

**IMPACT OF EDUCATIONAL LEADERSHIP ON TEACHER PERFORMANCE:
A CASE OF PUBLIC PRIMARY SCHOOLS IN ASEM CIRCUIT OF KUMASI
METROPOLIS**

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By

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DECLARATION

I, Francis Appiah Otabil, declare that this study is my own work towards the degree of MPhil Art Education. It contains no previously published material by another person nor material accepted for the award of Degree at any other University. All the sources have been correctly cited and acknowledged.

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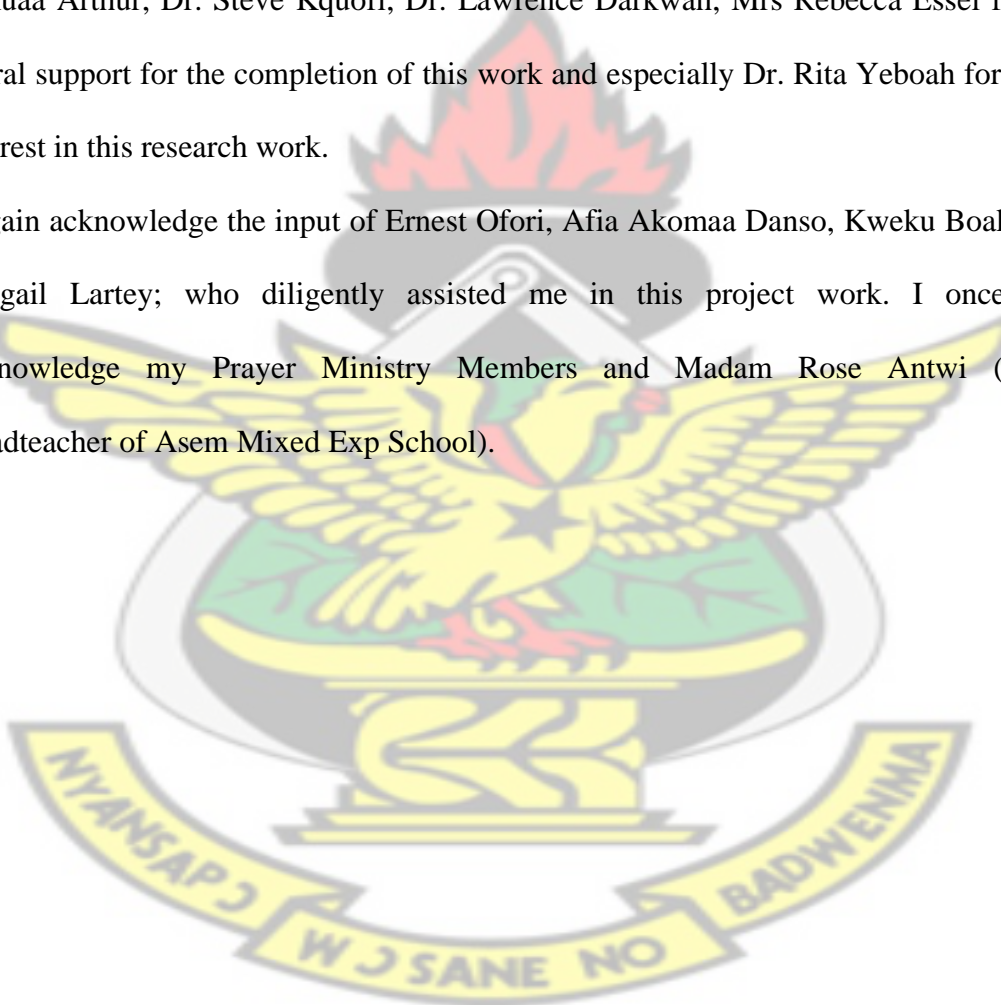
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DEDICATION

I dedicate this thesis to my mother - Madam Cecilia Ohemeng Addai, my wife – Faustina Dwomoh Amoateng, my children – Nana Yaa Nyantakyiwaa Otabil and Nana Akosua Addai Amoatema Otabil, my brothers – Rev John Appiah Otabil (PCG), Emmanuel Otabil, Benjamin Mensah Otabil, my sister – Mrs. Francisca Appiah Otabil-Woahene and all friends especially Jackson Tabiri and Emmanuel Acheampong Boakye.



ABSTRACT

Practitioners of education have acknowledged leadership as a very significant tool for educational institutions, in view of the fact that it is the backbone for the success of every institution. Leadership reflects in every aspect of the school, that is, pupils and teachers' performance. Poor leadership has several negative effects on an institution such as low morale and turnover, whereas effective leadership builds coalitions between stakeholders for better performance. The key to produce a conducive atmosphere in the school is an answer to the question what really enhances teachers' performance.

This study sought to describe the impact of educational leadership on how teachers perform in public primary schools at Asem Circuit in the Kumasi Metropolis, by identifying the leadership styles adopted to manage teacher performance, the factors that influence headteachers' adoption of leadership styles and impact of the adopted leadership styles on the performance of public primary school teachers at Asem Circuit. The study employed qualitative research design with descriptive method and case study approach, with questionnaire, interview and document analysis to gather data from a purposive sampling of teachers and headteachers in the study area. The study sought data from 10 headteachers and 53 teachers who worked directly under the supervision of the headteachers at the 10 public primary schools at Asem Circuit in the Kumasi Metropolis. The findings of the study show that, headteachers adopt four different types of leadership styles, with Democratic being the highest, followed by Autocratic, then Laissez-faire and Transformational leadership styles. Majority (90%) of the headteachers have fair understanding of the leadership style they employ. The study reveals that, 80% of the headteachers have never attended leadership training. The study further revealed that, Autocratic leadership style is adopted by headteachers when teachers failed to perform their duties, such as, lesson notes preparation, inappropriate classroom management approach, not being punctual and failing to perform other duties assigned by headteachers. Democratic leadership style is adopted when headteachers want the views of teachers in decision-making, this is done at staff meetings, Parent Teacher Association (PTA) meetings and In-Service Education and Training (INSET). Laissez-faire is adopted when teachers do what is expected of them, that is, performing their duties as expected of them and Transformational leadership style is adopted when teachers are willing to perform their duties. The study also revealed that Democratic leadership style makes teachers put up good performance, Autocratic leadership create apathy and discipline among teachers, Laissez-faire breed laziness and indiscipline among teachers, whereas Transformational leadership motivate teachers to give of their best performance. The study concluded that headteachers lacked full understanding of the leadership styles and that affected its usage on the teachers to effect good performance. Again, headteachers adopted leadership styles were influenced by their own intuition through the level of cooperation and dedication to duty by teachers.

It was recommended that as a matter of policy and to enhance full appreciation of the various leadership styles, GES should have a policy on leadership training or conferences for headteachers, most especially newly appointed headteachers. Again, headteachers must practice a multi-faceted leadership approach so as to adequately manage varied behavioural trait of teachers with the view to bringing the best out of them. Finally, there should be periodic assessment conducted by headteachers to verify the impact a leadership style has made, as a result of its application to ascertain its efficacy.

TABLE OF CONTENTS

DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
ABSTRACT.....	v
TABLE OF CONTENTS	vi
LIST OF TABLES.....	vii
LIST OF FIGURES.....	xi
CHAPTER ONE	1
INTRODUCTION	1
1.1 Overview.....	1
1.2 Background of the Study	1
1.3 Statement of the Problem.....	3
1.4 Objectives of the Study	5
1.5 Research Questions.....	6
1.6 Delimitations.....	6
1.7 Limitations of the Study	6
1.8 Definition of Terms	7
1.9 List of Abbreviations	7
1.10 Significance of the Study.....	8
1.11 Organisation of the Rest of Text.....	9
CHAPTER TWO	10
REVIEW OF RELATED LITERATURE	10
2.1. Overview.....	10
2.2 Education in Ghana.....	10
2.2.1 Primary/Basic Education	11
2.3 Leadership.....	12
2.3.1 Leadership Theories.....	13
2.3.1.1 Trait Theory	13
2.3.1.2 Behavioural Theory	14
2.4 Leadership Styles.....	15

2.4.1 Laissez-Faire.....	17
2.4.1.1 Characteristics of Laissez-Faire leadership style.....	19
2.4.1.2 Benefits of Laissez-Faire	20
2.4.1.3 Downsides of Laissez-Faire.....	20
2.4.1.4 When to Use Laissez-Faire	22
2.4.2 Autocratic leadership	22
2.4.2.1 Characteristics of Autocratic leadership.....	23
2.4.2.2 Benefits of Autocratic leadership	24
2.4.2.3 Downsides of Autocratic Leadership.....	25
2.4.2.4 Use of Autocratic Leadership	25
2.4.3 Democratic Leadership	26
2.4.3.1 Characteristics of Democratic Leadership.....	27
2.4.3.2 Benefits of Democratic Leadership	29
2.4.3.3 Downsides of Democratic Leadership.....	30
2.4.3.4 Use of Democratic Leadership	31
2.4.4 Transformational Leadership.....	32
2.4.4.1 Characteristic of Transformational Leadership	33
2.4.4.2 Benefits of Transformational Leadership	34
2.4.4.3 Downsides of Transformational Leadership.....	35
2.4.4.4 Use of Transformational Leadership	36
2.5 Leadership in Practice.....	36
2.5.1 Effective Leadership.....	37
2.5.2 Weak Leadership	38
2.6 Educational Leadership	39
2.7 Conceptual Framework.....	41
2.8 Conceptual framework for the study	50
CHAPTER THREE.....	51
METHODOLOGY	51
3.1 Overview.....	51
3.2 Research Design	51
3.3 Research Method	52
3.4 Population for the Study	53
3.5 Sampling Design.....	55

3.6 Sample Size	56
3.7 Data Collection Instruments	56
3.8 Testing Validity and Reliability of the Instrument	58
3.9 Administration of Instruments	59
3.10 Data Collection Procedure	60
3.11 Data Analysis Plan.....	60
3.12 Ethical considerations	60
CHAPTER FOUR	62
DATA ANALYSIS AND INTERPRETATION.....	62
4.1 Overview.....	62
4.2 Respondents’ Demographics	62
4.3.1 Laissez-Faire leadership style.....	73
4.3.2.1 Interview findings on Headteachers’ Understanding of Laissez - faire leadership style.....	74
4.3.3 Autocratic Leadership Style	76
4.3.3.1 Interview Findings on Headteachers’ Understanding of Autocratic Leadership style.....	77
4.3.4 Democratic Leadership Style.....	79
4.3.4.1 Headteachers Understanding of Democratic Leadership	80
4.3.5 Transformational Leadership Style.....	82
4.3.5.1 Interview Findings on Headteachers Understanding of Transformational Leadership Style	83
4.3.6 Types of Leadership Styles Employed by Headteachers at Asem Circuit	84
4.4 Objective 2: To identify the factors that influence headteachers to adopt leadership styles to manage teacher performance at Asem Circuit.....	85
4.4.1 Laissez-Faire Leadership Style.....	86
4.4.2 Autocratic Leadership Style	89
4.4.3 Democratic Leadership Style.....	93
4.4.4 Transformational Leadership Style.....	97
4.4.5 Laissez-Faire Leadership Style.....	100
4.4.6 Autocratic Leadership Style	104
4.4.7 Democratic Leadership Style.....	107
4.4.8 Transformational Leadership Style.....	110

4.5 Correlation between Years as Headteachers and the Leadership styles Adopted.113

CHAPTER FIVE114

SUMMARY, RECOMMENDATIONS AND CONCLUSION114

5.1 Overview..... 114

5.2 Summary..... 114

5.3 Conclusion..... 116

5.4 Recommendations..... 116

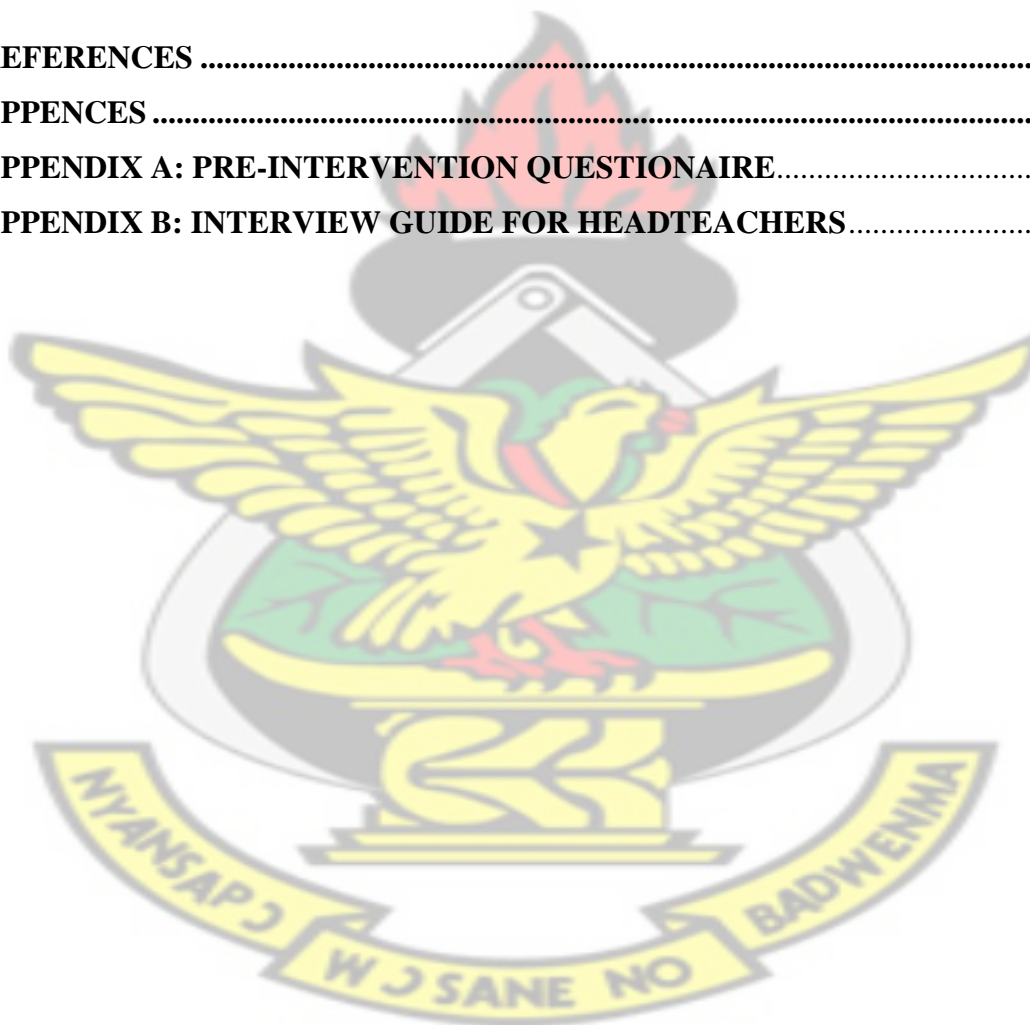
5.4.1 Recommendation for Further Studies..... 117

REFERENCES118

APPENCES130

APPENDIX A: PRE-INTERVENTION QUESTIONAIRE.....130

APPENDIX B: INTERVIEW GUIDE FOR HEADTEACHERS.....134



LIST OF TABLES

Table 4. 1 Gender Distribution of Headteachers	63
Table 4. 2 Gender Distribution of Teachers	64
Table 4. 3 Age Distribution of Headteachers	64
Table 4.4 Age Distribution of Teachers	65
Table 4.5 Level of Education of Headteachers.....	66
Table 4. 6 Level of Education (Teachers)	67
Table 4. 7 Current professional ranks of the Headteachers	67
Table 4. 9 Headteachers' Number of Years in Service	69
Table 4. 10 Number of Years as Headteachers.....	69
Table 4. 11 Number of years in Service as Teachers	70
Table 4. 12 Availability of Leadership Training	71
Table 4. 13 Response on the use of Laissez-Faire Leadership Style.....	73
Table 4.14: Response on the Use of Autocratic Leadership Style	76
Table 4.15: Response on the Use of Democratic Leadership Style.....	79
Table 4.16: Response on the use of Transformational Leadership Style	82
Table 4.17: Headteachers and the Leadership style adopted.....	85
Table 4.18: Factors that influence headteachers to adopt Laissez-Faire	86
Table 4.19: Factors that influence headteachers to adopt Autocratic leadership style	89
Table 4.20: Factors that influence headteachers to adopt Democratic Leadership Style ..	93
Table 4.21: Factors that influence headteachers to adopt Transformational Leadership ..	97
Table 4.22: Impact of Laissez-Faire on Teacher Performance.....	100
Table 4.23: Impact of Autocratic Leadership style on Teacher Performance	104
Table 4.24: Impact of Democratic Leadership Style on Teacher Performance.....	107
Table 4.25: Impact of Transformational Leadership Style on Teacher Performance.....	110

LIST OF FIGURES

Figure 2. 1 Dunham and Pierce’s Leadership Process Model43

Figure 2.2 Hersey-Blanchard Situational Leadership Theory45

Figure 2.3 Hersey-Blanchard Situational Leadership Theory46

Figure 2.4: Conceptual Framework for Impact of Educational Leadership on Teacher Performance.....50

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CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter introduces the study by presenting background to study, statement of the problem, objectives of the study, research questions, delimitations, definition of terms, list of abbreviations, significance of the study and organization of the rest of the text.

1.2 Background of the Study

Leadership is described as producing movement and constructive or adaptive change through process, such as establishing direction, through visioning, aligning people, motivating and inspiring (Bass, 1990). It is widely known that the quality of educational leadership leads to an improved and better school environment that makes significant difference in the performance of teachers to reflect in the output of pupils' work. Thus, leadership plays a very important role in every institution. The educational institution in this context refers to schools where pupils and students are trained and developed for a better future. The leadership style of educational heads is one of the most effective instruments to facilitate educational development in helping an institution to grow to achieve its goals.

Sekyere (2009) defines an educational leader as one who heads, manages and leads both teachers and learners to perform activities to achieve a specific goal. An effective leader is the one who focuses on both organizational and institutional goals and staff member's needs (Lumberg and Ornstein, 1996). Hence, they possess qualities or attributes that enable them to perform their duties efficiently and effectively. These qualities include knowledge or competency in their field, courageous in taking and implementing decisions, fluent and outspoken (communicates well), visionary, results-oriented, time

conscious, self-confident, respectful and tolerant, sincere and honest, fair and firm in dealing with issues and intelligent (Javitch, 2009).

In Ghana's basic education system, the headteacher is the educational leader who is monitored and supervised by the District Education Office (DEO) through the Circuit Supervisor (CS). Hence, most of the day to day administrative activities are performed by the headteacher over the rest of the staff (Headteachers Handbook, 2010). Moreover, the primary school is part of the basic school system and the earliest part of education for learners, the headteachers at this level's primary concern is to develop pupils for the next stage of the academic ladder. The day to day activities such as teaching, motivating and ensuring that pupils learn are some of the duties of classroom teachers (Directorate of Education, 2005) who are directed and monitored by the headteacher. In ensuring effective monitoring, leadership style of headteachers has to do with doing the right things to generate constructive change (Bennis and Nanus, 1985). This helps pupils to develop values, attitudes and overall, perform successfully in academics.

Through varied leadership styles, headteachers may find different ways to improve teaching and learning by motivating and or influencing the teachers to do better, as well as developing teachers' capacity to affect performance of pupils. This has the power to influence the leadership socially which maximizes the efforts of others towards achieving a common goal (Kruse, 2013). Simonton (2015) asserts that, followers follow the leadership of the leader. The choice available to a leader is to set the standard for employees to follow, be that good, bad or mediocre. Head teachers therefore need to set the standard right at the school so that teachers can have the mental ability to create a conducive environment by giving out their best for teaching and learning. The mantle then falls on head teachers who assume the leadership role at the basic school to motivate teachers by giving them the right support to ensure academic success.

Vera and Crossan (2004) establish the fact that leadership is inspiring others to pursue their vision within set parameters, to the extent that it becomes a shared vision and a shared success. The leadership styles of headteachers are important in helping to achieve excellent output of pupils. The teaching curricular clearly states the objectives of every course, so it is the headteachers' job to ensure that the said objectives are realized by the effort of the teachers. This becomes evident in the output or performance of the pupils. Also, the headteacher's role is to set clear objectives for the school and with effective leadership style, influence and motivate teachers to achieve the set goals. The general performance of pupils then becomes a collective effort from the headteacher and the teachers he or she leads (Headteacher's Handbook, 2010).

