

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY**

**LEADERSHIP STYLES OF HEAD TEACHERS AND ITS INFLUENCE ON  
STAFF PERFORMANCE IN SENIOR HIGH SCHOOLS IN THE TEMA METROPOLIS**

**BY**

**MARY AGYEKUMAA OWUSU-AMPONSAH**

**A Dissertation Submitted to the Department of History and Political Studies, Kwame  
Nkrumah University of Science and Technology in partial fulfillment of the requirements  
for the award of Master of Public Administration.**

**AUGUST, 2019**



## DEDICATION

To God Almighty for his grace and mercies, to my dear husband Kwabena Owusu-Twum and my lovely daughter Nhyiraba Afriyie.

# KNUST

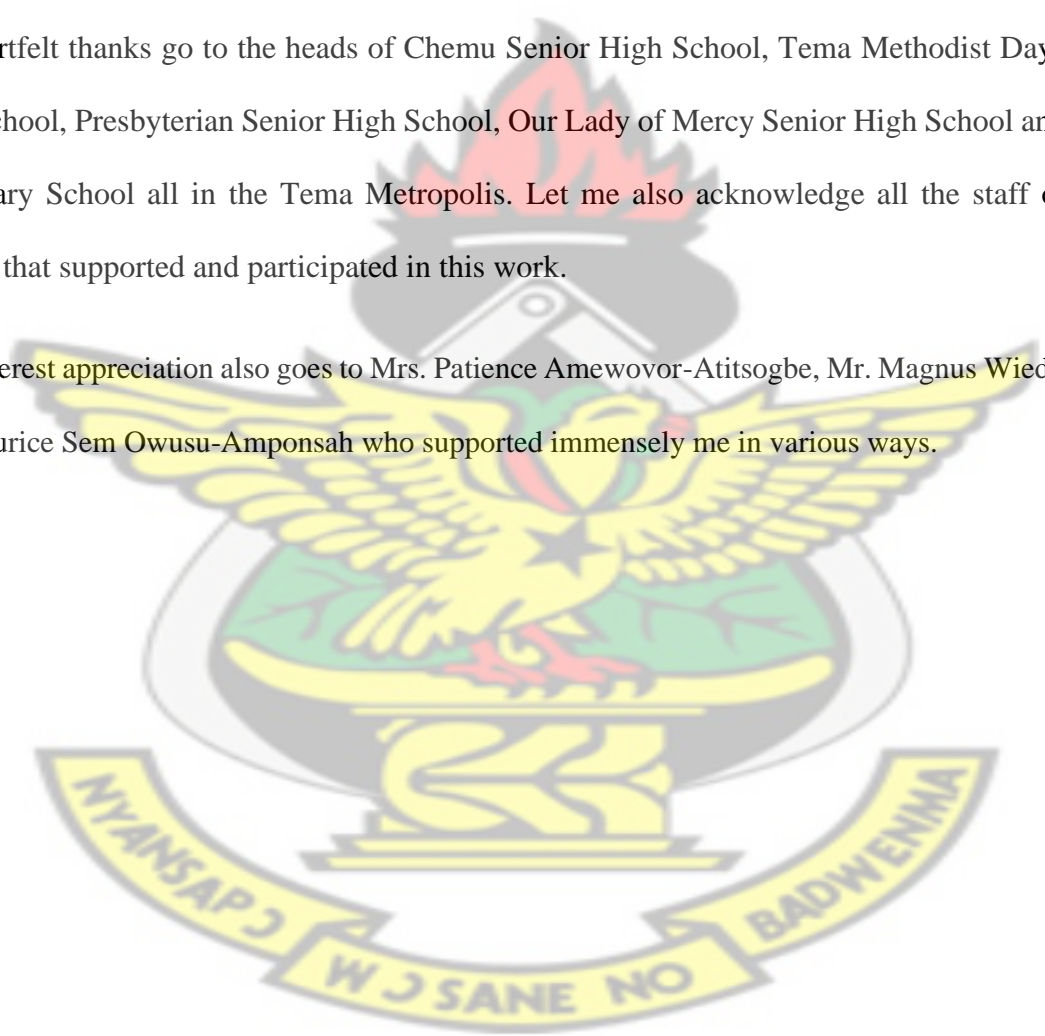


## ACKNOWLEDGEMENTS

I would like to express my heartfelt appreciation to my supervisor, Dr. Kwasi Amakye -Boateng of the Department of History and Political Studies, Kwame Nkrumah University of Science and Technology Kumasi for his immense assistance, invaluable guidance, encouragement and supervision to make this work a success. His patience and ever-willingness to help is highly appreciated.

My heartfelt thanks go to the heads of Chemu Senior High School, Tema Methodist Day Senior High School, Presbyterian Senior High School, Our Lady of Mercy Senior High School and Tema Secondary School all in the Tema Metropolis. Let me also acknowledge all the staff of these schools that supported and participated in this work.

My sincerest appreciation also goes to Mrs. Patience Amewovor-Atitsogbe, Mr. Magnus Wiedong and Mr. Maurice Sem Owusu-Amponsah who supported immensely me in various ways.



## ABSTRACT

The general low academic performance in Senior High schools have been attributed to teachers' inability to perform their functions well and head teachers' lack of good leadership among others. In light of this, the study aimed at examining the relationship between staff performance and headteacher's leadership style as well as the relationship between leadership style of headteachers and their academic background and personal qualities. To achieve this, the study adopted a descriptive research design and a quantitative research approach. The study further adopted the use of systematic and simple random sampling techniques to select 399 teachers from five schools in the Tema Metropolis of Ghana. Additionally, the study adopted questionnaire to collect data from the respondents.

The findings revealed that, the type of leadership style deployed by the headteachers from the perspective of the teachers was generally the affiliative leadership style. It also found that, there was positive relationship between the personal qualities and academic qualification of the headteacher with their leadership style. Finally, the study also showed that, the leadership style of the headteachers had a positive and significant relationship with the performance of the teachers in the school.

The study concluded that, the academic qualification as well as years of teacher experience does have some influence on the type of leadership style, they are likely to deploy. Additionally, the type of leadership style, more specifically, the affiliative leadership is more appropriate to motivate teachers to want to give off their best to achieve better performance on the job.

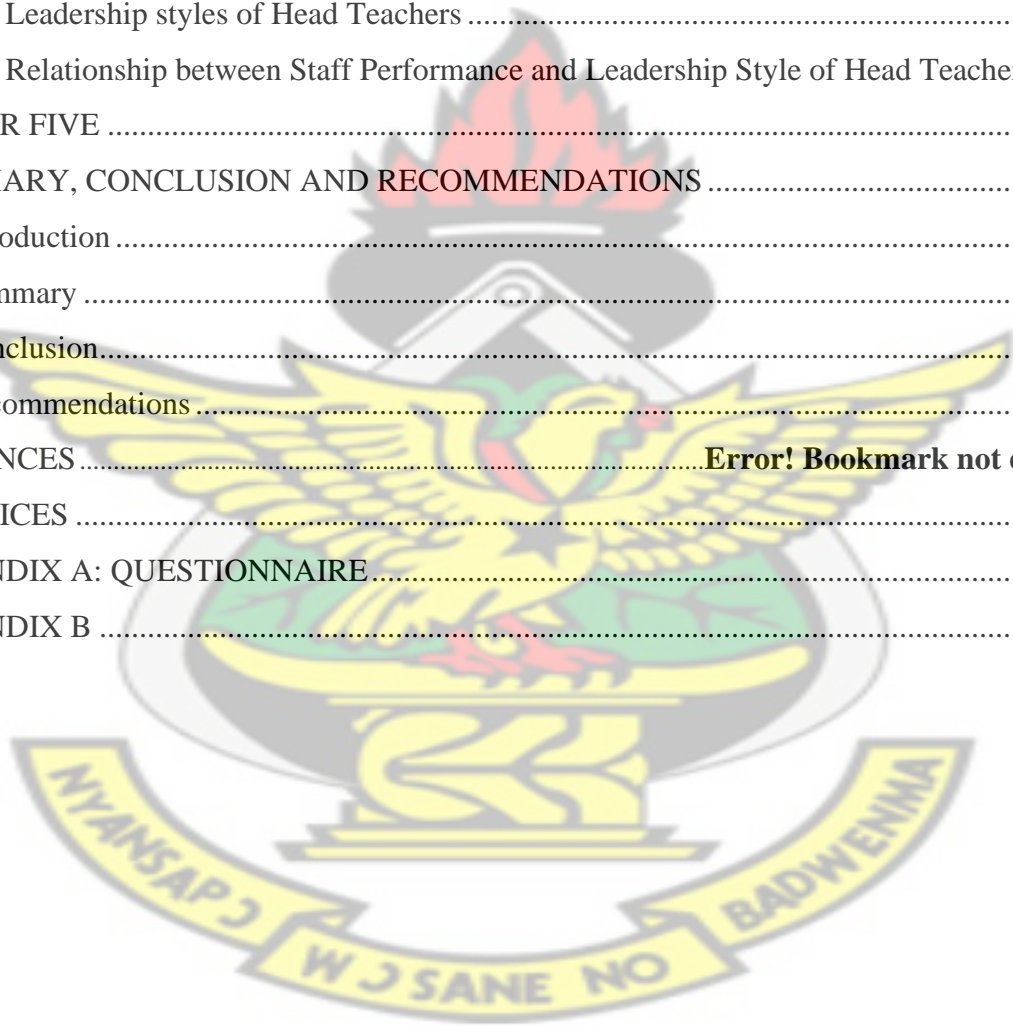
The study recommended that, Government agencies responsible for the allocation of headteachers to the various public should ensure that, these individuals have enough teaching experiences and have undergone further training in educational administration

## TABLE OF CONTENT

DECLARATION .....	i
DEDICATION .....	ii
ACKNOWLEDGEMENTS .....	iii
ABSTRACT .....	iv
TABLE OF CONTENT .....	v
LIST OF TABLES .....	viii
LIST OF ABBREVIATIONS .....	ix
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.1 Background to the study .....	1
1.2 Statement of the problem .....	6
1.3 Research Objectives .....	8
1.4 Research Questions .....	8
1.5 Significance of the Study .....	9
1.6 Delimitation .....	9
1.7 Limitations .....	10
1.8 Organisation of the Study .....	10
CHAPTER TWO .....	12
REVIEW OF RELATED LITERATURE .....	12
2.1 Introduction .....	12
2.2 Definition of Leadership .....	12
2.2.1 The Importance of Leadership .....	15
2.3 Leadership Approaches and Models .....	16
2.4 Theory X and Theory Y Approach .....	16
2.5 Leadership Perspectives .....	17
2.5.1 Situational/Contingency Approaches to Leadership .....	17
2.6 Theories of Leadership .....	18
2.6.1 Trait Theories .....	18

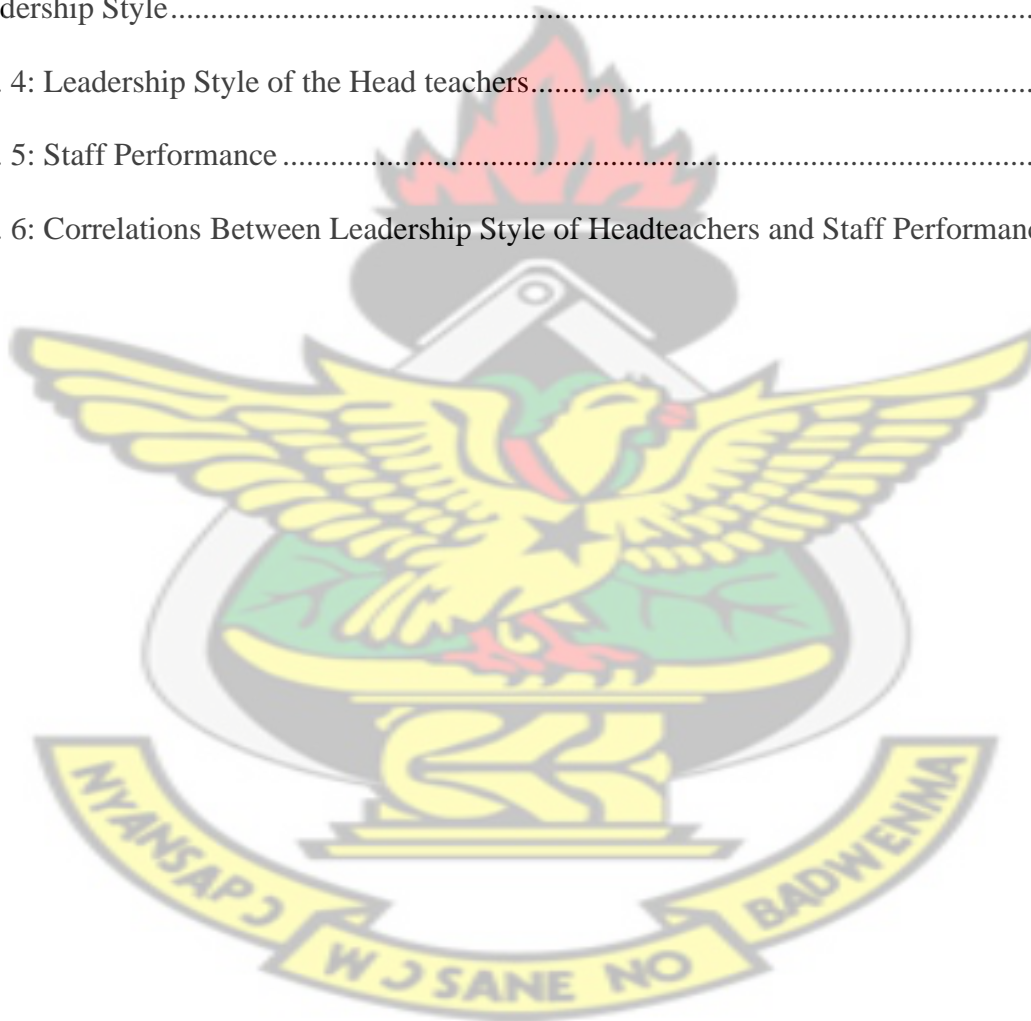
2.6.2 Behaviour Theories .....	20
2.6.3 Fiedler’s Contingency Theory .....	20
2.6.4 Cognitive Resource Theory .....	22
2.6.5 Path-Goal Theory .....	23
2.7 Leadership Styles .....	24
2.7.1 Coercive Style.....	26
2.7.2 Authoritative Style .....	26
2.7.3 Affiliative Style .....	27
2.7.4 Democratic Style .....	27
2.7.5 Pacesetting Style .....	28
2.7.6 Coaching Style .....	28
2.8 Leadership Studies Related to Head teachers .....	29
2.9 Relationship between Head-Staff Performance .....	32
<b>CHAPTER THREE .....</b>	<b>38</b>
<b>METHODOLOGY .....</b>	<b>38</b>
3.1 Introduction .....	38
3.2 Research Design .....	38
3.3 Study Area .....	39
3.4 Study population .....	40
3.5 Sample Size and Sampling Procedures .....	41
3.5.1 Sample size .....	41
3.5.2 Sampling Technique .....	41
3.6 Research Instrument Design.....	42
3.7 Validity and Reliability .....	43
3.8 Data collection.....	44
3.9 Data analysis .....	44
3.10 Ethical Issues .....	45
<b>CHAPTER FOUR .....</b>	<b>46</b>
<b>DATA ANALYSIS AND DISCUSSION .....</b>	<b>46</b>
4.1 Introduction .....	46
4.2 Response Rate and Data Screening/Missing Data .....	46

