

**KWAME NKRUMAH UNIVERSITY OF SCIENCE
AND TECHNOLOGY-KUMASI
COLLEGE OF ART AND SOCIAL SCIENCES
SCHOOL OF BUSINESS**

KNUST
TOPIC:

**ASSESSING THE IMPACT OF LEADERSHIP STYLES OF HEAD
TEACHERS ON ACADEMIC PERFORMANCE: A CASE STUDY OF
SELECTED SCHOOLS IN THE MANHYIA
SUB-METRO**

**THESIS SUBMITTED TO KNUST SCHOOL OF BUSINESS IN PARTIAL
FULFILLMENT FOR THE AWARD OF MASTER OF BUSINESS
ADMINISTRATION**

BY

BASHIRU SHEHU

B.A (ARTS) AFRICAN STUDIES, (UCC)

JUNE, 2013

ASSESSING THE IMPACT OF LEADERSHIP STYLES OF HEAD TEACHERS ON
ACADEMIC PERFORMANCE: A CASE STUDY OF SELECTED SCHOOLS IN THE
MANHYIA SUB-METRO

BY

BASHIRU SHEHU B.A (ARTS) AFRICAN STUDIES, (UCC)

©2013 Department of Managerial Science

A Thesis submitted to the Department of Managerial Science, Kwame Nkrumah University of
Science and Technology in partial fulfilment of the requirements for the degree of the

MASTER OF BUSINESS ADMINISTRATION (HRM OPTION)

SCHOOL OF BUSINESS, KNUST

College of Art and Social Sciences

JUNE, 2013

DECLARATION

I hereby declare that this submission is my own work towards the Master of Business Administration (MBA) and that, to the best of my knowledge, it contains no material previously published by another person or material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

KNUST

Bashiru Shehu

(PG 4707210)

Signature

Date

Certified by:

Hannah Vivian Osei

(Supervisor)

Signature

Date

Certified by:

J.K. Turson

(Head of Department)

Signature

Date

ABSTRACT

The role of head teachers in every institution is very central to the success of the school. Head teachers are responsible for promoting good teaching and learning practices among teachers and students. The role of head teachers has become so crucial that they need to possess the right leadership attributes in order to enable their schools to attain a positive and productive work environment. The focus of the research was 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. A total of 355 respondents for Pupils, 93 Teachers and 6 Head Teachers were used for the study. In all 454 respondents were used to gather the information required to make the analysis. the results of the study revealed that, with respect to the leadership style practiced by head teachers, when a holistic path –goal leadership style is practiced it will produce a positive effect on academic performance but when they are practiced in isolation the effect of the 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. 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 hence if these group characteristics are monitored they will produce the best of academic performances for schools.

ACKNOWLEDGEMENT

It is a pleasure to acknowledge my indebtedness to all those in diverse ways contributed to all those in diverse ways contributed directly and indirectly to the conduct of this research.

My special, sincere heartfelt appreciation and gratitude goes to my supervisor Hannah Vivian Osei (Ms) of the Department of managerial Science, School of Business for her insightful comments and professional guidance offered to me “ Madam I thank you for the pains taken to go through my work”. I also wish to thank Brother Abdul Samed Muntaka, lecturer School of Business for the suggestions and support.

I am highly indebted to all head teachers’, teachers’, and pupils in the six selected schools in the Manhyia sub-metro who regardless of their busy schedules had time to respond to the questionnaires for this work to be a success. To Obed A. Kwateng, Nyame K Richard, Mohammed Yakubu, Bala Zakaria, Karim Azumah who helped to administer the questionnaires in the various schools I say thank you.

I also thank Mr Christian Agyeri , Exams Officer-Kumasi Metro for providing me with all the necessary data on the Schools ranking and grading and not for getting J. Mochia (T.A School of Business) for his support.

Finally, I wish to thank my parents for the immense support.

DEDICATION

To my loving mum, Suwebatu Kailani Popoola, through whose sweat and hard knocks I learned to read and write.

To all the entire Shehu Hassan's family for their wonderful support and encouragement.

To my loving wife, Muyinat Shehu for standing by me day and night .

To all my teachers, counselors and all that I have ever thought me anything right from the alphabets.

To all those through whose prayer I became what I am.

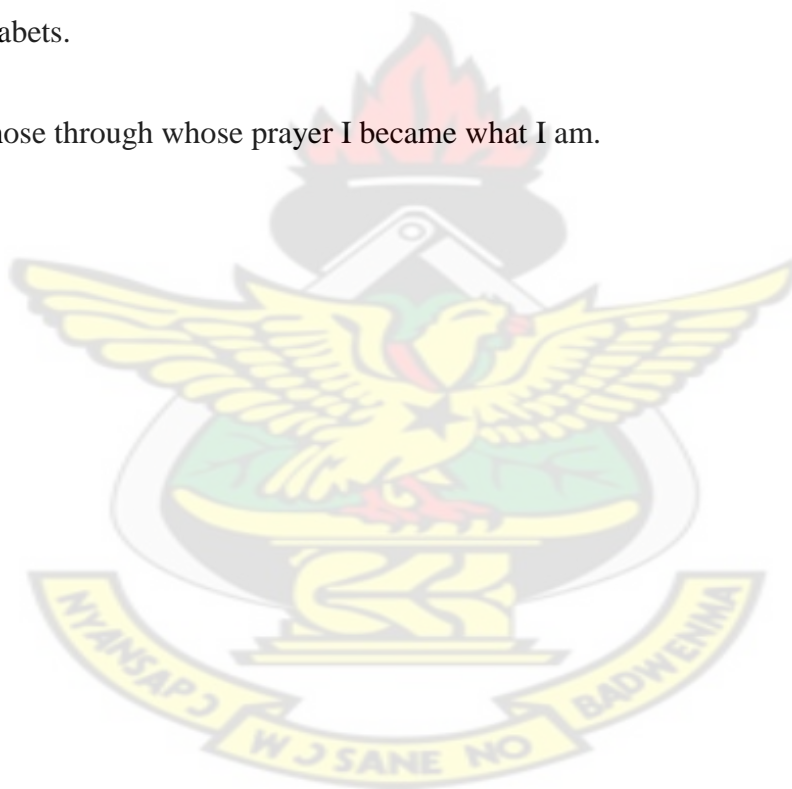


TABLE CONTENT

CONTENT	PAGE
Title Page	i
Declaration	ii
Abstract	iii
Acknowledgement	iv
Dedication	v
Table Content	vi
List of Table	xii
List of Figures	xiv
List of Abbreviations	xv
CHAPTER ONE GENERAL INTRODUCTION	1
1.0 Introduction	1
1.1. Background to the study	1
1.2. Statement of the problem	5
1.3. Research Objectives	7
1.3.1. The General Objective	7
1.3.2. The Specific Objectives	7
1.4 Research Questions	8
1.5 Scope of the study	8
1.6 Justification of the study	9
1.7 Overview of Methodology	9
1.8 Limitation of the study	10

1.9. Organization of the study	10
CHAPTER TWO LITERATURE REVIEW	11
2.0 Introduction	11
2.1 Leadership defined	11
2.2 The Educational Leader (Head Teacher) Defined	12
2.3 Academic performances	13
2.4 Moderating Factors: other factors affecting Academic performance	14
2.4.1 Teacher competence	14
2.4.2 Student Effort	15
2.4.3 Parental involvement	16
2.5 Policies on Education and Situational Conditions	16
2.5.1 School Feeding	16
2.5.2 Capitation grant	18
2.5.3 Situational conditions	19
2.6 The role of the head teacher in ensuring academic performance	19
2.7 Leadership Models and Theories	21
2.7.1 Trait theory of leadership	22
2.7.2 Contingency theory of leadership	23
2.7.3 Fildler's Contingency theory of leadership	23
2.7.4 Path-Goal Theory of Leadership	24
2.7.4.1 Assumptions of Path-Goal Theory	25
2.7.4.2 Limitation s of the Path-Goal theory	25
2.7.5 Autocratic or Authoritarian style	26
2.7.5.1 Benefits of autocratic leadership	26

2.7.5.2	Limitation of autocratic leadership style	27
2.7.6	Democratic style	27
2.7.6.1	Benefits of the democratic style	28
2.7.6.2	Limitation of democratic style	29
2.7.7	Laizzer-faire or free-rein style	29
2.7.7.1	Benefits of Laizzer-faire or free-rein style	30
2.7.7.2	Limitation of Laizzer-faire or free-rein style	30
2.7.8	The most appropriate leadership style	31
2.7.9	Leadership performance	32
2.7.10	Followership	32
2.7.10.1	Types of followership	33
2.7.11	Leadership and management	34
2.7.12	Motivation, leadership and followership	36
2.8	Conceptual framework	37
2.8.1	Independent Variables	38
2.8.2	Dependent Variables	38
2.8.3	Moderating Variables	38

CHAPTER THREE	METHODOLOGY AND ORGANIZATIONAL	
PROFILE		40
3.0	Introduction	40
3.1	Research design	40
3.2	Population of the study	41
3.3	Sample technique and sample size	41
3.3.1	Ethical issues	42

3.4 Method of data collections	42
3.4.1 Data collection instrument	43
3.4.1.1 Teachers questionnaire	43
3.4.1.2 Pupils questionnaire	44
3.5 Testing Validity	44
3.6 Testing Reliability	45
3.7 Methods of Data Analysis	46
3.8 Profile of Selected School	47
 CHAPTER FOUR RESEARCH ANALYSIS AND DISCUSSION	 61
4.1 Introductions	61
4.2 Demographic Data	61
4.2.1 Respondents and Gender Cross tabulation	61
4.2.2 Respondent and age Cross tabulation	63
4.2.3 School and Education Cross tabulation	64
4.3 Identifying various leadership styles	65
4.3.1 Participative style	66
4.3.2 Directive Style	67
4.3.3 Supportive Style	68
4.3.4 Achievement Oriented Style	69
4.3.5 Leadership Style Used	71
4.4 Assessing the Impact of the various leadership styles on Academic performance	71
4.4.1 Supportive Style and Academic performance	73
4.4.2 Directive Style and academic performance	73