1.3 Statement of the Problem

For an educational institution to achieve success, much is dependent on its leadership. Leadership needs to direct the focus of the institution, which in a broad sense, is to supervise teachers as well as the performance of pupils. Classroom teachers may be doing well by coming to school, preparing lesson notes and doing other curricular activities, but to maximize quality performance of pupils is partly dependent on the quality of headteachers' leadership style which is mostly not taken serious.

Again, the effective aspect of educational leadership has not been well developed. The quality of work to be done by teachers to ensure improvement in pupils' performance is normally dictated by head teachers (Simonton, 2015) instead of supporting and motivating them. However, this support system could be tangible (training, discipline, technical advice, direction) or intangible (consists of feelings e.g. trust, morale. respect, etc.) dependent on how head teachers make use of their leadership styles. Educational leadership exhibited by head teachers are supposed to play an important role in ensuring

that teaching and learning goes on successfully. However, if not critically executed, definitely produces poor performance.

Headteachers' handbook (2010) describes leadership as not a matter of bossing over subordinates but to ensure that there is a friendly and workable atmosphere in the school. Headteachers have the supervisory role of seeing to the effective management of the basic schools. Provision for conducive or workable atmosphere for teaching and learning in the classroom has to be ensured by the head teacher. The headteacher's role is critical in all that happens in the school. Hence, his central task is to promote learning. This can be fulfilled only when he is able to create connections between his leadership and learning through reflection (Headteacher's Handbook, 2010). However, researcher's personal experience shows that, most headteachers undertake their roles according to their strength and what they perceive to be right or wrong. This mostly, affects the relationship between headteachers and teachers in the day to day running and administration of the school.

A classroom teacher is in contact with pupils during instructional hours and seeks to deliver well with his or her preparedness but has to be in the right frame of mind. A teacher is put in the right frame of mind when he is conditioned and motivated enough through the leadership style of the headteacher. Effective communication which is a very positive tool in good leadership, goes a long way to positively improve teachers' high productivity. Therefore, effective head teachers communicate with parents, teachers and pupils to become a team by building coalitions between stakeholders (Cruz, 1995). However, there is a break of chain in this process since most head teachers are reluctant to communicate with their subordinates. This leadership style negatively affects teachers and is seen in the abysmal performance of pupils during end of term exams.

Kokemuller (2015) mentions that effective leadership is critical in virtually any type of for – profit or service-based organization. When leadership lacks the ability to provide direction, coaching, training and motivation for staff, the organizational culture and morale suffer. Poor leadership has several negative effects on institutions. Some of these are low morale, high turnover, lack of synergy which in turn affects the general performance of pupils. Likewise, Marzano, Waters and McNulty (2005) mention that effective leadership influences individuals and organizations. Hence, leaders accept responsibilities for achieving results and create the necessary environments that contribute to the individual and organizational success. This assertion is not realized since the performance of public basic schools in Asem keeps going down.

Hence, this study seeks to investigate the impact of educational leadership on teacher performance at public primary schools in Asem Circuit of Kumasi metropolis by identifying the leadership styles used by headteachers to manage teacher performance, the factors that influence headteachers to adopt specific leadership styles and impact of the adopted leadership styles on the performance of teachers at Asem circuit.

1.4 Objectives of the Study

The study seeks to:

1. To identify leadership styles adopted by public primary school headteachers to manage teacher performance at Asem Circuit.
2. To determine the factors that influence headteachers to adopt particular leadership styles to manage teacher performance at Asem Circuit.
3. To describe the impact of headteachers' leadership styles on teacher performance at Asem Circuit.

1.5 Research Questions

The research questions for the study are:

1. What are the leadership styles adopted by public primary school headteachers to manage teacher performance at Asem Circuit?
2. What factors influence headteachers to adopt leadership styles to manage teacher performance at Asem Circuit?
3. How does the leadership styles adopted by headteachers affect teacher performance at Asem Circuit?

1.6 Delimitations

The study was limited to leadership styles of headteachers and its impact on the performance of teachers in their day-to-day activities in school.

It involved ten (10) headteachers from public primary schools at Asem Circuit in Kumasi Metropolis, which meant that Junior High Schools and Kindergartens were not part.

1.7 Limitations of the Study

The study would have been suitable to involve more schools in Kumasi Metropolis to attain a broader understanding of the leadership styles of headteachers and its impact on how teachers perform, because of inadequate resources it was not possible.

Other known stakeholders such as pupils, assistant headteachers, PTA members and parents would have been part of the study if there was enough resources and availability of time.

1.8 Definition of Terms

- Educational leadership – An individual or persons who have the authority to lead and manage an educational institution (school) to achieve a set goal or vision.
- Leadership – The act of taking decisions with the power one has to influence others to work towards achieving a vision.
- Performance – The completion of a given task, responsibility or duty with knowledge, skill or ability, which is measured by known standards.
- Headteacher – A senior teacher in charge of running a school where all the teachers report to him or her.
- Teacher – A person who teaches others to acquire skills, knowledge, values to do what they could not have done before, either through formal or informal education.
- Teacher Performance – The teacher completing a given task, such as lesson notes, regularity and punctuality at school, giving class exercises to pupils and marking them, partaking in co-curricular activities and overall enhancing the teaching and learning processes.

1.9 List of Abbreviations

- DEO – District Education Office
- CS – Circuit Supervisor
- FCUBE – Free Compulsory Universal Basic Education
- GES – Ghana Education Service
- HT – Headteacher
- INSET – In-Service Education and Training
- LBDQ – Leaders Behaviour Description Questionnaire

- MEO – Metropolitan Education Office
- PTA – Parent Teacher Association
- SBI – School Based In-Service Education and Training
- SM – Staff Meetings
- Ms - Maturity stage

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1.10 Significance of the Study

This study helps school heads to identify the various types of leadership styles that are available to enhance the performance of individual teachers. It will also help headteachers to be aware of the main leadership style he or she exhibits and its effectiveness on the performance of teachers.

Again, it will help school heads to revisit and improve the knowledge, practices, models and the hands-on behaviour headteachers need in public primary schools and other learning institutions to manage their teachers effectively.

Likewise, teachers will become aware of the various leadership styles their HTs employ to manage their performance and also adapt to it.

Concerned Stakeholders like the Metro Education Office (MEO) as well as other Education Directorates will see the need to organize orientation for both teachers and headteachers on leadership styles.

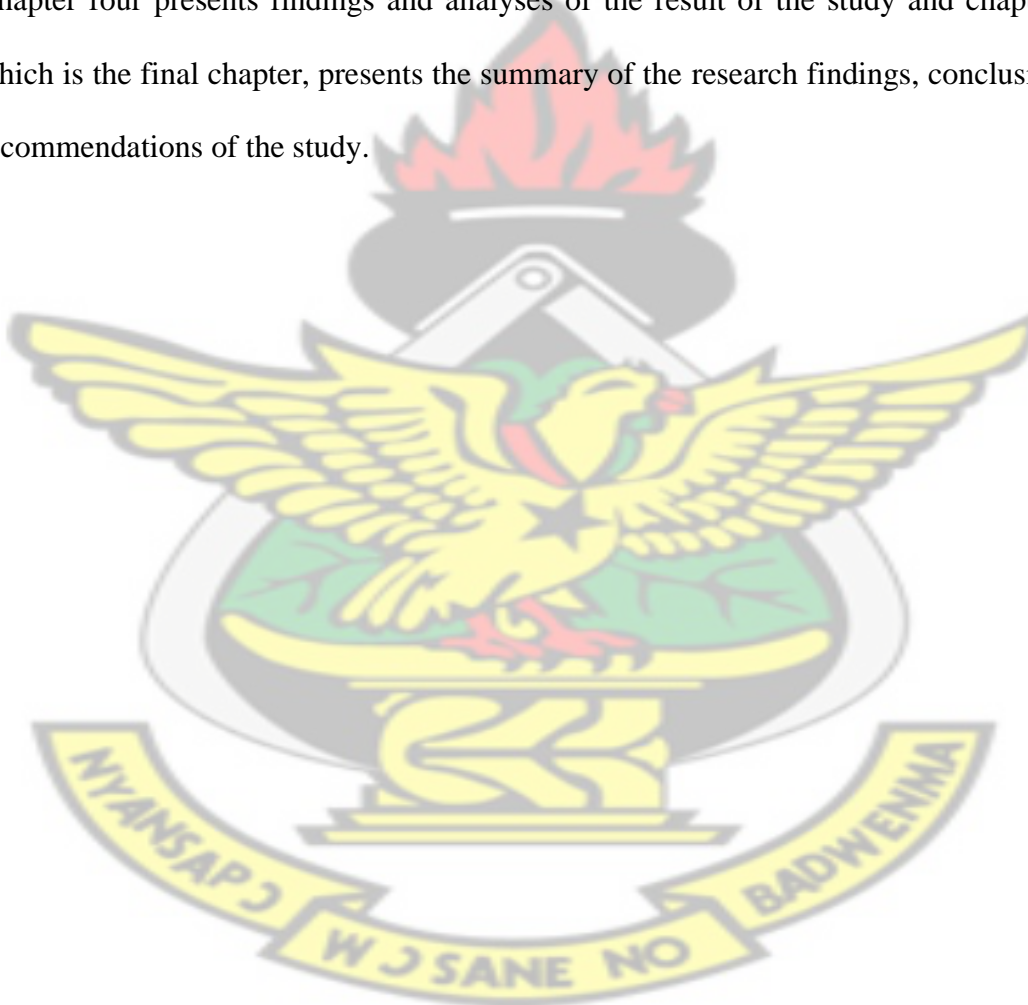
Lastly it can also be the bases for other research in leadership on both private and public schools.

1.11 Organisation of the Rest of Text

The study was presented into five chapters. Chapter one deals with the background to the study, statement of problem, objectives of the study, research questions, delimitations, definition of terms, list of abbreviations and significance of the study,

Chapter two covers review of related literature relevant to the study, while chapter three focuses on the research design, population, sample and sampling techniques, instrument for data collection, procedure for data collection and the procedure used in data analysis.

Chapter four presents findings and analyses of the result of the study and chapter five which is the final chapter, presents the summary of the research findings, conclusion and recommendations of the study.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Overview

This chapter presents review of related literature that are relevant to the study. They are presented under the following sub-headings:

1. Education in Ghana
2. Leadership
3. Leadership Theories
4. Leadership Styles
5. Leadership in Practice
6. Conceptual Framework

2.2 Education in Ghana

According to Oduro (2000), basic school which includes primary education is the first stage in the acquisition of formal knowledge and skills. Basic education provides the essential building blocks to continue to higher levels for education as it provides the foundation upon which work related skills are developed for those who cannot continue or further their education to higher institutions.

Education forms the foundation for human resource development and therefore critical for national development and for that matter the Ghana Education has over the years committed herself to the development of education in this country. The Education system has gone through a number of Acts, Legislation and Regulations. These are the 1951 accelerated development plan for education which expanded primary and secondary education, the 1961 Education Act (Act 87) which sought to make pre – tertiary education compulsory and free with emphasis to producing citizens who can use science

and technology to transform the country, the 1992 constitution – Article 25 clause 1 which makes education free and compulsory (FCUBE) and the last reform which is the 2008 education Act (Act 778) which seeks to provide an educational system to provide a well-balanced individual for the socio-economic and political transformation of the nation (Headteacher’s handbook, 2010).

2.2.1 Primary/Basic Education

According to the Headteacher’s Handbook (2010) in Ghana, Basic Education is the minimum period of schooling needed to ensure that children acquire basic literacy, numeracy and problem – solving skills as well as skills for creativity and healthy living. The current basic education system is derived from the education Act of 2008 (Act 778). It comprises eleven (11) years of basic education made up of 2 years’ kindergarten, 6 years primary and 3 years’ junior high, thus 2 – 6 – 3 basic education systems.

Primary education is divided into two levels to reflect the stages of growth and development in children. The first three years constitute the lower primary and children at this stage should be encouraged to develop knowledge, attitudes and skills which derive from concrete experiences (Head teacher’s Handbook, 2010).

The last three years of primary education constitutes the upper primary. At this stage, children need to be encouraged to reflect, think creatively and find out things for themselves to satisfy their curiosity, ask questions, criticize, solve problems, observe, view information critically and assimilate new knowledge (Head teacher’s Handbook, 2010).

2.3 Leadership

Leadership is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of members.

Leadership occurs when one group member modifies the motivation or competencies of others in the group. Any member of the group can exhibit some amount of leadership (Bass, 1990).

Winston and Patterson (2006) define a leader as one or more people who selects, equips, trains and influences one or more follower(s) who have diverse gifts, abilities and skills, and focuses the follower(s) to the organization's mission and objectives causing the follower(s) to willingly and enthusiastically expand spiritual, emotional and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives. Yukl (2006) opines that leadership is 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 said objectives. Kruse (2013) describes leadership as having the power to influence the leadership socially which maximizes the efforts of others towards achieving a common goal. Leadership includes the achievement of goals. Therefore, leadership is about directing a group of people toward the accomplishment of a task or the reaching of an endpoint through various ethically based means. Hence, leaders direct their energies and the energies of their followers to the achievement of something together (Glenn Rowe, 2010).

Sekyere (2015) describes a leader as one who heads, manages and leads a group to perform activities to achieve a group's goal. A good leader possesses qualities or attributes to enable him perform his duties efficiently and effectively. The qualities are knowledge in his field and also versatile, courageous in taking and implementing decisions, fluent and outspoken, visionary, results – oriented, time conscious, self-

confident, respectful and tolerant, frank and honest, fair and firm in dealing with issues, intelligent and have presence of mind.

2.3.1 Leadership Theories

Leadership theories are commonly categorized by which aspect is believed to define the leader the most. Theories discussed include the trait and behavioural theories.

2.3.1.1 Trait Theory

Traits study assumes that people are born with inherent leadership traits and thus makes them suitable or appropriate to be leaders. People with a combination of traits would make good leaders (Changingminds.org, 2018). According to Carlson (1996), this study emerged from the belief that leadership and abilities such as intelligence are inherited. Apart from intelligence, other factors that can be said to build up leadership abilities are child birth order, status and having liberal parents.

Stogdill (1974) identifies some traits and skills which are critical to leaders, some of these traits are a person who is adaptable to situations, alert to social environment, ambitious and achievement – oriented, assertive, cooperative, decisive, dependable, persistent, energetic, self – confident, tolerant of stress, and willing to assume responsibility. Some of the skill one should possess are intelligence, creativity, conceptually skilled, diplomatic and tactful, fluent in speaking, knowledgeable about group task, organized, persuasive and socially skilled.

Manning and Curtis (2002) also mentions that the trait theory of leadership makes assumptions that the distinctive physical and psychological characteristics account for leadership effectiveness. Some of the traits that thought to have bearing on the effectiveness of the leader are height, attractiveness, self – reliance and intelligence.

2.3.1.2 Behavioural Theory

Behavioural theory focuses on the study of the specific behaviour of the leader. The leader's behaviour predicts his or her leadership influences and is a determinant of his or her success as a leader. Behavioural theory of leadership does not look for the inborn capabilities of an individual but rather, what a leader can do. It is an assumption that leadership could be learnt rather than being inherent (Changingminds.org, 2018). This means that a leader can be made, given the opportunity to others to develop themselves into leadership roles. Ohio State University (1940) and University of Michigan (1950) conducted in-depth studies in this theory.

- a) **Ohio State University – Leaders Behaviour Description Questionnaire (LBDQ)** was developed by Ohio State University to measure nine different behavioural dimensions. The LBDQ was administered to various groups of individuals, private companies, military personnel, college students and their administrators. The primary purpose of the study was to identify common leadership behaviour. The outcome of the research was that two groups of behaviour were strongly correlated. These they defined as Consideration and Initiation Structure.
 - i. **Consideration (People Oriented Behavioural Leaders)** – This group ensures that the inner needs of people are satisfied. They motivate staff through emphasizing human relation. Although the task and results are important they achieve them by different ways. Leaders who focus on people exhibit behaviours that are in line with observing, encouraging, listening, coaching and mentoring (Leadership Central, 2018).
 - ii. **Initiation Structure (Task Oriented Behavioural Leaders)** – Leaders Initiation Structure focuses their behaviour on the organizational structure and always want to be in control. They do motivate their staff; however, it is not their

main concern. The task-oriented leader reflects behaviour that are in line with initiating, organizing, clarifying and information gathering (Changinminds.org, 2018).

- b) **University of Michigan** (Likert, 1932) – This study came out with three identifiable characteristics of effective leadership. These were task and relationship oriented which were the same as the research findings from the Ohio studies. The third approach which was identified was participative leadership.
- i. **The participative leadership** – Participative leadership ensures that all the team members headed by the effective leader taking part in identifying important goals as well as developing strategies to achieve the set goal.

However, Katz and Kahn (1996) explain that organizations are made up of human beings who are in positions of authority and power rather than computers, therefore leadership must be over and above mechanical compliance with the routine directives of the organization. Hoy and Miskel (1991) puts leadership style under this study as Production–Oriented and Employee–Centered. They describe the production-oriented leadership style as the one which values mission or task accomplishment and the technical aspects of the job. Hoy and Miskel (1991) further describe the Employee – Centered leadership style as the leader delegating decision making and assisting followers in satisfying their needs in a supportive work environment.

2.4 Leadership Styles

Generally, leadership styles refer to ways leaders direct organizations or institutions, plans and implements the set goals or objectives and also how they encourage and motivate staff to achieve their purpose or set target (Blake, Blayney, Loera, Rowlett and

Schmidt, 2012). Different proponents have different forms and/or types of leadership according to the roles and characteristic of leaders involved.

McGregor (1985) puts leadership styles into two groups: 'Theory X and Theory Y'. He describes Theory X as the type of leadership where the subordinates are not willing to compromise with leadership so leadership has to force, reprimand and control staff so that the objectives of the organization are achieved. He gives an example as autocratic style. Theory Y is explained as the type of leadership where the subordinates are interested in their job and are self - directed. With this theory the leadership gives the staff the opportunity to be part of the decision making. An example given to this theory is the democratic style of leadership.

According to Ericson, Charles and Slovak (1988), leadership styles can be grouped into two. Namely: basic leadership styles and other leadership styles. The basic leadership styles are autocratic, bureaucratic, laissez – faire and democratic. The other styles are transformational, transactional, creative, corrective, change, intelligence, multicultural, pedagogical, servant, bridging, and purposeful leadership.

Johnson (2018) puts leadership styles into five different groups namely, laissez – Faire, autocratic, participative, transactional and transformational.

Ericson et al. (1988) continues to say that all the various leadership styles have their effectiveness and ineffectiveness. Also, the style of leadership employed by the leadership of any organization or institution is dependent on the background of the leader, the employees and the values of the organization or institution. Again, the leadership style could vary at a point in time to suit a situation.

Leadership styles under review are:

2.4.1 Laissez-Faire

Laissez Faire is a term that finds its etymological roots in the French language, in which it means ‘allowed to do’. Also referred to as ‘let it be’ economics, is the leadership style where the leadership gives staff the freedom to work with less supervision (Martin, 2017).

Laissez-Faire which is claimed to have first been coined by Marquis D’Argenson refers to a sect of political thought that does not favour political interference in private sector free markets (Wadhwa, 2012). Laissez-Faire, as a philosophy or practice which is characterized by a usually deliberate abstention from direction or interference, especially with individual freedom of choice and action means that leadership does not affect the day to day activities of employees (Meriam webster.com, 2018). Mulder (2017) describes Laissez-faire leadership style as the extreme end of the democratic leadership style spectrum. That is the idea of ‘let them do whatever they want’ management which implies that the leader involves himself or herself as little as possible.

Laissez-faire leadership is a non-authoritarian style of leading people, where leaders try to give the least possible guidance to their subordinates and achieve control through less obvious means. These leaders believe that people would excel if left alone to respond to their obligations and responsibilities in their own ways. Also known as delegative leadership, it sees leaders being hands-off and allowing group members to do some decision-making (Chris, 2015). According to TEC (2015), Laissez-faire leadership is a hands-off leadership style that puts all members of the team in control, which is ideal for exceptional employees and self-motivated members of the team. In this type of leadership, a leader provides very little guidance to their subordinates or group. Instead,

they trust that their team understands their own roles and will be able to perform their best. Cherry (2017) also affirms TEC's (2015) description of Laissez-faire leadership, as being a hands-off and allows group members to make their own decisions. He further says that laissez-faire could also be known as delegative leadership where members are made to play some roles in the institution or organization.