4.3 Presentation of Descriptive Statistics .....	47
4.4 Academic Qualification and Personal Qualities of Head Teachers .....	48
4.5 Relationship between Academic Qualification and Personal Qualities and Leadership ....	50
4.6 Leadership Style of the Head teachers .....	50
4.7 Staff Performance.....	52
4.8 Relationship Between Leadership Style of Headteachers and Staff Performance.....	53
4.9 Discussion .....	55
4.9.1 Academic Background and Personal Qualities of Head Teachers .....	55
4.9.2 Leadership styles of Head Teachers .....	55
4.9.3 Relationship between Staff Performance and Leadership Style of Head Teachers .....	57
CHAPTER FIVE .....	58
SUMMARY, CONCLUSION AND RECOMMENDATIONS .....	58
5.1 Introduction .....	58
5.2 Summary .....	58
5.3 Conclusion.....	59
5.4 Recommendations .....	59
REFERENCES .....	<b>Error! Bookmark not defined.</b>
APPENDICES .....	67
APPENDIX A: QUESTIONNAIRE.....	67
APPENDIX B .....	71



## LIST OF TABLES

Table 3. 1: Distribution of Teaching Staff in the Various SHSs in the Tema Metropolis in 201940	
Table 3. 2: Reliability Statistics .....	43
Table 4. 1: Descriptive Statistics .....	47
Table 4. 2: Academic Qualification and Personal Qualities of Head Teachers.....	49
Table 4. 3: Correlation Between Academic Qualification and Personal Qualities of Headteachers and Leadership Style.....	50
Table 4. 4: Leadership Style of the Head teachers.....	51
Table 4. 5: Staff Performance .....	53
Table 4. 6: Correlations Between Leadership Style of Headteachers and Staff Performance.....	54



## LIST OF ABBREVIATIONS

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



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

Leadership is a critical ingredient for success in human institutions because it acts as a catalyst without which other good things are unlikely to happen (Vroom & Jago, 2004). Leadership makes the difference between developed and developing countries, buoyant and stagnant economies, successful and unsuccessful businesses or institutions (Stup, 2009). Over the years, leadership has played a major role in the underdevelopment and development of nations. The growth of many developed nations today is as a result of good leadership (Mensah, 2006). He further opines that Africa has not seen much development because of the poor leadership it has had over the years. The numerous conflicts and endemic poverty in Africa can be blamed on poor leadership. In a related study, Adjei (2013) indicates that the issue of poor leadership on the African continent has been transmitted into many institutions including the educational sector.

According to the National Conference on Teacher Education (2010, p.45) leadership has been identified as “second only to classroom teaching which has influences on pupil learning.” The National Conference on Teacher Education (2010) further explains that the impact of leadership on student outcomes is well documented in research findings in the United States and other parts of Europe and Africa. The entire world over, the fact remains that educating a nation is the most vital strategy for the development of the society throughout the developing world (Aikaman & Unterhalter, 2005). Many studies on human capital development agree to the fact that, it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. The principal institutional mechanism for developing

human capital is the formal education system of primary, secondary, and tertiary training (Nsubuga, 2003).

Since education is an investment, there is a positive correlation between education and socio-economic productivity. When people are educated, their standards of living are likely to improve, since they are empowered to access productive ventures, which will ultimately lead to an improvement in their livelihoods. The role of education, therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economic and social change agents in society, but also to impart values, ideas, attitudes and aspirations important for national development.

Studies have shown that the education system of Ghana has for some decades experienced a significant and ambitious restructuring process in an attempt to improve the quality of education and produce skillful and knowledgeable people for economic progress and development of the country (Osei, 2006; Steve, 2009). However, Zame, Hope & Respress (2008) assert that these many educational reforms were intended to develop quality in the educational system and that the focus was not on leadership.

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

One of the most congruent findings from studies of effective leadership in schools is that authority to lead need not be in the person of the leader but can be dispersed within the school in between

and among people. (MacBeath 1998; Day, Harris, Hadfield, Tolley&Beresford, 2000). There is a growing understanding that leadership is embedded in various organisational contexts within school communities, not centrally vested in a person or an office. A study in USA by McLaughlin & Talbert (2001) that examined principals' effects on teachers' community, instructional practices, and careers found no instances of leaders who created extraordinary contexts for teaching by virtue of their own unique visions; nor did the study reveal any common patterns of strong principals' characteristics. Successful principals turned out to be men and women with varied professional backgrounds who worked in collaboration with teacher leaders and showed respect for the teaching culture. They found various ways to support teachers in getting the job done. The leadership of these principals was not superhuman; rather, it grew from a strong and simple commitment to make schools work for their students and to build teachers determination and capacity to pursue this collective goal (Copland, 2001).

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

Research on school leaders in Denmark, Scotland, England and Australia by Macbeth (1998) identified a number of characteristics of effective leaders including “Good leaders are in the thick of things, working alongside their colleagues”, “respecting teachers' autonomy, protecting them from extraneous demands”, and “look ahead, anticipate change and prepare people for it so that it doesn't surprise or disempower them.” Thus, leadership incorporates the accomplishment of the

task, which is an organizational requirement and the satisfaction of employees, which is the human resource requirement (Okumbe, 2007).

Maicibi (2003) contends that, without a proper leadership style, effective performance cannot be realized in schools. Armstrong (2004) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organisation through the direction of the human resources that are the most important organisational assets, leading to the achievement of the desired purpose. This can be done through the articulation of the vision and mission of the organisation at every moment, and influencing the staff to define their power to share in this vision. This is also described by Sashkin and Sashkin (2003) as visionary leadership. However, Cole (2002) defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively.

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

The rapidly changing school environment means the role of the head teacher is becoming increasingly complex and demanding. However, it still offers a massive opportunity to make a

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

Variations in performance of different schools have been identified by Debrah and Ofori (2006) as due to poor leadership and lack of government support in most schools. They further reiterate that the perennial problems in the schools have laid the foundation for teachers not being committed to their work. In their opinion, the sources of teachers' performance include higher salaries, promotional prospects and effective leadership which are present in some schools.

All over the world, teachers occupy a central and vital position in any educational system and that their attitudes and commitment have been of paramount interest to educational authorities. Teachers are part of the institution's main asset and there is no doubt regarding the fact that teachers' attitudes and behavior in a workplace determine the success and failure of that institution (Akinola, 2011).

Leadership styles are relevant utilities of management which helps to maximize efficiency and achieve organisational goals (Joseph & Winston, 2014). Bass (2004) opines that a leader is one who engages in crafting strategies, adjusting the strategy and getting others to implement it. He further reiterates that managing employees in organisations is largely dependent on the quality of leadership.

In the opinion of Hall (2007), there is no one way of leadership but multiple ways. He explains that leadership is a bond which makes people work together. Hayward (2009) asserts that if leaders

want to produce a positive influence on individuals, groups and organisations, then leadership should be broadened from one style to multiple of them depending on the situation. Modern leaders perfectly adopt attitudes that support employees, provide them a vision and encourage them to think innovatively (Akinola, 2011). Bennett and Anderson (2003) contend that appropriate behavioural pattern of leaders in organisations creates a strong morale in the staff and increases their commitment level leading to improved performance. The leadership style adopted is important in organisations as it seeks to get commitment from employees and the successes and failures of every organisation depend on the effectiveness of the leadership style.

Over the years in Ghana, the Ghana Education Service has instituted some form of incentive packages for teachers such as housing schemes, car loans, insurance packages, study leave with pay and the single spine salary structure that boost up teachers commitment in order for them to perform more efficiently towards the targeted result (Mensah, 2006).

Headmasters and headmistresses also put certain motivational instruments in place such as free meals for teachers in the boarding schools, Parents Teachers Association motivational allowances, extra class allowances and free accommodation for teachers (Akinola, 2011). These strategies are put in place to facilitate commitment among teachers. However, the commitment and performance exhibited by teachers depends on the quality of leadership styles of head teachers (Bass, 2004).

## **1.2 Statement of the problem**

The role of leadership in ensuring performance among employees is relevant towards the success of every institution. The success or failure of achieving schools' goals hinges on the Head teacher's leadership. Machuru and Kaitila (2014) observed that head teachers in best and poor performing schools in some districts in Tanzania exhibited particular leadership style. There seem to be a

relationship between leadership interactions and performance in the school system. These interactions include the Head teachers' role in providing direction, resources and support to staff members and students to improve the teaching and learning process. Teachers in Ghana have expressed a lot of dissatisfaction about the lack of human resource development, poor working conditions, poor remuneration and poor human relations that exist in schools (Mensah, 2006). This has resulted in high teacher turnover coupled with poor results in some Senior High Schools due to lack of commitment towards work (Morris & Bloom, 2002). Some newly recruited teachers stay at post for barely one year. The operating conditions of service appear to fall short of teachers' expectation manifesting in resignations, vacation of post, non-resumption at post after teachers leave of absence and sponsored study leave (Mensah, 2006). The success or failure of achieving schools' goals undoubtedly hinges on the Head teacher's leadership.

Despite all the educational reforms in Ghana over the years, students' performance in the SHS final examination has not been encouraging for some time now. Dogbey (2014) who investigated students' performance from WAEC records revealed that students who obtained grades A1- C6 in six subjects (3 electives and 3 core subjects) which is the National Accreditation Boards minimum entry requirements to progress to tertiary level was unimpressive. For instance, in 2006 only 12.51% of students obtained these grades. In 2007 students who passed were 10.58%, 2008 (12.95%), 2009 (14.58%), 2011 (26.00%), 2012 (31.19%), 2013 (19.15%), 2014 (28.10%). The average results as gleaned from the various SHS in the Tema municipality over a 4 year period by the researcher were 2015(49.52%), 2016(45.5%) and 2017 (22.32%) and 13.65% for year 2018.

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

unsatisfactory student achievements to the teacher (Osei, 2006). Other studies have also blamed poor teacher motivation, inadequate motivation and poor leadership among others (Akyeampong, 2010; Oduro, Dachi & Fertig, 2008).

The problem of the study therefore is the problem of leadership – the quality of leadership, the poor performance of Senior High Schools in the Tema Metropolis. Is it the case of failure of students to learn seriously or it is the case of tutors' attitude to work?

The Metropolis can boast of some quality schools like the Chemu Senior High School, Tema Presbyterian Senior High school, Tema Methodist Day Senior High School, Our Lady of Mercy Senior High School, Tema Secondary School and Tema Technical Institute among others. In spite of the names these schools have acquired, their current results in WASSCE results leave them out of the count of the first class schools in the country.

### **1.3 Research Objectives**

The objective of the study is to find out how leadership styles of Head teachers in SHS's in the Tema municipality influence their staff performance. Specifically, the study sought to;

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

### **1.4 Research Questions**

The study was guided by the following research questions:

1. How does the academic background and personal qualities of the head of SHS in Tema metropolis enhance the quality of leadership?
2. What leadership styles are demonstrated by heads of SHS in the Tema metropolis?
3. How does the performance of staff relate to the leadership styles of the Head teacher?

# KNUST

## **1.5 Significance of the Study**

The research adds to the repertoire of knowledge concerning leadership as a major component of educational administration. Educational planners and policy makers could make use of the results in developing strategies that would improve the teaching and learning process in SHS to generate the human capacity with competencies required for production activities in various sectors of the economy.

The outcome of this study seeks to augment the existing store of knowledge on the subject and serve as a catalyst for further research on innovative ways of exploring leadership style for prudent management in the schools for the overall well-being of the nation. In addition, the research and its findings are expected to help inform decision making in the area of leadership in Senior High schools. The study will be very useful to other researchers interested in conducting further studies in leadership styles.

## **1.6 Delimitation**

Though other extraneous factors might affect the performance and output of staff in Senior High Schools, this study has confined itself to the leadership styles of heads of selected Senior High schools in Tema metropolis. The study captured only teaching staff in Senior High schools even though there are non-teaching staff whose input could have been solicited to enrich the work but

for time constraints it could not be included. Teachers were the main focus since they have direct contact with students and the Head teachers' leadership style which also determines how they behave as far as academic activities are concerned.

### **1.7 Limitations**

The study was limited to five Senior High Schools in the Tema Metropolis of the Greater Accra Region of Ghana, though a few more schools exist which are both public private. The study however, focused only on five public SHS due to time constraints in data collection and financial considerations. The results of this research therefore, cannot be generalized to cover all SHS in the Metropolis and Ghana as a whole though they may have similar characteristics.

The study was affected by the usual limitations associated with questionnaire methods of research such as the problem of return rate of responses and also differences in the levels of comprehension of the concepts on the part of the respondents.

Many of the respondents claimed the rate of filling questionnaires in their schools were too much and were reluctant to participate however, all the questionnaire was retrieved.

### **1.8 Organisation of the Study**

Chapter one of the study, considers the introduction which is made up of the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation, limitation and organisation of the study. Chapter two contains a review of the available literature that is relevant to the study. Chapter three explains the research methods and procedures, divided into the research design, population, sample and sampling techniques, data collection instrument, procedure for collecting data and data analysis. Chapter four presents

analyses of the data collected and discussion of findings. Chapter five includes a summary of the study, recommendations and suggestions for further study in the research area.