4.4.3 Participation Style and academic	74
4.4.4 Achievement Oriented and academic performance	75
4.4.5 Path-Goal leadership and academic performance	75
4.5 Group characteristics that moderate the effect of leadership on academic performance	76
4.6 Situational factors that moderate the effect of leadership on academic performance	76
4.6.1 Infrastructure and policies	77
4.6.2 PTA Input	77
CHAPTER FIVE SUMMARY, CONCLUSION AND RECOMMENDATIONS	78
5.0 Introduction	78
5.1 Summary of findings	78
5.1.1 Various leadership styles used by the head teachers in the basic schools	78
5.1.2 Relationship between path-goal leadership style and academic Performance	80
5.1.3 Group characteristics that moderate leadership style and academic performance.	80
5.1.4 Situational factors that moderate leadership and academic performance.	81
5.2 Conclusion	81

5.3	Recommendations	82
5.4	Direction for future Research	83
REFERENCES		xvi
APPENDICES		xxvi

KNUST



LIST OF TABLES

Table 2.1	Attributes of managers and leaders	35
Table 3.0	Conbarch Alpha-value	45
Table 3.1	New Tafo School performance and ranking for the last four (4) years	48
Table 3.2	New Tafo school enrolment figures for the school over the last three years.	48
Table 3.3	St. Louis demonstration School performance and ranking for the last four years	50
Table 3.4	St. Louis demonstration enrolment figures for the school over the last three (3) years	51
Table 3.5	Roman Girls school performance and ranking for the last four (4) years.	53
Table 3.6	Roman Girls school enrolment figure for the school over the last three years	53
Table 3.7	Mmofraturu school performance and ranking for the last four years.	55
Table 3.8	Mmofraturu school enrolment figures for the school over the last three years.	56
Table 3.9	Higher Institute of Islamic Studies school performance and ranking of the last four years.	57
Table 3.10	Higher Institute of Islamic Studies school enrolment figures for the school over the last three years.	58

Table 3.11	Wesley College Demonstration School performance and ranking of the last four years	59
Table 3.12	Wesley College Demonstration School enrolment figures for the school over the last three years	60
Table 4.1	Respondent and Gender Cross tabulation	62
Table 4.2	Respondent and Age Cross tabulation	64
Table 4.3	School * Education Cross tabulation	65
Table 4.4	School and Participative Style (Binned) Cross tabulation	67
Table 4.5	School * Directive_Style1 Cross tabulation	68
Table 4.6	School * Supportive_Style1 Cross tabulation	69
Table 4.7	School * Achievement Oriented Cross tabulation	70
Table 4.8	School * Acc. performance (Binned) Cross tabulation	72

LIST OF FIGURES

Figure 2.1:	Developmental objectives and expected outputs of the Ghana School Feeding Programme	18
Figure 2.2:	The motivation process	37
Figure 2.3:	Conceptual Model for the Study	39

KNUST



LIST ABBREVIATION

GSFP-	GHANA SCHOOL FEEDING PROGRAMME
GES-	GHANA EDUCATION SERVICE
MOESS-	MINISTRY OF EDUCATION, SCIENCE AND SPORTS
J.H.S-	JUNIOR HIGH SCHOOL
BECE-	BASIC EDUCATION CERTIFICATE EXAMINATION
KMA-	KUMASI METROPOLITAN ASSEMBLY
P.T.A-	PARENTS AND TEACHERS ASSOCIATION
SMC-	SCHOOL MANAGEMENT COMMITTEE
FCUBE-	FREE, COMPULSORY, UNIVERSAL BASIC EDUCATION
MDG-	MILLINUM DEVELOPMENT GOALS
SPSS-	STATISTICAL PACKAGE FOR SOCIAL SCIENCE
M/A-	METROPOLITAN ASSEMBLY



CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

Chapter one provides an overview of the whole study. It begins with the background to the study. It also details the purpose of the study, problem statement, research questions and objectives. Research hypothesis, significance of the study and limitations to the study are all addressed in chapter one.

1.1 Background to the study

“Education is the key towards development of a nation as a whole and the most effective channel to bring about the prosperity in a society” (Ahmed and Qazi, 2011 as cited by Aikaman & Unterhalter, 2005). Economic and social progress of a country do not just depend upon the richness of its natural resources or monetary capital but the human capital has always been considered as the ultimate source to speed up the pace of a country’s development and formal education system is the basic mechanism behind developing this human capital (Nsubuga, 2003 as cited by Aikaman & Unterhalter, 2005).

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 made a lot of progress, 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 leadership style adopted by head teachers is seen as crucial to the success of pupils in school. Several theories of leadership exist, one such important theory is the path-goal theory of leadership. The theory originated from the original claim that leadership impact is influenced by the ways in which the leader behaves towards the paths and the goals of the employees (Clarke, 2006). There are two major hypotheses in the path-goal theory of leadership. The first concerns the acceptability of the leader’s behaviour to the subordinates and the second concerns the motivational function of the leader (House and Mitchell, 1974 as cited by Neider and Schriesheim, 2002).

According to Rowe and Guerrero (2010) the path-goal theory suggests that employees will be motivated if three conditions are met:

1. Employees believe in their ability to perform their assigned work-related task
2. Employees believe that their work-related efforts will lead to appropriate outcomes and
3. Employees believe that these work-related outcomes will be meaningful.

Northouse (2010) asserts that “the path-goal is basically about how leaders motivate employees or subordinates to accomplish designated goals”

The head teacher is a symbol of authority to 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) as cited by Armstrong-Vogel (2008) contends 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 principals in any school cannot be undermined. Hammond et al (2005) as cited by NCCTQ (2007) agrees with this assertion by emphasizing that, principals play a vital role in setting the direction for schools that are positive and productive workplaces for teachers and vibrant learning environments for children. They however claim 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.

The role of principals (head teacher) in every institution is very central to the success of the school. Principals are responsible for promoting good teaching and learning practices among teachers and students. The role of principals have become so crucial 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.

“Principals 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 as cited by Davis et al, 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 as cited by Davis et al, 2005). 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 (Davis 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.

1.2 Statement of the Problem

Strategies adopted by Ghana’s education sector have focused on providing free basic education, providing assistance on increasing access to education in deprived districts, shifting emphasis from school construction alone to improving teacher training, providing learning materials, and enhancing classroom management as well as providing aid to specific populations known to be underserved (Etsey et al, 2009). Basic education is the first stage of the skill acquisition process in the educational ladder. In Ghana basic education provides the essential building blocks to continue to 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 indicates that, the pass-rate of students who sat for the Basic Education Certificate Examination has been on a

constant downward decline. Out of the total number of 1,121,817 students who sat for the BECE in the past three years, 574,688 failed to achieve the pass mark.

Leadership is a key commodity 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 as cited by Edqual, 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 need 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 the extent to which their choice of leadership style impacts on the performance of their 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 lord over all other leadership styles, or is it a blend of the various leadership styles the most effective way to attain results. Findings from this study will help reveal all these.

1.3 Research Objectives

In order to address the research problem raised, the researcher identified a general objective as well as some specific objectives of the study.

1.3.1 General Objective

The general objective of the researcher in conducting this study 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.

1.3.2 Specific Objectives

To achieve the general objective of the study seeks to achieve the specific objectives:

- i. To identify the various leadership styles of head teachers in basic schools in the Manhyia Sub-Metro.
- 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.

1.4 Research Questions

In order to address the research objectives discussed above, the research sought to answer the following questions:

- i. What are the various leadership styles being used by head teachers in basic schools?
- ii. What relationship exists between the leadership styles of head teachers and the academic performance of their students?
- iii. What are the group characteristics (teachers and students) that moderate leadership style and academic performance?
- iv. What are the situational factors that moderate leadership and academic performance?

1.5 Scope of the Study

The study was carried out within the Manhyia Sub-Metro in the Ashanti region of Ghana. The study identifies the various leadership styles that are used by head teachers in their effort to ensure academic success of their students. Six basic schools in the Manhyia Sub-Metro were used as a case study for the project. The target group for the study included; head teachers, teachers, and students of the selected schools. The students were selected using simple random approach whereby each student had an equal chance of being involved in the study. The use of simple random sampling enabled the researcher to avoid any form of bias in the student and teacher selection process. Questionnaires were used to elicit the necessary information from the target group.

1.6 Justification of the Study

This study proved very useful upon conclusion for the following reasons.

The study unravelled 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 and 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.

1.7 Overview of Methodology

The study conducts an extensive examination of the leadership styles of head teachers in selected schools in the Manhyia sub-metro as well as the academic performance of their students. The target group for the study included; the head teachers, teachers and students. The researcher used quantitative research methods to solicit data from the participants of the study. Structured questionnaires were used to assess the views of the participants to aid the researcher to obtain quantitative data from the schools involved in the study.

1.8 Limitations of the Study

Due to the difficulty in collecting data, it was impossible for the researcher to involve many schools. Further, time limit for executing the study made this impossible.

The study only examined 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 took place in the Manhyia Sub-Metro in Ashanti region. Considering the cultural and demographic diversity in Ghana, findings from this study do not necessarily apply to schools in other regions in the country.

1.9 Organization of the Study

This research report comprise of 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 detailed 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

2.0 Introduction

In this chapter the researcher undertakes a review of books, journals, articles and all relevant materials pertaining to the topic under study.

2.1 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 factors that affect leadership, as well as the different perspectives from which it is viewed (Dima et al, 2011). 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 above have a central idea in common: influence. A leader who fails to exert influence on his followers will certainly fail to achieve results.

2.2 The Educational Leader (Head Teacher) Defined

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 et al (2007) is of the view that an educational leader is one who is able to promote a shared community vision, mobilize people, lead curriculum and pedagogical practice, administrate effectively and reflect critically on all practice. According to Chen 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.

2.3 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 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.

2.4 Moderating Factors: Other Factors Affecting Academic Performance

In this sector the researcher reviews 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.

2.4.1 Teacher Competence

The idea that what makes a good teacher depends on the culturally influenced expectations of the students, parents and teachers themselves. Anfara et al (eds) (2005) argues that in order to ensure that academic success on the part of the student is attained, 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 student 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 helps 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 to 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.