Martin (2017) also affirms what earlier authors have said about Laissez faire as the most hands-off management style and is characterized predominantly by delegation. This style of leader will delegate tasks to his or her team and then have little to do or no contact with them until the tasks are completed or a problem is brought to his or her attention. For the accomplishment of work objectives and decision-making, managers and supervisors adopt the laissez-faire leadership style and delegate responsibility to their employees. However, the achievement of the objectives is determined by the department managers and employees (Nordmeyer, 2018). Cross (2017) defines laissez faire as a French term which means "allow to pass," or "to leave it be." Cross (2017), says it is a non-authoritarian form of leadership. He continues to take the position of earlier authors in defining laissez-faire as is a hands-off approach to managing, with the theory that people left to their own devices excel. The laissez-faire leader intervenes only when it is important and with less control.

Lombardo (2015) opines that many different forms of leadership can be used to encourage people toward achieving greater things. Laissez-Faire is one of the leadership styles which is more of a laid-back method. It involves more delegation to direct reports and there is not much direction given with that delegation. People are free to work as they see fit and have utmost independence, but it also means employees would be held accountable for outcomes instead of the leadership. According to Steinhauer (2016), laissez-faire style is where the leader takes a "hands-off" approach toward managing

personnel on the team. He continues to describe laissez-faire as a dangerous form of leadership because the leader has no direct influence on the work of team members. Johnson (2018) states that laissez-faire is a type of leadership where leadership lacks direct supervision of employees and fails to provide regular feedback to those under their supervision. Whereas Lawrence (nd) says that it is the type of leadership style where by the leader is perpetually an absentee landlord, letting the employees decide for themselves.

2.4.1.1 Characteristics of Laissez-Faire leadership style

Cherry (2017) describes some of the characteristics of Laissez-faire as employees having little guidance from leaders; complete freedom for team or employees to make decisions; leaders making provision of necessary tools and materials needed and leaves employees to work on their own; group members are expected to solve problems on their own. Cherry (2017) goes on to say that power is handed over to followers, yet leaders still take responsibility for the group's decisions and actions. Mulder (2017) also affirms Cherry (2017) as leaving employees to their own devices, that is giving employees' freedom; almost everything is delegated; they also provide resources, but do not supervise the process and trust that employees can work towards a solution on their own.

Laissez-faire leadership is characterized by very little guidance from leaders, complete freedom for followers to make decisions, leaders providing the tools and resources needed, and group members being expected to solve problems on their own (Chris, 2015), this affirms what earlier authors have said in this paper. A laissez-faire leader lacks direct supervision of employees and fails to provide regular feedback to those under his supervision (Johnson, 2018). Employees are not trained or provided with

guidelines in this leadership style. They simply delegate the work and expect it to get completed (Lombardo, 2015).

2.4.1.2 Benefits of Laissez-Faire

Laissez-faire is beneficial where staff members are highly capable, skilled and motivated to work on their own. Also, where subordinates have a high level of intrinsic motivation and passion for their work (Chris, 2015). According to Cherry (2017) some of the benefits of using laissez-faire are when team members or employees have the skills to succeed, when the team the leader is working with are well versed or experts and also when independence is valued, that is when the employee is more knowledgeable in a subject area than the leader. According to Martin (2017), it is beneficial to a leader who uses the laissez-faire leadership style to have more time to take up higher-level responsibilities. Mulder (2017) describes laissez-faire as excellent for a team or employees that are self-guiding and self-regulated and knows exactly what is expected of them.

2.4.1.3 Downsides of Laissez-Faire

Laissez-faire leadership style is associated with negative outcomes including poor performance, low leader effectiveness, and less satisfaction, this according to Cherry (2017). Cherry (2017) continues to outline lack of role awareness, poor involvement within the group, low accountability on the part of the leader and passivity and avoidance of true leadership as downsides of laissez-faire. Martin (2017) concludes that although some team members may consider laissez-faire as an act of faith and confidence in them, others may consider reclusive, resulting in low morale and performance. Again, there is the risk of recognizing delays and problems late in the process if they aren't brought to

the leader's attention early enough even with team members who do well under laissez-faire leadership.

Martin (2017) also considers Laissez-faire as inappropriate for team members who require or desire more direction and supervision and is seen as irresponsible and uncaring. Mulder (2017) asserts that the manager or leader may come across as uninvolved, indifferent or unengaged; lack of commitment and responsibility from employees. Chris (2015) says laissez-faire leadership style leads to the lowest productivity among staff members because of leadership's noninvolvement and direction to the team. Research has demonstrated that laissez-faire leadership has a negative association with patient safety and employee satisfaction (Steinhauer, 2016).

Chris (2015) continues to say that where staff members lack the experience and knowledge to make decisions and complete tasks, Laissez-faire would not be appropriate. Ukessays (2013) states that making employees feel insecure at the unavailability of a manager and also not providing regular feedback to let employees know how well they are doing as downsides of Laissez-faire leadership style. Because there is less or no supervision, it leads to poor production, lack of control and increasing costs (Johnson, 2018). Lombardo (2015) also states that the use of laissez-faire affects the morale of the unit and causes a reduced level of productivity. Again, (Lombardo, 2015) says that it can be difficult for a leader practicing laissez-faire to implement changes that must take place immediately because employees are always completing their tasks independently.

2.4.1.4 When to Use Laissez-Faire

Martin (2017) asserts that Laissez-faire is best used on employees who flourish under it, employees who recognize that this approach could empower them, boost morale, increase productivity, encourage innovation and inspire their desire to work hard to make the leader look good as a reward for the faith in them. Moreover, ample delegation gives the laissez-faire manager more time for higher-level responsibilities. Mulder (2017) posited that a new leader could adapt the laissez-faire leadership style in order to observe and ascertain the characteristics of the employees. It could also be used when working with professional and experienced employees who like to work independently (Mulder, 2017). Chris (2015) also confirms that this leadership style can be used in situations where subordinates have a high level of intrinsic motivation and passion for their work. Johnson (2018) states that highly experienced and trained employees requiring little supervision fall under the laissez-faire leadership style.

2.4.2 Autocratic leadership

Nayab, (2011) leadership style is where the leader does everything without the input of the staff. The only work is carrying out what the instructions of the leader. Leaders have total control over employees and dictates instructions to them without questioning or explanation. Autocratic leadership is about leadership having control and placing no premium on employee collaborations (Mindvalley.com, 2018). According to Chris (2015) autocratic leadership is a form of leadership style where power and authority rest on the shoulders of one person alone. The leader makes decisions with group members having little or no input. Decisions are made based on their leadership's own judgments and ideas. Kokemuller (2015) describes autocratic leader as one who believes is his or her role to make decisions and directs employees to carry them out without questioning.

Again, he also says autocratic leadership is an extreme version of an assertive leader, that is, one who makes sure that what he or she says is done. Chris (2015) asserts that leader has complete control over work. Kartha (2016) opines that autocratic leadership is having complete control or power over followers and letting them do what the leader decides. According to Cherry (2018) autocratic leadership is about having total control over all the decisions at the workplace which gives subordinates little input. Leadership with this style takes decisions based on what they know their experience and judgments. Anastasia (2016) defines autocratic leadership in three forms, namely directing (where the leader closely monitors subordinates and do not involve them in decision- making), permissive (where the leader retains the final decision but subordinates have a way of performing their task with a little flexibility) and paternalistic (where the leader uses both directing and permissive but balances them with subordinates concerns and what would improve their lives).

2.4.2.1 Characteristics of Autocratic leadership

According to Kartha (2016) decisions taken by leadership becomes a golden rule and cannot be questioned or challenged. Leadership takes charge of all decisions for employees; no inputs are solicited from subordinates; all procedures and processes for working are dictated by leadership (Mindvalley.com, 2018). Leadership makes decisions with little or no inputs from employees; goals are set by the leader and there is no sense of empowerment to group members because team members are rarely tasked or trusted with decisions (Chris, 2017). Nayab (2011) states that autocratic leaders closely supervise and control employees, make all decisions and retain all power, always punctual and rarely delegate employees, do not listen to opinions of subordinates no matter how their inputs would help, they create set of rewards and punishment for

employees and put fear in them. They are domineering, decisive, independent in decision making and very critical with their work (Kokemuller, 2015). As other writers have said earlier, Cherry (2018) also adds the voice on the fact that leadership takes all the decisions and letting subordinates give little or no inputs from them, but adds that creativity on the part of subordinates is discouraged and communication of rules are always clearly outlined. With autocratic leadership style, the leader is always part of the day's work which puts pressure on the subordinates because they are closely monitored (Anastasia, 2016).

2.4.2.2 Benefits of Autocratic leadership

Autocratic leadership is beneficial when employees lack experience and also in small groups. Again, it works best when deadlines have to be met and the need for little margin for error. Nayab (2011) says that autocratic leadership helps to do things quickly. Chris (2015) states that autocratic leadership style prompts quick decisions, takes absolute control over work place limiting errors, and keeps a close eye over the activities over the work area so that every department or employee is seen working. Kartha (2016) asserts that there are a number of benefits associated with autocratic leadership, some of these are when an organization is faced with an emergency situation and needs quick reaction, when the institution needs to implement a policy or a directive within a specific or limited period and when management is in the hands of one person all the functions of the day to day management moves on smoothly. Autocratic leadership helps to get work done in small groups where leadership is lacking (Cherry, 2018). Some of the benefits (Anastasia, 2016) outlines are, it helps to make decisions quickly, it is of great benefit when the leader is the most knowledgeable among the team, and it brings clarity to how the group or team behaves.

2.4.2.3 Downsides of Autocratic Leadership

It undermines the creativeness of employees and also does not give them the opportunity to grow and do well in their careers (Mindvalley.com, 2018). Chris (2015) states that it may lead to high turnover and employees who do not leave resist autocratic leadership style which leads to noninvolvement, absenteeism and decreased productivity. Again (Chris 2015) says that it breaks down communication, hinders initiative and for such an organization to perform when all decisions are dependent on the leader. Operations in organization may come to a stand-still in the absence of the leader because of the leader being the sole decision maker. Leadership that is domineering may scare their team members to the point of leaving the group also it creates a distance between leaders and subordinates and inhibits coaching and employee development. It also leads to low morale and high turnover (Kokemuller, 2015). Kartha (2016) affirms what earlier authors have outlined already that this type of leadership impedes the growth of the organization or institution and does not enhance productivity. Employees are exploited, it is hindrance to communication which brings depresses employees, and leaders become unpopular with the subordinates, thus lack of leadership. Cherry (2018) also puts it that, subordinates are not encouraged to bring their inputs which weaken their morale. It causes ill will within the group because of the detachment of the subordinates in the work process, and if the leader is not knowledgeable the group might suffer (Anastasia, 2016).

2.4.2.4 Use of Autocratic Leadership

Employees who lack experience on the job could be led by the autocratic leadership style and also when there is a deadline to meet. Chris (2015) asserts that autocratic is used when leadership has to make quick decision; when leadership has to closely monitor

employees to get a work done; when leadership has to do strict coordination to see to it that the right things are done by employees; and when there is poor performance from employees. Nayab (2011) also confirms what other writers have said earlier that it can be used for a short term when something has to be fixed quickly in an organization. Chris (2015) also affirms its importance for quick response when immediate solution is needed. Cherry (2018) writes that autocratic leadership style is used when a situation involves much pressure to get it completed.

2.4.3 Democratic Leadership

The leadership style where the staff is given the opportunity to bring, share and contribute their ideas and be part of the decision making is described as participative or democratic style. The final decision relies on the participative leader. Leadership cannot thrive in an institution without its people and therefore the democratic leader consults group members in the decision-making. Staff members and others are invited to participate not only in the decision-making, but also in shaping the vision of the institution (Technofunc, 2013). This type of leadership could be described as the style in which group members take a more participative role in the decision-making process (Acqnotes, 2017). The involvement of employees or subordinates in the decision-making process by leadership of an organization is termed as democratic leadership (Grimsley, 2015). Michael (2016) asserts that democratic leadership gives the team to make decisions and confer the final authority of the decision to the group, instead of leadership the taking the decision by themselves. Democratic leadership is defined as an open approach of leadership where decision-making is shared among group members and their contributions valued (Defining-leadership, 2013). Democratic leadership is also the sharing of power and authority among leadership and subordinates to involve the

subordinates in decision-making (Teamwork Definition, 2013). Miller (2017) opines that this type leadership encourages the distribution of power among managers and subordinates to take part in the decision-making process.

Cherry (2018) also confirms acqnotes.com (2017) description of democratic leadership, as the leadership style in which group members have a more participative role in decision-making and also term it as shared leadership. Lawrence (nd), says that, this is the type of leadership style where leaders rely on consensus when decisions are being made. Leaders always want to have an open type of management where there is discourse between the groups. Democratic leadership could be described as the sharing of authority and power among group members to involve them in the decision-making process (Excellence.org, 2017). Another school of thought defines democratic leadership as an open and collaborative style of running a team (Leadership-toolbox 2016). Equal vote is given to every member of the group in a democratic leadership style (Money-zine, 2018). Another description is given as more of participative leadership, capturing the ideas and involvement and engagement (Defining leadership, 2013), which confirms the assertion made by Cherry (2018). Lawrence (nd) describes democratic style as leaders depending on group contribution and general agreement when deciding on a matter. Democratic leaders usually maintain the final say on critical matters but prefer an open discussion between the workforces.

2.4.3.1 Characteristics of Democratic Leadership

Team members feel engaged in the decision-making process; also, they are encouraged to share ideas and opinions, though the final decision is retained by the leader. Everyone in the team is given some opportunity to contribute to decisions when there is an issue to discuss and resolve (Acqnotes, 2017). There is distribution of responsibilities among the

group to involve them in the decision-making, members are enabled to succeed in their responsibilities assigned to them and there is facilitation between group members by leadership to ensure that everybody's voice is heard in the decision-making process (Grimsley, 2015).

According to Cherry (2018) group members are given equal opportunity to share their ideas in decision-making and again offer them guidance. Leadership also offers guidance and control. Members are involved in the decision-making while creativity is encouraged and rewarded. Martin (2016) asserts that there are three core features with which democratic leadership is based on, these are; power is shared among group members; subordinates are empowered with the decision-making process and; structures are created to support subordinates to encourage deliberations. Similarly, there is delegation of responsibilities to participate in decision-making (Team Definition, 2018). Also, subordinates are resourced in order to make them feel welcomed in the group so that they can participate soundly. Again, leadership of democratic leadership aids team members by acting as a mediator and facilitator to ensure that there is mutual respect for every member.

Gamelearn (2016) describes democratic leadership as more of a collaboration type of leadership between leaders and the subordinates. Leadership prefers involving the group but usually reserves the final say on important issues (Lawrence, nd). Inputs of group members and collective skills come together to bring out best decisions for the team or institution (Eduexcellence.org 2017) Ideas are discussed openly and moves freely among the team members where every member is seen at the table of decision-making (Leadership-toolbox 2016). People are encouraged to feel good about their involvement in the debate, discussions and the sharing of ideas in the decision-making process. In democratic leadership style there is communication among team members, seeking and

sharing the opinions of people (Money-zine, 2018). Again, there is an open collaborative environment among members in the working area. Michael (2016) states that members usually vote on decisions rather than being decided for them.

2.4.3.2 Benefits of Democratic Leadership

According to Grimsley (2015), democratic leadership creates job satisfaction because subordinates are involved in decision making. It brings the innovation abilities of subordinates to the front and also able to solve problems in creative ways. It increases group morale and leads to higher productivity according to research by Cherry (2018). Also, every member of the group has the opportunity to participate and share and exchange ideas freely. It leads to better ideas and more creative solutions to problems. Democratic leadership helps to identify potentials within the team or a group, builds stronger team, helps to solve complex matters and promotes creative environments in the group or institution (Eduxcellence.org, 2017)

It is beneficial when decisions are broad and complex and there is the need for expertise contributions or inputs. Team members also feel valued when leadership solicits for their opinions and even better when their ideas are incorporated in the final decision. It leads to job satisfaction and increases productivity. It also encourages creativity and level of encouragement and commitment (technofunk.com, 2013). Acqnotes (2017) also asserts what earlier authors have said that, morale of employees or group members are increased which leads to high productivity by employing democratic leadership. The collaborative environment that democratic leadership creates helps to solve problems collaboratively (Money-zine, 2018)

It is of importance when group members are more knowledgeable on a said object than the leader (Michael, 2016). Some benefits of democratic leadership as; it invites

discussions, opinions and views; it encourages ideas and creativity of others; it builds commitment as individuals agree together what needs to be done; and it recognize the importance of team members that they may very well have ideas about a better way forward than the leader (Defining Leadership, 2013). Martin (2016) states that the commitment levels of group members to the success of the institution are increased and also the institution benefits from diverse opinions with which they are able to choose from.

It creates a bond and supportive avenue between team and leadership (Miller, 2017). The collaborative environment democratic leadership presents helps to solve complex problems in an institution or organization. Solutions that are found lasts longer and team members are supportive to leadership (Team Work Definition, 2013)

2.4.3.3 Downsides of Democratic Leadership

It is time consuming and waste resources; accounting for mistakes and failures is hard to determine (Grimsley, 2015). Democratic leadership can lead to failures in communication where roles are not clear and projects may not be completed where time is essential. Where group members are allowed to make decision and not realizing that the decisions they made or contributed have been put to use, it can lead to low morale (Cherry, 2018). Decision-making is slow when democratic leadership is employed (Leadership-toolbox, 2016). Members of the team may not have the expertise to make inform contributions to the decision-making process. It is difficult to manage when there are diverging views, perspectives and ideas from team members (Technofunc, 2013)

Money-zine, (2018) asserts that using democratic leadership is time consuming. Some team members may struggle when they are asked to participate because of their inexperience or lack of confidence. Again, some team members may also think that the

leader is not leading and thus would not show commitment (Defining-leadership, 2013). Martin (2016) opines that time is lost when democratic leadership is employed because assessing and accommodating every team member's input or opinion in a decision take a while. Again, since the use of democratic leadership builds on consensus, sometimes the majority decision would not be the best for the organization or institution. The above downsides are confirmed by Teamwork Definition, (2013) as time consuming, apathy within group when individual's inputs are not implemented and not the best choice of leadership during crises.

2.4.3.4 Use of Democratic Leadership

According to eduexcellence.org (2017), democratic leadership could be used when the steps or matters in an institution are unclear and have to involve all the group members to bring out their opinions. Democratic leadership is best used when situations keep on changing in an institution and there is the need to solicit ideas from team members (Leadership-toolsbox, 2016). It is used when group members are skilled and eager to share their knowledge (Technofunc, 2013). According to money-zine.com (2018), democratic leadership can be used when there is enough time and no urgency to complete a task within a short period (Money-zine.com, 2018). It can be used when leadership wants the best from the team and when building commitment and to demonstrate that skills and expertise are valued among the team (Defining Leadership, 2013)

2.4.4 Transformational Leadership

According to Bass (1990) transformational leadership is a leadership style that causes change in individuals. Hogg (nd) describes transformational leadership as empowering others to reach heights by setting goals and vision that can be communicated well for them to buy in.

Transformational leadership can be described as being able to have an environment of trust and novelty within the organization and strengthening the performance, self-confidence, and encouragement of subordinates, to influence change driven by a strong purpose (Yscouts. 2018). Bass (1955) describes meaning of transformational leadership as how the leader affects the followers, which are intended to trust, admire and respect the transformational leader.

Lawrence (nd) points out that transformational leaders look to stimulate change in the organization by virtue of their sentiment, eagerness and conviction. Whereas transformational leadership urges higher inspiration, while developing the conditions of life of employees (Schuster, 1994). Cherry (2017) describes transformational leader as one who takes control of a situation, shares a vision and able to inspire positive change in the followers by making them feel recharged and energized. Ingram (2018) argues that transformational leadership style centers on team-building, encouragement and cooperation with employees at various levels of an organization to achieve change for the better. White (2018) opines that the leadership style in which leaders give support, affect and stimulate employees to introduce and create change that will help grow and shape the future success of the company is transformational leadership.

2.4.4.1 Characteristic of Transformational Leadership

According to Bass (1985) as cited by Schieltz (2018), there are four elements that characterize the transformational leader. These are Idealized influence, Inspirational motivation, Intellectual stimulation and individualized consideration.