# KNUST



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

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

#### 2.2 Definition of Leadership

Different authorities and scholars have interpreted the concept of leadership differently. Omar (2005) describes the study of leadership as both daunting and enticing. It is daunting because it is regarded as one of the most important and pervasive concepts argued across a multitude of disciplines including business, organisational, educational, political, legal and psychological ones. Over 7000 books, articles or presentations on leadership were produced in 1990 (Bass, 1990). It is actually difficult to achieve only one definition that is acceptable to all (Cheng, 2002).

A study in leadership provides a springboard for aspiring leaders to be able to rate themselves against great individuals who have won the title of being great leaders. According to Adlam (2003), leadership is a rather complex concept. This is due to the fact that several approaches have been employed to provide meaning to the term leadership and its effectiveness.

The following are some of the definitions that have been rendered; Jacques and Clement (1991) define leadership as a process in which an individual provides direction for other people and carries them along in that direction with competence and full commitment. Atta, Agyenim-Boateng and Baafi-Frimpong (2000), consider leadership as the process of influencing the activities of an organised group towards goal setting and goal achievement. Oyetunyi (2006),

concedes that the perception of leadership signals a shift from bureaucracy (in which the leader tends to direct others and make decisions for them to implement) to non- bureaucracy where the emphasis is on motivation, inclusion and empowerment of the followers. Along the same lines, Botha (2005) defines leadership as the process of motivating people to achieve specific goals. Sashkin and Sashkin (2003) define leadership as the art of transforming people and organisations with the aim of improving the organisation. According to Vroom and Jago (2007) it is a process of motivating people to work together collaboratively to accomplish great things. Van Vugt, Hogan, & Kaiser (2008) define leadership as influencing individuals to contribute to group goals and coordinating the pursuit of those goals. Northouse (2010) also defines leadership as a process whereby an individual influences a group of individuals to achieve a common goal. Yukl (2010) defines leadership as the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives. Leadership according to Peretomode (2012) is an art or process by which a member of a group or organization persuades, inspires, influences the attitudes, behaviour and actions of others and directs their activities so that the group or organisation members work enthusiastically toward the accomplishment of set goals and view and improved position. The definitions so far have revealed some differences and it appears each author might have been informed by their predispositions, organizational situation and belief. Van et al. (2008) and Yukl (2010) seem to have same understanding where a group is influenced to achieve a goal or objective but it was not clear whose responsibility it was to influence. Sashkin and Sashkin (2003) and Vroom and Jago (2007) definitions looked at transformation and motivation of people but was not specific on what it was to achieve. Oyetunyi (2006), emphasizes on an

individual directing and making decisions but the objective for doing that was not mentioned which is similar to Jacques and Clement (1991). Northouse (2010), Peretomode (2012) and Atta et al (2000) seem to have the same understanding of a member or individual influencing a group to achieve a goal. Botha (2005) also believes in achieving goals by motivating people but was not clear who performs the duty of influencing. However, the definitions suggest several components central to the phenomenon of leadership. Some of them are as follows: (a) leadership is a process, (b) leadership involves influencing others, (c) leadership happens within the context of a group, (d) leadership involves goal attainment, and (e) these goals are shared by leaders and their followers. The very act of defining leadership as a process suggests that leadership is not a characteristic or trait which only few people are endowed with at birth. Defining leadership as a process means that leadership is a transactional event that happens between leaders and their followers.

A further look at leadership as a process means that leaders affect and are affected by their followers either positively or negatively. The purpose therefore, is to motivate, inspire and influence people's attitude and behavior to accomplish set goals for a group. It stresses that leadership is a two-way, interactive event between leaders and followers rather than a linear, one-way event in which the leader affects the followers but not vice versa. More importantly, it means that leadership is not restricted to just the one person in a group who has formal position power. For the purposes of this study the definition of Peretomode (2012) is adopted as head teachers are required to set in motion processes whereby, teachers are persuaded, inspired, influenced in their attitudes, behaviours and actions, and their activities directed so they work enthusiastically toward the accomplishment of set goals for improved performance.

### 2.2.1 The Importance of Leadership

Educational practitioners have recognised leadership as vitally important for education institutions, since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before (Nkata, 2005). The rapid growth of educational institutions and the ever-increasing enrollment will require improved management. Mass education at different levels will also require new leadership approaches in order to enhance efficiency and effectiveness. Schermerhorn, Hunt & Osborn (2000) maintain that leadership is the heart of any organisation, because it determines the success or failure of the organisation. Oyetunyi (2006) posits that in an organisation such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, students' discipline, and school climate, to mention but a few. Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and performance of schools, is the only prerequisite for effective standards. Blazing the trail and dominating the field in this direction, scholars and researchers like Mullins (2002) and Maicibi (2003) note that the study of school leadership is necessary to make school activities effective. This argument is further augmented by Sashkin and Sashkin (2003) who contend that leadership matters, because leaders help reduce ambiguity and uncertainty in organisations. School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance. Linda (1999) has this to say on the influence of school leadership and management on teachers' attitudes to their jobs: "Research findings indicated that there is a positive relationship between teacher morale, job satisfaction and motivation on the type of leadership in schools".

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

### **2.3 Leadership Approaches and Models**

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

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

The scientific management and human relations approach to leadership behaviour were given formal expression by McGregor (1960) as Theory X and Theory Y. The Theory X approach assumes that people are lazy, dislike work and therefore must be coerced, led and directed. Theory X is compatible with scientific management and bureaucracy. Bureaucracy is a formal, orderly and rational approach to organising business enterprises. Theory Y assumes that people find satisfaction in their work and function best under a leader who allows them to work towards their goals. This is indeed true in the education situation in the case of the traditional schools with an impeccable culture and strong religious values, where the majority of teachers love teaching; they love their school and hence do not need direction. In such institutions, control and punishment are not necessary to bring about good job performance. People are industrious, creative and seek challenges and responsibility on the job. However, on the other hand in some new schools and particularly in respect of young teachers, the situation might be different.

Some of them do not have the profession at heart, whilst some may have joined the teaching profession by default and, or as a last resort. Theory Y is compatible with Maslow's view that people seek inner satisfaction and fulfillment of our human capacities towards self-actualization. It is also compatible with the human relations movement in management and with the participative, democratic style of management. An example of the application of Theory Y is management by objectives.

## **2.5 Leadership Perspectives**

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

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

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

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

## **2.6 Theories of Leadership**

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

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

### **2.6.1 Trait Theories**

Trait theories are part of the traditional leadership theories that focus on the transactional process in which a leader gives something to followers in exchange for their satisfactory effort and 18

performance in the task (Cheng, 2002). Trait theories investigate the personal characteristics of successful leaders. These theories consider the innate qualities or traits characteristic of good leaders. Such theories are based on the opinion that leaders are right and leadership is rooted in the authority of their righteousness (Oyetunyi, 2006). Like the theories associated with great men, the trait perspective assumes that great leaders are born with distinguished traits or characteristics that make them different from other people. Successful school leaders were described by Omar (2005) in terms of their personal attributes, interpersonal abilities, and technical management skills.

Personal attributes include humour, courage, judgment, integrity, intelligence, persistence, work ethic, vision, and being opportunity conscious; interpersonal abilities include being outgoing, team builder and compassionate. Technical management skills include producing results, resolving conflicts, analysing and evaluating problems, the ability to enhance the work environment, and goal oriented (Bensimon, Neumann and Birnbaum, 2000). Stogdill (in Sashkin & Sashkin, 2003) also found that leaders were a bit more intelligent, outgoing, creative, assertive, responsible and heavier than average people, although he contradicted himself later by concluding that a person does not become a leader because of a combination of traits since the impact of traits differs according to situation. However, while the early emphasis on individual personality and talent is no longer viewed as the sole determinant of a good leader, an appropriate combination of personal characteristics is seen as an important contribution to effective leadership. According to Rowley (1997), the following characteristics are generally viewed as being important: intelligence, initiative and self-assurance. From the study of traits/characteristics, it can be inferred that the trait theory framework can be used to identify potential leaders.

### **2.6.2 Behaviour Theories**

Behaviour theories examine whether the leader is task oriented (initiating structure), people oriented (consideration), or both. Studies conducted at the University of Michigan and Ohio State University in 1945, established two major forms of leader behaviour namely: employee-centered/consideration and production-centered/initiating structure. An employee-centered leader is sensitive to subordinates' feelings and endeavours to fulfill their concerns. On the other hand, a production-centered leader has, as the major concern, accomplishment of the task. While it is desirable that a leader be high on both considerate and initiating structure, Hoy and Miskel (2001) assert that it may be difficult to match a leader's behaviour with effectiveness if appropriate behaviour cannot be linked to different situations, as situational factors affect the effectiveness of the leader's behaviour. It is the bid to give consideration to situational factors that led to the birth of situational/contingency theories. Under the behavioural theories are leadership styles expounded in Blake and Mouton's leadership grid and Likert's Management System. Likert's research cited in Oyetunyi (2006) which studied various firms and organisations, including schools and universities, involving many managers and employees, head teachers and teachers; revealed four basic styles of management on a continuum from system one to four: System I: Authoritative-Coercive; System II: Authoritative-Benevolent; System III: Consultative; and System IV: Participative.

### **2.6.3 Fiedler's Contingency Theory**

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

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

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

The second factor is task structure, which measures the extent to which the tasks clearly specify goals, procedures and standard of performance. A structured task is routine, simple and easily understood. It is perceived to be more favorable because the leader needs not be closely involved whereas unstructured task is ambiguous and complex and this is not favorable for it demands the leader to guide and direct the activities of the staff members. The last one is the level of formal authority to punish or discipline, promote, assign work, recommend for promotion and to fire. If

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

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

#### **2.6.4 Cognitive Resource Theory**

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

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

cognitive bias that can lead them to make predictable errors of judgment and to over-estimate their effectiveness (Bensimon et al., 2000).

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

### **2.6.5 Path-Goal Theory**

Path-Goal theory is the leadership theory that focuses on the kinds of behaviours leaders should exercise to allow their subordinates to achieve personal and organisational goals. Leaders can increase their subordinates' motivation, satisfaction and job performance by administering rewards that depend on the achievement of particular goals. Effective leaders will help employees reach personal and organisational goals by pointing out the paths they should follow and providing them with the means to do so (Evans, 1998). Under this theory there are four leadership styles that leaders can adapt to facilitate employee attainment of goals: (1) Directive leadership where the leader tells subordinates what they should do and how they should do it; (2) Supportive leadership where the leader shows concern and support for the subordinates (3) Participative leadership where

the leader allows subordinates to participate in decisions that affect their work; and (4). Achievement-oriented leadership where the leader sets challenging goals for subordinates and emphasizes high levels of job performance. However, under this theory, the leadership style that will be most effective depends on characteristics of the situation and of the subordinates; although in most instances' leaders must be flexible and adopt whichever style is appropriate.

## **2.7 Leadership Styles**

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

Different researchers and academicians alike have come up with different leadership styles. Every leader in every organisation performs certain roles/tasks for the smooth operation of the organisation and improvement of organisational performance. The manner in which the leader performs these roles and directs the affairs of the organisation is referred to as his/her leadership style (Oyetunyi, 2006). According to him, leadership style therefore is the way a leader lead. Some leaders are more interested in the work to be done than in the people they work with, whilst others pay more attention to their relationship with subordinates than the job.

The leader's emphasis on either the task or human relations approach is usually considered central to leadership style. Ball (1987) as reported in Linda (1999) identified the following

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

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

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

Authoritarian leadership was depicted as being distinct from adversarial leadership by its focus on asserting rather than persuading. Such a head takes no chances by recognizing the possibility of

competing views and interests. Opposition is avoided, disabled or simply ignored. No opportunities are provided for the articulation of alternative views or the assertion of alternative interests, other than those defined by the head as legitimate. Indeed, the authoritarian may rely, as a matter of course, on conscious deception as a matter of organisational control (Ball, 1987).

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

### **2.7.1 Coercive Style**

The coercive style often creates a reign of terror, bullying and demeaning his/her executives, roaring with displeasure at the slightest problem. Direct reports get intimidated and stop bringing bad news or any news, in fear of getting blamed for it, and morale plummets. This leadership style is least in most situations, and has a negative impact on organisational climate. The extreme top down decision-making kills ideas on the vine, their sense of initiative and ownership plummet, so they feel little accountability for performance. The coercive style should be used with extreme caution, as in during a crisis term, for its impact is ruinous to the group.

### **2.7.2 Authoritative Style**

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

organisation's goals and strategies. The standards for success and the rewards are clear, but people have great freedom to innovate and flexibility in accomplishing the goals. This style works well in almost any business situation. It works best when the organisation is adrift and the authoritative leader charts a new vision. A limitation is if the leader works with a group of experts or peers who are more experienced. They may see the leader as pompous or out of touch. If the leader becomes overbearing, she or he may undermine the egalitarian spirit team.

### **2.7.3 Affiliative Style**

The coercive leader says "Do what I say". The authoritative leader says "Come with me". The affiliative leader says "people first". The affiliative leader is a master at creating a sense of belonging and building relationships. He tries to create harmony and build strong emotional bonds, which all have a positive effect on communication and loyalty. This style has a positive impact on flexibility, as people talk, trust and share information with each other. The affiliative leader gives people freedom to innovate, and positive feedback that is motivating. The affiliative leader tends to have feelings of his or her people and is open with their own feelings. This style works well in general, and is particularly good when trying to build team harmony, increase morale, improve communication or repair broken trust. When people need directives to navigate through complex challenges, this style can tend to leave people feeling rudderless. Alternating the authoritative style of creating a clear vision road map, with the caring nurturing approach of the affiliative leader, and you have a potent combination.

### **2.7.4 Democratic Style**

By spending time getting people's buy-in, the leader builds trust, respect and commitment.

Because the democratic leader affords people a say in decisions that affect their goals and how

they do their work, it drives up flexibility, responsibility and keeps morale high. Its impact on environment is not as positive as some of the other styles. Its drawbacks are the endless meetings, where consensus remains elusive and people can end up feeling confused and leaderless. This style works best when the leader is uncertain about direction and needs guidance or for generating fresh ideas for executing the vision. In times of crisis, consensus may not be effective.