2.4.2 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, as scholars, may set as his goal the attainment of the highest grade in the class”

2.4.3 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 pupil 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.

2.5 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

2.5.1 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 was 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 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:

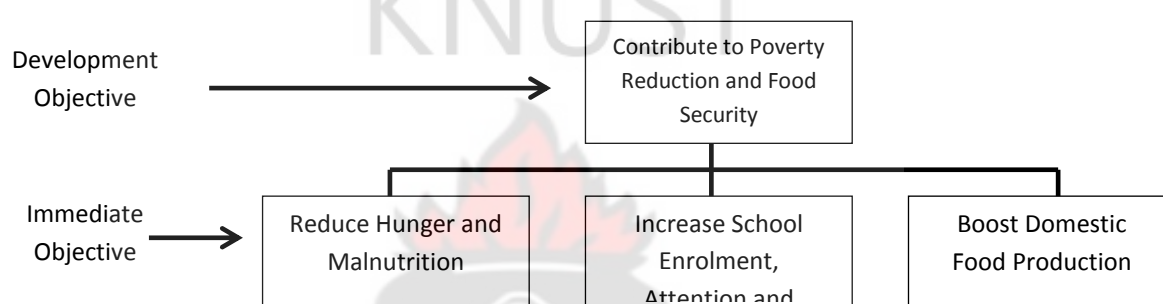
“My favourite reference is from Rashidatu, a class 6 pupil in our lady of Peace Primary School in Bimbilla, who recounts several instances in the past when children collapsed out of weakness during morning school assembly. She insists that since the school feeding program started, these incidents have almost entirely stopped.”

Hewitt (2008) argues that it is very tedious to work hard at school if a student is not fed or 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 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 moderating 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: Afoakwa (2012)

2.5.2 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.

2.5.3 Situational Conditions

Situational conditions that could influence the outcome of educational performance of students include quality of infrastructure at a particular school. This could include the availability of teaching 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 districts also continue to pose critical challenges to educational performance of pupils in the educational sector.

2.6 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 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 revolving 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?

2.7 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 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.

2.7.1 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 among the traits thought to have an impact on leadership effectiveness (Manning and Curtis, 2002).

Some qualities of the 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

2.7.2 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 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.

2.7.3 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 leader 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. The dimensions include 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).

2.7.4 Path-Goal Theory of Leadership

According to Chance and Chance (2002) the path goal theory tries to elucidate the impacts of four various 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 en route 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).

2.7.4.1 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.

2.7.4.2 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) also is 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.

2.7.5 Autocratic or authoritarian style

An autocratic leadership style is one in where 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.

2.7.5.1 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.

2.7.5.2 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 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.

2.7.6 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 hands-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.

2.7.6.1 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.

2.7.6.2 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.

2.7.7 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 turns over all authority and control to subordinates. Mehrotra(2005) asserts that free-rein avoid 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’.

2.7.7.1 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.

2.7.7.2 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.

2.7.8 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 is choice is not appropriate in the situation just described. An autocratic statement is quickly needed to tell your subordinates what each must do.

2.7.9 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 a 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.

2.7.10 Followership

Followership is the "acceptance of influence from another person without feeling coerced and." 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 their character but the role they play. He is of the view that, in almost all institutions, leadership is taught and encouraged 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.

2.7.10.1 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 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 leaders is often incapable and as such less motivated to contribute anything input to the team they belong to (Debra, 2011; Lussier and Achua, 2009; Favara (Jr), 2009; Kern, 2001). The yes leaders 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 leaders, 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).

2.7.11 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. The table below illustrates the attributes associated with leaders and managers.

Table 2.1 Attributes of Managers and Leaders

Manager	Leader
Personality Styles	
<ul style="list-style-type: none"> • Rationality and Control • Are problem solvers • Are persistent • Hard working • Intelligent • Tolerant • Analytical • Tough-minded 	<ul style="list-style-type: none"> • Brilliant but sometimes lonely • Try to control themselves before they control others • Can visualize purpose and generate value in work • Are imaginative • Passionate • Non-conforming risk-takers
Conception of Work	
<ul style="list-style-type: none"> • View work as an enabling process • Establish strategies • Continually coordinate and balance opposing views • Are good at reaching compromises • Tolerate practical 	<ul style="list-style-type: none"> • Develop new approaches to long standing problems • Open issues to new options • Use their vision to excite people • Focus people on shared ideals and raise their expectations

Source: (Leitner (2007)).

2.7.12 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.” Lussie and 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.

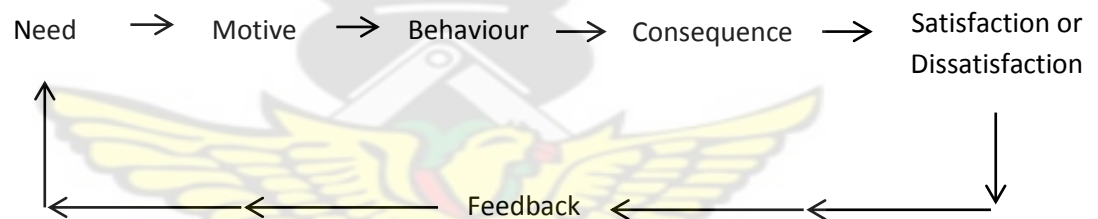
Daft (2008) is of the view that leaders need to pay particular attention towards motivating their followers. He asserts that “since employee motivation affects productivity, and so part of a leader’s job is to channel follower’s motivation toward the accomplishment of the organization’s vision and goals. 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).

Fig2.5: The motivation process



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

2.8 Conceptual Framework

According to Gratton and Jones (2010) the conceptual framework describes and explains the concepts to be used in a study. Brinthaup 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. The dependent variables are the outcome variables that result due to an input of the independent variables. Thus the independent variables influence the nature of the output of the dependent variables. The independent and dependent variables for the study are listed below:

2.8.1 Independent Variables

1. Directive leadership
2. Supportive Leadership
3. Achievement Oriented Leadership
4. Participative Leadership

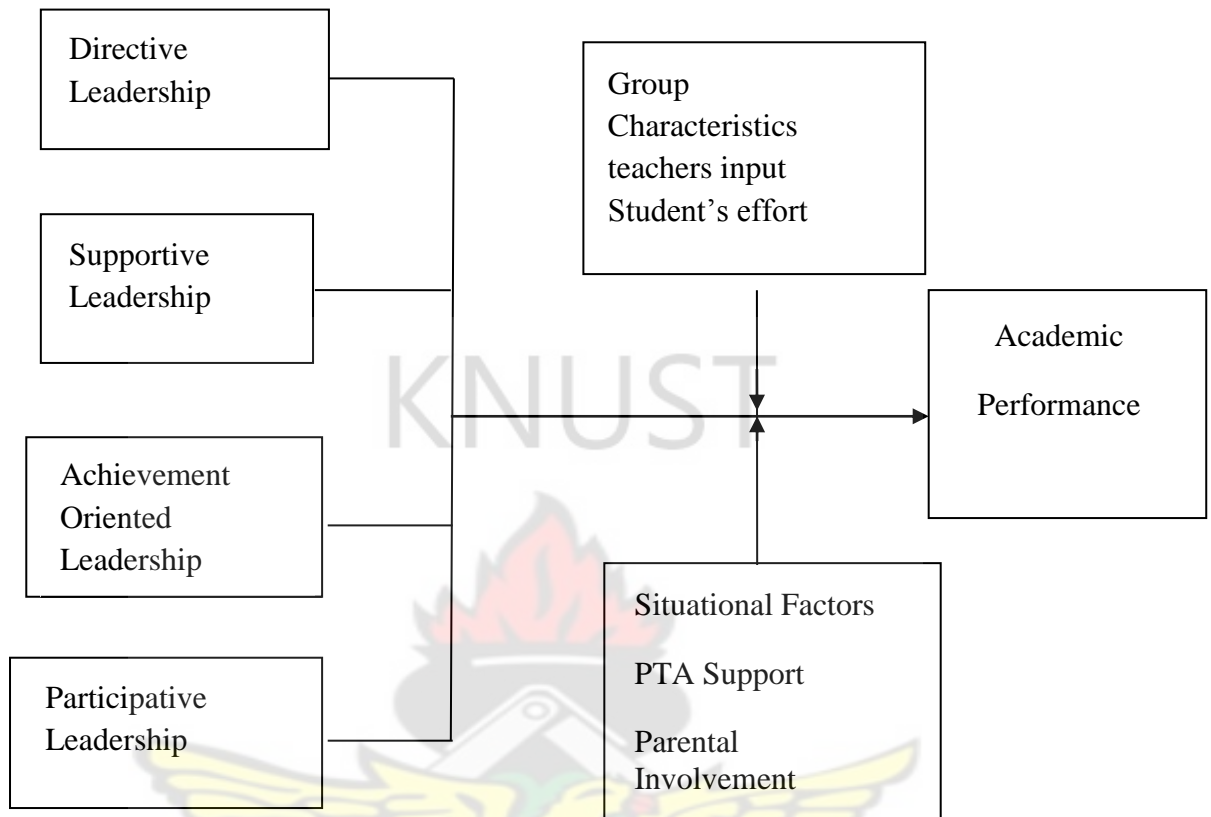
2.8.2 Dependent Variables

Academic Performance

2.8.3 Moderating Variables

1. Group Characteristics
2. Situational Factors

Figure 2.3: Conceptual Model for the Study



Source: Researchers own, 2013

CHAPTER THREE

METHODOLOGY AND ORGANISATIONAL PROFILE

3.0 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.

3.1 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. A quantitative method was 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. Quantitatively the researcher used survey instruments to gather data from the research participants.

3.2 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 six selected schools
2. Teachers of the six selected schools
3. Pupils of the six selected schools

There are 178 teachers in all the six selected school. The schools have a pupil's population of 3250 and six head teachers. This brings the total population of the study to 3434.

3.3 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.

In all, samples of 486 respondents were selected for the study. This comprised of 60 students from each of the six schools, 20 teachers and the head teacher of each school. And a single head master from each of the six schools.

In all, 454 of respondents out of samples of 486 respondents completed the questionnaires representing a response rate 93.42%. Thus 355 out of 360 for the pupils representing 98.6 %, for teachers 93 out of 120 respondents representing 77.5 % while head teacher reported 100%.