Idealized Influence refers to how the leader acts as role model for followers to build trust with him or her, by setting values, convictions and ethical principles and they in turn develop confidence in the leader.

Inspirational Motivation refers to the leader's ability to inspire confidence, motivation and a sense of purpose in his followers through better communication. The leader shows optimism, enthusiasm and the ability to point out positives in the work of the followers.

Intellectual Stimulation is the supportive aspect the leader gives to the followers, involving them in decision-making, and stimulating their efforts to be creative. The leader tries to enhance the creativeness of followers to solve problems and avoids criticism.

Individualized Consideration is where the leader identifies what motivates their followers and their needs through observation. Through one-on-one mentoring and coaching, the leader provides training session for individuals which in turn allow the followers to become fulfilled in their respective work.

Transformational leaders are good instructors and provide coaching to their followers (Jung, Yammarino and Lee, 2009). Transformational leaders have clear vision and communicates well to subordinates; they have the courage and willingness to take up new challenge; they are self-motivated and have passion for their work; they inspire their team to buy their vision; they have personal interaction with their team individually; they are role models to their team, thus, setting standards; and they do well to live up to the standards they create (Hogg, 2012).

The following description explains the characteristics of transformational leadership: it tries to bring the best performance from subordinates by having the interest of the institution at heart than their own personal gain; it is self-motivated and uses that to manage the organization to the right path; they collaborate with team to take risks that expedite growth in the organization; it considers the feelings of employees and advises them on what to do to bring growth; it inspires and motivates its team members and attempts to ascertain the things that motivate them; and it is creative and lead with vision (Yscouts, 2018).

They have the ability to persuade others to join their cause (Lawrence, nd). According to Stewart (2006) transformational leaders clearly describe their vision, communicate ideologies and leads by example. Cherry (2017) describes transformational leaders as exhibiting energy, enthusiasm and passion with their work. Transformational leaders stage targets and stimulate subordinates to drive them to higher performance levels, while equipping them with hope for personal and skillful advancement for each employee (Ingram, 2018). White (2018) explains that transformational leadership promotes the desire and effective development of subordinates, demonstrates right principles within the organization and advocates the same for followers and also supports a moral work environment with apparent principles, preference and guidelines.

2.4.4 2 Benefits of Transformational Leadership

Raza (2011) asserts that employees feel enabled and a sense of achievement while working for a transformational leader. The desire to leave an organization is lowered because transformational leaders are able to engage their subordinates into a more purposeful and fulfilling relationship (Wells & Peachey, 2010). According to Tucker, Georgia, Russell, College and Emory, (2004), Transformational leadership promotes

innovation, motivates and creates opportunities for employees in an institution. Kokemuller (2015) asserts that institutions with low morale shine with transformational leadership style.

Team members or employees are motivated and it advances their morale; It develops people to move away from self-interests, and targets on the benefits of the group (Stewart, 2006). According to Raza (2011), transformational leaders are able to spur their team members or group, to aim for greatness without the use of force, by rousing them through his affection and deep thinking. Transformational leadership also helps to improve the employees' own assurance to the organization while improving performance (Barling, Weber and Kelloway, 1996).

Cherry (2017) asserts that members of the team give out a lot and care deeply about the group's ability to perform. Again, transformational leaders are able to inspire a great deal of commitment in their followers which lead to low turnover. Research has shown that employees under transformational leadership perform well and feel they are part of the success of the group. It also develops employee well-being (Jacobs, Pfaff, Lehner, 2013). Small businesses can thrive with transformational leadership (Ingram, 2018).

2.4.4.3 Downsides of Transformational Leadership

According to Lawrence (nd), transformational leaders may sometimes be too persuasive and behave like autocratic leaders because they often want to gather support for their cause. Blazek (2016) asserts that transformational leaders do come into conflict with followers who resist change. Cherry (2017) says transformational leadership will not work under a team or employees that are unskilled and requires maximum oversight.

2.4.4.4 Use of Transformational Leadership

Lowe, Kroeck, and Sivasubramaniam (1996) in their study acknowledge the impact of transformational leadership style in that it enhances the collective morale of the group or employees when used. Essentially, the leaders need to provide their subordinate with individual consideration, as well as intellectual stimulus to improve work effectiveness and performance. Transformational leadership can be used when the leader wants employees to be aware of the importance of task and value, when he or she wants them to focus on the goals of the institution, rather than their own interests and when the leader wants to push employees to higher order needs (Changingminds.org, 2018)

Lowe et al. (1996) recommends that transformational leadership training should make use of situational and interactive exercises when building up frontline leaders such as unit heads. Johannsen (2014) supports the idea of changing the status quo, changing others and oneself as the period to use transformational leadership. It can be used when group members are well versed or experts in their area and need less oversight (Cherry, 2017). Employee satisfaction, productivity and success is key, then transformational leadership style is the best option. Institutions that need glow or undergoing change can best use transformational leadership style (Kokemuller, 2015.).

2.5 Leadership in Practice

Practically, leadership traits and styles are seen when in use in daily administrative activities. They become evident either as effective or weak.

2.5.1 Effective Leadership

Effective or good leadership as described by Simonton (2015) is characterized by some attributes, these are listening to your employees including subordinate managers/bosses — addressing their complaints, suggestions, concerns, and personal issues at work, coaching people when necessary to raise them to a higher standard, allowing everyone to put in their two cents, trusting them to do the work, not giving orders or setting visions, goals and objectives, but instead soliciting this from them so that everyone is fully involved in how the company will be successful, providing direction when needed to ensure that everyone is on the same page (the one they devised) and a good leader communicates the vision that was set by all, if it is a vision of little interest, then another one must be found.

Principals or school heads who are regarded as effective by both staff and parent teacher association focus on both organizational goals and staff members' needs (Lunenburg & Ornstein, 1996). The first characteristics can be labeled as “initiating structure” which endeavours to create a well-defined organization with clear tasks. At the other end of the continuum, there is “consideration” which entails sustaining a friendly relationship between the leader and the group, building mutual trust, respect and teamwork. They should have the initiative and consideration for others at the same time (Halpin, 1966).

Leadership who are effective possesses some qualities that makes them unique or different in an organization. An effective leader is one who possesses some qualities and traits. Some of these are, assessing yourself as a leader, knowing how you are perceived in the organization, being responsive to the needs of your employees, and knowing the organization in and out setting. Effective leadership can achieve the above by knowing or possessing communicating skills, motivating staff, team building, risk taking, vision and goal setting.

An effective leader should be someone who is confident but not arrogant, a persuasive communicator, sensitive and responsive to others, determined, supportive, distinguished, responsible, an optimist, honest, organize and plan ahead. Again, seven traits effective leaders should employ, these are must inspire action, be optimistic, have integrity, support and facilitate your team, have confidence, communicate and be decisive.

Davis (1998) states that two important elements of effective school leadership are establishing a school vision and fostering positive interpersonal relationships. He also acknowledges that developing a school vision takes time and the principal should have the ability to determine the status of the school, identify important aspects of improvement and have a contingency plan to solve problems. In addition to this, they should be knowledgeable about theory and especially those focusing on organizational behavior and leadership. They should possess technical skills needed for managerial responsibilities and the ability to reflect upon their practices in which they skillfully integrate knowledge and skills with experience (Kowalski, 1995). An effective leader as one who motivates and guides employees, and also targets their strengths and weaknesses so that both the employees and the organization can succeed. The relationship between leadership styles and employees, therefore, plays an important role. In view of this, surveys have shown that 75% of employees voluntarily leaving their positions leave because of their bosses leading directly to issues of talent retention and churn.

2.5.2 Weak Leadership

Myatt (2011) asserts that there are certain traits that are seen in weak or an ineffective leadership. Some of these traits are poor character, lack of performance, poor communication skills, self-serving nature, one size fits all leadership style, lack of focus

and follow through, not forward looking, disconnected from the market, not invested, not accountable, not focused and lacking vision. Marr (2014) also describes signs that are evident on weak or bad leadership, some of the signs Marr talks about in his article are lack of empathy, fear of change, too willing to compromise, too bossy, lack of self - confidence, poor judge of character, out of balance, and lack of humility.

According to Simonton (2015), weak or bad leadership is characterized by exhibiting the 'do as I say, no as I do' mentality, providing inadequate support for staff, withholding information, treating staff as if they are lucky to have the job, being afraid to discipline and never disciplining anyone, failing to listen or only perfunctorily listening to complaints and suggestions, dishing out orders, policies, rules, goals, targets, reports, visions and changes to force employees to work the way management believes it should be done and also treating employees as if they don't want to do a better job, don't care about their work, don't want to accept responsibility, or don't really want to work.

Scofield (2014) affirms that there are a number of issues that contribute to the breakdown of relationship between leadership and staff. Some of these are that, some leaders do not listen so their employees when talking, micro managing, not enforcing standards, focusing on the task not the employee, lack of effective communication of expectations, ineffective feedback (positive or negative), communicating on a need to know the basis only, making decisions and then asking for feedback only, passing the buck and then leadership having no sense of humour.

2.6 Educational Leadership

Sergiovanni (1994) claims that educational administration borrows its fundamental concepts for thinking about the structure and coordination of schools; rules and regulations within a school; leadership and how it works from organizational theory

which itself is derived from management theory. It adopts such terms as quality, productivity and efficiency and its strategies to achieve them. Moreover, it has borrowed its theories of human nature and motivation from economics which asserts that human beings rely on self-interest and seek to maximize their gains and minimize their losses. Furthermore, leadership depends upon whether it regards them as communities or societies. In a community, individuals relate to each other by intrinsic meaning and significance. There is no expectation of a reward or benefit. However, in a society, individuals relate to each other in order to reach some goal or gain benefit. By adopting community as a theory, schools should be restructured not by brick and mortar but by ideas and relationships.

Jercas (2010) also affirms that Educational Leadership is a term applied to school administrations that strive to create positive change in educational policy and processes. He also admits that Educational leaders are trained to advance and improve educational systems or institutions. Craggs, Raj, Naidu, Peak, Driver and Malins (2007) is of the view that an educational leader is one who is able to promote a shared community vision, mobilize people, lead curriculum and pedagogical practice, administrate effectively and reflect critically on all practice.

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

2.6.1 Role of Head teachers in Educational Leadership

Head teachers as educational leaders have the supervisory role of seeing to the effective management of the basic schools. Provision for conducive or workable atmosphere for teaching and learning in the classroom has to be ensured by the head teacher. The head teacher's role is critical in all that happens in the school. His central task is to promote learning. This can be fulfilled only when he is able to create connections between his leadership and learning through reflection. He is therefore guided by five principles which are focus on learning, conditions for learning, dialogue, shared responsibility and accountability (Head teacher's Handbook, 2010).

2.7 Conceptual Framework

Regioniel (2015) explains that conceptual framework symbolizes the blend of literature to explain a phenomenon. McGaghie, Bordage and Shea (2001) indicate that conceptual framework prepares the way for arrangement of a study which determines the conduct of the study based on the research problem.

2.7.1 Leadership and Performance Models

It is apparent that there are different ways in which a leader can manage his or her employees, followers or team members. No matter the setting, there are diversity of options existing to the leader, depending on what approach they believe will bring the best possible performance out of their followers. Leadership strategies may not necessarily vary from person to person, but the same person can often employ different approaches in different conditions in order to achieve appreciable results. The leader, who is caught in only one way of judgement and never reacts to the evolving strategies going on around them, is one who is not measured to be a leader for long. The study

adapted these two leadership models, which were Dunham and Pierce Leadership Process Model and Hersey-Blanchard Situational Leadership Theory. These have different contents but were put together to further enhance the study (Free Management ebooks, 2015).

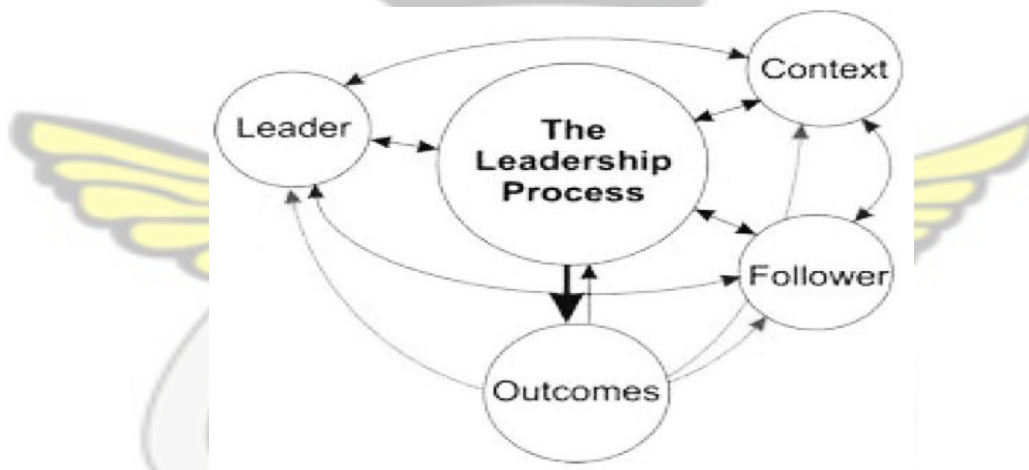
2.7.2 Dunham and Pierce Leadership Process Model

The Dunham and Pierce Leadership Process Model does not naturally seek to define leadership, but it does it subliminally. This model helps the manager to understand how each part affects the other parts of the equation and addresses all of the important fundamentals that play a role in leadership. Being that leadership will never be unassuming, this model helps the leader to have a way around all the moving parts and certainly bring it into better focus in the mind.

This model is structured in a way that all its parts are connected to each other. Eventually what the leader does may be reflected in the outcome of the teachers, as well as the actions of the teachers may also be reflected in the type of leadership style the leader believes will work for that purpose. The model calls for both leadership and followers learning from each other to bring out the best outcome because each part affects the other. It is a circular leadership model but not a linear one, therefore leadership must grow relationship within the team, let people do what they do best, leadership must offer feedback, and leadership must act ethically and honestly.

- The Dunham and Pierce Leadership Process Model addresses all of the necessary components that play a role in leadership, and helps the manager to figure out how each part affects the other parts of the scope.

- There are four factors the model describes that play a role in the leadership process, these are the Leader, the Followers, the Context, and the Outcomes.
- The meaning of Leader and Followers is understandable. Context refers to the factors or situations under which the Leader is administering his or her team and Outcomes refers to the results of any work that has been worked on by the Followers under supervision of the Leader.
- The model advocates that everything done within the context of a leadership circumstances is paramount and if you are able to learn from your team and how their behaviours govern the Context and the Outcomes, everyone will have a better chance at achievement.



Source: Free Management eBooks, 2015

Figure 2.1 Dunham and Pierce's Leadership Process Model

1. **Leader:** The leader refers to the one in charge, where in this context is the headteacher. The headteacher is the one who is conferred with all the power and authority to manage the school. The headteacher has the responsibility and duty to see to it that there is effective teaching and learning environment and the one that teachers report to at Asem circuit.

2. **Followers:** The followers represent the teachers who are being led by the headteacher at Asem circuit. The achievements of the teacher are generally made possible by how the headteacher performs his or her duties.
3. **Context:** Dunham explains context as the circumstances under which the leader being the headteacher manages his or her followers (teachers). These are factors under which the leader employs the various leadership styles to manage how the teachers perform. The leader's decision to use a style to manage teachers is dependent on some factors or circumstances such as regularity and punctuality, writing and presenting detailed lesson notes and classroom management skills at Asem circuit.
4. **Outcome:** This is referred to results that come out of the group through the style of leadership, chosen by the headteacher to manage the teachers. Literally the impact or effect of the leadership on the performance of teachers, that is, how teachers are able to perform their duties as directed by the headteacher and through his or her leadership style at Asem circuit.

2.6.3 Hersey-Blanchard Situational Leadership Theory

The name of this leadership theory indicates what it is all about. The term 'situational' shows that leaders should vary their method or style based on the people they are leading, and the circumstances that surround the duty at hand. Hersey-Blanchard's Situational Leadership Theory is based around variable leadership, depending on a variety of conditions or factors. When a leader is able to adapt to the circumstance as quickly as possible, everyone will gain in the end.

The maturity of the people being led has so much to do with this theory. The theory suggests that experienced employees may be treated differently with a leadership style

from the inexperienced team members, in that each has a way or responding to a particular leadership style. The right leadership style must be chosen for the right situation.



Source: Free Management eBooks, 2015

Figure 2.2 Hersey-Blanchard Situational Leadership Theory

The leader should be able to determine their strategy to the maturity and talent of followers that will bring the overall performance. The Situational Leadership Theory suggests four main leadership styles, and then four maturity stages that describe the followers. The four styles and levels that can be balanced up for optimum performance are discussed in figure 2.3.

Hersey-Blanchard Situational Leadership Theory			
		Task Behaviors	
		Low	High
Relationship Behaviors	High	<p>Participating Style Shares Ideas (Followers able, unwilling, not confident)</p>	<p>Selling Style Explain Decisions (Followers unable, willing, confident)</p>
	Low	<p>Delegating Style Turn over decisions (Followers able, willing, confident)</p>	<p>Telling Style Give Instructions (Followers unable, unwilling, not confident)</p>

Figure 2.3 Hersey-Blanchard Situational Leadership Theory

Source: Free Management eBooks, 2015

The four styles of leadership presented by this theory are Telling, Selling, Participating, and Delegating.

Telling Leadership

The most direct form of the leadership styles is the telling type. The leader of the group simply instructs each member what to do, and how they would like them to do it. The telling practice does more of directedness and less collaborative. There is no or less collaborative between leaders and subordinates or followers. All that the leader does is to provide specific instructions and expects members to carry them out, the team and the leader have little engagement at the work place. This type of leadership is linked to Autocratic leadership

Selling Leadership

The Selling leadership style allow room for collaboration between the leader and the team members, and also between team members. The leader engages his or her team members along the way, while he or she still directs the team. The term or title 'Selling' emanates from the idea that the leader may want to persuade some of the followers to follow their lead to do things in a particular way. The selling type of leadership could be termed as Transformational leadership.

Participating Leadership

Participating is the type of leadership style, where the leader tries to build associations with the team and becoming part of them. The leader blends in more fully with those who are working as part of the team. The leader does not necessarily make all of the decisions in this style. Some decisions are deferred to the team to make for the benefit of all. The involvement of subordinates or followers in decision-making makes it Democratic leadership style

Delegating leadership

Delegating represents the leader passing on most of his or her duties and responsibilities to other team members. It is good for team members who are experienced and do not need direction but will fail with team members who are not. The delegative style is more of a hands-off approach from the leader, so this could be termed as Laissez-faire leadership style.

The Four Corresponding Maturity Levels

Hersey Blanchard's Situational Leadership Theory offers four maturity stages or levels that describe the team members. To recognize these stages, the abbreviations Ms1, Ms2, Ms3, and Ms4 are used. These levels are described below.

- Ms1 – The Ms1 refers to the workers who are least experienced. They are the ones that have to be instructed on how to do everything. The people who fall into this category may be young workers and have little experience; it could also mean they have little knowledge on the task given them. This level of maturity goes with the Telling leadership style as they will always be the need to direct them on almost everything.
- Ms2 – Hersey-Blanchard explains this level of maturity as the ones who are slightly knowledgeable and possess skill than those in the maturity level 1 though inexperienced. This group show willingness and are more eager to take up a task. Therefore, it is advantageous for the members or followers at this level to be led by the Selling leadership style.
- Ms3 – The members of the maturity level three are the type that are excited and have the knowledge and skill to work. They are the type that without help or little help they can get a work done even if it is not hundred percent. This group of members does not need too much direction to complete a given task, they can collaborate with the leader or other team members to get something done, so, the Participating style of leadership works well with them since the leader can involve them in decision-making.
- Ms4 – This maturity group is capable of handling any task, which means they are experienced. The leader does not have to waste time giving directions or instructions, but to provide the resources needed and the work would be done. The leadership style that best describes those who fall into this category is the Delegating style. Delegating is the obvious choice at this point because there is no need for the leader to be more involved. The team members have confidence, and expect to work independently.

The Hersey Blanchard Situational Leadership Theory advocates for flexible leaders that are able to balance their style of leadership to the knowledge and capability of those they are leading. Most people would agree that a good leader is an adaptable one, and this theory falls right in line with that way of thinking.