### **2.7.5 Pacesetting Style**

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

### **2.7.6 Coaching Style**

This style is used the least often, since leaders say they do not have the time to help people grow. This is a powerful tool, and has a positive impact on climate. Coaching improves results, even though the focus is on self-development, because it has a way of pushing up the drivers of climate. Coaching helps commitment, because of the message that the leader believes in you. Flexibility and responsibility are up, because people feel cared about and free to experiment and get feedback. This style is not effective when people want to be coached, and want to improve performance.

This style makes little sense when someone is resistant to changing their ways. In some companies, a part of the annual bonus is tied to leader's development of direct reports.

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

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

II. Style 2 (Selling): This style focuses on the leader in 'selling' decisions by trying to explain, persuade and clarify group members to accept them

III. Style 3 (Participative): This call for a participating style where the leader participates as members in consulting, sharing ideas and facilitating in decision-making.

IV. Style 4 (Delegating): This style delegating, describes leaders who permit members the opportunity to function within limits to solve problems or accomplish task. Then they turn over responsibility for decisions and implementations.

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

A considerable amount of research has been conducted into the impact on staff of different leadership styles. A research study conducted by Ball (1987) identified four leadership styles in the British secondary schools. These included the interpersonal and the managerial styles and the

political style, which he subdivided into the adversarial and authoritarian styles. The interpersonal head was described as typically “mobile” and “visible”, with reference to consulting with individuals rather than holding meetings. Such heads of schools tend to sound one idea and gather opinions (ibid). This style of leadership is particularly effective at satisfying teacher’s individual needs and usually staff turnover is low but decision-making is not focused and teachers may feel very frustrated and insecure. This kind of leadership may create a sense of exclusiveness from decision-making on the part of the teachers who are members of the SMT. This might bring about the isolative culture in schools, which is frequently referred to as the “us” and “them” hierarchical structure in schools (ibid). The adversarial leadership style is typified by confrontational dialogue between the head and the teachers. They speak of the rows, battles and challenges. In this kind of scenario leadership is very much a public performance the emphasis is upon persuasion and devotion (Ball, 1987 as cited in Evans, 1998). Adversarial heads are always preoccupied with issues that reflect quality ideology rather than administration procedures.

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

The coercive style leader often creates a reign of terror, bullying and demeaning his subordinates, roaring with displeasure at the slightest problem. Subordinates get intimidated and stop bringing bad news or any news in fear of getting bashed or blamed for it, and the morale of the workers plummets. Nsubuga (2008) conducted a study which sought to analyse the leadership styles of

head teachers and school performance of secondary schools in Uganda where it was revealed that the greater the use of autocratic principles, the poorer the learners' academic performance.

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

Where the democratic leadership style was used, staff did not use negative behaviour or ways of making their dissatisfaction or frustration felt and vice versa whilst the autocratic style was associated with the negative behaviour and such behaviour included writing or using verbal attacks on their leaders and colleagues, coming late to work and absenteeism. Iqbal (2010) revealed that teachers working under a democratic style of leadership were more satisfied than teachers working under other styles of leadership. Omeke and Onah (2011) established that democratic leadership style exerts positive influence on teachers' job satisfaction. Employees are satisfied with democratic leadership because their opinions, comments and suggestions are needed for decision-making (Obi, 2003). Nsubuga (2008) revealed that most school managers used the democratic style of leadership in Uganda which was also corroborated by Adeyemi (2010) for schools in Ondo state in Nigeria. The school head uses the democratic leadership style to build trust, respect and commitment because the style allows people to have a say in decisions that affect their goals and how they do their work. Mutuku (2005) noted that a democratic system is an integrated approach to management. Nakola (2011) established that heads who were perceived to be exhibiting democratic style had a considerably highly motivated staff as they consulted with them on the proposed actions, decision and encouraged participation from them.

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

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

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

It is widely recognised and agreed that one of the key factors influencing school effectiveness is the nature and quality of the leadership provided by the school head. The Head teacher is expected to play a critical and determining role in achieving the central purpose of the school and this entails the extent to which the Head teacher succeeds in attaining the school's goals and objectives. The head teachers' role is to promote academic performance and the success of what is done in the school is attributed to him or her. The head teacher is the pivot around which many aspects of the school revolve, being the person in charge of every detail of running the school, be it administration

or academic (Lydia & Nasongo, 2009). When it comes to students' achievements in schools the head teachers' leadership is one factor determining that success and it is therefore, important that performance of a school is appraised against the performance of the person who leads (Dinham, 2005; Townsend, 2007; Lydia&Nasongo,2009). According to Commonwealth Secretariat (1993), an effective head should be professionally competent in that he should have a wide range and up-to-date knowledge and skills including the ability to initiate, direct, communicate and delegate. The Head teacher should have good relations with pupils, staff and parents. An effective Head teacher should create confidence, control his emotions and inspire his followers. The needed behavioural element of a productive school staff makes it imperative that the Head teacher balances task accomplishment behaviour with human relations behaviour. Leadership behaviour that elicits the right mix or combination in both task accomplishment and human relations dimensions promote higher degrees of follower satisfaction and group performance. Salfi, Hussain and Virk (2014) established that the essential leadership qualities of an effective and good school leader as perceived by teachers, head teachers and district school managers were that a good and effective leader should have a blend of professional, personal and social qualities. The main qualities suggested by the majority of participants in the study were; knowledge about organizational behaviour and leadership; awareness of the required managerial skills; commitment and experience; communication skills; role modeling; efficient use of time; high levels of knowledge; understanding and confidence; attitude towards profession; high developed personal qualities that is integrity, sympathetic, loving, loyal and devoted. It is evident that the Head teacher who tends to emphasize mainly on trusting relationships with followers ignoring task accomplishment would fail to achieve organisational objectives. On the other hand, the Head teacher who concentrates more on task accomplishment behaviours neglecting the

feelings, emotions and needs of the members will militate against accomplishing a task. A Head teacher who is insensitive and inflexible can never be successful in bringing the best in his followers.

Melton (1994), states that staff competence which relates specifically to expected performance in the place of work is defined as adequate for the purpose suitable, sufficient, legally qualified, admissible and capable. In a sense then, competence in staff performance refers to adequate preparation of the teacher as a professional to teach and to effect change in his pupils. He further posited that there was a positive correlation between scholarship and teaching effectiveness. He pointed out that teacher knowledge has proved to be a more successful predictor particularly of teaching performance. Staff satisfaction and morale are attitudinal variables which reflect positively or negatively feelings about a situation or person. The state of staff members' morale reflects the extent of one's satisfaction as applied to the degree to which personal and professional needs are met in the performance of roles.

When members of staff perceive their morale as low, they also perceive the total institution as low to staff satisfaction. The teaching work itself is a potential source of either satisfaction or dissatisfaction. High staff satisfaction and morale are exhibited in members of staff displaying a high sense of commitment and loyalty, working co-operatively and accepting the educational philosophy underlying the curriculum. Members of staff should see their work environment as a pleasant, creativity-inducing and supportive to enable them give off their best. Ghana Education Service (2010) outlined some indicators for appraising the performance of teachers which include among others punctuality to school and classes, preparation of scheme of work, participating in school activities in the school community. A coordinated culture develops from a dynamic combination of strong imaginative and transforming leadership within a forward looking school

community, in which consistent values, philosophy and ideology permeate all decision-making. The role of the Head teacher in cultural development is potentially very powerful and fundamentally very important, constituting an element of effective leader behaviour. The Head teacher as the leader needs to be conversant with the fundamental processes by which decisions are made in his institution so as to improve teaching and learning effectiveness. Good and timely decisions earn leaders the support of subordinates and increase leaders' power of influence.

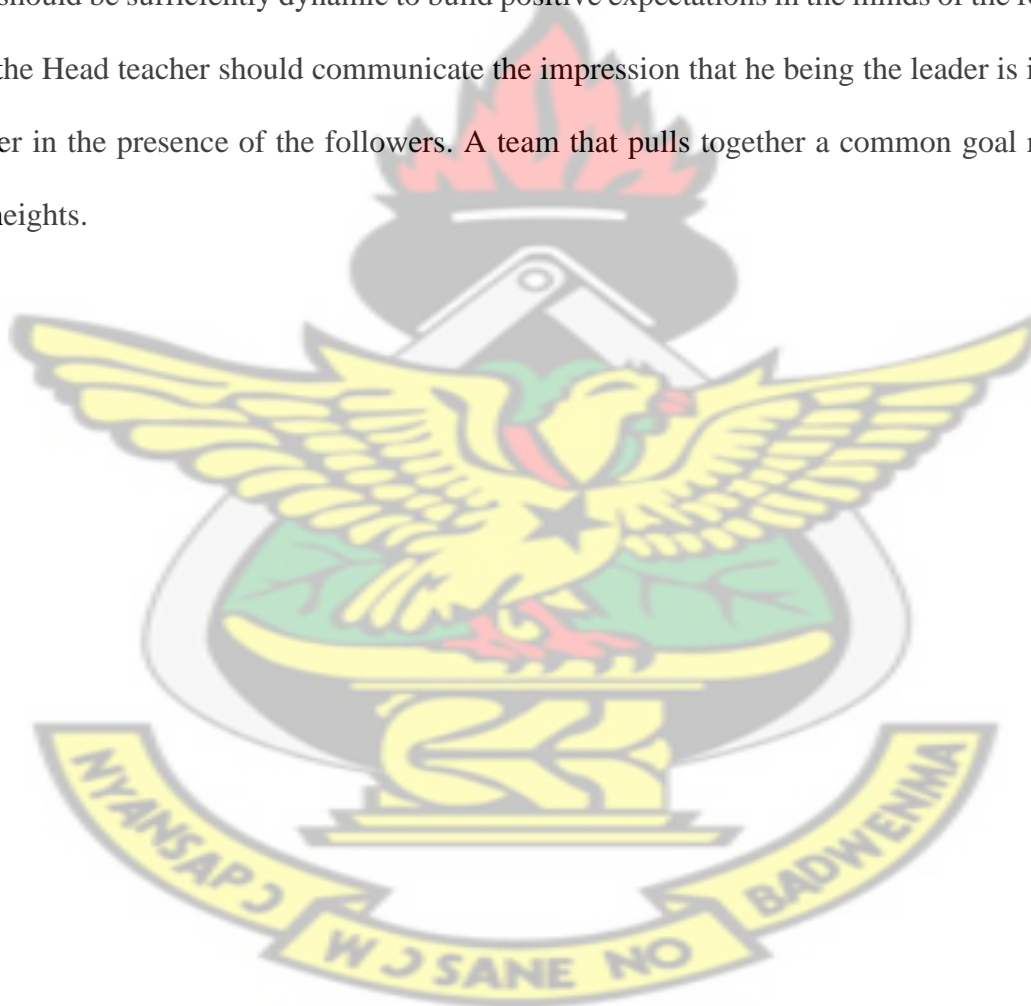
There is considerable evidence that teachers desire a more active and meaningful role in decision-making. Members of staff are eventually the implementers of decisions and that if decisions are not acceptable to teachers, they would find means of making them unworkable or would not make any concrete efforts to make them work. Only decisions, which enjoy the blessings of the staff, are likely to be implemented with maximum effort. Communication is the basic process in an institution since it pervades the entire garment of managerial behaviour and as such should be one of the most important skills of the Head teacher. Since Head teachers must deal with people, they must develop their ability to lead, motivate and exchange information effectively with those around him. The ability to get along with many diverse types of people and exchange information with them is vital for an effective Head teacher. If the Head teacher is not able to communicate with his staff the best strategic plan is lost. Communication can make or break down a system since communication effectiveness is directly proportional to a leader's attitude. Good communication involves understanding people, being informed, thinking and making value judgments, contributing to goals, keeping others informed, understanding informal transmission modes, sending non-verbal messages, listening and staying positive (Gardner,1998).

According to Gardner (1998), the purpose of the group is best served when the leader helps followers to develop their own initiative, strengthens them in the use of their own judgment and

enables them to grow and become better contributors. An important leadership behaviour which the Head teacher should exhibit, is delegating both responsibility and authority to staff thereby empowering them to take ownership of their work and actions. The significant point is the fact that the various leadership functions be performed well and not who performs them. Accountability on the part of members of staff should be enforced since it is an integral part of responsibility and authority. The Head teacher also needs to know how much authority should be given away to balance and strengthen the Head teacher's leadership skill. The effective Head teacher should indulge in motivational delegating which helps the staff to reach their potential and enhance the leader's positive force, which should be dynamic. The authority of the Head teacher must be communicated, structure must be imposed and timing is important. One characteristic of effective Head teacher is the setting and maintenance of authority line and consequently, Head teachers should establish an authority line between acceptable and unacceptable behaviour. Rewards and encouragement should be employed as a means of making members of staff feel appreciated for what they do. Chapman and O'Neil (1998), posit that there were three basic sources of leadership power that go with the position, personality power generated by force of the individual and knowledge power which is power that is derived from special skills or knowledge. However, some positions call for more emphasis on one source than the other according to the situation. All leaders have sources of power but it is the way power is exercised that determines whether or not the leader is effective. Handling power is an important factor when one considers that the ultimate source of a leader's power is his followers. Head teachers can improve their power of influence in the way they handle power, realizing that followers, especially empowered followers are their real power source. Power manifests itself in communication, delegation of assignments and essentially in

decision making. Nothing impresses members of staff more than a Head teacher who protects his authority line with conviction.

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



## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction

Research methodology is the process that is undertaken to systematically find solutions to research problems. According to Babbie (2004), a research methodology is important to a study because it helps to understand the assumptions underlying various techniques and procedures which are applicable to certain problems. This chapter describes the procedures adopted in investigating into the relationship between the leadership role and staff performance in some selected Senior High Schools in Ghana. The research methodology for this study comprised the research Design, study area, study design, study population, sampling, data collection methods and instrument, data analysis and ethical issues.

#### 3.2 Research Design

The research employed the quantitative method. The quantitative method was chosen to help to collect hard data in the form of questionnaires and establish relationship between leadership styles and performance. The study also employed the descriptive research design. A descriptive study design is used to describe what conditions exist (Fraenkel, & Wallen, 2009). As pointed out by Gay (1992), the descriptive sample survey design involves collecting data in order to test the hypothesis or answer questions concerning the current status of the subject of study. It involves the use of techniques to describe and record, analyse and interpret conditions that exist. A descriptive study design also involves comparison or contrast and attempts to discover relationships between existing variables (Neuman, 2011). As a descriptive study, it was designed to obtain relevant and precise information concerning leadership styles and its effect on staff performance.