3.3.1 Ethical Issues

In ensuring that ethical issues were taken 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.

3.4 Method of Data Collection

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.

3.4.1 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 were easily comprehensible by the participants in the survey. This ensured that all responses obtained from participants were accurate and easily analyzable.

3.4.1.1 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

3.4.1.2 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

3.5 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.

3.6 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.

Cronbach's Alpha

	Teachers & Head Teachers	Students
Subjective performance	0.90	
Teachers Input	0.84	0.80
PTA Input	0.88	0.68
Directive Style	0.50	
Achievement Oriented Style	0.59	
Parental Involvement		0.53
Student Effort		0.62

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) 0.9, Teachers input (teachers and head teachers) 0.84, teachers input (students) 0.8 and PTA input (teachers and head teachers) 0.88 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 (0.88) whilst 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.

3.7 Methods of Data Analysis

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.

3.8 Profile of Selected Schools

NEW TAFO M/A JHS

1. Brief background information of the school

New Tafo M/A JHS were formerly known as Division School. It was established in 1953 with a home science Centre which was serving all school in Dichemso and New Tafo (Krofrom). When the JSS (JHS) system of education was introduced the central Home Science system was halted any some part of the building was invented into the current Manhyia Sub-Metro Office of Ghana Education Services, Kumasi (GES) while the west continue to serve as classrooms.

2. The Vision of the School

The vision of the school is to create a learner friendly environment which will lead to improving the performance of students results in the BECE and impact discipline in them through quality teaching and learning.

3. The Mission of the School

The mission of the school is to maintain discipline among pupils and teachers and motivating them to give of their best in order to fit in any community that they found themselves in the world over.

4. The Management Machinery

The School is managed by the Kumasi Metro Education Unit, K.M.A, and the Headmistress.

5. Organization Chart of the School.

The Headmistress, Assistant Head, Section Masters, Sports Master, School prefect, Section leaders, Class prefects.

6. Education performance over the last four years.

The educational performance of the school has been encouraging even though there are some challenges.

Table 3.1 New Tafo School performance and ranking for the last four (4) years

7. School performance and ranking for the last four (4) years

ACADEMIC YEAR	NO. OF CANDIDATES PRESENTED	MEANS	PERCENTAGES	POSITION RANKING
2009	118	27.12	70.34	320
2010	90	27.48	31	351 ST
2011	89	27.71	71.9	283 RD

Source: Kumasi metro Education Directorate

8. Total Number of teachers (staff)

The School has teaching staff strength of 20 comprising 14 males and 6 females.

Table 3.2 New Tafo school enrolment figures for the school over the last three years.

9. Total number of students (enrolment for JHS 1,2,3)

The enrolment figures for the school over the last three years.

ACADEMIC YEAR	MALE			FEMALE			TOTAL
	F1	F2	F3	F1	F2	F3	
2009/2010	45	51	64	71	48	72	351
2010/2011	40	35	45	61	55	44	280

Source: New Tafo Head Teacher

ST. LOUIS DEMO. JHS

1. Brief Background information on the School

St. Louis Demonstration School was established October 1977 by the Government of Ghana as a demonstration school to the then St. Louis Teacher Training College. The school started on the 4th of October 1977 with 56 students under the Headship of Miss Victoria Yankson. Teachers from the Training College were assigned to teach together with the few teachers posted to the school. The school has since enrolled over 17,000 students.

2. The Vision of the school

The vision of the school is “to equip students with the required knowledge and skills needed to qualify them into any better secondary school”

3. The Mission of the school

The mission of the school is to “train the student physically, morally, academically and socially guiding each one to develop their talents and to become useful citizens to their families, community and the country at large”.

4. The Management machinery

The school is administered by the Kumasi Metro Education (under GES) and the catholic Unit and the headmistress for the performance of routine day to day administration of the school.

5. Organization Chart of the School.

The Headmistress, Assistant Head, Section Masters, Sports Master, School prefect, Section leaders, Class prefects.

6. Education performance over the last four years.

The last four years education performance has been good.

Table 3.3 St. Louis demonstration School performance and ranking for the last four years

7. School performance and ranking for the last four years.

ACADEMIC YEAR	NO. OF CANDIDATES PRESENTED	MEANS	PERCENTAGES	POSITION RANKING
2009	275	17.51	100%	179
2010	257	16.41	96.89	149
2011	272	19.79	99.7	153

Source: Kumasi metro Education Directorate

8. Total number of teachers (Staff)

The school has teaching staff strength of 39 comprising 19 males and 20 females.

9. Total number of students (J.H.S 1, 2, 3).

Table 3.4 St. Louis demonstration enrolment figures for the school over the last three (3) years

The enrolment figures for the school over the last three (3) years.

ACADEMIC YEAR	MALE			FEMALE			TOTAL
	F1	F2	F3	F1	F2	F3	
2009/2010	199	200	148	113	98	113	871
2010/2011	224	187	173	128	122	97	941
2011/2012	194	189	164	122	160	96	925

Source: St. Louis demonstration Head Teacher



ROMAN GIRLS

1. Brief background information on the school

Roman Girls Demonstration J.H.S was formerly known as St. Bernadettes Girls School. It was established in 1934 under His Lordship. Bishop H. Paulssen who officially blessed and commissioned it on 5th February 1934. The school was started by Our Lady of Apostles (OLA) congregation. However, in 1947, the school was handed over to the St. Louis sisters with Rev. Sr. Eli an expatriate as its first Headmistress. It is the only catholic Girls Institution (Basic) in the Archdiocese of Kumasi.

2. The Vision of the school

The vision of the school is “to produce women of high academic standards with good moral values.”

3. The mission of the school

The school mission is to support encourage inspire and empower the girl child to achieve her full potential and become an icon in the country.

4. The Management machinery.

The school is administered by the mission with the Regional Manager as the overall boss, the Kumasi Metro (under GES) and the headmistress for the performance of day to day activities. The headmistress as the administrative head

5. Organizational Chart of the school

Headmistress, Assistant head, Staff Secretary, Partnership co-ordinator, Guidance and counseling Master, Section Master, Class teachers, School prefects, sections prefects/leader, class prefect.

6. Educational performance over the last four years.

The overall performances over the years have been better and appreciable.

Table 3.5 Roman Girls school performance and ranking for the last four (4) years.

7. School performance and ranking for the last four (4) years.

ACADEMIC YEAR	NO. OF CANDIDATES PRESENTED	MEANS	PERCENTAGES	POSITION RANKING
2009	120	23.28	90	259 th
2010	90	18.38	97.78	199 th
2011	96	22.54	96.8	195 th

Source: Kumasi metro Education Directorate

8. Total number of teachers (staff of J.H.S)

The school has teaching staff strength 23 comprising 14 males and 9 females

Table 3.6 Roman Girls school enrolment figure for the school over the last three years

9. Total number of students (enrolment for J.H.S 1,2,3)

The enrolment figure for the school over the last three years

ACADEMIC YEAR	MALE			FEMALE			TOTAL
	F1	F2	F3	F1	F2	F3	
2009/2010				128	130	120	362
2010/2011				132	134	96	362
2011/2012				130	141	106	377

Source: Roman Girls Head Mistress

MMOFRATURO

1. Brief Background information on the school

Mmofraturo was established on the 11th of March, 1930. It is the first basic school with a boarding facility set up by the Methodist Missionaries. It was established as a way by which the people of Kumasi could be made to develop interest in female education and also to spread Christianity. “Mmofraturo” which literally means “children’s Garden” was given by the founder and first headmistress by name Awara Persis Beer, a missionary. The school was to serve as a garden to nurture children which are the flowers of the Garden. This explains why different colours of uniforms are worn by the students.

2. The vision of the school

The vision of the school is “to develop skills, attitudes and acquire a wide range of skills which will enhance pupils’ contribution to local and global citizenship”.

3. The mission of the school

The mission of the school is “to develop knowledge, skills, concepts and appropriate attitudes in all aspects of curriculum”.

4. The Management Machinery.

The school is administered by the Kumasi Metro (under GES), the Methodist Unit and the headmistress and the administrative managers.

5. Organization Chart of the school

Headmistress, Assistant head, Staff Secretary, section masters, Class teachers, School prefects

6. Education performance over the last four years.

Generally, the school has chop a lot of success and performed very well in its entire academic sphere.

Table 3.7 Mmofraturu school performance and ranking for the last four years

7. School performance and ranking for the last four years.

ACADEMIC YEAR	NO. OF CANDIDATES PRESENTED	MEANS	PERCENTAGES	POSITION RANKING
2009	142	12.46	100.00	86 th
2010	257	13.32	100.00	99 th
2011	272	16.07	99.3	100 th

Source: Kumasi metro Education Directorate

8. Total number of teachers (staff)

The school has teaching staff strength of 31 comprising 14 males and 17 females.

Table 3.8 Mmofraturu school enrolment figures for the school over the last three years.

9. Total number of students (Enrolment for J.H.S 1,2,3)

The enrolment figures for the school over the last three years.

ACADEMIC YEAR	MALE			FEMALE			TOTAL
	F1	F2	F3	F1	F2	F3	
2009/2010				120	140	120	380
2010/2011				130	140	150	420
2011/2012				150	130	134	414

Source: Mmofraturo Head Teacher

HIGHER INSTITUTE OF ISLAMIC STUDIES J.H.S

1. Brief background information of the school

Higher institute of Islamic studies J.H.S was established 1999 by the supreme Council for Islamic research, Kumasi branch to add up to the existing English and Arabic schools in the country and to enable most of the indigents of the community be in school. The schools started with NINETY (90) pupils and FIVE (5) teachers under the leadership of Lukman Mohammed.

2. The vision of the school

“The vision of the school is to shape the minds of the Ghanaian youth especially the Muslim child morally, socially and economically to be able to fit into the modern world.”

3. The mission of the school

The mission of the school is to help educate the Muslim child to acquire both English and Arabic knowledge and to instill in their values of the Islamic religion.

4. The management Machinery

The school is administered by the Islamic Unit, Kumasi Metro Education Unit and the Headmaster as the administrative head who sees to the smooth running of the school.