- a. The Hersey-Blanchard Situational Leadership Theory is one that is centered on leadership that changes, depending on array of factors.
- b. Telling, Selling, Participating, and Delegating are the four leadership styles given in this theory.
- c. The theory describes four maturity levels that go with the four leadership styles.
- d. At the first maturity level (Ms1), the leader needs to instruct and direct the follower to perform given task.
- e. At the second maturity level (Ms2), the leader sells ideas to the followers because they are eager and willing to work
- f. At the third maturity level (Ms3), the team members need help to get a work done because they might not be able to get all of the work done without some help, but they can get most of the work done on their own.
- g. At the fourth maturity level of (Ms4), the team members are entirely capable of managing a task and they know that they can get the work done without the help of the leader. Headteacher

2.8 CONCEPTUAL FRAMEWORK FOR THE STUDY

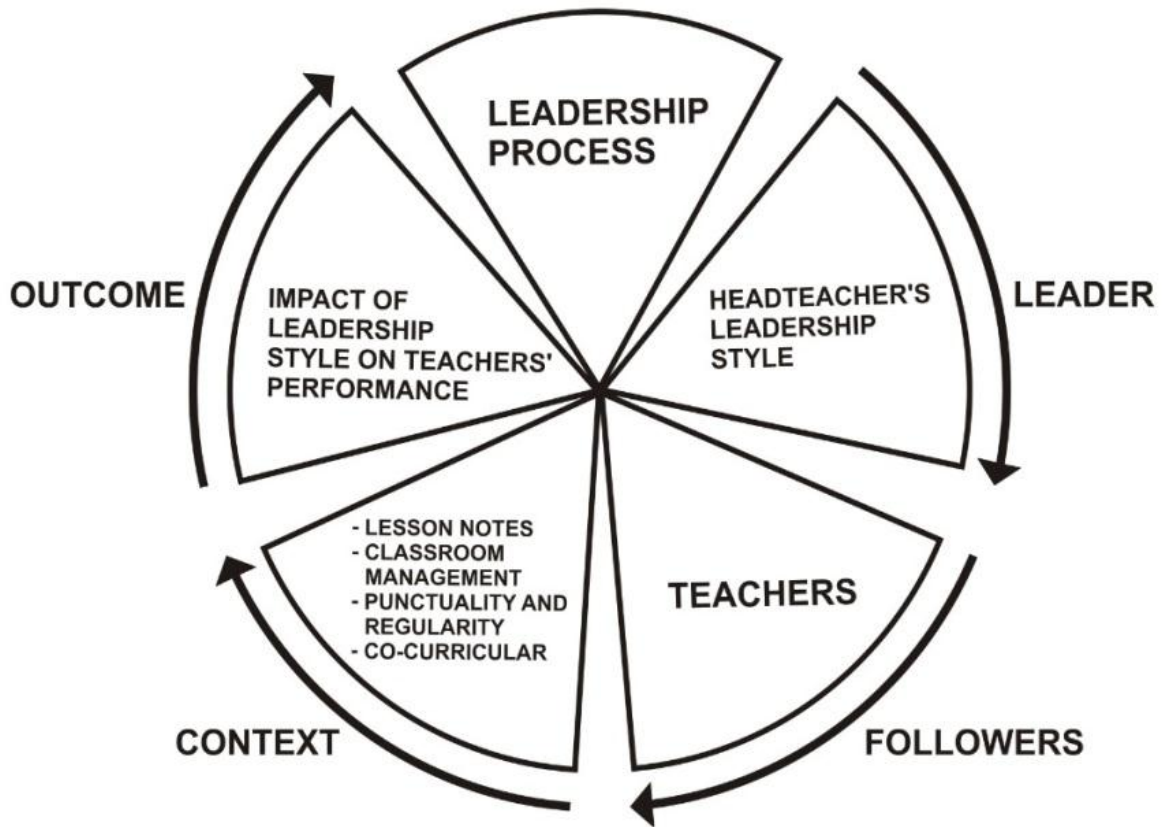
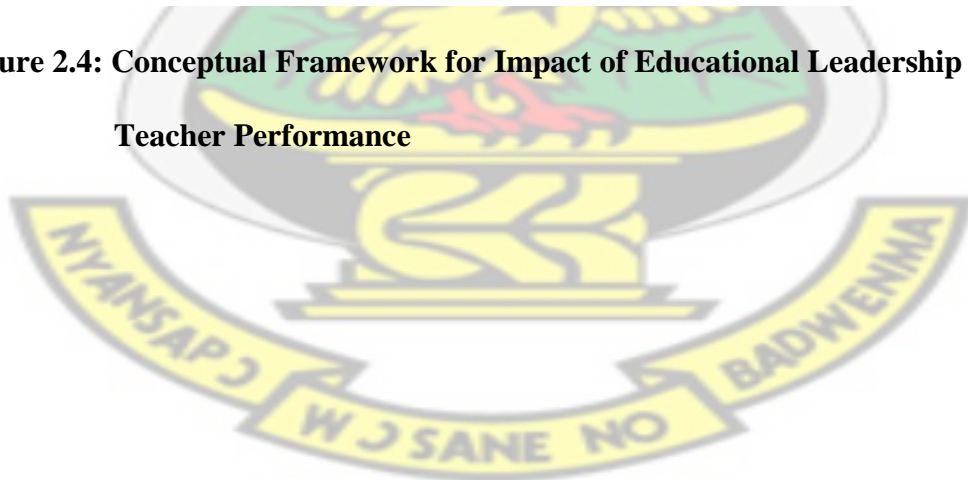


Figure 2.4: Conceptual Framework for Impact of Educational Leadership on Teacher Performance



CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter describes the processes and methods undertaken to conduct the study. These involves the research design, research methods, population of the study, sampling design, sample size, data collection instruments, validity and reliability of instruments, administration of instruments and data analysis plan.

3.2 Research Design

BusinessDictionary.com (2018) describes research design as a plan of how a study takes place. It includes how the data for the study is collected, the type of instruments used, and how the data collected will be analyzed. Similarly, a research design needs a structure before data can be collected or doing analysis to ensure that the data obtained enables the researcher to answer the research questions (Design and Context, nd). Burns and Grove (1997) also refer to the research design as a plan for steering a study with maximum control over factors that may affect with that validity of the outcome. Also, Nconco (2006) explains research design as a detailed plan for how a research study is to be conducted – operational results. The research design is the researcher's overall strategy for answering the research question (Polit, Hungler and Beck, 2001).

Qualitative research design was adopted for the study. Holloway and Valentine (2014) describes qualitative research as a form of enquiry that focuses on the way people interpret and make sense of their experience and the world in which they live. Since it is a natural setting, thus a school setting, and a case study, the most appropriate design to use was the qualitative method. Moreover, the sample size for qualitative study is mostly

small in size with more than one instrument (questionnaire, interview, etc.) used to gather data for analyzing a phenomenon.

In this study, qualitative research design was used to explore and describe the impact educational leadership (headteachers) of public primary schools has on the overall teacher performance. The study was focused on a school setting, thus, finding how educational leadership at the public primary school level impacts on teacher performance.

3.3 Research Method

Research method is the procedure that ensures the execution of the study. The study adopted the case study and the descriptive method to bring to bear how leadership impacts on teacher performance.

- a. Descriptive Method:** Shuttleworth (2008) describes descriptive method as a scientific method which involves observing and describing the behaviour of a subject without influencing it in any way. The descriptive method provides a picture of a situation as it naturally happens. It may be used to justify a practice and make judgment and also develop theories (Burns and Grove, 1997). In this study, descriptive method was used to describe in details, the forms of leadership styles used and how it was used in enhancing teacher performance in the school environment at Asem Circuit. According to Kothari (2004) descriptive method, by its nature helps describe the activities and circumstances of events just as it happens at present which ensures that only what exists are reported with a likelihood of determining causes when variables cannot be controlled.

b. Case Study Method: The case study is a term used to describe both a method of analysis and a specific research design for examining a problem, both of which are used in most circumstances to generalize across populations. In the opinion of Yin (1989), case study methods can be applied in qualitative, quantitative and mixed methods studies. Owing to Yin's elucidation on case study methods, the reason for picking Asem Circuit as a single instrumental case study was on the basis of key elements such as size, availability and the necessary permission needed for conducting the research. Case study provides a thorough investigation of persons from a social psychological perspective to ascertain a particular condition or situation (Pyrezak, 2006). The adoption of case study approach made it possible to observe the leadership styles of headteachers at Asem Circuit which had the likelihood of impacting on the performance of teachers.

According to Yin (2009), a single case study gives vivid description of a phenomenon and the actual life setting in which it ensues. Therefore, it is important to note that the leadership styles of headteachers at Asem Circuit and how they impact on the performance of teachers is seriously taken into consideration.

3.4 Population for the Study

Population is defined as a complete set of elements (persons or objects) that possess some common characteristics defined by the sampling criteria by the researcher (Ulms.edu, 2017). Mankoe and Tukpe (2010), describes population as all the people, objects, institutions, which are the objects of the study. However, Leedy and Ormrod (2001) describes population as the group of people from which a sample may be taken for the research. It is the total collection of elements with which interpretations can be

made from. Population may also refer to a group of components or cases that conform to exact standards and to which the researcher aims to generalize the outcome of the research (Asamoah-Gyimah and Duodo, 2007).

The population for the study comprised all headteachers and teachers at public primary schools at Asem Circuit in Kumasi Metropolis, which meant that every public primary school was involved in the study.

Target Population

The target population is the portion of the population the researcher has reasonable access to. The researcher selected a cluster of schools with similar characteristics such as headteachers and class teachers within Asem circuit where there was enough access to conduct the research. The cluster of schools is supervised by a Circuit Supervisor (CS).

The target population for the study was ten (10) headteachers and 60 teachers from 10 public primary schools.

- a. **Accessible Population:** Accessible population is the portion of the population to which the researcher has reasonable access to and can apply conclusions (Explorable.com, 2017). Barton Essel (2011) opines that, the larger the sample, the better it is. He presented a strategy for choosing a sample size which states that for a fewer population less than 100, review the entire population. Hence the accessible population for the study involved 10 primary school headteachers and 53 teachers in Asem circuit in the Kumasi Metropolis.

The accessible population which is supported by Annku (2006) states that, the minimum percentage for any major research for a fewer population less than 100, consideration is 100%. This statement assertively supported the sampling and

sample size. Therefore, the total sample size for the study was 63 respondents representing 100%.

Table 3.1 Accessible Population for the Study

Population	Target Population		Accessible Population	
	Headteachers	Teachers	Headteachers	Teachers
School A	1	6	1	6
School B	1	6	1	5
School C	1	6	1	5
School D	1	6	1	4
School E	1	6	1	5
School F	1	6	1	5
School G	1	6	1	6
School H	1	6	1	6
School I	1	6	1	6
School J	1	6	1	5
Total	10	60	10	53

Source: Field Data (2017)

3.5 Sampling Design

Surbhi (2016) describes non-probability sampling technique as not having a known individual to be selected from the population as a sample. The research involved the use of non-probability. All the schools where the research was done were found in the same area, only a distance from one school to the other. Since non-probability was employed in this research, the sampling technique used was the purposive sampling.

a. **Purposive Sampling:** In purposive sampling, the researcher knows exactly where to go for information (Henning, 2016). Again, in each school, the staff was supposed to be 7 including the headteacher, but where the school was a basic school, such as Yaa Asantewaa and Asem Islamic, the schools begin from the kindergarten (KG) to the Junior High School (JHS) the teachers would range between 19 to 24 teachers including the headmaster or the headmistress, these findings came out after the researcher had done preliminary investigations at the area of study. The focus of this research was on teachers and headteachers in the public primary school therefore (JHS) and (KG) teachers did not take part in the study. The researcher collected data from those who were directly involved. In purposive sampling it is the researcher who chooses the sample unit by his or her own judgement to meet the purpose of the research (Henning, 2016).

3.6 Sample Size

Sample size involved the headteachers and teachers at the Asem cluster of schools. Therefore, the total sample size was 63.

3.7 Data Collection Instruments

One of the important characteristics in any type of research study is data collection. The most commonly used instruments in qualitative research for collection data are in-depth interview, observation and document analysis (UW-Eau Claire, nd). Gill, Stewart, Treasure and Chadwick (2008) also affirm the use of interview and focus groups in qualitative research. Data collection when used inaccurately can change the results of a study and eventually lead to invalid outcomes. Data collection instrument used in the study were questionnaire, interview and documents analysis

- a. Questionnaire:** Mcleod (2018) describes questionnaire as a kind of written interview. Questionnaires can be carried by phone calls, face to face or by post. They offer a rather fast and effective way of finding large amounts of information from a large group of people. The researcher can collect data very quickly because he or she would need to be present when the questionnaires are done. They are useful for large populations when interviews would be unreasonable. In this study, questionnaire which contained closed and open-ended questions were administered to headteachers and teachers in their various schools.
- b. Interview:** The act of asking questions from participants in a study and getting answers is described as interview. Some of the forms of interviewing involves individual face to face and face to face group interviewing (Cohen and Crabtree, 2006). In – depth interviews can be described as a qualitative research technique which comprises of conducting thorough interviews individually with a small number of respondents to discover their perception on a particular idea, program or situation” (Boyce and Neale, 2006)
- Gill et al, (2008) describe research interviews in three types, these are structured, unstructured and semi – structured. The structured is where by the interviewer verbally administers written down questionnaire. No follow – up questions are asked. The unstructured interviews do not reflect any defined theories or ideas that are performed with little or no organization. This type of interview starts with an introductory question and the successive questions are asked upon the response interviewee gives for each question. The semi – structured comprises of several key questions that help to explain the areas to be explored, but also allows the interviewer to ask the interviewee to diverge in order to pursue an idea or response in more detail.

In this study, the face-to-face interview in a structured form was used to gather in-depth information from respondents. Headteachers explained various leadership styles used in managing the school system while teachers also confirmed its effects on their daily performances.

- c. Document Analysis:** Document analysis is a critical analysis of documentation rather than simply a review of documents. Documents that are analyzed include reports on interventions, minutes of meetings, correspondence, mission statements, and training materials (Analyzing Document, nd). One of the key advantages of using document analysis is to get access to information that would be difficult to get in any other way, such as people who will not be willing to talk in a formal way research interview (University of Portsmouth, 2012). Records et al. (2012) affirms that document analysis is a form of qualitative research in which documents are interpreted to give voice and meaning around an assessment topic.

Documents reviewed for the study were headteachers' handbook, teachers' lesson notes with comments book and the teacher's attendance register. These explained the detailed steps and ways headteachers effectively manage the school environment and how teachers also responded to it.

3.8 Testing Validity and Reliability of the Instrument

Reliability refers to the consistency of the instruments in tapping information from more than one respondent (Creswell, 2012).

The validity of research instruments was conducted by assessing the questionnaire items during their construction. Questions were discussed with the supervisor for verification.

This was to clear any lack of clarity and ambiguity. The content-related validity of the

questionnaire was determined and strengthened through an extensive review of the literature.

3.8.1 Pre-Testing of Questionnaires

A pre-test was conducted to ascertain any need for revisions. The pre-testing involved administration of the questionnaires to teachers at School A, the results obtained helped in adjusting the questionnaire well.

Respondents who participated in the pre-testing were asked to complete the questionnaires and provided comments or suggestions for revising any ambiguous items. The final instrument for the study was produced after subsequent revisions in the wording of a few items. The reliability of the instruments was determined using Cronbach's alpha analysis (Santos, 1999).

3.9 Administration of Instruments

The instruments that were used in the research were questionnaires, interview and document analysis. The questionnaires were personally administered to the teachers in the schools for the research, that is, School A, B, C, D, E, F, G, H, I and J. These questionnaires were administered within two weeks, from one school to the other. The interviews were done across two months. Verbal notices were given to the headteachers on the planned interviews but dates were always postponed. Upon regular phone calls and visits, the researcher was able to interview all the 10 headteachers in Asem Circuit.

Documents that were analyzed were teachers' lesson notes with comments book and the teacher's attendance register. The documents were asked for when the headteachers were being interviewed.

3.10 Data Collection Procedure

A permission letter from the Department of Educational Innovations in Science and Technology was obtained to enable the researcher source any information from the respondents. Upon receiving the letter, the researcher formally informed the headteachers to help in offering their co-operation for the success of the study. This procedure was followed in order to conform to pre-field work ethical issues. Creswell (2014) advises that researchers should not assume that because they may be doing their research among their people it will be smooth sailing. After this, the researcher handed the questionnaire to the teachers and collected the questionnaire later when there was information on the completion of the instruments.

In addition, the researcher used interview guide to solicit for informal understanding and opinion of the subject under investigation. It was a face-to-face interview. This was useful for gathering in-depth information on the subject under investigation. Head teacher's handbook was reviewed under document analysis.

3.11 Data Analysis Plan

The data gathered from the field in the form questionnaire, interviews and document analysis were transcribed into narrative and descriptive forms and tables to portray how the selected leadership styles adopted and employed by headteachers impacts on the teacher performance.

3.12 Ethical considerations

According to Bryman (2012), ethics is a set of moral principles which are suggested by an individual or group, which are subsequently ideally accepted, and offers rules and behavioural explanations about the most correct conduct towards the experimental

subjects and respondents, employers, sponsors, other researchers, assistants and students. Ethical guidelines serve as standards about the foundation upon which each researcher ought to assess his or her own conduct.

The researcher took into consideration, ethical measures throughout this study as they are principles which guide the research from the beginning. The following illustrates some of the ethical considerations which were complied with.

Throughout the study, the researcher ensured that a healthy relationship with the participants was maintained. The researcher informed the participants about the purpose of the research so as to allow them the opportunity to decide whether to participate or not to participate. The potential risks that they might be subjected to were also explained (Cohen, Manion and Morrison, 2007). Respondents were also assured of confidentiality as any information given were treated and used for the purpose of the study only.

For the purpose of this research the schools are coded with the letters of the English alphabets such as schools **A** to **J**. This is because of ethical reasons in research to shield the identity of sampled schools in relation to the findings. Moreover, permission was not sought to use their names. Therefore, the first school listed above in the population was named **A** while the rest followed systematically up to **J**.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Overview

This chapter presents and discusses information sourced from respondents and their classification and eventual interpretation to answer the research questions that form the bases for this intellectual investigation. The objective set at the beginning of the study were:

1. To identify the leadership styles adopted by public primary school headteachers to manage teacher performance at Asem Circuit.
2. To determine the factors that influence headteachers to adopt leadership styles to manage teacher performance at Asem Circuit.
3. To describe the impact of headteachers' leadership styles on teacher performance at Asem Circuit.

4.2 Respondents' Demographics

Gender of Headteachers

The study sought to determine gender representation of the sampled respondents, to enable cross tabularisation of response in this manner. Data in tables 4.1 and 4.2 reveals exactly how the participants of the study were distributed by gender.

Table 4.1 Gender Distribution of Headteachers

Gender	Frequency	Percentage
Male	4	40.0
Female	6	60.0
Total	10	100.0

Source: Field Data, 2017

The 10 respondents interviewed in this category recorded the following characteristics; 6 out of the 10 headteachers were females, this represented 60% of the sample whereas the remaining 40% (4 headteachers) were males.

Gender of Teachers

Gender wise, female teachers were eighty-seven percent (87%) of the study sample while the remaining seven (13%) is accounts for the male teachers. The partial gender imbalance is indicative of the job nature which involves much tenderness in dealing with children. This trait of tenderness is universally dominant in females as compared to male, and thus the possible inclination of females to serve in this vocation at this level.

Table 4.2 Gender Distribution of Teachers

Gender	Frequency	Percentage
Male	7	13.2
Female	46	86.8
Total	53	100.0

Source: Field Data, 2017

Age of Headteachers

With regards to Age range, forty percent (60%) represented those from 51-60 years, thirty percent (30%) for those in the range of 41-50years and the remaining one representing thirteen percent (10%) represented those from 30-40 years.

Table 4.3 Age Distribution of Headteachers

Age	Frequency	Percentage
30-40 years	1	10.0
41-50 years	3	30.0
51-60 years	6	60.0
Total	10	100.0

Source: Field Data, 2017

This distribution shows more of the older-serving staff being headteachers with decrease in numbers in relation to age.

Age of Teachers

Characteristic of this group of respondents is their age distribution which records eleven percent (11%) for those in the ranges of 20 – 30years, forty percent (40%) for those in the ranges of 31 – 40 years, thirty percent (30%) for those in 41 – 50years and the remaining nineteen percent (19%) for those from 51-60 years. This reflects quite a fair distribution of all working age groups in the study sample and a good indicator of foresight into expected leadership styles (from teachers) of leaders.