Based on the research objectives, the study was conducted within a framework of quantitative research approach. This approach was employed to enable the researcher obtain the required information for the completion of the study. Quantitative research method is based on numerical data measurement of quantity or amount. Thus, it is applicable to phenomena that can be expressed in terms of quantity. The researcher used survey to gather data from participants.

### **3.3 Study Area**

The area of study is the Tema Metro. The Metropolis is one of the sixteen (16) Metropolitan, Municipalities and Districts in the Greater Accra region of Ghana.

According to the 2000 Population and Housing Census, Tema has a population of 292,773 (2010) and 36,596 houses. The suburb stretches over 3.9 square kilometres (1.5 sq. mi) of land and 1.7 square kilometres (0.66 sq. mi). It has 27 communities. The Metropolis shares boundaries with Adentan Municipal, Ashaiman Municipal, Kpone Katamanso Municipal and the Gulf of Guinea. Tema is unique for its hosting of the elite population in the nation's capital and is also noted for well-planned physical layout.

It is an urban area that has many private and public industries and companies, shops, banks, law courts, post office, police stations, ports and harbours, public and private clinics and hospitals and other job opportunities. It is habited by people from different ethnic groups. The urban area is mostly dominated by the elite, professionals, businessmen and businesswomen who manage big offices and businesses. However, there are many others who are unemployed.

Tema has various schools comprising both public and private schools; there are 47 public and 155 private kindergartens, 54 public primary and 143 private primary schools, 48 public Junior High Schools and 141 private Junior High Schools, 6 public Senior High Schools and 4 private SHS's,

1 Technical School and one Special school, making a total of 290 schools at various levels in the metropolis.

The area of study was chosen because academic performances of school children in the Senior High Schools have dwindled over the last few years. As part of the contributing factors to the poor performances, it is perceived that teachers in the Metropolis do not give their best in teaching the students. It is in this interest that this research examines the influence of leadership styles of head teachers on teachers' performance and other possible causes that do not allow teachers to be give off their best in their daily activities towards school children to result in improved academic performance.

### 3.4 Study population

A study population is the number of people in a particular area (Buame, 2006). For the purpose of this research, the population of the study comprised teachers in the SHS schools of Tema Metropolis. In all, there are five Senior High Schools in the Metropolis with a population of teachers which stands at 483.

Table 3.1 gives a breakdown of the population of the various schools.

**Table 3. 1: Distribution of Teaching Staff in the Various SHSs in the Tema Metropolis in 2019**

Name of School	Number of teaching staff
CHEMU SENIOR HIGH SCHOOL	95
OUR LADY OF MERCY SENIOR HIGH SCHOOL	76
PRESBYTERIAN SENIOR HIGH SCHOOL	70
TEMA METHODIST DAY SENIOR HIGH SCHOOL	100
TEMA SECONDARY SCHOOL	142
TOTAL	483

Source: Field survey

### **3.5 Sample Size and Sampling Procedures**

#### **3.5.1 Sample size**

A sample is a selection of elements from a population and may be used to make statements about the whole population. An ideal sample is one that provides a perfect representation of a population, with all the important features of the population included in the sample in the same proportions. According to Krejcie and Morgan (1970), the probability method is an appropriate method used in a quantitative study. It is on this basis that the probability method was employed in this research. For the purpose of this study, the proportion technique for selecting sample from a population was used. A proportion of 82% was used. The reason for this proportion was due to the fact that, the researcher wanted to have good and perfect representation of the population. Following from the 82%, it implies that, the sample size for this is 399.

#### **3.5.2 Sampling Technique**

The systematic random and simple random sampling techniques were used. Due to the number of schools in the Metropolis, five schools were selected for the study using the systematic random sampling technique. The systematic random technique provides a method that avoids having to number the whole population. A sample of five schools was to be drawn from the schools in the metropolis for the study. A list of all the schools in the Metropolis was put together with the names of the school arranged alphabetically and each school was selected systematically from every, one in a five count. After the five schools were selected, the simple random technique was used to draw the respondents from the various schools. The five schools that were selected were Chemu Senior High School, Tema Methodist Day Senior High School, Our Lady of Mercy School, Presbyterian Senior High School and Tema Secondary School.

### 3.6 Research Instrument Design

The main data collection instrument was the questionnaire developed following the procedure outlined by Cohen and Manion (1994). Some items were modifications or selections that were identified from available literature. The questionnaire was made up of 4 sections ranging from A – D. Section A consisting of respondents' qualification, work experience and present rank in Ghana Education Service. The aim of this specific information was to ensure that respondents were the appropriate one needed for the research i.e. those teachers who have spent some number of years in the schools and had obtained enough professional training in order to identify leadership role activities.

Section B had multiple items and was designed to elicit information on the personal qualities and academic qualification of the head teacher.

Section C of the questionnaire was about the teacher's views concerning the leadership style of the Head teacher. The four-item questionnaire gleaned from Heresy and Blanchard (1998) was for teachers to indicate their preference for the kind of leadership style perceived to be exhibited by their heads for maximum performance.

Section D carried multiple questions relating leadership styles of Head teachers and staff performance.

The basic structure of the questionnaire was a five-point Likert scale. The Likert scale is commonly used in survey research and it is used to measure respondents' attitudes by asking the extent to which they agree or disagree with a statement or question. The five scale Likert was weighted in descending order and interpreted as follows; 5 Very strongly agree; 4 strongly agree; 3 Agree; 2 strongly disagree; 1 Disagree

The questions were grouped into four sections. The first section comprised the background information of respondents. This sought to gather some personal information about respondents.

The second section sought to gather information on the academic qualifications and personal qualities of head teachers. The questions asked in the third section helped to examine the leadership styles of head teachers. Section four also sought to provide details on the relationship between head teachers leadership styles and staff performance.

# KNUST

### 3.7 Validity and Reliability

According to Neuman (2011), researchers in quantitative studies should endeavour to use instruments that are not only reliable but also valid. In other words, an instrument is considered reliable if it produces similar result each time it is administered to the same respondents. However, reliability of an instrument depends on whether the question can be steadily responded to given the respondents' attitudes while responding to the questions. Validity is also related to the respondents' ability to answer the question asked in the instrument. A pilot study was undertaken to ensure the choice of words and questions provided clarity and relevance with regard to sentence construction. Table 3.2 shows the Reliability results. From the Table, it is observed that, the Cronbach Alpha is 0.857, which is a good indication of how consistent and reliable the questions were in answering the objectives of the study.

**Table 3. 2: Reliability Statistics**

Cronbach's Alpha	N of Items
.857	29

### **3.8 Data collection**

The survey questionnaire was used to collect primary data for the research. Data collected from this source focused on the research questions in helping address the research problem. According to Buame (2006), the survey method is used to study the sample of individuals from a population with a view towards making statistical inferences about the population using the sample. The survey method was used because it was less costly and ensures standardisation of measurements. Questionnaires were distributed and retrieved for data analysis. The duration of the fieldwork was from 12<sup>th</sup> June, 2019 to 30<sup>th</sup> June, 2019.

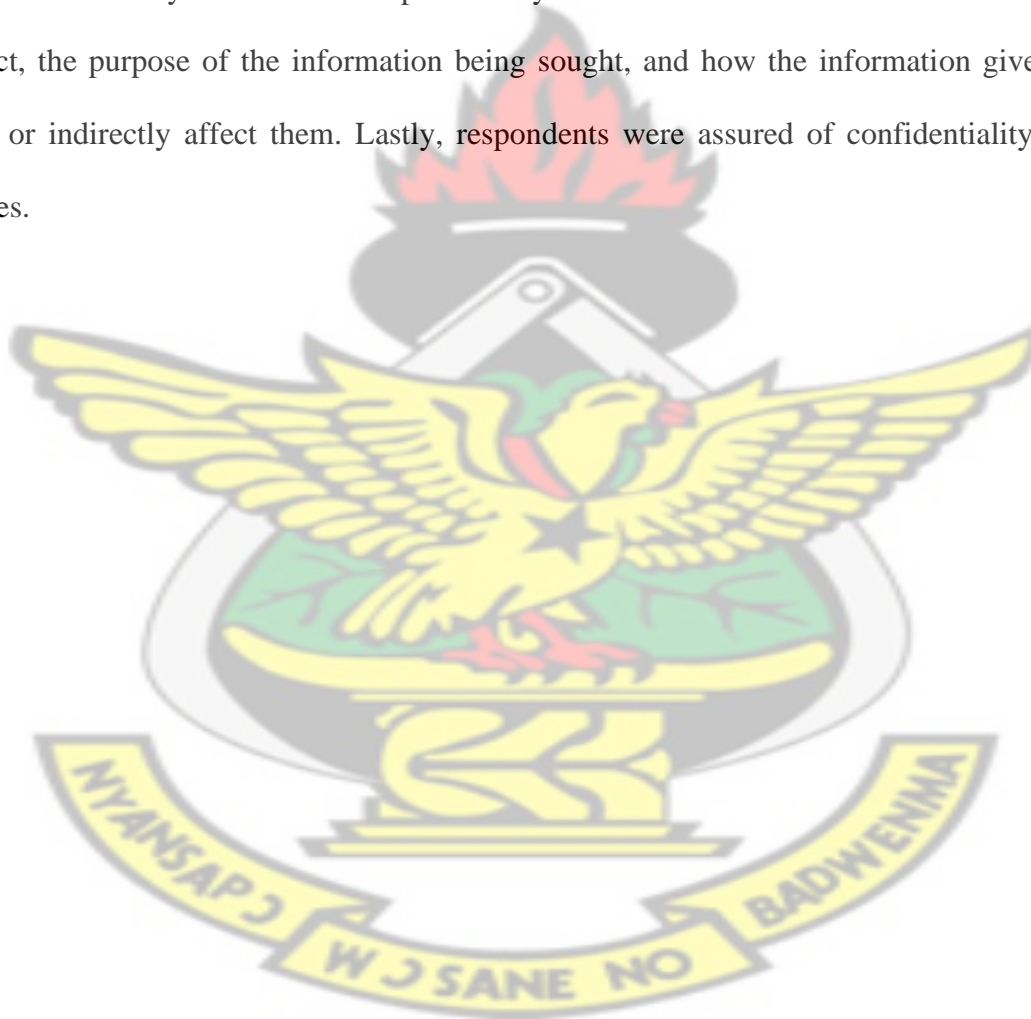
In order to investigate the Head teacher leadership style and the teachers' performance both primary and secondary source of data were used. Primary source were Head teachers and teachers by expecting that, they have better exposure, experience and firsthand information regarding the issue under the study. Secondary source of data was obtained from official reports, e-books, e-journals, publications, the internet and other documents. The library was also visited for publications such as academic journals, reports and books. The researcher supplemented the data collection process with her observations.

### **3.9 Data analysis**

Each questionnaire was numbered, cleaned and edited before coding. Raw scores were fed into the computer and analysed using Statistical Package for Service Solution (SPSS) software version 20. There was a response rate of 98.5 percent which meant that 399 questionnaires were retrieved for analysis. Seventy-nine questionnaires were retrieved from each of the five schools. Descriptive statistics such as frequencies, tables and percentages were used to analyse the data. Correlation analysis was also undertaken to establish relationships between head teachers' leadership style and performance.

### 3.10 Ethical Issues

The researcher considered some ethical issues in the study. First, the researcher collected an introductory letter from the Department of History and Political Studies in order to get an approval from the Tema District Education Office and heads of Senior High Schools involved before carrying out the data collection. Secondly, the researcher sought for the consent of the respondents before soliciting for information. Respondents expressed their willingness to participate in the data collection without any coercion or deception. They were also made aware of the kind of questions to expect, the purpose of the information being sought, and how the information given would directly or indirectly affect them. Lastly, respondents were assured of confidentiality of their responses.



## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the analysis of the data obtained from the field through the use of questionnaire. It discusses the findings in relation to theoretical and empirical evidences. The results are also compared and contrasted with prior studies and possible reasons were offered for any differences or similarities in the results of the study. Data obtained was analysed quantitatively due to the nature and objectives of the study. Some of the analyses performed in this chapter include, descriptive, frequency and correlation analysis. Furthermore, this chapter was divided into five sections namely, response rate and data screening/missing data, presentation of descriptive statistics, academic qualification and personal qualities of Head teachers, leadership style of the Head teachers and relationship between Headteachers leadership style and staff performance and discussion.

#### 4.2 Response Rate and Data Screening/Missing Data

After the collection of data from the field, data was captured into SPSS v 20 for the analysis. However, before conducting the analysis, the response rate was determined through the use of “explore” analysis in SPSS. Data screening was further conducted to clean the data and also check for missing data.

Conducting an “explore” analysis and data screening on the data revealed that, the response rate was 98.5% with missing data being 1.5% (see Appendix B). Since the missing data rate was 1.8% and less than 2%, it was ignored.

### 4.3 Presentation of Descriptive Statistics

This section presents the descriptive statistics on the demographic data of the respondents who assessed their current head teachers; examined the academic qualification of the headteachers and their personality as well as the leadership styles exhibited by these headteachers. Table 4.1 shows the results. From the Table, it is observed that, the mean score for gender was 1.20 with a standard deviation of 0.401 while the mean score for educational qualification was 3.34 with a standard deviation of 1.802. Furthermore, the Table showed that, the mean score for Ranks of the respondents was 2.07 with a standard deviation of 0.683 while that of the number of years of teaching was 2.96 with a standard deviation of 1.334.

**Table 4. 1: Descriptive Statistics**

	N	Mean	Standard Deviation	Minimum	Maximum
Gender	399	1.20	0.401	1	2
Educational Qualification	339	3.34	1.802	1	6
Rank	396	2.07	0.683	1	4
Number of Years of teaching	399	2.96	1.334	1	6

Further findings revealed that, generally, there were more male respondents than female respondents and this was confirmed as the findings showed that, the male respondents were 79.9% while the female respondents represented 20.1. This gives the indication that, the population understudied was a male dominated population (see Appendix B).

Further analysis on their ranks revealed that, majority of them representing 58.6% said their rank is Assistant Director while those who were Principal Superintendents also represented 20.6% (see Appendix B).