5. Organization Chart of the school.

Head teacher, Assistant head staff Secretary, Form/Class Masters, Sport Secretary, Section masters, Welfare and compound overseers, school prefects.

6. Education performance over the years (2009-2012)

Generally, performance is good and encouraging

Table 3.9 Higher Institute of Islamic Studies school performance and ranking of the last four years.

7. School performance and ranking of the last four years.

ACADEMIC YEAR	NO. OF CANDIDATES PRESENTED	MEANS	PERCENTAGES	POSITION RANKING
2009	67	23.10	94.03	256 th
2010	112	23.66	52.68	301 st
2011	65	31.97	41.5	341 st

Source: Kumasi metro Education Directorate

8. Total number of teachers (staff J.H.S)

The school has teaching staff strength of 20 comprising 11 males and 9 females.

9. Total number of students (enrolment for J.H.S 1,2,3)

Table 3.10 Higher Institute of Islamic Studies school enrolment figures for the school over the last three years.

The enrolment figures for the school over the last three years.

ACADEMIC YEAR	MALE			FEMALE			TOTAL
	F1	F2	F3	F1	F2	F3	
2009/2010	47	56	51	57	73	61	345
2010/2011	52	53	21	48	62	45	281
2011/2012	57	78	46	46	54	22	303

Source: Higher Institute of Islamic Studies Head teacher

WESLEY COLLEGE DEMOSTRATION J.H.S. 'A'

1. Brief background information of the school

Wesley college demonstration J.H.S 'A' was formally called Wesley college practice school as a demonstration school to the teacher trainees. It was established in the year 1937 by the Methodist church. As per government policy to convert middle school to J.S.S. the school became an experimental school to pilot the JSS model.

The school was fully turned to JSS in the year 1987. The school was solely managed by the Methodist educational unit (mission), until recently the government took over its administration in conjunction with Methodist educational unit.

2. The vision of the School

The vision of the school is to give basic education to children who would want to be enrolled in the secondary school.

3. Mission of the School

The mission of the school is to give students fundamental or basic skills required to pursue second cycle education

4. Management machinery

The school is currently managed by SMC, PTA. The Methodist church /KMA/The school Authorities

5. Organizational chart of the school

The head master/Assistant head master /Teachers/the school prefects (both Boys and Girls)

6. Educational performance over years

The school has performed excellently well from (2009-2012)

Table 3.11 Wesley College Demonstration School performance and ranking of the last four years

7. School performance and ranking of the last four years

ACADEMIC YEAR	NO. OF CANDIDATES PRESENTED	MEANS	PERCENTAGES	POSITION RANKING
2009	166	11.45	90.96	72 nd
2010	201	11.63	100	70 th
2011	297	13.91	100	73 rd

Source: Kumasi metro Education Directorate

8. Total number of teachers (staff J.H.S)

The school has teaching staff strength of 48 comprising 28 males and 20 females.

9. Total number of students (enrolment for J.H.S 1,2,3)

Table 3.12 Wesley College Demonstration School enrolment figures for the school over the last three years.

The enrolment figures for the school over the last three years.

ACADEMIC YEAR	MALE			FEMALE			TOTAL
	F1	F2	F3	F1	F2	F3	
2009/2010	130	132	156	135	146	165	864
2010/2011	136	145	165	146	152	165	909
2011/2012	149	206	150	155	158	156	972

Source: Wesley College Demonstration Head Teacher



CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 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.

4.2 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.

4.2.1 Respondents and Gender Crosstabulation

In getting the respondents for the analysis the various respondents were covered thus Pupils, Teachers and Head Teachers. They were represented as follows; 355

respondents for Pupils, 93 Teachers and 6 Head Teachers. In all 454 respondents were used to gather the information required to make the analysis.

The gender breakdown of these respondents as shown in Table 4.1 showed a total of 160 males comprising 111 pupils, 47 teachers and 2 out of the 6 Head teachers. Female respondents were 294 which were primarily made up of 244 pupils, 46 teachers and 4 Head teachers. The gender imbalance amongst male and female pupils is clearly shown from the respondents. It can also be as a result of 2 out of the 6 schools was only made up of female students.

However in the area of teachers and head teachers, it can be realized that the females were 50(4 head teachers and 46 teachers) whereas the males constituted 49. It is indicative that the educational sector in Ghana gives a fair representation of females in its recruitment.

Table 4.1 Respondent and Gender Cross tabulation

		Gender		Total
		Male	Female	
Respondent	Head teacher	2	4	6
	Teachers	47	46	93
	Students	111	244	355
Total		160	294	454

Source: Researchers' field work, 2013

4.2.2 Respondent and Age Crosstabulation

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 5 out of the 6 were over 50 years with 1 between 30 and 39. 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 65(28 between the ages of 18-29 and 37 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 1 at age 6. It also takes 6 years to complete primary education. This pre-empted that students at JSS should fall between the ages of 11 and 15. From the analysis, 3 were below this desirable age whereas 49 were above this age limits. The ages may have an influence on the ability to perform. But majority, thus 304 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			
		18-29/Below 10 years	30-39/11-15	40-49/16-19	Over 50/Over 19 years
					Total
Respondent	Head teacher	0	1	0	5
	Teachers	28	37	16	13
	Students	3	304	47	2
Total		31	342	63	20

Source: Researchers' field work, 2013

4.2.3 School and Education Crosstabulation

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 masters’ degree. This set the platform for other analysis to be conducted.

Table 4.3 School * Education Crosstabulation

		Education				
		Cert A	Diploma	Degree	Other	Total
School	St. Louis JHS	0	16	3	0	19
	Roman Girls	0	13	1	0	14
	Mmofraturu	0	18	2	1	21
	Wesco JHS	1	11	7	1	20
	New Tafo M/A JHS	0	9	2	0	11
	High Institute JHS	2	12	0	2	16
Total		3	79	15	4	101

Source: Researchers' field work, 2013

4.3 Identifying various leadership styles

The leadership style of the head teacher was analysed using the path goal analysis to identify the leadership style 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, Supportive style and Achievement Oriented leadership.

Responses were computed and binned using SPSS to arrive at the rate of use in each school. After the initial computation where the continuous variable was obtained, the rankings into Low, Common Score, Slightly high and high was achieved. The

category with the highest level of responses was considered as the most dominant in that school.

4.3.1 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 Mmofraturu JHS exhibited with 52 out of a total 76 responses indicated that a high participative style of leadership. Wesley College JHS also had close responses 25, 15, 16 and 16 for High, Slightly High, Common Score and Low practices. This is indicative that participative is high in these two schools.

Other schools like St. Louis JHS, Roman Girls JHS, New Tafo M/A JHS and High Institute JHS indicated that there is a Slightly High Participative style. Respondents agree to the fact at least there is a slight exhibition of participative style. The exhibition of participative leadership style by some of the head teachers attest to the views expressed by Dubrin (2008). According to Dubrin the modern organizational structure generally favours the participative leader who is willing to share decision making with group members. This is often because the leader does not often have all the answers. Rothwel (2011) contends that female leaders are more accustomed to adopt the participative leadership style since it compliments the desire for connection.

Table 4.4 School and Participative Style (Binned) Crosstabulation

		Participative Style (Binned)				
			Common	Slightly		
		Low	Score	High	High	Total
School	St. Louis JHS	8	18	32	8	66
	Roman Girls	0	18	36	18	72
	Mmofraturu	0	8	16	52	76
	Wesco JHS	16	16	15	25	72
	New Tafo M/A JHS	0	6	34	32	72
	High Institute JHS	10	15	35	10	70
Total		34	81	168	145	428

Source: Researchers' field work, 2013

4.3.2 Directive Style

On the directive style of leadership, most respondents showed that there is high level of Directive style in all the schools except Wesco JHS 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. Godzyk (2008) contends that the directive leadership style may be very common among leaders because it allows for the ability to make quick decisions when needed. Rothwel (2011) claims that a combination of participative and directive leadership styles is often advantages in small groups something head teachers can look to take advantage of.

Table 4.5 School * Directive_Style1 Crosstabulation

		Directive_Style1				
		Common		Slightly		
		Low	Score	High	High	Total
School	St. Louis JHS	0	8	27	43	78
	Roman Girls	0	0	24	42	66
	Mmofraturu	0	0	32	40	72
	Wesco JHS	8	12	36	23	79
	New Tafo M/A JHS	0	6	17	49	72
	High Institute JHS	5	5	30	35	75
Total		13	31	166	232	442

Source: Researchers' field work, 2013

4.3.3 Supportive Style

In the area of supportive leadership, respondents from St. Louis JHS, Wesco 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.

Other schools like Roman Girls, Mmofraturu and New Tafo M/A JHS scored more on the common score. This is also not far from responses on the low level scores. The researcher was perplexed to have observed low incidence of supportive leadership

styles among the head teachers. Lunenburg and Ornstein (2007) argues that supportive leaders are friendly, approachable and concerned with the needs, status, and well-being of subordinates. Most of the head teachers explained to the researcher that this incidence could be attributed to the fact that familiarity does breed contempt. Thus most of the head teachers assume that by being so close to their followers, they will not be feared and respected.

Table 4.6 School * Supportive_Style1 Crosstabulation

		Supportive_Style1			Total
		Low	Common Score	Slightly High	
School	St. Louis JHS	40	23	11	74
	Roman Girls	18	42	0	60
	Mmofraturu	28	44	4	76
	Wesco JHS	44	24	12	80
	New Tafo M/A JHS	22	38	12	72
	High Institute JHS	55	5	15	75
Total		207	176	54	437

Source: Researchers' field work, 2013

4.3.4 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 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. Just as claimed by Lunenburg and Ornstein (2007) the researcher observed that the achievement oriented leaders often set challenging goals for their teachers and emphasized excellence in performances. They further showed their confidence in their teachers to achieve high standards of performance.

Table 4.7 School * Achievement Oriented Cross tabulation

		Achievement Oriented				Total
		Low	Common Score	Slightly High	High	
School	St. Louis JHS	5	0	34	26	65
	Roman Girls	0	5	39	22	66
	Mmofraturu	0	0	28	44	72
	Wesco JHS	0	12	32	32	76
	New Tafo M/A JHS	0	0	25	47	72
	High Institute JHS	10	35	10	10	65
Total		15	52	168	181	416

Source: Researchers' field work, 2013

4.3.5 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 high 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.