Table 4.4 Age Distribution of Teachers

Age	Frequency	Percentage
20-30	6	11.3
31-40	21	39.6
41-50	16	30.2
51-60	10	18.9
Total	53	100.0

Source: Field Data, 2017

Headteachers' Level of Education

The study sought to establish the level of education of the headteachers. Data in table 4.4 shows the level of education of the respondents.

Table 4.5 Level of Education of Headteachers

Qualifications	Frequency	Percentage
Diploma	5	50.0
bachelor degree	5	50.0
Total	10	100.0

Source: Field Data, 2017

The level of education of the headteachers, thus the highest academic qualification of the headteachers found were, 5 representing (50%) were Diploma holders while the other 5 representing (50%) were First Degree holders. This shows that all the 10 respondents have had a level of tertiary education.

Teachers Level of Education

Interrogation of the highest certification of teachers in this category produced the following; none, representing 0% hold MSLC, one respondent representing 2% hold Teacher Cert. 'A', 18 hold diploma representing 34%, 33 are Bachelor's degree holders representing 62% and 1 respondent representing 2% hold Master's degree.

Table 4. 6 Level of Education (Teachers)

Qualifications	Frequency	Percentage
Teacher Certificate 'A'	1	1.9
Diploma	18	34.0
Bachelor Degree	33	62.3
Master's Degree	1	1.9
Total	53	100.0

Source: Field Data, 2017

Current professional ranks of respondents

Headteachers

The study sought to determine the current professional ranks of the respondents. Data in table 4.5 shows the professional ranks of the respondents.

Table 4. 7 Current professional ranks of the Headteachers

Ranks	Frequency	Percentage
Principal Superintendent	2	20.0
Assistant Director	8	80.0
Total	10	100.0

Source: Field Data, 2017

Data shown in table 4.5 indicates that majority (80%) of the respondents were assistant directors whereas few (20%) were Principal Superintendent.

Professional Ranks of Teachers

Thirteen representing 24.5% of the respondents fall in the rank of Snr. Superintendent in the Ghana Education Service ranking, fifty-eight percent (58%) are Prin. Supt. Nine representing 17% rank as ADE. None of the respondents were currently ranked Superintendent or Deputy Director.

Table 4.8 Current Professional Rank (Teachers)

Ranks	Frequency	Percentage
Senior Superintendent	13	24.5
Principal Superintendent	31	58.5
Assistant Director of Education	9	17.0
Total	53	100.0

Source: Field Data, 2017

Number of Years in Service

Headteachers

The study sought to establish the number of years respondents have been in service. Data in Tables 4.6 and 4.7 present information pertaining to the respondents' years of service either as teachers or headteachers.

Table 4.9 Headteachers' Number of Years in Service

Years	Frequency	Percentage
10-20 years	3	30.0
21-30 years	4	40.0
31-40 years	3	30.0
Total	10	100.0

Source: Field Data, 2017

Data shown in table 4.6 indicates that 3 (30%) headteachers each have been in service between 10-20 and 31-40 years, while 4 (40%) have been in service for 21-30 years. Table 4.7 indicates that majority (80%) of the respondents have been in service for 1-5 years, whereas only 20% have being in service for 6-10 years.

Table 4.10 Number of Years as Headteachers

Number of Years	Frequency	Percentage		
1-5 years	8	80.0		
6-10 years	2	20.0		
Total	10	100.0		

Number of Years in Service as Teachers

Worth noting is the fact that the above information does not represent their full-service terms as teachers since most of them have undertaken multiple transfers from other schools to their present schools.

Table 4.11 Number of years in Service as Teachers

Years	Frequency	Percentage
1-10 Years	18	34.0
11- 20 Years	12	22.6
21 Years and Above	23	43.4
Total	53	100.0

Source: Field Data, 2017

Investigating further thus revealed that, thirty-four percent (34%) have been teaching for 10years and below. Those who have been teaching for 11 – 20 years comprise twenty-three (23%) of the sample while the remaining forty-three percent (43%) make up for those who have been in service for 21 years and above. This distribution indicates clearly that respondents are in the best position to distinguish between various leadership styles and resultant output.

Leadership Training

Headteachers

Table 4.12 Availability of Leadership Training

Response	Frequency	Percentage
Yes	2	20.0
No	8	80.0
Total	10	100.0

Source: Field Data, 2017

The study sought to establish whether respondents have had leadership training and data in table 4.12 present information pertaining to it.

Data shown in table 4.13 indicates that majority (80%) of the respondents have not had any training on Leadership as against the minority of (20%) who have had training.

4.3 Objective 1

To identify the leadership styles adopted by public primary school headteachers to manage teacher performance.

- a. Identification of leadership styles adopted by headteachers at Asem Circuit.
- b. Headteachers understanding of the various leadership styles.
- c. Leadership training headteachers have attended.

Generally, the study identified four types of leadership styles of which three are mostly used to manage the performance of teachers, and this affirms Lawrence (nd) assertion that one leadership style is not appropriate to every situation. In that, leaders must try to attach positive aspects of various strategies. It can also be stated that headteachers fairly had idea of the various leadership styles. Again, Lombardo (2015) states that different forms of leadership can be used to encourage people toward achieving greater things. Although there exist several leadership styles as identified in Chapter 2 of this document, it must be noted that not all were necessarily put to use. It was therefore imperative for the study to deduce the ones that were being used in the respective institutions. The result of this section is foremost and very prime as it sought to set the grounds for further investigation into the effect of implementing these leadership styles in schools.



4.3.2 Laissez-Faire leadership style

Table 4. 13 Response on the use of Laissez-Faire Leadership Style

Statements	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Undecided (D)
My headteacher gives me the opportunity to work on my own pace with no guidance	9 (17%)	24 (45%)	13 (25%)	7 (13%)	0
My headteacher allows me to determine what is to be done at the school and do it	3 (5.7%)	22 (41.5%)	14 (26.4%)	13 (24.5%)	1 (1.9%)
My headteacher provides resources needed to work and work on my own	7 (13.2%)	26 (49.1%)	15 (28.3%)	5 (9.4%)	0
My headteacher allows me to solve problems on my own without collaboration	3 (5.7%)	13 (24.5%)	22 (41.5%)	15 (28.3%)	0

Source: Field data, 2018

To establish the usage of Laisser-faire leadership style by headteachers at Asem Circuit, the researcher outlined four statements in the questionnaire to teachers which are found in table 4.13

The first statement sought to find out whether teachers worked on their own without guidance from their respective headteachers, majority (62%) of the respondents either strongly agreed or agreed that they worked on their own. The remaining (38%) either strongly disagreed or disagreed to the statement. The second statement was to find out if the respective headteachers allowed their teachers to determine what was to be done, minority (47.2%) asserted to the statement whereas majority (50.9%) stood against the statement. On whether the headteachers at Asem Circuit provided teachers the resources

to work with and left them to work, majority (62.3%) upheld the statement whereas the minority (37.7%) denied the statement. The last statement was to find out whether teachers were allowed to solve problems on their own without collaborating, minority (30.2%) of the teachers supported the statement whereas the remaining (69.8%) stood against the statement. From table 4.13 above, it can be deduced that most headteachers leave teachers to their own devices, which is giving teachers freedom as almost everything is delegated. This is in line with what Cherry (2017) mentions that heads make provision of resources, however, they do not supervise the process and trust that teachers can work towards finding solutions on their own.

4.3.2.1 Interview findings on Headteachers' Understanding of Laissez - faire leadership style

Further investigations on the usage of laissez-faire by headteachers at Asem Circuit were done through interview. The headteachers from the ten (10) schools were interviewed to find out their understanding of the leader's leadership style and whether it is employed to manage their teachers or not.

With respect to the headteachers' understanding of laissez-faire leadership style, this was what the headteachers had to say according to the coded schools with lettered 'A' to 'J',
“this is where the leader shows care free attitude towards his or her work and the staff he or she oversees do what they like” (Headteacher A). *“the I do not care of that type of leader. Every member of the teaching staff does whatever he or she wants and the leader says nothing”* (Headteacher B). *“lazy attitude of leadership”*, and continued by saying *“The care free type of leadership when nothing bothers the leader”* (Headteacher C). *“leadership leaves staff to be on their own. Leadership neglects their duties and lives the “I don't care attitude”* (Headteacher D). *“this is the type of*

leadership where by the leader is unconcern about the goings on in the school, teachers' welfare, academic progression, and the pupils' academic life as well. He or she does not even have time to sit at the office to work. Almost everything is delegated to teachers and the appropriate departments in the school. Such a leader believes every teacher knows what is expected of him or her so why bother to worry teachers on their performance" (Headteacher E). *"it is the leadership style where the leader doesn't care about anything and also do not take proactive measures in the school"* (Headteacher F). *"the type of leadership style where the leader cares less about the happenings in the institution or company he or she heads. He or she also believes that people who are put in positions are qualified and know what is expected of them"* (Headteacher G). *"a care free type of leadership style where the leader doesn't press so much on the subordinates but leaves them to do their work schedule"* (Headteacher J). *"this means leaving your staff members in charge of everything without guidelines"* (personal communication, February 2018).

With respect to the headteacher of School 'H' understanding of Laissez - faire leadership style, the headteacher had no idea so the researcher explained to the headteacher.

The findings of the study on the understanding of the various leadership styles and what is adopted by headteachers indicate that laissez-faire style is not mostly employed by school leadership. However, the few headteachers who confirmed the use of this leadership style explained that, it equips teachers to rely on their inherent skills. A study by Cross (2017) mentions that laissez-faire is a hands-off approach to managing subordinates or team members, hence Mulder (2017) affirms that, employing laissez-faire to manage the performance of teachers helps train them to be self-guiding and self-regulated as they get to know exactly what is expected of them. Martin (2017) also asserts that, Laissez-faire is best used on staff members who want to flourish as they

know this approach could empower them, boost morale, increase productivity, encourage innovation and inspire their desire to work hard to make the leader look good as a reward for the faith in them. Moreover, ample delegation gives the laissez-faire headteacher more time for higher-level responsibilities.

The interview response is in line with Martin (2017), who mentions that, much of delegation of duties are done when laissez-faire is used which helps teachers to perform well as they are put at positions where they are much comfortable to perform.

4.3.3 Autocratic Leadership Style

Table 4.14: Response on the Use of Autocratic Leadership Style

Statements	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Undecided (D)
My headteacher imposes decisions on me	9 (17%)	12 (23%)	17 (32%)	15 (28%)	0
My headteacher always retain the final decision-making authority in the school	10 (18.9%)	20 (37.7%)	13 (24.5%)	10 (18.9%)	0
My headteacher does not consider my suggestions because he/she has no time to listen to me	3 (5.7%)	5 (9.4%)	23 (43.4%)	22 (41.5%)	0
My headteacher closely monitors my duties	11 (20.8%)	27 (50.8%)	11 (20.8%)	4 (7.5%)	0

Source: Field data, 2018

With respect to the usage of Autocratic leadership style, table 4.14 shows teachers assessment of their headteachers on Autocratic leadership style to manage their performance. The statement on headteachers imposing decisions on teachers recorded a negative response from teachers with (32%) and (28%) disagreeing and strongly

disagreeing respectively. However, majority (56.6%) of the respondents agreed with the statement which sought to find out whether their headteachers always retained the final decision-making in their schools. Again, 43.4% and 41.5% disagreed and strongly disagreed respectively with the statement that sought to find out whether their headteachers did not consider their suggestions because they had no time to listen to them. On the issue of headteachers closely monitoring the duties of teachers, 20.8% strongly agreed and 50.8% also agreed. This shows that headteachers fairly use Autocratic style of leadership at Asem Circuit. The headteachers were also interviewed to find out their understanding of Autocratic leadership style.

4.3.3.1 Interview Findings on Headteachers' Understanding of Autocratic

Leadership style

To know whether headteachers had knowledge about the available leadership styles, they were asked to describe Autocratic leadership style, the coded headteachers of Schools 'A' to 'J' described it as,

“The type of leader who takes all decisions by him or herself and does not listens to staff or teachers. It is a type of extrinsic attitude where the leader thinks he or she has to put fear in the teachers”. *“the type of leadership where by the leader speaks and no one talks. This type of leader always wants to be heard and always retain the final decision”.* *“This is the type where the leader knows everything “Mr. know all”. The leader is the only person who talks and must be obeyed by his or her subordinates”.* *“this is the leadership style where the leader speaks and no one talks back. The leader always retains the final decision. Another word for it is dictatorship”.* *“this is when the leader says I am the boss, what he or she says is final and no one challenges. When you do challenge, you are blacklisted in the headteachers good books. Every decision*

that is taken by the head is forced on his or her teachers”. “this is the leadership style where all the power springs from one person. Whatever the leader says is final and must be adhered to”. “it is a leadership where the leader dictates to his or her subordinates or team members. He or she imposes decisions on the team members, whether they like it or not. He or she (leader) is the final authority on all decisions”. “the leader or headteacher taken all decisions in the school without involving teachers. The job or work of the teacher is to carry out the instructions given to them by the headteacher”. “the type of leadership where the leader forces their subordinates to perform their duties and do not listen to the plights of the people. What the leader says is final”. “this is where by the leader dictates to staff members what is to be done. It also means using force to let staff work” (personal communication, February 2018).

From the interviews conducted on the headteachers to find out their understanding on Autocratic leadership style show clearly that they all had a fair idea on Autocratic leadership style. The majority of the participants of the study again pointed out that the autocratic style of leadership is rarely applied in their schools, and this clearly indicated that the autocratic leadership style is fairly employed by school authorities in the study area.

The response from headteachers is in line with Nayab (2011) who said that autocratic leadership is where by the leader takes decision by him or herself and does everything without the input of team members, that is, taking decisions alone and all that the subordinates have to do is to carry out instructions.

4.3.4 Democratic Leadership Style

Table 4.15: Response on the Use of Democratic Leadership Style

Statements	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Undecided (D)
My headteacher involves me in decision making	19 (35.8%)	23 (43.4%)	7 (13.2%)	4 (7.5%)	0
My headteacher considers suggestions I make	10 (18.9%)	30 (56.6%)	8 (15.1%)	5 (9.4%)	0
My headteacher creates a positive environment for me to work	10 (18.9%)	30 (56.6%)	7 (13.2%)	6 (11.3%)	0
My headteacher gives equal opportunity to all teachers	17 (32.1%)	17 (32.1%)	13 (24.5%)	6 (11.3%)	0

Source: Field data, 2018

Table 4.15 shows how teachers assessed headteachers on the usage of Democratic leadership style. Majority (35.8%) and (44.3%) strongly agreed and agreed respectively on the statement that sought to find out whether their headteachers involved them in decision-making at the school. Also, the second statement wanted to find out the consideration of teachers' suggestions by headteachers at Asem circuit, this statement was responded very highly with 18.9% strongly agreeing and 56.6% agreeing, which meant that teachers' suggestions are regarded highly by headteachers at Asem circuit. On the statement which sought to find out if headteachers created positive environment for

teachers to work, teachers responded positively with majority (75.5%) in agreement with the statement. Majority (64.2%) of the respondents either strongly agreed or disagreed to the statement that sought to find whether teachers were given equal opportunities in the performance of their duties, but there was a minority (35.8%) that opposed to the statement that they were not given equal opportunity.

4.3.4.1 Headteachers Understanding of Democratic Leadership

To find out how headteachers understood Democratic leadership style, they were interviewed and these were what the headteachers at Asem Circuit had to say;

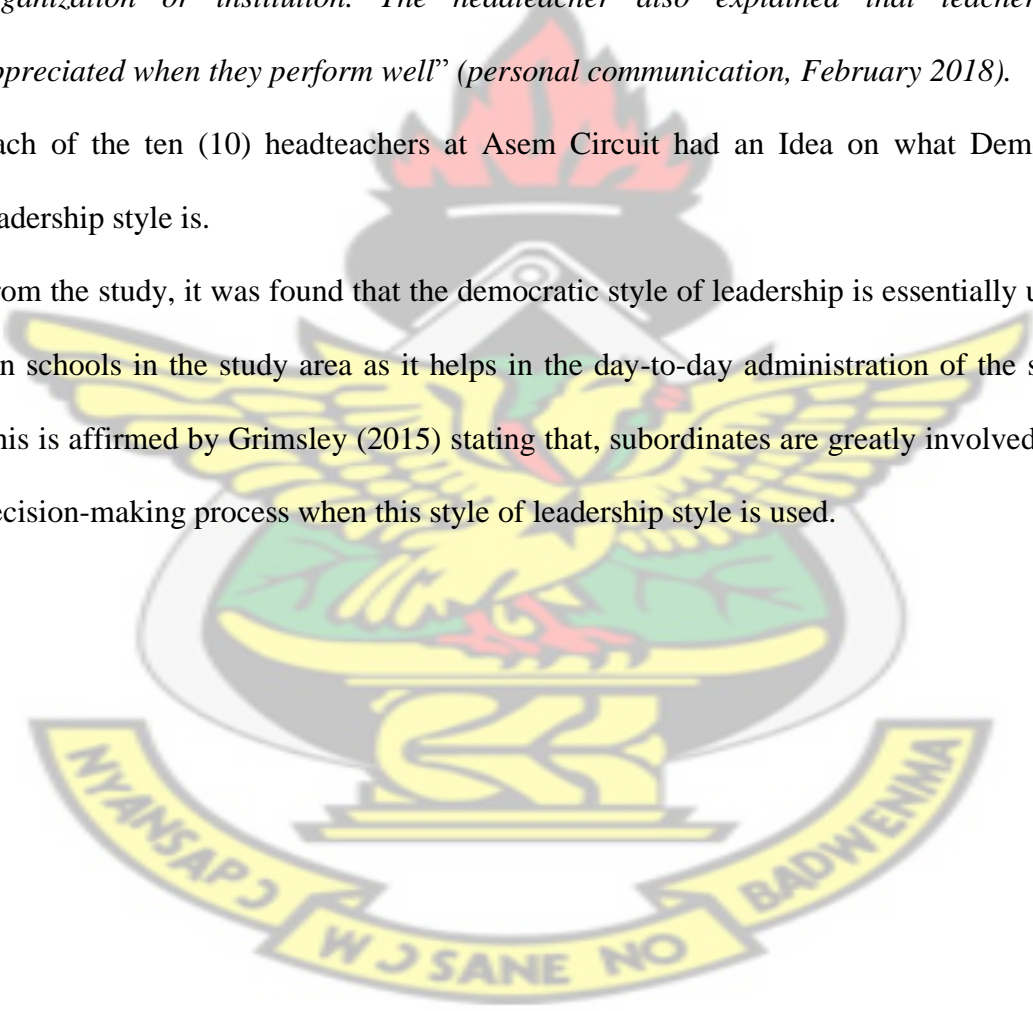
“this is when all the teachers are allowed to take part of decision-making in the school. Each and every teacher has a role to play in the decision making of the school”.

“this type of leader is tolerant and accommodative. He or she wants everyone on the staff to be part of the decision-making”. “This is the type of leadership where the leader involves all the subordinates in decision making”. “this is when all the staff form part of the decision-making process. There is no imposition on teachers to do certain activities without their concern. It is also a type of leadership style that brings peace to a group”. “this is when every teacher is made aware of the goings on in the school. The headteacher involves all the teachers in decision making. If a teacher fails to perform a duty, he or she is allowed to explain why that duty was not performed and appropriate sanctions are given. Teachers see they have authority since they are part of every decision that affects the school. Every teacher’s voice is heard and incorporated in decisions that affect the school”. “it is the leadership style where staff or teachers have a say in the decision making which affects their work. It is also referred to as open-door administration where teachers are allowed to bring their inputs to make teachers feel part of the administration”. “the type of leadership where the leader gives all his

or her subordinates or team members equal opportunity and also allow team members to share their opinions. The type of leader who sees there is quality or something good in every person so everyone should be allowed to give good views and share to achieve a goal”. “this is described as a transparent leader. A leader who involves subordinates in decision making”. “it is the type where the leader gives a hearing ear to every member on the staff. Everybody’s idea is welcome to move forward”. “this is where by teachers are allowed to speak their mind on issues concerning progress in an organization or institution. The headteacher also explained that teachers are appreciated when they perform well” (personal communication, February 2018).

Each of the ten (10) headteachers at Asem Circuit had an Idea on what Democratic leadership style is.