The results also showed that, with regards to their educational qualification, 22.6% of them had attained PhD while 13.3% had attained masters' in education with 21.1% had attained masters in science education as their highest educational qualification. Furthermore, it was revealed that, those who had attained masters in philosophy also represented 15.3% while those who said they had attained Bachelor in Education as their highest educational qualification also represented 21.1% (see Appendix B)

#### **4.4 Academic Qualification and Personal Qualities of Head Teachers**

This section investigated the academic qualification and personal qualities of head teachers. To achieve this, each respondent was subjected to a series of questions and made to respond to them using a Likert scale ranging from 1 – 5 where 1 = strongly disagree, 2 = somewhat disagree, 3 = somewhat agree, 4 = strongly agree and 5 = very strongly agree. Their responses are captured on Table 4.2 below.

From the Table, it is observed that, majority of the respondents representing over 60% stated that, their headteachers have had their master's degree and this was evident as they responded “strongly agree” to “very strongly agree”. Additionally, when posed with the claim that, their headteachers have had their first degree, again over 50% responded “strongly agree” and “very strongly agree”, The Table further showed that, with regards to job experience of the headteachers from the perspective of the teachers, most of these headteachers have had over ten years of teaching

experience which made them more suitable for their positions. It was also found that, they have also had further training in educational administration.

**Table 4. 2: Academic Qualification and Personal Qualities of Head Teachers**

Items	Strongly Disagree	Somewhat disagree	Somewhat agree	Strongly agree	Very Strongly agree
Has a Master's Degree	10.8%	9.5%	17.5%	43.1%	19.0%
Has a Degree	7.8%	6.5%	28.1%	40.1%	17.5%
Has taught more than ten years	4.0%	15.5%	17.0%	44.1%	19.3%
Has received further training in educational administration	3.3%	11.3%	18.0%	44.9%	22.6%
Has good health	6.0%	9.0%	20.6%	41.6%	22.8%
Has good mental health	7.5%	8.5%	15.0%	40.1%	28.8%
Neat in appearance	5.0%	8.5%	19.0%	43.9%	23.6%
Can be trusted in dealings with subordinates	6.5%	9.8%	12.3%	56.1%	15.3%
Able to mix well with peers and subordinates	17.0%	13.0%	19.5%	33.8%	16.5%
Courageous in facing problems	4.3%	8.3%	13.5%	58.6%	15.3%
Capable of settling disputes between groups and individuals	5.0%	8.3%	20.1%	40.1%	26.6%

#### 4.5 Relationship between Academic Qualification and Personal Qualities and Leadership

This section investigated the relationship between academic qualification and personal qualities and leadership. The purpose of this section is to find out how the academic qualification and personal qualities of the head teachers influenced the leadership style of the headteacher. To achieve this, a correlation analysis conducted at the 0.05 level of significance was used. The result is shown on Table 4.3 below.

From the Table, it is observed that, the Pearson Correlation value between academic qualification and personal qualities and leadership was 0.348 which gives an indication that, the relationship between the two is positive. Furthermore, the Table also showed that, the p-value was 0.000 which also indicates that, aside there being a positive relationship between the academic qualification and personal qualities and leadership, the relationship was significant.

**Table 4. 3: Correlation Between Academic Qualification and Personal Qualities of Headteachers and Leadership Style**

	Performance
Pearson Correlation	.348
Leadership p-value	.000
N	399

#### 4.6 Leadership Style of the Head teachers

This section investigated the leadership style of the headteachers from the perspective of the teachers of the various schools. Again, a Likert scale ranging from 1-5 was used to collect their

responses on the various claims posed to them. Their responses are captured in Table 4.4 below. From the Table, it is observed that, majority of the teachers generally responded strongly agree to the claims that, “*Telling teachers what to do and providing specific instructions*”, “*Making decision and trying to explain and persuade teachers to accept them*”, “*Sharing ideas and facilitating in decision making and carrying out whatever decision teachers make*” and “*Permitting teachers to accomplish task within limits defined by the head teacher*”. This was confirmed as most of them representing over 50% responded “*strongly agree*” and “*very strongly agree*”.

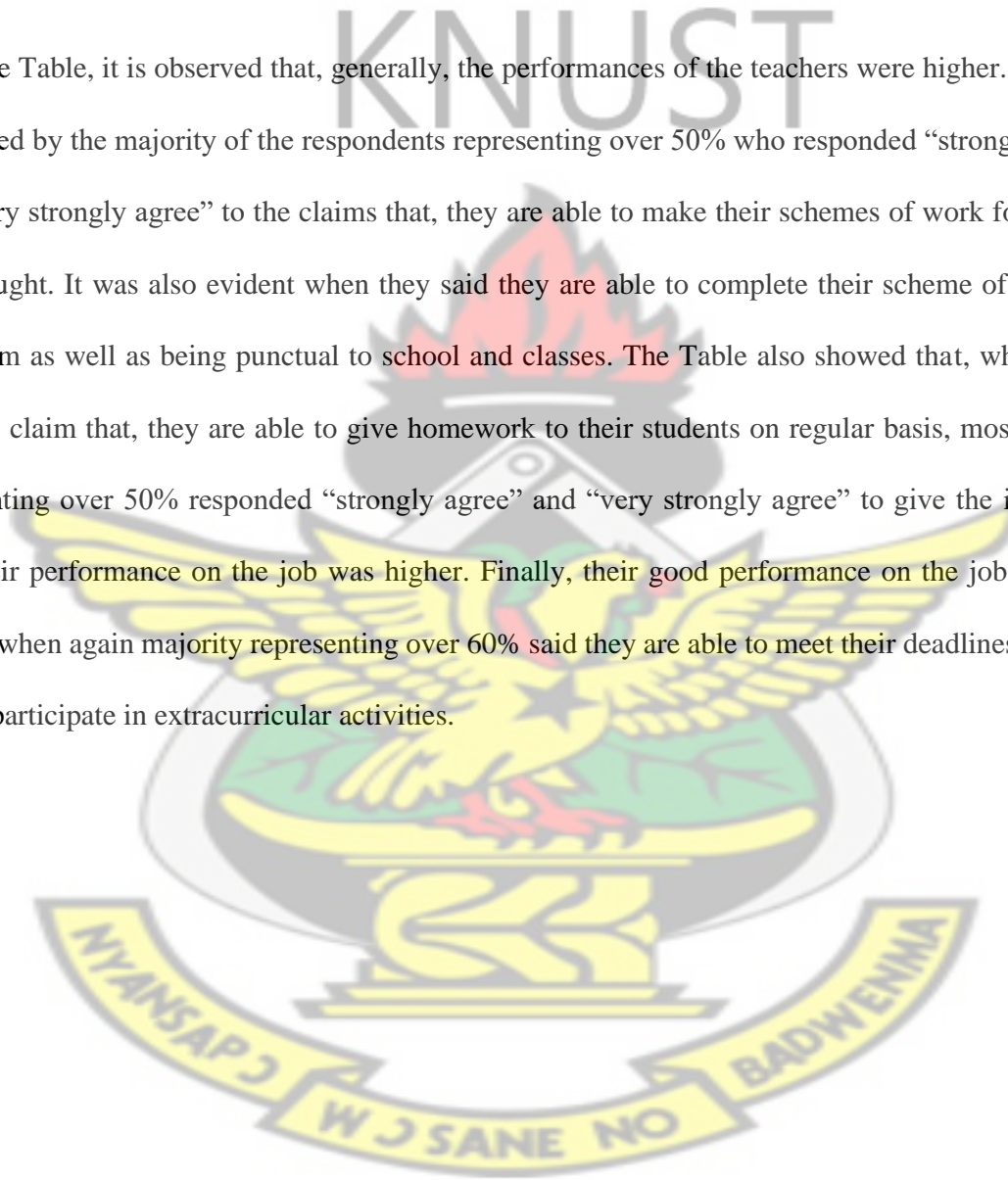
**Table 4. 4: Leadership Style of the Head teachers**

Items	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly agree	Very Strongly agree
Telling teachers what to do and providing specific instructions	8.0%	9.7%	17.7%	49.6%	15.0%
Making decision and trying to explain and persuade teachers to accept them	12.4%	14.2%	17.7%	49.6%	6.2%
Sharing ideas and facilitating in decision making and carrying out whatever decision teachers make	4.4%	12.4%	25.7%	49.6%	8.0%
Permitting teachers to accomplish task within limits defined by the head teacher	16.8%	6.2%	19.5%	39.8%	17.7%

#### 4.7 Staff Performance

This section investigated the performance of the teachers of the school. Achieving this, the study posed to each teacher a series of questions and made to respond to them using the Likert scale ranging from 1-5. Their responses are captured on Table 4.5 below.

From the Table, it is observed that, generally, the performances of the teachers were higher. This was confirmed by the majority of the respondents representing over 50% who responded “strongly agree” and “very strongly agree” to the claims that, they are able to make their schemes of work for lessons to be taught. It was also evident when they said they are able to complete their scheme of work for each term as well as being punctual to school and classes. The Table also showed that, when posed with the claim that, they are able to give homework to their students on regular basis, most of them representing over 50% responded “strongly agree” and “very strongly agree” to give the indication that, their performance on the job was higher. Finally, their good performance on the job was also evident when again majority representing over 60% said they are able to meet their deadlines and also able to participate in extracurricular activities.



**Table 4. 5: Staff Performance**

Items	Strongly Disagree	Somewhat Disagree	Somewhat agree	Strongly agree	Very Strongly agree
Make schemes of work for lessons to be taught	6.8%	7.8%	15.8%	42.6%	27.1%
Complete my scheme of work for each term	20.3%	9.0%	24.1%	35.3%	11.3%
Punctual at school and classes	4.5%	11.5%	17.5%	46.5%	19.8%
Give homework regularly	7.8%	9.8%	23.3%	42.1%	17.0%
Attend meetings regularly and on time	5.3%	7.5%	32.1%	49.1%	6.0%
Able to meet deadlines	12.8%	10.5%	20.3%	38.8%	17.5%
Participate in extracurricular activities	3.3%	12.8%	21.3%	48.4%	14.3%

#### 4.8 Relationship Between Leadership Style of Headteachers and Staff Performance

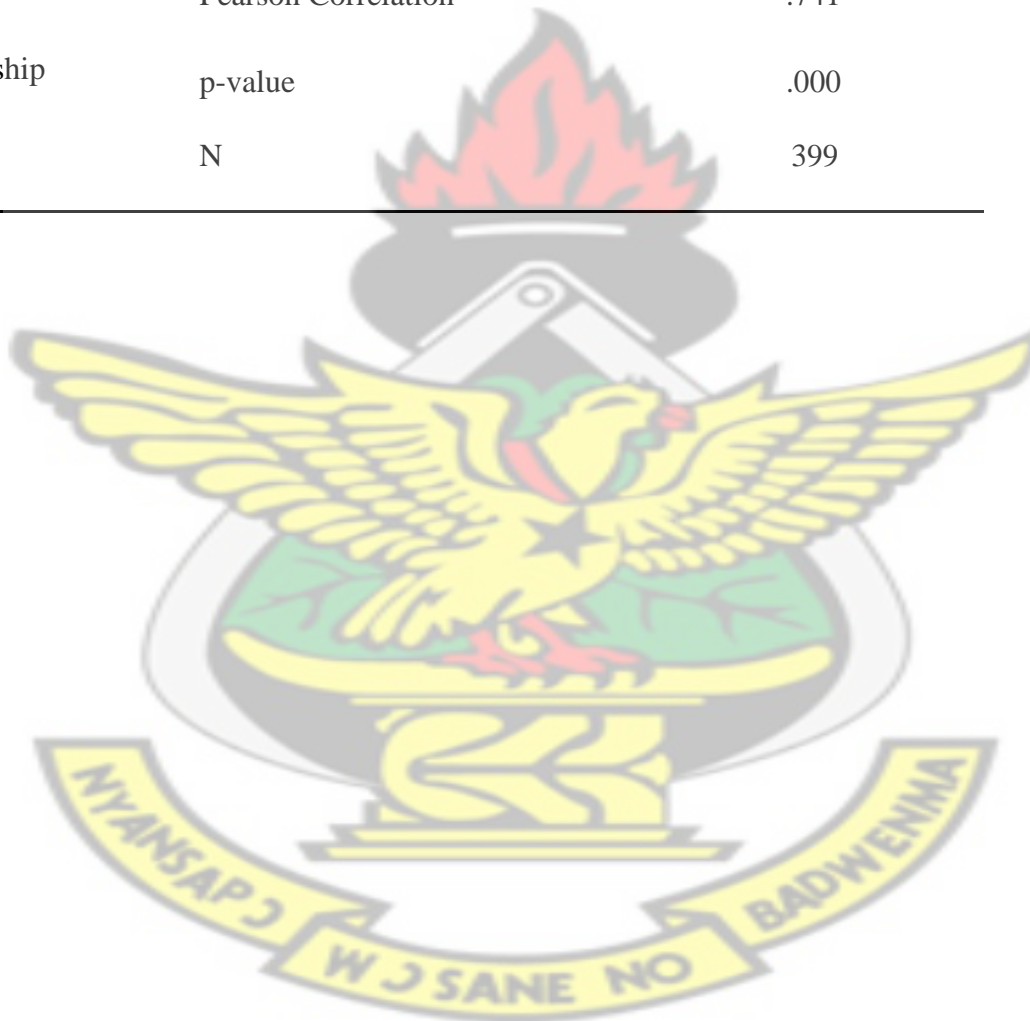
This section investigated the relationship between the leadership style exhibited by the headteachers of the respective schools and the performance of their staff. To achieve this, a correlation analysis was used at the 0.05 level of significance. The result is shown on Table 4.6 below.

From the Table, it is observed that, the Pearson Correlation value was 0.741 which gives an indication that, there is a very strong and positive relationship between staff performance and leadership style exhibited by the headteacher of the school. Furthermore, it is observed that, the p-value was 0.000 which also gives the indication that, aside there being a positive and very

relationship between leadership style exhibited by headteachers and staff performance, this type of relationship was also significant. This information gives the implication that, when headteachers deploy a good leadership style, it does have positive influence on the performance of their teachers.