4.4 Assessing the impact of the various leadership styles on Academic performance

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 386 schools published in 2010 to rank the schools.

The 386 registered schools under Kumasi metro education 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. Hence mathematically shown as: $\frac{386}{5} = 77$. Hence first 77 schools were classified as high performing, 78-154 Slightly High, 155-231 Average Performance, 232-309, slightly low and above 309, low performing schools.

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 * Acc. performance (Binned) Crosstabulation

		Acc. performance (Binned)				
		Slightly High		Slightly Average low		Low
School		High	High	Average	low	Low
St. Louis JHS			149 th			
Roman Girls					197 th	
Mmofraturu			99 th			
Wesco JHS		70 th				
New Tafo M/A JHS						351 st
High Institute JHS					301 st	

Source: Researchers' field work, 2013

4.4.1 Supportive style and Academic performance

When the moderating variables were not controlled for, supportive style's correlation on Subjective performance was $r = -.050$, $p = .295 > 0.05$ which shows a negative correlation. On Objective performance, the correlation of supportive style was $r = .061$, $p = .202 > 0.05$ which shows a positive correlation. With p-values (0.295, 0.202) 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

4.4.2 Directive style and academic performance

Directive style as measured against Objective performance was $r = .171$, $p < .001$ and against Subjective performance was at $r = -.163$, $p < .001$. 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 $r=.171$, $p<0.001$ and subjective performance was also $r=-.153$, $p<0.002$. Although the correlation of Objective performance remained the same, that of subjective performance reduced slightly in the correlation but maintained the significant relationship.

4.4.3 Participative Style and Academic Performance

Participative style and Objective performance correlation was $r=.103$, $p=.034>0.05$ and that of subjective performance was $r=.043$, $p=.374>0.05$. 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 ($0.034 < 0.05$), whiles participative style and subjective performance had an insignificant relationship ($p=0.374$ which is greater than 0.05).

In controlling for situational factor and group characteristics, results for correlations between participative style and Objective performance was $r=.112$, $p=0.26>0.05$. Also correlation between Participative and Subjective performance was $r=.041$, $p=.417>0.05$. Correlation between this leadership style and Objective performance increased but no significant relationship was found whilst Subjective performance's

correlation reduced from $r=0.043$ to 0.041 . This indicates the influence of the moderating variables.

4.4.4 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 $r=.103$, $p=.034<0.05$ and Subjective performance was $r=.043$, $p=.374>0.05$. 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 $r=-.040$, $p=.426>0.05$ 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.

4.4.5 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 $r=.113$, $p=.028<0.05$ and that of subjective performance stood at $r=.016$, $p=.763>0.05$.

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

4.5 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 ($r=.177$, $p<.001$) and Students Effort ($r=.226$, $p<.001$) 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.

4.6 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

4.6.1 Infrastructure and policies

Results of infrastructure and policy influence on Supportive style was $r=.102$, $p=0.35>0.05$ which showed a weak correlation and no significant influence was identified per the correlation and p-values obtained.

Directive style was $r=0.65$, $p=.178>0.05$, Participative style was $r=.126$, $p=.010<0.05$ and Achievement Oriented was $r=.153$, $p<.002$. Finally Path-Goal correlation was also at $r=.175$, $p<.001$.

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.

4.5.2 PTA Input

Results on correlation between PTA and Path Goal ($r= 0.122$, $p= 0.019$), 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 FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

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

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

The chapter therefore 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, and the conclusion of the study.

5.1 Summary 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

5.1.1 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 studied.

Responses from respondents from St. Louis showed 32 out of 66 responses representing 49% for slightly high use of participative style whilst 12% (8 responses)

indicated high use. Roman Girls also had 50% (36 out of 72) slightly high, and 25% (18 responses) indicating high. From Mmofraturu, 52 respondents which represent 68% indicated high participative style whilst 21% (16 respondents) indicated slightly high responses. Wesco JHS had 21% (15 out of 72) for slightly high whilst 35% (25 responses) indicated high responses. New Tafo M/A had responses of 45% (32 out of 72) opted for high whilst 47% responses (34 responses) indicated slightly high. High Institute also on participative style indicated 14% high response whilst 50% opted for slightly high.

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.

St. Louis JHS has 54% responses (40 out of 74) indicated low level and 31% (23 responses) had common score. Roman Girls JHS had 70% of responses (42 respondents) for low and 30% on common score. Mmofraturu JHS had 44 responses representing 58% on common score and 28 responses showing 37% on low score. Wesco had 44 out of 80 (55%) for low score, 24(30%) indicating a common score. New Tafo JHS had 38 responses (53%) indicating common score whilst 22 (31%) showed low scores. High Institute responses were pegged at 55 responses (73%) gave low level responses whilst 5 respondents (7%) indicated common score.

These responses 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 in supporting them to achieve their goals

5.1.2. 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.

5.1.3 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.

5.1.4. 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.

5.2 CONCLUSION

The research work intended to assess leadership styles and their impact on academic performance at the selected schools in the Manhyia sub-metro. The objective and justification for the study were given; relevant work by various authors and authorities were also extensively reviewed.

The study revealed that these leadership styles are not mutually exclusive and leaders are capable of selecting more than one kind of style suited for a particular situation or better still 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.

5.3 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.

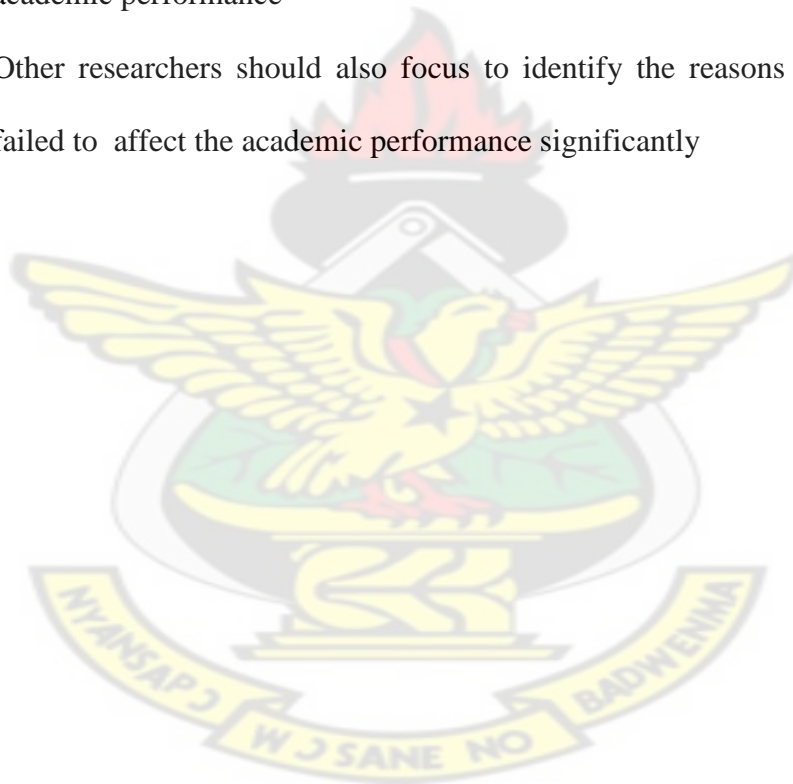
1. Leaders should blend all the various forms leadership style so as to ensure good academic performance.
2. Head teachers must request from teachers and students their input when they aim at using the achievement Oriented style in their schools
3. Effort should be made for meetings to be convened with 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.
4. 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.

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

5.4 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 the 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



REFERENCES

- Afoakwa, E. O. (2012) *Home Grown School Feeding Programme – The Ghanaian Model As Icon For Africa*. [Available from <http://www.gcnf.org/library/Ghana-School-Feeding-Programme-Overview-and-Progress.pdf>, Accessed 25/05/12
- Ahmed, I. and Qazi, T. F. (2011) Do student's personality traits moderate relationship of teacher's leadership style and students' academic performance? Empirical evidence from institute of higher learning. *International Journal of Academic Research*. Vol. 3 No. 4 Pg.1-8
- Anfara, V. A., Andrews, G., and Merten, S. B. (e.d.s) (2005) *The Encyclopedia of Middle Grades Education*. Charlotte: Information Age Publishing, Inc.
- Antoine P. (2012) *Fiedler's Contingency Theory of Leadership*. Accessed online [13/03/2012] available from <http://www.stfrancis.edu/content/ba/ghkickul/stuwebs/btopics/works/fied.htm>
- Armstrong-Vogel, P. (2008) *Leading Change: The Role of the Principal Leading School Improvement through Implementation of the Iowa Professional Development Model*. Bethesda: ProQuest Publishers.
- Barman, K. (2009) *Leadership Management: Achieving Breakthroughs*, New Delhi: Global India Publications PVT Ltd,
- Barman, K. (2009) *Leadership Management: Achieving Breakthroughs*. New Delhi: Global India Publications Pvt ltd.
- Borkowski, N. (2009) *Organizational Behavior in Health Care*. 2nd Ed. Ontario: Jones and Barlett Publishers

Brain, C. (2002) *Advanced Psychology: Applications, Issues and Perspectives*. UK: Nelson Thornes Ltd

Chance, P. L. and Chance, E. W. (2002) *Introduction to Educational Leadership and Organizational Behavior*, Eye on Education, Inc.

Chen, M. (1994) *Educational Leaders: Professionals Or Moral-Social Agents*.

Available online

<http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED369182> [Accessed on 7th May, 2012 at 13:09 GMT]

Clarke, R. (2006) If You Don't Feed School Leaders They Will Eat The Staff!

Available online <http://www.educationalleaders.govt.nz/content/download/679/5745/>

Accessed on (15/08/12; 13:05 GMT)

Clauss-Ehlers, C. (ed) (2010) *Encyclopedia of Cross-Cultural School Psychology*. Volume 2, New York: Springer Science + Business Media, LLC

Coe, J. G., Johnson, C.S., Sukhodoyeva, L., and Johnson, B. E. (2005), *Strategies For Effective Leadership: U.S. And Russian Perspective*". Bloomington: AuthorHouse Publishers, Inc.