From the study, it was found that the democratic style of leadership is essentially used to run schools in the study area as it helps in the day-to-day administration of the school. This is affirmed by Grimsley (2015) stating that, subordinates are greatly involved in the decision-making process when this style of leadership style is used.



4.3.5 Transformational Leadership Style

Table 4.16: Response on the use of Transformational Leadership Style

Statements	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Undecided (D)
My headteacher supports me to perform my duties, both tangible and intangible way	6 (11.3%)	32 (60.4)	8 (15.1%)	7 (13.2%)	0
My headteacher is willing to listen to me and incorporate new ideas given	10 (18.9%)	30 (56.6%)	7 (13.2%)	6 (11.3%)	0
My headteacher inspires me to work	14 (26.4%)	26 (49.1%)	7 (13.2%)	6 (11.3%)	0
My headteacher allows me to collaborate with other teachers to work	8 (15.1%)	33 (62.3%)	6 (11.3%)	6 (11.33%)	0

Source: Field data, 2018

Table 4.16 describes how teachers assess their headteachers with the usage of Transformational leadership style to manage teachers to performance. 11.3% of the teachers strongly agreed to the statement which sought to ask whether their headteachers support them in tangible and intangible ways to perform their duties, also, 60.4% agreed to the statement. The second statement was to find out whether headteachers had time to

listen to their teachers and incorporated their ideas, Majority (75.5%) confirmed that their headteachers did that. With reference to the third statement on the questionnaire which sought to find out whether their headteachers inspired them to work. 26.4% strongly agreed that they were inspired to work and 49.1% also agreed to the same statement. With the last statement, 15.1% indicated strongly agree and 62.3% went for agree which meant that their headteachers allowed them to collaborate with other teacher to perform their duties. The above information indicates that headteachers at Asem Circuit exhibit forms of Transformational leadership.

4.3.5.1 Interview Findings on Headteachers Understanding of Transformational Leadership Style

With respect to headteachers understanding of Transformational leadership style at Asem Circuit, majority (80%) of the headteachers had no idea of Transformational leadership, the minority (20%) headteacher 'G' and 'J' were interviewed on their understanding and they illustrated it as;

“leadership that deals with the leader not seeing him or herself as the boss but recognizes him or herself a team member and motivates and inspire members to work towards achieving a goal”. “the type of leadership style where the leader sees the need to create values and positive change in his or her followers. The leader becomes someone that all the teachers or followers draw encouragement and inspiration from” (personal communication, February 2018).

Interestingly, 80% of Headteachers did not have any idea of what Transformational Leadership is, whilst 20% of them exhibited some knowledge of it. Even though they did not understand it, some description they gave as some other leadership styles they employ to manage their schools were vivid descriptions of Transformational Leadership

style. The researcher took time to explain the concept of Transformational Leadership to them and almost all participants of the study expressed some appreciable level of preference and usage of it. The fair understanding by these headteachers is in line with White (2018) who believes that transformational style of leadership gives support, influence and motivate staff to introduce and create change and shape the success of an institution.

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4.3.6 Types of Leadership Styles Employed by Headteachers at Asem Circuit

Through interviews, headteachers were quizzed on the type of leadership styles they employed to manage the performance of their teachers, with their coded names, headteachers of school 'A' to 'J' responded by saying;

"I am less autocratic and more of Democratic leadership style". "Democratic leadership style is what I use". "Democratic leadership and Laissez-faire to manage my teachers to perform". "I am more of Democratic and less autocratic". "Democratic is the type of leadership used in the school to manage the teachers' performance but there is also a little of autocratic". "Democratic leadership is my adapted style to manage my teachers to perform". "Transformational leadership style because I want to be seen as a role model and someone who wants better things to happen within the school". "Democratic is the preferred leadership style because teachers feel valued". "I use less Autocratic and more of Democratic style to manage my teachers to perform". "Autocratic and Democratic but all the other leadership styles are used when the need arises" (personal communication, February 2018).

The Headteachers indicated that they combined some of the leadership styles in the management and administration of their schools with four of them indicating that they combine both Autocratic and Democratic styles, one indicating the use of Laissez – faire and Democratic styles, and another four indicating Democratic and one indicating Transformational (per their description) styles of Leadership.

The above interviews assertion by headteachers are put in table 4.17 for clarity and understanding.

Table 4.17: Headteachers and the Leadership style adopted

School Headteacher	Leadership Styles Adopted
A	Autocratic and Democratic
B	Democratic
C	Democratic and Laissez-faire
D	Autocratic and Democratic
E	Democratic
F	Democratic
G	Transformational
H	Democratic
I	Autocratic and Democratic
J	Autocratic and Democratic

4.4 Objective 2: To determine the factors that influence headteachers to adopt leadership styles to manage teacher performance at Asem Circuit.

Identification of the factors that influence Headteachers to adopt a particular leadership style to manage the performance of teachers was done by interviewing headteachers and

administering questionnaires to teachers. The questionnaire were structured with four statements under each type of leadership style, that is, laissez-faire, autocratic, democratic and transformational style of leadership. The statements were based on preparation and presentation of lesson notes, classroom management skills, regularity and punctuality and the performance of co-curricular activities. Teachers were to choose from Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) and Undecided (U) with a tick where they thought was applicable to them, and the percentage determined by the formula stated above in the objective one was interviewed to solicit for their view on the factors that account in choosing these listed leadership styles to manage the performance of their teachers.

4.4.1 Laissez-Faire Leadership Style

Table 4.18: Factors that influence headteachers to adopt Laissez-Faire

Statements	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Undecided (U)
Present detailed lesson notes on time	15 (28.3%)	22 (41.5%)	9 (17%)	5 (9.4%)	2 (3.8%)
Use appropriate classroom management skills	8 (15.1%)	27 (50.9%)	10 (18.9%)	6 (11.3%)	2 (3.8%)
Are punctual and regular at school	17 (32.1%)	24 (45.3%)	6 (11.3%)	6 (11.3%)	0
Work so well when on duty and other co-curricular activities	14 (26.4%)	23 (43.4%)	6 (11.3%)	9 (17%)	1 (1.9%)

Source: Field data, 2018

Table 4.18 shows the distribution of the factors that influence the headteachers at Asem Circuit to adopt laissez-faire to manage the performance of teachers. This first statement sought to find out whether headteachers were hands off on teachers who wrote and presented lesson notes on time. It can be seen that majority (69.8%) believed that the statement was a true reflection, whereas 16.4% asserted that it was not so and 3.8% were undecided. With the use of appropriate classroom management skills, majority (15.1%) and 50.9% for strongly agree and agree respectively responded positively with the statement, whereas the remaining (34%) either did not agree or were undecided. Whether headteachers adopted Laissez-faire to manage teachers who were regular and punctual at school, 32.1% and 45.3% confirmed the statement by strongly agreeing and agreeing respectively. Headteachers allowed teachers who were tactful on their day to day activities to be on their own. A percentage of 69.8% was recorded on teachers who worked well on their duties and other co-curricular activities.

With respect to the factors that influence the headteachers to adopt Laissez-faire leadership style, through interview, headteacher 'A' had nothing to say about it, but the other headteachers had this to say,

.... *“With Laissez-faire, the factors may be when all the teachers do what is expected of them. Eg. Being regular and punctual, preparing and presenting lesson notes and performing other duties given to them”*. *“although it is not the best leadership style to adopt and does not encourage its usage but it may be adopted when teachers do what is expected of them.eg, when they are punctual and regular, write and present lesson notes and completes other assignments that may be given to them apart from academic work”*..... *“it is adopted when authorities (District Education Officers) do not appreciate and motivate the work I do as a headteacher”*. *“it not a good type of leadership style but factors that may account for its usage may be when teachers do what is expected of*

them, but that is even rare”. “this is adopted when the leader doesn’t want to offend any teacher on the staff”. “It is not my choice but may be used when teachers do exactly what is expected of them”. “I would be influenced to adopt when teachers do not agree with me as a headteacher. When they feel as if they know”. “I will be influenced to use this leadership style when teachers do what is expected of them. E.g. coming to school on time and preparing and presenting lesson notes”. “I am influenced to adopt laissez – faire when teachers know what to do and are ready to assist others to perform their duties. Again, teachers who are serious with their work may be managed with laissez – faire leadership style”. (personal communication, February 2018).

The study further establishes factors that motivates Headteachers to use Laissez – faire leadership style, these includes situations when teachers do what is expected of them, when they are punctual and regular, write and present lesson notes and complete other assignments that are given to them apart from academic work. Hence, Johnson (2018) mentions that laissez-faire is best used on employees who require little supervision and have the motivation and passion for their work (Chris, 2015).

4.4.2 Autocratic Leadership Style

Table 4.19: Factors that influence headteachers to adopt Autocratic leadership style

Statements	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Undecided (D)
Fail to prepare detailed lesson note and present it late	8 (15.1%)	18 (34%)	6 (11.3%)	20 (37.7%)	1 (1.9%)
Fail to use appropriate classroom management skills	5 (9.4%)	20 (37.7%)	16 (30.2%)	10 (18.9%)	2 (3.8%)
Are not regular and punctual at school	11 (20.8%)	18 (34%)	13 (30.2%)	8 (15.1%)	3 (5.7%)
Do not work when on duty or giving co-curricular activities	10 (18.9%)	24 (45.3%)	7 (13.2%)	11 (20.8%)	1 (1.9%)

Source: Field data, 2018

This aspect of the research dealt with teachers' assessment of headteachers on the factors that influenced them to adopt Autocratic leadership style to manage their performance at Asem Circuit. Table 4.19 describes how the teachers assessed their headteachers. With the statement that sought to find from teachers whether their headteachers used Autocratic style on them when they failed to present lesson notes on time, 49.1% indicated that their headteachers were Autocratic on them on late submission of lesson

notes. 49% indicated that their headteachers did not use Autocratic on them when they failed to present lesson notes on time, the remaining was undecided. With the use of classroom management style, which was prime to teaching and learning, 9.4% strongly agreed to the statement that their headteachers adopted Autocratic leadership style to manage their classroom management skills, 37.7% agreed that their headteachers were Autocratic in terms of classroom management skills. Majority (49.1%) disagreed with the statement that their heads adopted autocratic style to manage their classroom management skills. Teachers' regularity and punctuality which was the third item recorded 54.8% which agreed with the statement, and the rest either disagreed, strongly disagreed or were undecided. On other duties and co-curricular activities which are specified by the headteachers, majority (64.2%) indicated that headteachers were autocratic when it came to teachers performing special duties and co-curricular activities. With the interview conducted on headteachers to find out the factors that influence them to adopt Autocratic leadership style to manage their teachers, they had this to say according to their coded names 'A' to 'J' respectively as:

"I am influenced to use it when teachers do not prepare lesson notes and also when they delegate people to write the lesson notes for them. Again, teachers who do not give enough exercises and also do not mark them. Teachers who are not transparent with school finances are also managed with Autocratic leadership style" (Headteacher A).

"when the teachers are not willing to do what is expected from them. E.g. When teachers fail to prepare and present their lesson notes, when their regularity and punctuality are not forthright and when they fail to use contact and instructional hours judiciously. Sometimes too, issues about finances (money) are connected to autocratic style to ensure that the school's purse is protected" (Headteacher B).

..... *“it is one of the best leadership styles to operate in but sometimes it is called for when teachers do not do what is expected of them. Some of the factors that may influence the adaptation of this leadership style are repeatedly doing what a teacher has been cautioned not to do. Eg. Not being regular and punctual, not writing and presenting lesson notes on time, not setting enough class exercises and marking them, not performing other duties apart from academic work, not using the right classroom management strategies or skills and not using instructional and contact hours for its purposes. Lastly using the mobile phone during instructional hours”* (Headteacher C).

..... *“the headteacher’s character or attitude may influence the adaptation of this leadership style. It may be called upon when the headteachers leniency is taken for granted by teachers. Again, when authorities from the DEO put pressures on the head, the head in turns put the same pressure on the teachers”* (Headteacher D).

..... *“it is used when the teachers are not willing to do what is expected of them. One of the teachers at the school was not regular and punctual to school, so the leadership style for that teacher was autocratic. Again, when teachers are not writing and completing lesson notes it calls for autocratic style”* (Headteacher E).

..... *“this is adopted because when he feels he is being undermined by the teachers”*. (Headteacher F).

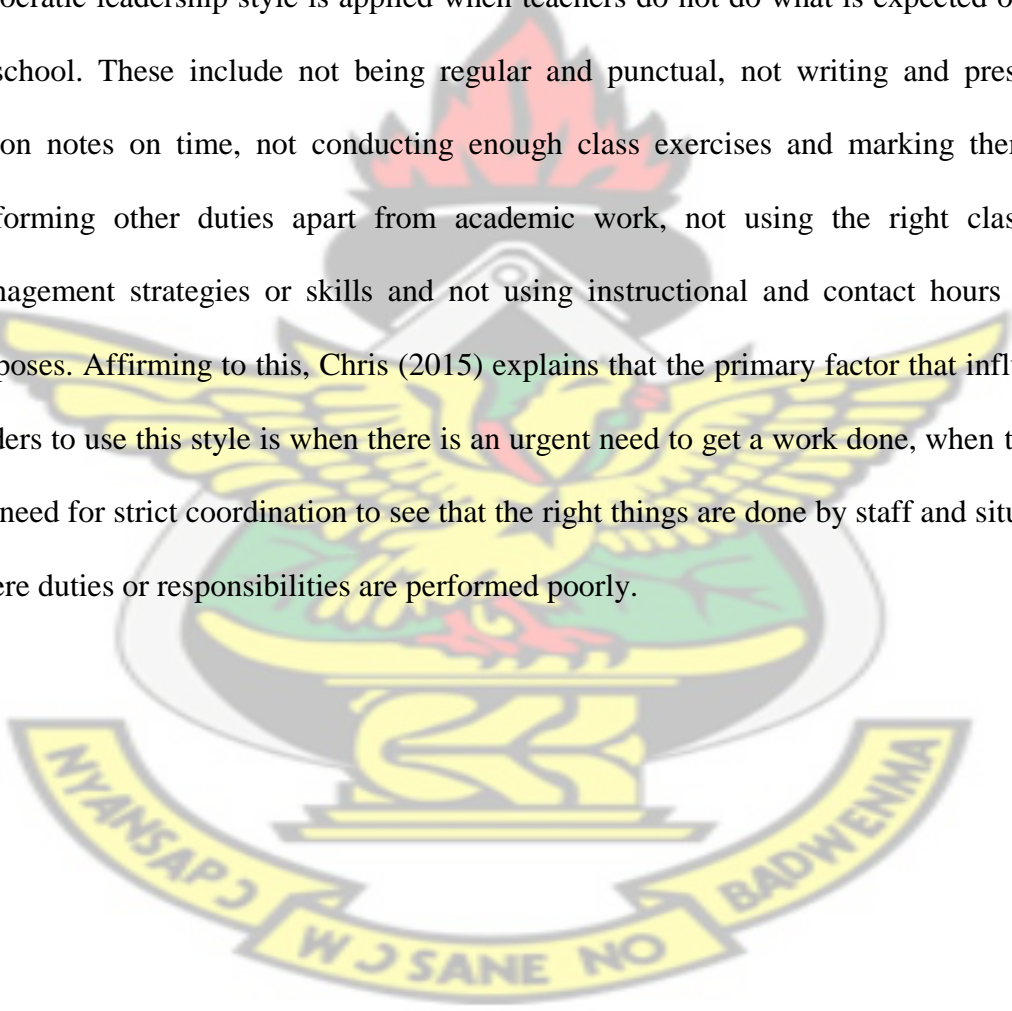
..... *“I use this style when teachers repeatedly do what is not expected of them. Eg. Using mobile phones during instructional hours, coming to school late and writing and not presenting lesson notes on time”* (Headteacher G).

..... *“I adopt it when I want to put fear in teachers who do not do what is expected of them and also when I want to be respected by the teachers. Also, when teachers ask for too many permissions to be out of school”* (Headteacher H).

..... *“I often use it when teachers fail to do what is expected of them. E.g. Lateness to school, not preparing and presenting lesson notes on time, not marking assignments given to pupils and absenting oneself without prior notice” (Headteacher I).*

..... *“There are teachers who always want to be directed to work, these persons may attract autocratic leadership style on them. Also, teachers who do not do what is expected of them eg. Absenteeism, lateness to school and non – preparation of lesson notes” (Headteacher J). (personal communication, February 2018).*

Autocratic leadership style is applied when teachers do not do what is expected of them in school. These include not being regular and punctual, not writing and presenting lesson notes on time, not conducting enough class exercises and marking them, not performing other duties apart from academic work, not using the right classroom management strategies or skills and not using instructional and contact hours for its purposes. Affirming to this, Chris (2015) explains that the primary factor that influences leaders to use this style is when there is an urgent need to get a work done, when there is the need for strict coordination to see that the right things are done by staff and situations where duties or responsibilities are performed poorly.



4.4.3 Democratic Leadership Style

Table 4.20: Factors that influence headteachers to adopt Democratic Leadership Style

Statements	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Undecided (D)
Do their best to prepare and submit detailed lesson notes	22 (41.5%)	26 (49.1%)	2 (3.8%)	2 (3.8%)	1 (1.9%)
Do their best to use appropriate classroom management skills	14 (26.4%)	34 (64.2%)	3 (5.7%)	2 (3.8%)	0
Do their best to be punctual and regular at school	16 (30.3%)	29 (54.7%)	3 (5.7%)	2 (3.8%)	3 (5.7%)
Do their best when they are on duty or giving co-curricular activities	0	16 (30.2%)	33 (62.3%)	3 (5.7%)	1 (1.9%)

Source: Field data, 2018

Table 4. 20 sought to find out the factors that influenced headteachers at Asem Circuit to adopt Democratic leadership style to manage teacher’s performance. With respect to statement one, which was preparation and submission of detailed lesson notes, 41.5%

strongly agreed to the statement and 49.1% agreed. On statement two, which asked of teachers to rate their headteachers on the adoption of Democratic when teachers try to do their best to use appropriate classroom management skills, majority (90.6%) upheld the statement. Majority (85%) indicated that their headteachers adopted Democratic leadership style when they were regular and punctual at school. With co-curricular activities, the teachers disagreed with the statement. The above shows that, headteachers adopted Democratic leadership style when teachers did their best and what was expected of them as per their work engagement.

Again, to find out the factors that influenced the headteachers to employ Democratic leadership style to manage the performance of teachers, eight (8) headteachers who were interviewed said,

“It is used at staff meetings, Parent Teacher Association (PTA) meetings and In-Service Education and Trainings (INSETs) so as to get the opinions of teachers”.

The headteachers then added the following at their interviews,

“Again, when an issue concerns a teacher, the said teacher is spoken to one on one, to listen carefully to what he or she has to say or about the issue. Example are lateness to school, absenteeism and late submission of lesson notes”. It is used on first- and second-time offenders when they are not able to perform their duties or responsibilities”.
(Headteacher A).

“This is one of the best leadership styles to use when you want to take away rumours in the school and want to involve every teacher in decision making in the school. E.g. During staff meetings teachers are allowed to bring their views on the agenda on the table, in terms of resolving issues between two or three teachers, the democratic style is used in order to get all their views and determine the solution to it. Again, when a teacher is unable to perform a duty over a period of time, he or she is given the

opportunity to tell the headteacher why he or she has not been consistent in the performance of his or her duty” (Headteacher B), Headteachers G and J also made similar comments.

“it is the best leadership style to use and would encourage every headteacher to use it. He continued by saying that, he is influenced to use democratic leadership style when he wants to incorporate the suggestions given by the teachers he manages to manage situations at the school. Democratic leadership style is adopted because knowledge is not based in the head of one person, and to build a strong institution where there is trust and cooperation, diverse opinions must be considered” (Headteacher C).

“it is used when the I see the necessity of using this leadership style to appreciate and motivate them to do more” (Headteacher D).

“this is used when you want everyone to put the hands-on deck, so some powers are delegated to teachers so to involve them in the administration. A teacher is put at where he or she has control. E.g. A teacher who collects monies, the one who supervises the compound work (sanitation), sports teacher, disciplinary teacher, worship teacher or chaplain and teacher in charge of examinations. The various delegated offices give reports at staff meetings every four weeks to update the staff. Again, when as a headteacher you do not want to be tagged as “Mr. know all” the issues on classroom management and lesson notes preparation are turned to In-Service Education and Trainings (INSETs) where a teacher who is noted to be well versed in that subject area is made to train all the teachers including the headteacher” (Headteacher E).