**Table 4. 6: Correlations Between Leadership Style of Headteachers and Staff Performance**

		Performance
Leadership	Pearson Correlation	.741
	p-value	.000
	N	399



## **4.9 Discussion**

This section presents the discussion of the study. The discussion was based on the research questions of the study, which include;

1. How does the academic background and personal qualities of the head of SHS in Tema metropolis influence and enhance the quality of leadership?
2. What leadership styles are demonstrated by heads of SHS in the Tema metropolis?
3. How does the performance of staff relate to the leadership styles of the Head teacher?

### **4.9.1 Academic Background and Personal Qualities of Head Teachers**

The findings revealed that, the academic background and personal qualities of the head teachers enhanced the leadership style deployed by the headteachers in the various schools. This gives the indication that, the more educated a headteacher is, the better the leadership style he/she is likely to use when dealing with the staff of the school. Additionally, it gives the indication that, the more experienced the headteachers are with regards to the number of years of teaching and having gone through further training and other developmental programmes, the more effective they are when dealing with other teachers in the school, hence the better their leadership style.

### **4.9.2 Leadership styles of Head Teachers**

The findings revealed that, generally, the head teachers of the various schools had the habit of ensuring that their staff were well equipped to do their job and this was done through the use of issuing specific instructions on how each staff should go about their work. Additionally, it was found that, again these head teachers ensured that, decision making was done with the knowledge

of the staff of the school and also try to persuade each teacher to accept these decisions. This was also evident through the head teacher sharing ideas with the teachers while also allowing the teachers to also bring on board their ideas during decision making. Furthermore, it was also found that, despite allowing the teachers the freedom to operate, they also ensure that, each teacher works within the stipulated time for a task to be accomplished.

From the above findings, it can be concluded that, generally, headteachers in the various schools practiced an affiliative style of leadership. An affiliative leader promotes harmony among his or her followers and helps to solve any conflict. This type of leader also builds teams that make sure that their followers feel connected to each other. These headteachers thus, have the habit of encouraging their staff to achieve more, while also inspiring and motivating them to come up with innovative ideas leading to the achievement of the mission of the school. Further, it gives the implication that, the headteachers also inspire sense of belongingness among the staff as a result of allowing them to share ideas and also work in a team, which further inspires loyalty among the staff towards their job.

The above findings support the findings of Wachira, Karanja & Iravo, (2018) who stated in their study that, an affiliative leader is a master at creating a sense of belonging and building relationships. He tries to create harmony and build strong emotional bonds, which all have a positive effect on communication and loyalty. The study also added that, this type of leadership has a positive impact on flexibility, as people talk, trust and share information with each other. Wachira, Karanja & Iravo, (2018) further added that, affiliative leader gives people freedom to innovate, and positive feedback that is motivating. The affiliative leader tends to have feelings of his or her people and is open with their own feelings. This style works well in general, and is

particularly good when trying to build team harmony, increase morale, improve communication or repair broken trust.

#### **4.9.3 Relationship between Staff Performance and Leadership Style of Head Teachers**

The study further investigated the relationship between staff performance and leadership style of head teachers in the various schools and the findings revealed that, indeed there exist some relationship. It was further found that, the relationship that existed between the two was positive and significant as confirmed with a correlation analysis. This information gives the indication that, the performance of the staff of the various schools tend to increase with the leadership style. Additionally, it gives the indication that, as the staff of the school perceive the leadership style being employed by the head teacher to be favourable, they tend to give off their best on the job which further translates into good performance on the job. This also gives the indication that, the leadership style exhibited by the headteachers inspires confidence in the teachers, as he is able to control his/her emotions towards the teachers and also communicates effectively with the teachers.

The above finding conforms to the finding of Commonwealth Secretariat (1993) who stated that, an effective head should be professionally competent in that he should have a wide range and up-to-date knowledge and skills including the ability to initiate, direct, communicate and delegate. The Head teacher should have good relations with pupils, staff and parents. An effective Head teacher should create confidence, control his emotions and inspire his followers. The needed behavioural element of a productive school staff makes it imperative that the Head teacher balances task accomplishment behaviour with human relations behaviour.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary, conclusion, which was based on the findings and discussion of the study. Furthermore, it presents the recommendations of the study which was also based on the findings and conclusion of the study.

#### 5.2 Summary

The findings revealed that, the various schools included in this study had a male dominated teaching staff who had either first degree or master degree educational qualifications and has averagely been working in senior high schools for more than 10 years.

The study further revealed that, with regards to how the academic qualification and personal qualities of the headteachers from the perspective of the teachers, these headteachers have had at least first degree education while some had master's degree education as their highest educational qualification as well as having received some form of further training in educational administration which qualified them for their position. Additionally, it was also found that, the teachers held their respective headteachers in high regards in terms of personal qualities. According to them, their headteachers could be trusted in dealing with their subordinates, were courageous in facing or solving problems and were also capable of settling disputes between groups and individuals in the school.

Furthermore, it was also found that, the type of leadership style deployed by the respective headteachers from the perspective of the teachers was generally the affiliative leadership style.

This involved making the teachers feel a sense of belongingness by including them in decision making, seeking the opinions of their teachers as well as facilitating the teachers to be innovative.

The study again showed that, there was positive relationship between the personal qualities and academic qualification of the headteacher with their leadership style. This was achieved with a correlation analysis conducted at the 0.05 level of significance.

Finally, the study also showed that, the leadership style of the headteachers had a positive and significant relationship with the performance of the teachers in the school. This was also achieved with a correlation analysis conducted at the 0.05 level of significance.

### **5.3 Conclusion**

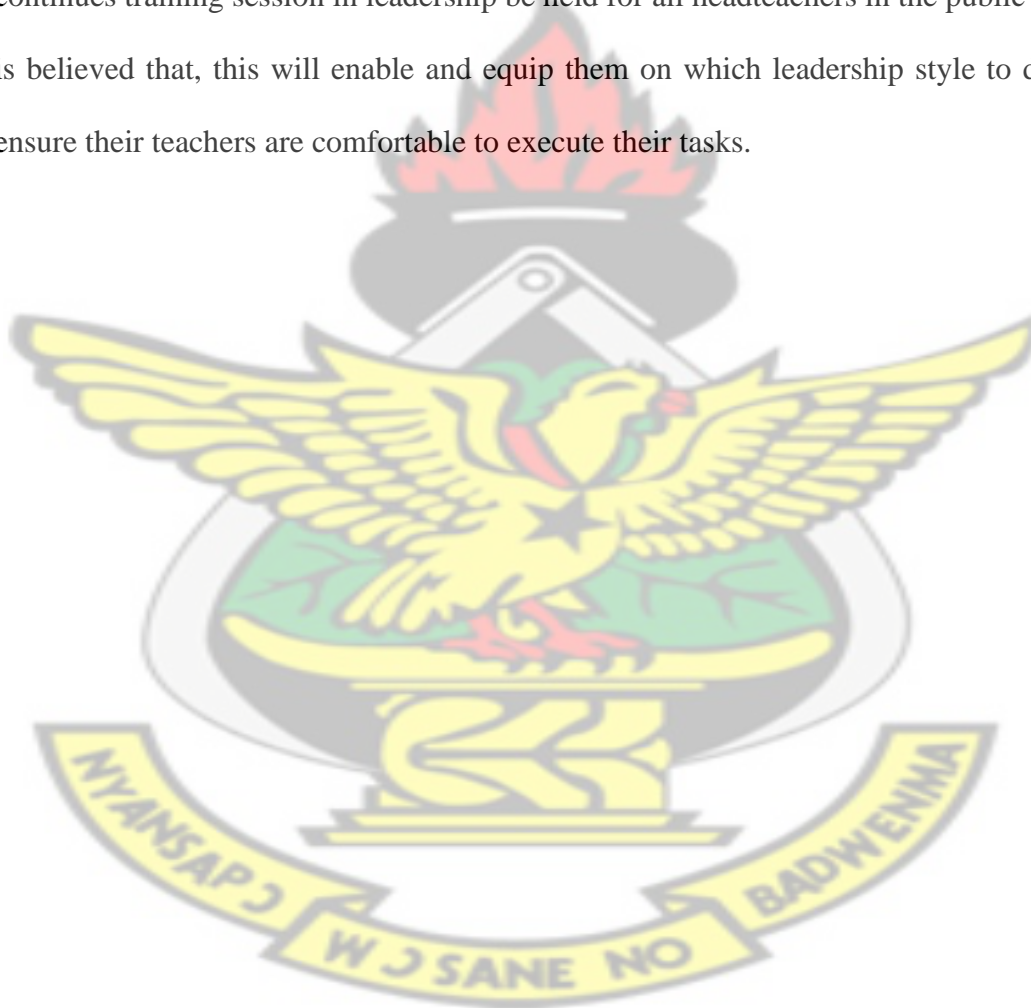
Based on the findings and discussion of the study, it can be concluded that, indeed the academic qualification as well as years of teacher experience does have some influence on the type of leadership style, they are likely to deploy. That is, having a rich experience tend to make them understand how to deal with humans as well as how to motivate them to achieve better performance on the job.

Additionally, it can be concluded that, the type of leadership style, more specifically, the affiliative leadership is more appropriate to motivate teachers to want to give off their best to achieve better performance on the job.

### **5.4 Recommendations**

Based on the findings and conclusion, the following recommendations were made;

1. Government agencies responsible for the allocation of headteachers to the various public should ensure that, these individuals have enough teaching experiences and have undergone further training in educational administration. It is believed that, these factors help them to know how to deal with their fellow teachers in terms of motivating them to achieve higher performance on the job.
2. There is a need for all stakeholders involved in education in the public sector to ensure a continues training session in leadership be held for all headteachers in the public sector. It is believed that, this will enable and equip them on which leadership style to deploy to ensure their teachers are comfortable to execute their tasks.



## REFERENCES

- Adeyemi, T.O. (2010). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. *Journal of Education and Policy Studies*, 2(6), 83-91.
- Adlam, R. (2003). *This Complex Thing, Leadership*, in *Police Leadership in the Twenty-First Century*. Winchester: Waterside Press: 204-222.
- Aikman, S. & Unterhalter, E. (2005). *Beyond access: Transforming policy and practice for gender equality in education*. London: Oxford.
- Akyeampong, K. (2010). *Educational expansion in Ghana: A Review of 50 Years of Challenge and Progress*. Research Monograph No. 33. University of Sussex: Create.
- Armstrong. (2004). *Human resource management theory and practice*. London: Bath Press Ltd
- Atta, E. T., Agyenim-Boateng, & Baafi-Frimpong, S. (2000). *Educational management and administration*. University of Cape Coast: Unpublished.
- Ball, S.J. (1987). *Politics and policy making in education: Explorations in policy sociology*. London: Routledge and Kegan Paul.
- Bartlett, J.E., Kotrlik, J.W. & Higgins, C.C. (2001). Organizational research: Determining appropriate sample size for survey research, *Information Technology, Learning and Performance Journal*, 19(1), 43-50.
- Bass, B.M. (1990). *Bass and Stogdill's handbook of leadership: Theory, research, and applications* (3rd ed.). New York: Free Press.
- Bensimon, E. M., Neumann, A. & Birnbaum, R. (2000). Higher education and leadership theory, in M. Christopher Brown. *Organisation governance in higher Education* (5th edition): p.241-251, Boston: Pearson Custom Publishing.
- Best, J. W. & Kanh, J. V. (2003). *Research in education*. (9th ed.). USA: Pearson Education, Inc.
- Botha, R.J. (2005). *Excellence in leadership: demands on the professional school principal*. University of South Africa: College of Human Science, School of Education.
- Brumbach, G. B. (1988). *Some issues, ideas and predictions about performance management, Public Personnel Management*, Pennsylvania Winter Press.
- Bryman, A. (1993). *Charisma and leadership in organisations*. London: Sage Publications.
- Bush, T. (2003). *Theories of Educational Management*, 3rd ed. London: Sage.

Chapman, E. & O'Neil, L. (1998), *Leadership: Essential steps every manager needs to know*. University of Houston.

Cheng, C. & Chan, M. T. (2000). Implementation of School-Based Management: A Multi perspective Analysis of the Case of Hong Kong. *International Review of Education*, 46(3-4), 205-232.

Cheng, Y.C. (2002). "Leadership and strategy". The Principles and practice of Educational Management. Edited by Tonny Bush and Les Bell. Paul Chapman publishing, London.

Cohen, L., & Manion, L. (1994). *Research Methods in Education*. (3rd ed) London: Routledge.

Cole, G. A. (2002). *The administrative theory and workers' motivation*. ABU Zaria, Nigeria Zante Institute of Administration Press Ltd.

Commonwealth Secretariat (1993) *Monitoring school effectiveness*. Better Schools Resource Materials for School Heads (Module 6). Pall Mall, London.

Copland, M.A. (2001). The myth of the super principal. *Phi Delta Kappan*, 82(7), 528 – 33.

Daresh, J. C. (2002). *What it means to be a Principal: Your guide to leadership*. California: Corwin Press Inc.

Day, C. (2000) *Beyond Transformational Leadership*. *Educational Leadership* 57(7).56-59.

Day, C., Harris, A., Hadfield, M., Tolley, H. & Beresford, J. (2000). *Leading schools in times of change*. Buckingham: Open University Press.

Devore, J. & Peck, R. (1993). *Statistics – The Exploration and Analysis of Data* (2nd ed.). California: Wadsworth Inc.

Dinham, S. (2005). Principal leadership for outstanding educational outcomes. *Journal of Educational Administration*, 43(4), 338- 56.

Dogbey, A. (2014, August 29) Education Ministry silences Akuffo-Addo over WASSCE result politics, *The Herald*, p.1.

Dunklee, D. R. (2000). *If You Want to Lead, Not Just Manage: A primer for principals*. Los Angeles: Corwin Press Inc.

Evans, L. (1998). *Teacher Morale, Job Satisfaction, and Motivation*. London: Paul Chapman.

Fiedler, F. E. (1967). *A theory of leadership effectiveness*. New York: McGraw Hill.

Gardner, J. W. (1998). Leader-constituent interaction. *NASSP Bulletin- The Journal for Middle level and High School Administration*. (72), 66- 120.

Gay, L. R. (1992). Educational research: competencies for analysis and application (4th ed.). New York. Merrill/Macmillan.

Gewirtz, S. (2002). The managerial school: Post-welfarism and social justice in education. New York: Routledge.