Craggs, S., Raj, A., Naidu, S., Peak, S., Driver, J., and Malins, M. (2007)

Educational Leadership Available From

<http://edleadership2007.wikispaces.com/file/view/Whare+Group+Final+presentation.ppt> [Accessed on 6th May, 2010 at 10:17 GMT]

Daniels, R. (2004) *Nursing Fundamentals: Caring & Clinical Decision Making*. Wadsworth: Thomson Learning, Inc.

- Davis, S., Darling-Hammond, L., LaPointe, M. and Meyerson, D. (2005) *School Leadership Study Developing Successful Principals*. Available online http://www.srnleads.org/data/pdfs/sls/sls_rr.pdf Accessed on (17/05/2012: 9:15 GMT)
- Dima, A. M., Deaconu, A., Agoston, S. (2011) *Leadership Challenges and Ways into the Labour Market In Romania*. Munich: Grin Verlag Publishers
- Dubrin, A. J. (2008) *Essentials of management*. 8th Ed. Mason: South-Western Cengage Learning.
- Edqual (2010) *Primary school leadership for education quality in Tanzania*. <http://www.edqual.org/publications/policy-briefs/pb4.pdf> Accessed on (17/05/2012: 10:15 GMT)
- Etsey, K., Smith, T. M., Gyamera, E., Koka, J., and Boer, J. D. (2009) *Emmanuel Havi Review of Basic Education Quality in Ghana Basic Education in Ghana: Progress and Problems*. Available online <http://ddp-ext.worldbank.org/EdStats/GHAdprep09.pdf> Accessed on (17/05/2012: 10:15 GMT)
- Favara, L. F. (Jr) (2009) *Examining Followership Styles and Their Relationship with Job Satisfaction and Performance*. UMI Microform Publishers
- Fiore, D.J. (2004) *Introduction to Educational Administration: Standards, Theories, and Practice*. Larchmont: Eye on Education, Inc.
- Foster, D.T., Goertzen, B. J., Nollette, C., and Nollette, F. P. (2011) *Emergency Services Leadership: A Contemporary Approach*, Burlington: Jones and Barlett Learning.

Gabarro, J. J. (ed) (1992) *Managing People and Organizations, the practice of management series*. Harvard business school Publications Management Series,

Ghuman, K. (2010) *Management: Concepts, Practice & Cases*, New Delhi: Tata McGraw-Hill Education Private Limited

Godzyk, K. E. (2008) *Critical Thinking Disposition and Transformational Leadership Behaviors: A Correlation Study*. Bethesda: Proquest Publishers.

Gray, D., Lockyer, B., and Vause, J. (2004) *Public Services*. Oxford: Heinemann Educational Publishers

Griffin, R. W., and Moorhead, G. (2009) *Organizational Behavior: Managing People and Organizations*. 9th Ed. Canada: South-Western Cengage Learning.

Griffin, R.W. (2010) *Management*. 10th Ed. Mason: South Western Cengage Learning.

Hamilton, C. (2010) *Communicating for Results: A Guide for Business and the Professions*. 9th Ed. Ohio: Wadsworth CengageLearning Publishers, Inc.

Hewitt, S. (2008) *Your Food* New York: Crabtree Publishing Company.

Jercas, S.(2010),“Educational Leadership”Available
From <http://www.slideshare.net/JERCAS/educational-leadership-4916479> [Accessed on 6th May, 2010 at 10:05 GMT]

Kelly, P. (2011) *Nursing Leadership & Management*.3rd Ed. New York: Western Cengage Learning. Vol. 25 Iss: 1, pp.83 - 101

Kern, A.T. (2001) *USA Controlling Pilot Error: Culture, Environment, and CRM*. New York: McGraw Hill Companies

Kythreotis, A., Pashiardis, P., and Kyriakides, L. (2010) *The influence of school leadership styles and culture on students' achievement in Cyprus primary schools*, Emerald Journal of Educational Administration. Vol. 48 Iss: 2, pp.218 - 240

Lambers, W. (e.d) (2009) *Ending World Hunger: School Lunches for Kids Around the World , Interviews with Officials from the United Nations World Food Programme about School Feeding Initiatives that Fight Child Hunger*. New York: William Lambers Publishers, Ltd.

Leitner, A. (2007) *Concept of Leadership and Management Within the Manufacturing Industry*. Munich: GRIN Verlag Publishers

Lunenburg, F. C. and Ornstein, A. C. (2007) *Educational administration: concepts and practices*, Volume 13. 5th Ed. Mason: Cengage Learning

Lunenburg, F.C. and Ornstein, A.C. (2011) *Educational Administration: Concepts and Practices*. 6 Ed. Belmont: Wadsworth Cengage Learning

Lunenburg, F.C., and Ornstein, A.C. (2007) *Educational Administration: Concepts and Practices*, Volume 13, fifth edition, Belmont: Thomson Brook/Cole

Lussier, R. N., Achua, C. F. (2009) *Leadership: Theory, Application, & Skill Development*. Mason: South-Western Cengage Learning

Manning, G. and Curtis, K. (2002) *The Art of Leadership*. New York: McGraw-Hill.

Manning, G., Curtis, K. (2002) *The Art of Leadership*. New York: McGraw-Hill Higher Education

Martens, B. K. and Erchul, W. P. (2010) *School Consultation: Conceptual and Empirical Bases of Practice, third edition, Springer Science*. New York: Business Media, LLC.

Maxwell, J. C. (2005) *Developing The Leader Within You*. Nashville: Thomas Nelson Publishers, Ltd.

Mayal, W. T. (2008) *Assessing National Defense University Presidents Against the Intellectual Simulation Component of Bass's Transformational Leadership Model*. Washington: George Washington University Press.

Mayer, T. (2008) *What Makes a Good Leader & How Might the Performance of Leaders Be Measured*. Munich: GRIN Verlag, Norderstedt, Germany

McBride, P., and Maitland, S. (2001) *The Ei Advantage: Putting Emotional Intelligence Into Practice*. New York: McGraw-Hill Professional Publishers

McCarthy, Q. (2012) *Police Leadership*. New York: Palgrave Macmillan Publishers Ltd, New York.

Mehrotra, A. (2005) *Leadership Styles of Principals*. New Delhi: Mittal Publication.

Murugan, M. S. (2007) *Management Principles And Practices*, New Delhi: New Age International Publisher

NCCTQ (2007) *Principal leadership practice: the achieving principal coaching initiative*. Washington: Principal leadership practice: the achieving principal coaching initiative

Neider, L.L and Schriesheim, C. (eds) (2002) *Leadership*. Charlotte: Information Age Publishing Incorporated

Newell, B. (2007) *The Relationship Of Coaches' Leadership Styles And Gender To Performance Outcomes And Academic Performance In College Basketball*. Available online <http://humboldt>

dspace.calstate.edu/bitstream/handle/2148/292/Entire%2BThesis.pdf?sequence=3

[Accessed on 7th May, 2012 at 15:19 GMT]

Northouse, P. G. (2009) *Leadership: Theory and Practice*. 5th Ed, California: Sage Publications, Inc.

Nuthanap, G. (2007) *Gender Analysis of Academic Achievement Among High School Students, Department of Human Development*. Available online <http://etd.uasd.edu/ft/th9534.pdf> Accessed on Accessed 25/05/12]

Oduro, A. D (2000) Basic education in Ghana in the post-reform period. Centre for Policy Analysis. Available online

https://www.google.com.gh/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&ved=0CC0QFjAA&url=http%3A%2F%2Fwww.cepa.org.gh%2Fresearchpapers%2FBASIC%2520EDUCATION%2520IN%2520GHANA%2520IN%2520THE%2520POST1.pdf&ei=KLVtUdqfNpCR7AbE8oHoBA&usg=AFQjCNH5eaSObxJOCaZ6QzQ6a-P9M5915Q&sig2=Lu8r_BIykHRFPSmxDz3STA&bvm=bv.45218183,d.d2k

Accessed on (17/05/2012: 8:09 GMT)

Osei, R. D., Owusu, G. A., Asem, F. A. and Afutu-Kotey, R. L. (2009) *Effects Of Capitation Grant On Education Outcomes In Ghana, Institute of Statistical Social and Economic Research (ISSER)*. Available online

http://depot.gdnnet.org/cms/files/GDN_UNDP_ISSER_Paper1.pdf Accessed [12th

May 2012 9:03 GMT]

Osorio, F. B., Patrinos, H. A., and Fasih, T. (2009) *Decentralized Decision-Making in Schools: The Theory and Evidence on School Management, Part 292*, New York: The World Bank, Washington D.C.

Pont, B., Nurshe, D., and Moorman, H. (2008) *Improving School Leadership Executive Summaries: Improving School Leadership, Volume 1: Policy and Practice*. Available online <http://www.oecd.org/edu/school/40545479.pdf> Accessed on (18/05/2012: 7:09 GMT)

Pride, W. M., Hughes, R. J., and Kapoor, J. R. (2011) *Business*. 11th Ed. Mason: South Western Cengage Learning

Reeves, D. B. (2011) *Finding Your Leadership Focus: What Matters Most For Student Results*. New York: Teachers College Press Publishers

Roberts, S. M., and Pruitt, E. Z. (2003) *Schools As Professional Learning Communities: Collaborative Activities and Strategies for Professional Development*. Carlifornia: Corwin Press, Inc.

Ross, J. A. & Gray, P. (2007) *School Leadership And Student Achievement: The Mediating Effects Of Teacher Beliefs*. Canadian Journal of Education. Vol. 29 Iss. 3 Pg. 798

Rothwel, J. D. (2011) *In Mixed Company: Communicating in Small Groups and Teams*. 8th Ed. Boston: Wadsworth Cengage Learning

Rounds, J. L. and Segner, R. O. (2011) *Construction Supervision*. Hoboken: John Wiley & Sons

Sammons, P., Gu, Q., Day, C., and Ko, J. (2011) *Exploring the impact of school leadership on pupil outcomes: Results from a study of academically improved and effective schools in England*, Research paper, International Journal of Educational Management

Sanzo, K. L., Sherman, W. H., and Clayton, J. (2011) *Leadership practices of successful middle school principals*. Emerald Journal of Educational Administration, Vol. 49 Iss: 1, pp.31 - 45

Schyns, B., Hansbroug, T. (eds) (2010) *When Leadership Goes Wrong: Destructive Leadership, Mistakes, and Ethical*. Charlotte: Information Age Publishing, Inc.

