1 2 3 4 5 6 7
11. Consult with teachers to set goals and targets for the school	1 2 3 4 5 6 7
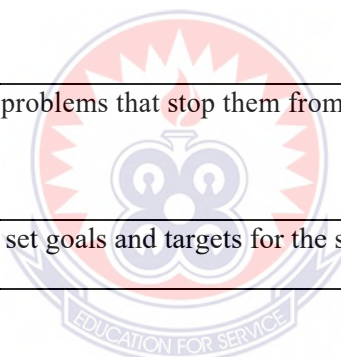
Section II

Please use the key provided below to answer the questions that follow.

Key: 1 = Strongly Disagree   2 = Disagree3 = Undecided4 = Agree   5 =

Strongly Agree

12) The influence of my head teacher has been very effective in the following areas:

   a)   Attendance to work   1 2 3 4 5

   b)   Improvement in school environment   1 2 3 4 5

c) Availability of resources   1 2 3 4 5

d) Interpersonal relationship between the leader and employees 1 2 3 4 5

e) In the organization of clinical supervisions and monitoring   1 2 3 4 5

13) Whenever the head teacher is not around, members of the staff strive hard to achieve academic excellence for the school?	1 2 3 4 5
14) Members of the staff strive hard to achieve academic excellence for the school?	1 2 3 4 5
15) The Head teacher inspires and motivates the employees in the school?	1 2 3 4 5
16) The head teacher can be considered as someone who is a visionary?	1 2 3 4 5

17) How would you rate the leader's ability to inspire and motivate

a. Unsatisfactory b. Satisfactory c. Good   d. Very Good   e. Excellent

Section III MEDIATING FACTORS

Satisfaction of Teachers

18. I get on well with other teachers in my school	1 2 3 4 5
19. Teachers in my school support each other	1 2 3 4 5
20. Teachers interact socially outside the school environment	1 2 3 4 5
21. My school undertakes regular IN-SET training for teachers	1 2 3 4 5
22. My school provides opportunities for teachers to upgrade their knowledge	1 2 3 4 5
23. My school provides adequate materials during in-set training	1 2 3 4 5

Infrastructure and Policies

24. My school has enough teaching and learning materials   1   2   3   4   5

25. My school has qualified teachers who teach very well   1   2   3   4   5

26. Pupils are provided with free uniforms by government   1   2   3   4   5

27. Pupils are provided with food at school   1   2   3   4   5

PTA Association Input

28. The PTA provides support to the school in the form of financial donations

                                                        1   2   3   4   5

29. The PTA helps in renovating and putting up infrastructure   1 2 3 4 5

30. The PTA executive visits our school regularly   1 2 3 4 5

31 .The PTA provide support for brilliant pupils in the school   1 2 3 4 5

32. The PTA motivates the staff of the school   1 2 3 4 5

33. The PTA rewards deserving pupils and teachers   1 2 3 4 5

APPENDIX III

PUPIL QUESTIONNAIRE

Questionnaire for Assessing Mediating Factors on Pupil Performance

Pupil Questionnaire

The purpose of this questionnaire is to assess the role of mediating factors in influencing the outcome of student academic performance. All responses are treated with utmost confidentiality, so feel free to provide accurate information that reflects the real situation that exists in your environment.

Demographic Characteristics

i.   Gender: a. Male ☐   b. Female ☐

ii.   Age: a. below 10years ☐ b. 11-15 ☐ c. 16-19 ☐ d. Over 19years ☐

iii.   Academic stage a. JHS 1☐ b. JHS 2 ☐ c. JHS 3 ☐

iv.   How many brothers and sisters do you have?

………………………………………………

v.   What was your normal position for the end of term exams?

$1^{st} – 10^{th}$ b. $11^{th} – 20^{th}$ c. $21^{st} – 30^{th}$ d. $31^{st} – 40^{th}$ e. Over 40th

MODERATING FACTORS

Using the likert-scale, please indicate the degree to which you agree or disagree with each of the statements below:

Key: 1 = Strongly Disagree   2 = Disagree   3 = Undecided   4 = Agree   5=Strongly Agree

Infrastructure and Policies

1. My school has enough textbooks for pupils   1 2 3 4 5

2. There are enough tables and chairs for pupils   1 2 3 4 5

3. Pupils are provided with free uniforms by government   1 2 3 4 5

4. There are enough classrooms for pupils   1 2 3 4 5

5. Pupils are provided with food at school by government   1 2 3 4 5

6. Our head teacher comes round the class to check the activities of teachers 1 2 3 4 5

Parental Involvement

7. My parents assist me with my homework   1 2 3 4 5

8. My parents talk with me about my challenges at school   1 2 3 4 5

9. My parents show concern about my results   1 2 3 4 5

10. My parents personally know some of my teachers   1 2 3 4 5

11. My parents visit me at school sometimes   1 2 3 4 5

Student Effort

12. I always study when I get to the house after school   1   2   3 4 5

13. I am always involved in extra classes   1   2   3 4 5

14. I am regular and punctual at school   1 2 3 4 5

15. I have the required textbooks for studies   1 2 3 4 5

Teachers Input

16. Our teachers are very hard working   1 2 3 4 5
17. Our teachers teach very well   1 2 3 4 5
18. Our teachers have a full understanding of what they teach   1 2 3 4 5
19. Our teachers are always in school   1 2 3 4 5
20. Our teachers give us lots of exercises to help us understand what they teach

                                1 2 3 4 5
21. Our teachers give us a lot of homework or take home assignment to do   1 2 3 4 5

PTA Association Input

22. The PTA provides support to the school in the form of financial donations   1   2   3 4 5

23. The PTA helps in renovating and putting up infrastructure for the school? 1 2 3 4 5

24. The PTA executive visit our school regularly and interact with the teachers 1 2 3 4 5

25. The PTA provides support for brilliant pupils in school   1 2 3 4 5

26. The PTA rewards (prizes) deserving students and teachers   1 2 3 4 5