Ghana Education Service (2010). Headteachers Handbook, Fine Print (IND) Gh. Ltd.

Goleman, D. (2000) Leadership that gets results, Harvard Business Review, March- April, p 82-83.

Harris, A. & Muijs, D. (2002). Teacher leadership: principles and practices. A paper for National College for School Leadership, Nottingham, England. International Journal of Global Business, 10(1).8-16.

Hersey, P. & Blanchard, K. H. (1988). Management of organizational behaviour: Utilizing Human Resources. 3rd edition. New York: Prentice Hall Inc

Hoy, W. K. & Miskel, C. G. 2001. Educational Administration: Theory, Research and Practice. 6th edition. New York: McGraw – Hill.

Iqbal, A. (2010). A Comparative study of the impact of Principals' Leadership styles on job satisfaction of teachers. Unpublished Ph.D. Thesis, University of Punjab. Lahore, Pakistan.

Jaques, S. & Clement, S. 1991. Executive Leadership: A Practical Guide to Managing Complexity. Massachusetts: Basil Blackwell Inc.

Leithwood, K., Jantzi, D. & Steinbach, R. (1999). Changing Leadership for Changing Times. Buckingham: Open University Press.

Linda, L. (1999). Shifting conceptions of leadership: Towards a redefinition of leadership for the twenty-first century.

Lydia, L. M. & Nasongo, J. W. (2009). Role of Head teacher in Academic Achievements in secondary schools in Vihiga District, Kenya. *Current Journal of social studies* 1(3).84-92.

MacBeath, J. (1998). *Effective school leadership: Responding to change*. (ed) London: Paul Chapman.

MacDonald, N. (2007). Educational Management. MacDonalds Institute of Machuru, H. J. & Kaitila, M. M. (2014). Influence of leadership styles on teachers' job satisfaction: A case of selected Primary schools in Songea and Morogoro Districts, Tanzania. *International Journal of educational Administration and policy studies* 6(4), 53-61.

Maicibi, N. A. (2003). Pertinent issues in employee management. M Kampala. P.K. Graphics (u) Ltd.

- McGregor, D. (1960). *Human side of the enterprise*. New York:Longman.
- McLaughlin, M., & Talbert, J. (2001). *High school teaching in context*. Chicago: University of Chicago Press.
- Melton, R. (1994). *Objectives, competences and learning outcomes of open and distance learning*. Sterling VA: Kegan Page.
- Mugenda, O.M., & Mugenda, A.G. (2003). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: ACTS Press.
- Mullins, J.L. (2002). *Management and Organizational behavior*, (6<sup>th</sup> ed), Lombarda Rotolito, Italy.
- Mumbe, O. (1995). Leadership style and teacher job satisfaction in primary schools in the Busia sub District. Unpublished Master of Education management dissertation, Makerere University, Kampala.
- Mutuku, M. M. (2005). Effects of Head teachers Management Styles on Performance in Physics at KCSE Exams in Mutomo Division, Kitui, District. Unpublished, M.Ed. project. Nairobi, University of Nairobi.
- Nakola, S. K. (2011). Effects of principals' leadership styles on motivation levels of Teachers in Public Secondary Schools in Narok North District. Unpublished, M.Ed. project. Nairobi, University of Nairobi. National College of School Leadership (2001). Leadership development framework, Nottingham, NCSL.
- Nkata, J. L. (2005). Parent participation in school management. Kampala. Makerere University Northouse, P. G. (2010). *Leadership: Theory and practice* (5<sup>th</sup>ed). Thousand Oaks, CA: SAGE Publications.
- Northouse, P. G. (2013). *Leadership: theory and practice* (Kindle edition). Los Angeles: Sage Publication.
- Nsubuga, Y. K. K. (2003). Development of secondary education in Uganda: Prospects and challenges. A paper presented at the first regional conference on secondary education in Africa (SEIA)
- Nsubuga, Y. K. K. (2008). Developing Teacher Leadership; A paper presented at the 5<sup>th</sup> ACP Conference. Kampala, Uganda.
- Nthuni, M. G. F. (2012). Leadership style factors that influence motivation of preschool teachers in public pre-schools in Embu North District, Embu County, Kenya. Unpublished M.Ed project, University of Nairobi.

Obi, E. (2003). Educational management: Theory and practice. Enugu: Jamoe Enterprises Nigeria.

Oduro, G. K. T., Dachi, H. & Fertig, M. (2008). Educational leadership and quality education in disadvantaged communities in Ghana and Tanzania. Paper presented at the Commonwealth council for educational administration and management conference, International convention centre, Durban, South Africa.

Okumbe, J. A. (2007). Educational Management: theory and Practice. Nairobi: Nairobi University Press.

Omar, H. (2005). Leadership styles and styles adaptability of deans and department chairs at three research universities. Unpublished PhD Thesis. Washington State University.

Omeke, F. C., & Onah, K. A. (2011). The Influence of the principals' leadership styles of on teachers' job satisfaction in Nsukka Education Zone of Enugu State, Nigeria. *European Scientific Journal* October Special edition Volume 8, p24.

Osei, G. M. (2006). Teacher in Ghana: issues of training, remuneration and effectiveness. *International Journal of Educational Development*, (26), 38-51.

Owusu-Asamoah, J. A. (2004). Constructing the vocational and technical curriculum (unpublished).

Oyetunyi, C. O. (2006). The relationship between leadership styles and school climate. Botswana: PhD Thesis University of South Africa

Peretomode, V. F. (2012). Theories of management: Implication for educational administration. Benin City: Justice Jeco Publishing Global.

Robbins, S. & Judge, T. (2010). Essentials of organizational behavior, 10th edition, Pearson Education, New Jersey.

Rowley, J. (1997). Academic leaders: Made or born. *Journal of industrial and commercial training*, 29(3), 78-87.

Salfi, N.A., Hussain, A., Virk, N. (2014). Qualities of good leader: Perceptions of teachers and head teachers and district school managers. *Public Policy and Administration Review*, 2(2). 171-188.

Sashkin M., & Sashkin, M. (2003). Leadership that matters. San Francisco: Berrett-Koehler Publishers Inc.

Schermerhorn, J. R., Hunt, J. G., & Osborn, R. N. (2000). Organizational Behaviour. New York: Wiley and sons Inc.

Sigilai, R. M., & Bett, J. C. (2013). Effectiveness of head teachers leadership styles on the management of public primary schools curriculum implementation in Bomet County, Kenya. *Journal of Emerging Trends in Educational Research and Policy studies* 4(2). 375-382.

Steve, T. (2009). The unending cycle of education reform in Ghana. *JERA/RARE*, 1, 45-52

Stogdill, R. M. (1974). *A handbook of leadership: A survey of theory and research*. New York, Free Press.

Townsend, T. (2007). *International handbook of school effectiveness and improvement*. Dordrecht: Springer.

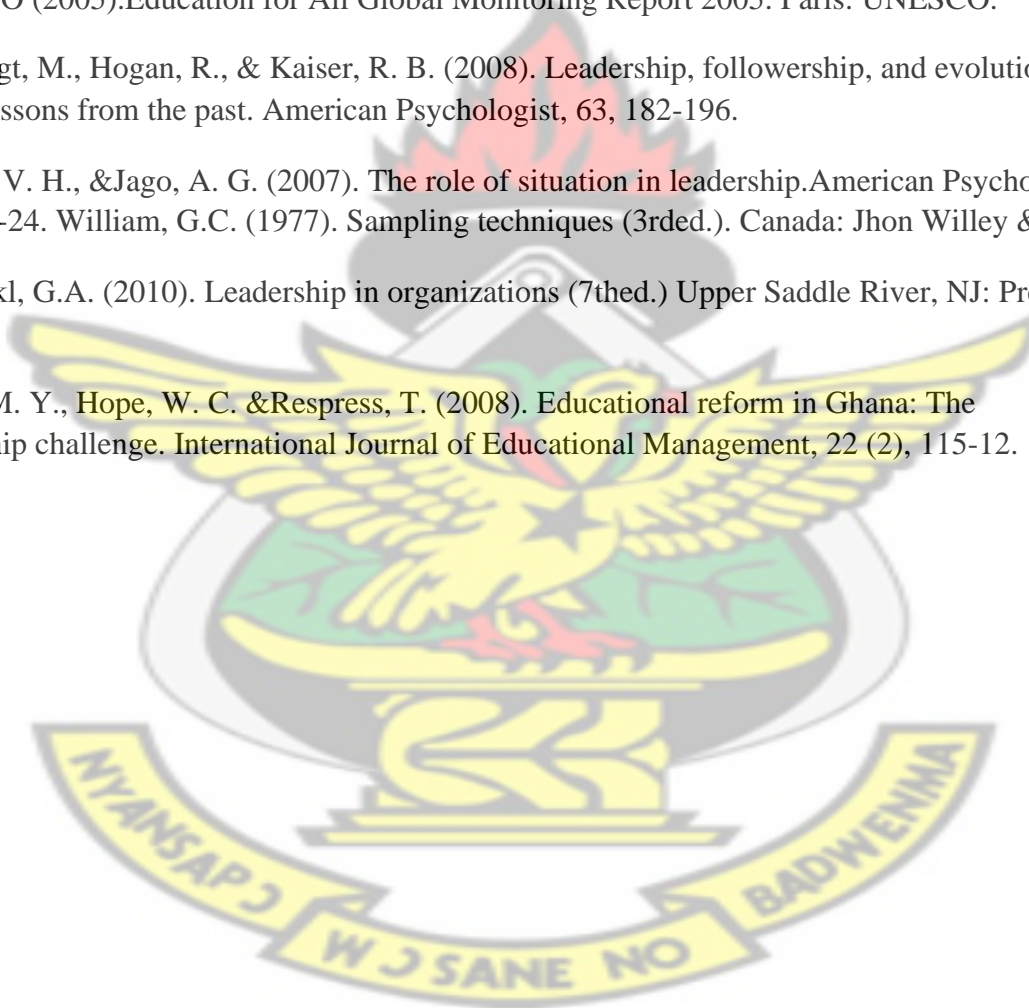
UNESCO (2005). *Education for All Global Monitoring Report 2005*. Paris: UNESCO.

Van Vugt, M., Hogan, R., & Kaiser, R. B. (2008). Leadership, followership, and evolution: Some lessons from the past. *American Psychologist*, 63, 182-196.

Vroom, V. H., & Jago, A. G. (2007). The role of situation in leadership. *American Psychologist*, (62,) 17-24. William, G.C. (1977). *Sampling techniques* (3rd ed.). Canada: Jhon Willey & Sons

Inc. Yukl, G.A. (2010). *Leadership in organizations* (7th ed.) Upper Saddle River, NJ: Prentice Hall.

Zame, M. Y., Hope, W. C. & Respress, T. (2008). Educational reform in Ghana: The leadership challenge. *International Journal of Educational Management*, 22 (2), 115-12.



## APPENDICES

### APPENDIX A: QUESTIONNAIRE

Dear Sir/Madam

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

The questionnaire is going to be in four parts. The first part looks at Personal data of teachers, the second part looks at Academic Qualification and personal qualities of Head teachers, the third part also looks at Leadership Style of the Head teacher, Finally the fourth part looks at Relationship between Head teachers leadership style and staff performance. Thank you for your time and input.

#### SECTION A

Personal data of Teachers

Tick (/) the appropriate response to the following questions

1. Sex: Male (.....) Female (.....)
2. Qualification: PhD (...), MEd (.....), MSc (....), MPhil (....) MBA (...), B.Ed. (....), Diploma
3. Rank: Dep. Dir. (.....), Assist Dir. (.....), Principal Supt. (.....), Senior Supt. (.....)
4. No. of years of teaching experience 1-5(....), 6-10(....), 11-15(.....), 16-20(.....), 21-30 (.....)  
31 and above (.....)

**SECTION B:**

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

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

Items	Strongly Disagree	Somewhat disagree	Somewhat agree	Strongly agree	Very Strongly agree
Has a Master's Degree					
Has a Degree					
Has taught more than ten years					
Has received further training in educational administration					
Has good health					
Has good mental health					
Neat in appearance					
Can be trusted in dealings with subordinates					
Able to mix well with peers and subordinates					
Courageous in facing problems					
Capable of settling disputes between groups and individuals					

**SECTION C**

**Leadership Style of the Head teachers**

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

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

**SECTION D**

**Relationship between Headteachers leadership style and staff performance**

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

Items	Strongly Disagree	Somewhat Disagree	Somewhat agree	Strongly agree	Very Strongly agree
Make schemes of work for lessons to be taught					
Complete my scheme of work for each term					
Punctual at school and classes					
Give homework regularly					

Attend meetings regularly and on time					
Able to meet deadlines					
Participate in extracurricular activities					

# KNUST

THANK YOU.



**APPENDIX B**

**Response Rate**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
q1	393	98.5%	6	1.5%	399	100.0%
q2	393	98.5%	6	1.5%	399	100.0%
q3	393	98.5%	6	1.5%	399	100.0%
q4	393	98.5%	6	1.5%	399	100.0%
b1	393	98.5%	6	1.5%	399	100.0%
b2	393	98.5%	6	1.5%	399	100.0%
b3	393	98.5%	6	1.5%	399	100.0%
b4	393	98.5%	6	1.5%	399	100.0%
b5	393	98.5%	6	1.5%	399	100.0%
b6	393	98.5%	6	1.5%	399	100.0%
b7	393	98.5%	6	1.5%	399	100.0%
b8	393	98.5%	6	1.5%	399	100.0%
b9	393	98.5%	6	1.5%	399	100.0%
b11	393	98.5%	6	1.5%	399	100.0%
b11	393	98.5%	6	1.5%	399	100.0%
c1	393	98.5%	6	1.5%	399	100.0%
c2	393	98.5%	6	1.5%	399	100.0%
c3	393	98.5%	6	1.5%	399	100.0%

c4	393	98.5%	6	1.5%	399	100.0%
d1	393	98.5%	6	1.5%	399	100.0%
d2	393	98.5%	6	1.5%	399	100.0%
d3	393	98.5%	6	1.5%	399	100.0%
d4	393	98.5%	6	1.5%	399	100.0%
d5	393	98.5%	6	1.5%	399	100.0%
d6	393	98.5%	6	1.5%	399	100.0%
d7	393	98.5%	6	1.5%	399	100.0%