Scott, C. F. (2010) *The Effect of Leadership Style on Student Achievement in Title I Elementary Schools*. Abor: ProQuest Publishers, ltd. LLC.

Shaw, K. A. (2005), *The Intentional Leader*. New York: Syracuse University Press ltd

Singh, K. (2009) *Organizational Behaviour: Text And Cases*, New Delhi: Dorling Kindersley Pvt, Ltd,

Spielberger, C. D. (ed) (2004) *Encyclopedia of Applied Psychology*, Volume 1, Amsterdan: Elsevier Publications

Starrat, R. J. (2003) *Centering Educational Administration: Cultivating Meaning, community, responsibility*. Mahwah: Lawrence Erlbaum Associates.

Thornton, P. B. (2004) *Leadership: Seeing, Describing, And Pursuing What's Possible* Indiana: Unlimited Publishing Ltd.

Waite, M. R. (2007) *Fire Service Leadership: Theories and Practices*. Burlington: Jones and Barlett Publishers, Inc.

World Bank (2009) *Abolishing School Fees in Africa: Lessons from Ethiopia, Ghana, Kenya, Malawi and Mozambique*. New York: International Bank for Reconstruction and development

Zame, M. Y., Hope, W. C., and Respress, T. (2008) "Educational reform in Ghana: the leadership challenge", *International Journal of Educational Management*, Vol. 22 Iss: 2, pp.115 – 128

KNUST



APPENDIX 1

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY,
KUMASI

SCHOOL OF BUSINESS

Please kindly provide the information on the profile of the school according to the headline below.

Brief background information of the school

.....

.....

.....

.....

.....

.....

1. The vision of the school

.....

.....

.....

.....

2. Mission of the school.

.....

.....

.....

.....

3. The management machinery. .(Is the school administered by board of governor/KMA or mission with the headmaster)

.....

.....

.....

.....

4. Organizational chart of the school

.....

.....

.....

.....

5. Educational performance over the years.(2009 -2011)

.....

.....

.....

.....

School ranking for the last 3 years

ACADEMIC YEAR	MEAN	PERCENTAGE SCORED	RANKING/ POSITION

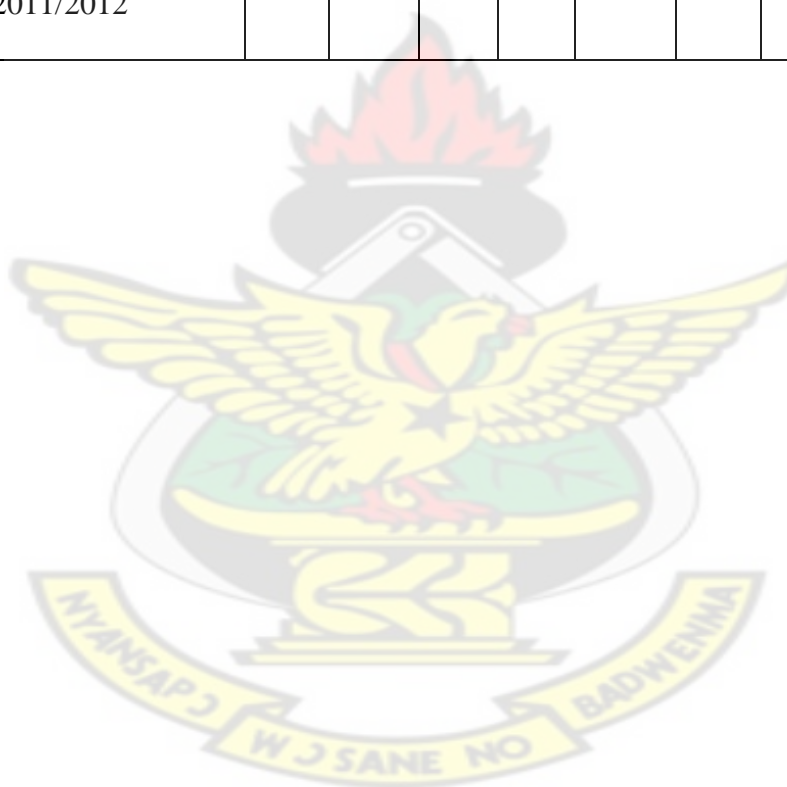
6. Total number of teachers (J.H.S)(no. of males and no. of females)

Male.....

Female

7. Total number of students (J.H.S 1,2,3)

YEAR	MALE			FEMALE			TOTAL
	F 1	F 2	F 3	F1	F 2	F 3	
2009/2010							
2010/2011							
2011/2012							



APPENDIX 2

HEAD TEACHERS QUESTIONNAIRE

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY,
KUMASI**

SCHOOL OF BUSINESS

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 50 years ☐
- 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.....

Section I

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

SECTION I: ACADEMIC PERFORMANCE RATING

1. How do you rate the student's academic performance in your school?

1. Poor ☐ 2. Fair ☐ 3. Undecided ☐ 4. Good ☐ 5. Very good ☐

2. How would you rate the intelligence of your students?

1. Poor ☐ 2. Fair ☐ 3. Undecided ☐ 4. Good ☐ 5. Very good ☐

3. Intelligence is related to student academic performance

1. Strongly Disagree ☐ 2. Disagree ☐ 3. Undecided ☐ 4. Agree ☐ 5. Strongly agree ☐

4. Pupils academic performance is dependent on the leadership style used by head teacher

1. Strongly Disagree ☐ 2. Disagree ☐ 3. Undecided ☐ 4. Agree ☐ 5. Strongly agree ☐

5. How would you rate the student performance in your school examinations and tests?

1. Poor ☐ 2. Fair ☐ 3. Undecided ☐ 4. Good ☐ 5. Very good ☐

6. How would you rate Student activeness in class?

1. Very weak ☐ 2. Weak ☐ 3. Undecided ☐ 4. Strong ☐ 5. Very strong ☐

MODERATING FACTORS

Infrastructure and Policies

- | | |
|--|-----------|
| 7. My school has enough Teaching and learning materials | 1 2 3 4 5 |
| 8. My school has qualified teachers who teach very well | 1 2 3 4 5 |
| 9. Pupils are provided with free uniforms by government | 1 2 3 4 5 |
| 10. Pupils are provided with free food at school by government | 1 2 3 4 5 |

Questions on Teachers Input

- | | |
|---|-----------|
| 11. Our teachers are very hard working | 1 2 3 4 5 |
| 12. Our teachers teach very well | 1 2 3 4 5 |
| 13. Our teachers have a good grasp of what they teach | 1 2 3 4 5 |
| 14. Our teachers are always in school | 1 2 3 4 5 |
| 15. My teachers give lots of exercises to pupils | 1 2 3 4 5 |

PTA Association Input

- | | |
|--|-----------|
| 16. The PTA provides support to the school in the form
of financial donations | 1 2 3 4 5 |
| 17. The PTA helps in renovating and putting up infrastructure
for the school | 1 2 3 4 5 |
| 18. The PTA executive visit our school regularly and interact
with the teachers | 1 2 3 4 5 |
| 19. The PTA provide support for brilliant pupils in school | 1 2 3 4 5 |
| 20. The PTA motivate teachers | 1 2 3 4 5 |

APPENDIX 3

PUPIL QUESTIONNAIRE

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY,

KUMASI

SCHOOL OF BUSINESS

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?
1st – 10th b. 11th – 20th c. 21st – 30th d. 31st – 40th 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 governments 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

APPENDIX 4

TEACHERS QUESTIONNAIRE

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY,

KUMASI

SCHOOL OF BUSINESS

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 to 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. Let teachers know that he expects them to perform at their highest	1 2 3 4 5 6 7

level.	
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 teachers to follow standard rules and regulations	1 2 3 4 5 6 7
10. Set goals for teachers' performance that are quite challenging.	1 2 3 4 5 6 7
11. Say things that hurt teachers' personal feelings.	1 2 3 4 5 6 7
12. Ask for suggestions from teachers concerning how to carry out assignments.	1 2 3 4 5 6 7
13. Encourage continual improvement in teachers' performance.	1 2 3 4 5 6 7
14. Explain the level of performance that is expected of teachers.	1 2 3 4 5 6 7
15. Help teachers overcome problems that stop them from carrying out their tasks.	1 2 3 4 5 6 7
16. Show that he has doubts about the ability of teachers to meet most objectives.	1 2 3 4 5 6 7
17. Ask teachers for suggestions on what assignments should be made.	1 2 3 4 5 6 7
18. Give vague explanations of what is expected of teachers on the job.	1 2 3 4 5 6 7
19. Consistently set challenging goals for teachers to attain.	1 2 3 4 5 6 7
20. Behave in a manner that is thoughtful of teachers' personal needs.	1 2 3 4 5 6 7

SOURCE: Adapted from A Path-Goal Theory Investigation of Superior Subordinate

Relationships, by J. Indvik, unpublished doctoral dissertation, University of

Wisconsin-Madison, 1985

Section II MODERATING FACTORS

Satisfaction of Teachers

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

Infrastructure and Policies

27. My school has enough teaching and learning materials 1 2 3 4 5
28. My school has qualified teachers who teach very well 1 2 3 4 5
29. Pupils are provided with free uniforms by government 1 2 3 4 5
30. Pupils are provided with food at school 1 2 3 4 5

PTA Association Input

31. The PTA provides support to the school in the form of
financial donations 1 2 3 4 5
32. The PTA helps in renovating and putting up infrastructure
for the school 1 2 3 4 5
33. The PTA executive visit our school regularly and

interact with the teachers	1	2	3	4	5
34 .The PTA provide support for brilliant pupils in the school	1	2	3	4	5
35. The PTA motivates the staff of the school	1	2	3	4	5
36. The PTA rewards deserving pupils and teachers	1	2	3	4	5

KNUST