“this is adopted when he wants to have the peace of mind to work. Again, “when he wants every teacher to feel important in the school” (Headteacher F).

“this is adopted when I do not want any teacher to be peeved and also try to make them part of the decision-making process in the school”. (personal communication, February 2018.)

Also, headteachers adopt and use democratic leadership style when they want to incorporate the suggestions given by their teachers to manage situations at the school, whenever they need to solicit for ideas or views, especially during staff meetings and PTA meetings to build consensus as well as SBI/INSET. Attributing this to the fact that, one person is not a repository of knowledge, and to build a strong institution where there is trust and cooperation, diverse opinions must be considered. Eduexcellence.org (2017) confirms this and adds that Democratic leadership may be employed when unclear matters in an institution needs to be clarified for consensus. Again, Technofunc (2013) claims that democratic leadership is best used when team members are eager to share their knowledge with each other for the benefit of the institution. Likewise, Defining leadership (2018) also mentions that to bring the best out of the workers, to value their expertise and to build commitment among them, it is important for leadership to adopt democratic leadership to manage workers. Cheery (2018) points out that, to increase group morale that leads to productivity, it is imperative to adopt Democratic style of leadership.

4.4.4 Transformational Leadership Style

Table 4.21: Factors that influence headteachers to adopt Transformational Leadership

Statements	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Undecided (U)
Are willing to prepare and submit detailed lesson notes on time	15(28.3%)	33(62.3%)	1 (1.9%)	1 (1.9%)	3 (5.7%)
Are willing to use the right classroom management skills	15 (28.3%)	31 (58.3%)	3 (5.7%)	2 (3.8%)	2 (3.8%)
Are willing to be punctual and regular at school	0	19 (35.8%)	29 (54.7%)	3 (5.7%)	2 (3.8%)
Are willing to collaborate with other teachers when on duty	16 (30.2%)	29 (54.7%)	4 (7.5%)	1 (1.9%)	3 (5.7%)

Source: Field data, 2018

To establish the factors that influence the adoption of Transformational leadership style by headteachers at Asem Circuit, the researcher outlined four statements in the questionnaire to teachers, which are found in table 4. 21. The first statement sought to find out whether headteachers were influenced to adopt Transformational leadership style to manage teachers' performance when teachers were willing to prepare and submit detailed lesson notes on time, majority (90.6%) responded in the affirmative to the statement. 28.3% of the respondents strongly agreed and 58.3% also agreed to the statement two that, headteachers adopted Transformational leadership style when they

saw teacher's willingness to use the right approach to classroom management. With the third statement which sought to find out whether headteachers adopted Transformational leadership style when teachers were willing to be regular and punctual at school, they responded negatively with 54.7%. Majority of the teachers representing 84.9% asserted that their headteachers encouraged and inspired them when they collaborated to work.

However, the few headteachers who adopt transformational leadership style do so when teachers are willing to do what is expected of them at the school.

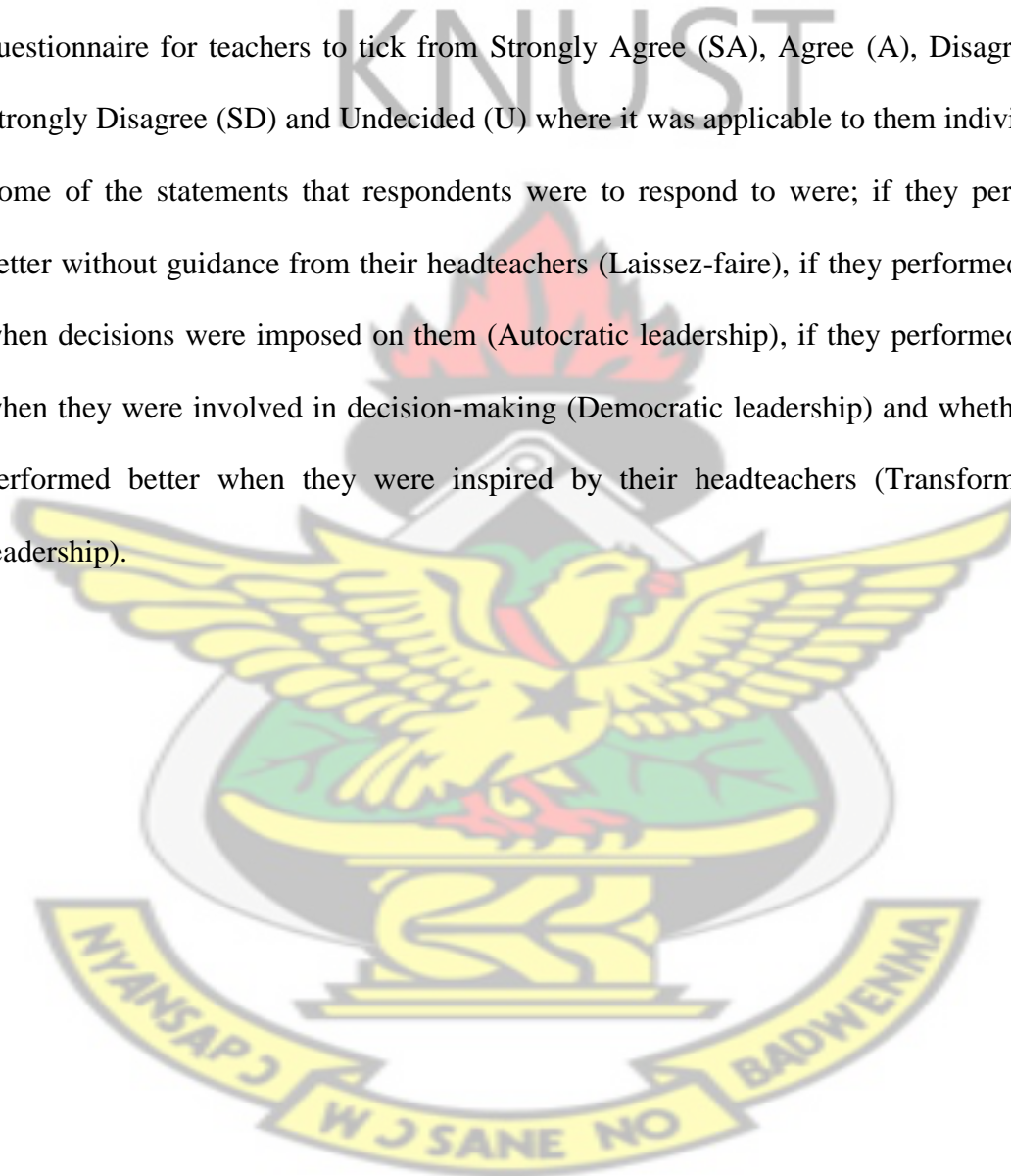
Headteachers were again interviewed on what influenced them to adopt Transformational leadership to manage the performance of their teachers, because headteacher 'G' and 'J' had knowledge on Transformational leadership, they were interviewed as such, and they explained by saying:

"I will be influenced to use this type of leadership style when teachers are willing to do what is expected of them and also buying into my vision as a headteacher. E.g. when I want teachers to be regular and punctual and to see improvement, I am encouraged to motivate and inspire the teachers to keep it up. Again, when I meet teachers who have been at the school for a longer period and those who are of the same age and rank at the school, it is important to make them feel that I am not there to impose decisions on them but I am there as co-equal to work together as a team to achieve a goal".

....."I will be influenced to adopt this, when a problem is identified. E.g. Absenteeism, difficulty in submission of lesson notes or classroom management issues. When teachers are willing to come out of that, it may lead to effect that change. Also, when the headteacher sees that the teachers are willing to learn new things" (personal communication, February 2018).

Objective 3: To describe the impact of headteachers' leadership styles on teacher performance at Asem Circuit.

This objective sought to find out how the leadership styles adopted by headteachers impacts on the performance of teachers. A number of elements or statements that were derived from the characteristics of the leadership styles were put in the form of questionnaire for teachers to tick from Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) and Undecided (U) where it was applicable to them individually. Some of the statements that respondents were to respond to were; if they performed better without guidance from their headteachers (Laissez-faire), if they performed better when decisions were imposed on them (Autocratic leadership), if they performed better when they were involved in decision-making (Democratic leadership) and whether they performed better when they were inspired by their headteachers (Transformational leadership).



4.4.5 Laissez-Faire Leadership Style

Table 4.22: Impact of Laissez-Faire on Teacher Performance

Statements	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Undecided (D)
I perform better when my headteacher gives me the opportunity to work on my own pace with no guidance	10 (18.9%)	14 (26.4%)	17 (32.1)	11 (20.8%)	1 (1.9%)
I perform better when my headteacher allows me to determine what is to be done at the school and do it	2 (3.8%)	18 (34%)	23 (43.4%)	8 (15.1%)	2 (3.8%)
I perform better when my headteacher provides resources needed to work and work on my own	12 (22.6%)	24 (45.3%)	14 (26.4%)	3 (5.7%)	0
I perform better when my headteacher allows me to solve problems on my own without collaboration	0	10 (18.9%)	26 (49.1%)	16 (30.2%)	1 (1.9%)

Source: Field data, 2018

To ascertain the impact of Laissez-faire leadership styles' of headteachers on teachers at Asem Circuit, a questionnaire with four different statements were administered to the

teachers, the first statement was to find out whether teachers performed better when their headteachers made them work on their own pace without guidance. Majority (32.1%) and 20.8% disagreed and strongly disagreed respectively to the statement. The second statement sought to find out whether teachers performed better when they were allowed to determine what they wanted to do at the school, majority (58.5%) of the respondents indicated that they did not perform better when they determined what was to be done at the school. The third statement was to find out whether teachers performed better when their respective headteachers provided resources and left them on their own, majority affirmed they worked better when they were provided with resources and worked on their own. The fourth statement was to find out if teachers performed better when their headteachers allowed them to collaborate with other teachers in performing their duties, majority of the teachers indicated that they performed better when they were allowed to collaborate to perform their duties.

With respect to the impact of Laissez – faire leadership style on the performance of teachers, the headteachers through interviews indicated that,

“(Headteacher A), the teachers will become lazy at work and their performance would be abysmal, (Headteacher B) also said similar but added that those who are self-motivated to perform look for transfer and leave the school to different schools. Pupils, then have an academic challenge because there is always a new teacher all the time”. (Headteacher H), also added that “there would be nothing that the school can do well. The performance of the teachers would go down and some teachers would be willing to leave the school on transfer to another school”.

(Headteacher C) said, “it is never the best leadership style to adopt to manage the performance of teachers. Everyone needs direction and encouragement to perform a duty, therefore when you leave teachers on their own without direction, they would even

not know where there are going right or wrong. Also, performance as a headteacher would be termed as weak leadership. Even teachers who want their freedom to work would not do what is expected of them and take the headteacher for granted and would name the headteacher as not a serious leader. Again, when teachers do not do their work, it is the pupils under his or her care that would suffer. (Headteacher C) continued to say that, it can even cost the job of the headteacher through the Circuit Supervisor (CS) to national headquarters of Ghana Education Office (GES).

“teachers will not perform their duties as expected of them. Those who feel they are underutilized seek transfer from the school. When the teachers don’t perform well, the pupils suffer” (Headteacher D).

“it the worst leadership style to use. This can collapse a school. Also, teachers would be very lazy which would affect their performance greatly. This will greatly affect the individual personal academic progress. Also, because there isn’t anything challenging at the school, nothing pushes the teachers to upgrade themselves academically” (Headteacher E).

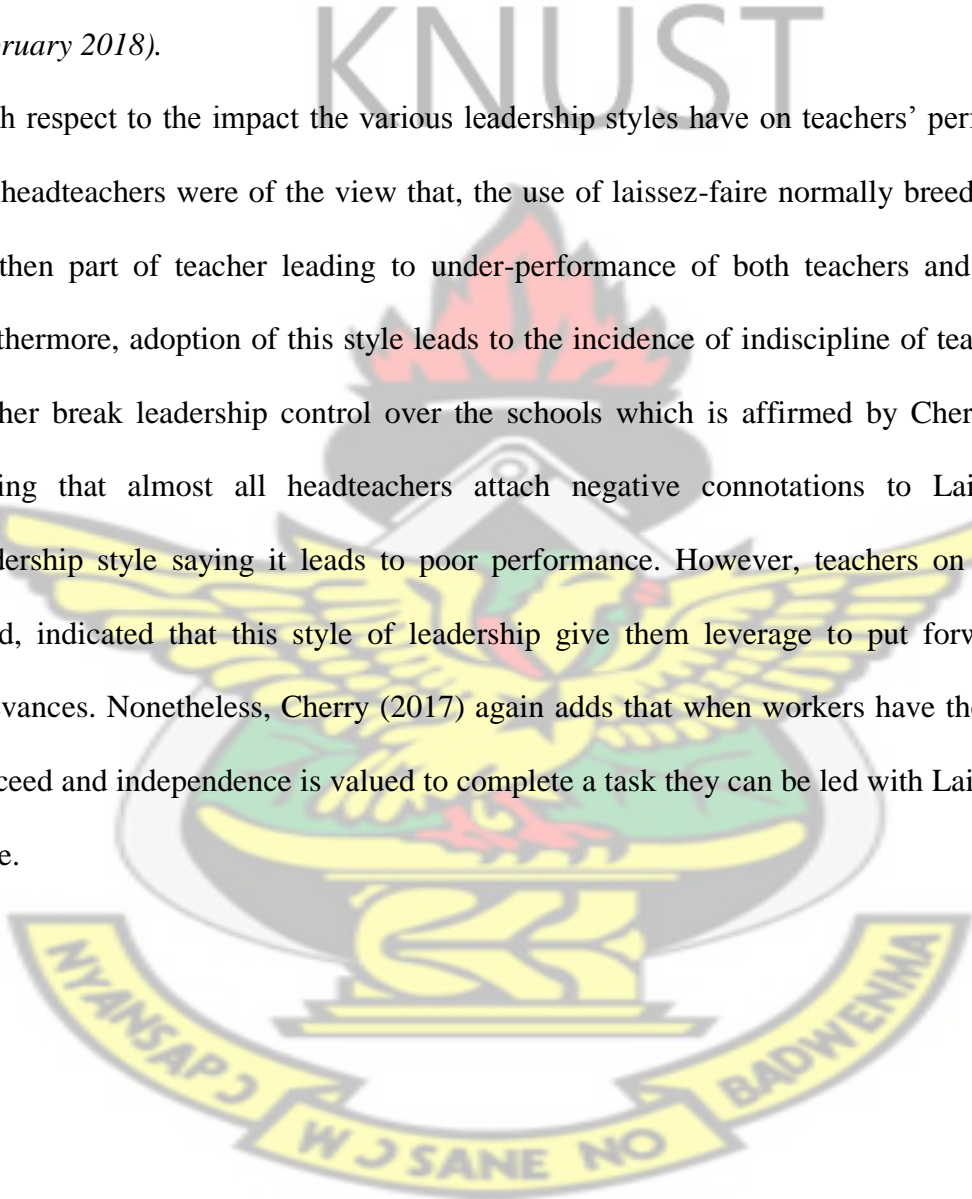
“it doesn’t improve their performance. Their performance becomes bad and everything becomes disarray. If a different headteacher is brought to the school to head, managing these types of teachers would become very difficult” (Headteacher F). Similarly, headteacher G said, “teachers would not perform their duties since they believe that no sanctions would be given to them. There is abysmal performance because there is no direction or control from headteacher”.

“although it is not the best, sometimes you cannot do away with it. It has both positive and negative impact. Positively, teachers who do not want to work under pressure can work better and those who are self-motivated can also perform all their duties.

Negatively, most teachers may be reluctant to perform their duties and may become a canker in the school” (Headteacher I).

(Headteacher J) said, “It does not impact positively because when they are left to perform on their own without any guidance, they become arrogant. They sometimes think they are better off without the guidance of the headteacher” (personal communication, February 2018).

With respect to the impact the various leadership styles have on teachers’ performance, the headteachers were of the view that, the use of laissez-faire normally breeds laziness on the part of teacher leading to under-performance of both teachers and students. Furthermore, adoption of this style leads to the incidence of indiscipline of teachers and further break leadership control over the schools which is affirmed by Cherry (2017) stating that almost all headteachers attach negative connotations to Laissez-faire leadership style saying it leads to poor performance. However, teachers on the other hand, indicated that this style of leadership give them leverage to put forward their grievances. Nonetheless, Cherry (2017) again adds that when workers have the skills to succeed and independence is valued to complete a task they can be led with Laissez-faire style.



4.4.6 Autocratic Leadership Style

Table 4.23: Impact of Autocratic Leadership style on Teacher Performance

Statements	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Undecided (D)
I perform better when my headteacher imposes decisions on me	2 (3.8)	3 (5.7%)	19 (35.8%)	25 (47.2%)	4 (7.5%)
I perform better when my headteacher always retain the final decision-making authority in the school	0	2 (3.8%)	24 (45.2%)	26 (49.1%)	1 (1.9%)
I perform better when my headteacher does not consider my suggestions because he/she has no time to listen to me	1 (1.9%)	21 (39.6%)	30 (56.6%)	1 (1.9%)	0
I perform better when my headteacher closely monitors my duties	2 (3.8%)	21 (39.6%)	17 (32.1%)	13 (24.5%)	0

Source: Field data, 2018

This aspect of the research was to find out how Autocratic leadership impacts on the performance of teachers. The first statement in the questionnaire was to find out whether teachers perform better when decisions were imposed on them, majority (35.8%) and 47.2% disagreed and strongly disagreed respectively that imposing decisions on them did

not help them to perform any better. When teachers were asked whether they perform better when the final authority in decision was always retained by headteachers, majority (94.3%) indicated that they did not perform better when all decision-making authority was retained by the headteacher. The third statement sought to find out from teachers if they performed better when their headteachers did not consider their suggestions, majority (56.6%) disagreed and indicated that they did not perform well. The last statement sought to find out if teachers performed better when their headteachers closely monitors their duties, (32.1%) disagreed and (32.1%) strongly disagreed with the statement.

On the impact of Autocratic leadership style on how teachers performed their responsibilities and duties, the headteachers through interviews indicated that,

“in the short-term teachers may perform their duties exceptionally but in the long-term they may want to leave on transfer to another school. They may also under perform because in the headteacher’s absence they would become reluctant to perform their duties” (Headteacher A and E). (Headteacher B and D) said similar comments and added that it promotes discipline in the presence of the headteacher but indiscipline in his or her absence, leads to turnover, brings about tension in the school which does not promote a conducive environment for teaching and learning and leads to underperformance respectively”.

“it has a positive and negative impact. The positive impact is that, a change is realized in a situation where it was employed. In the negative side, teachers may leave everything on the headteacher and would not participate in anything at the school, which leads to apathy and can affect every part of the administration of the headteacher, Hence, teachers then go with the slogan, “Mr know all, “ye ma yen hwe!” (do for us to see)”. Again, teachers may leave the school for another school or his or her performance may

not be encouraging and there would always be rift between headteachers and the teachers. I think the negative outweighs the positives” (Headteacher C).

“it brings rivalry in the school between the headteacher and the staff. It also brings division in the school. It doesn’t retain teachers. Duties of teachers are not well performed because there is always tension” (Headteacher F). (Headteacher G) also confirms turnover and sees headteacher as mean”

“teachers start performing their duties as it is expected of them. E.g. Regular and punctual, preparing and presenting lesson notes on time, stopping the usage of phones during instructional hours, but they see the headteacher as mean and do not perform in the absence of the headteacher. Some teachers also want to leave because they believe they are always forced to work” (Headteacher H, I and J). (Personal communication, February 2018).

The headteachers in their response asserted positive and negative results in the use of Autocratic leadership style. They claimed that it yields positive results when used in the short term since teachers will begin to be punctual and regular and prepare and submit lesson notes on time, which is in line with Nayab (2011) that things are done quickly with this leadership style. Even though some headteachers use autocratic style, most of them are of the view that, it leads to apathy on the side of teachers in the absence of headteachers in the school to instill discipline. It is however believed that it promotes discipline in the school due to the nature of strictness attached to this style. Teachers on the other hand were of the opinion that, their personal rights are trampled upon since they are forced to behave or act in prescribed ways. This, they explained, normally leads to under-performance since they always feel intimidated and uncomfortable working with headteachers who mostly use autocratic style. Chris (2015) clearly explain that Autocratic style of leadership leads to noninvolvement, absenteeism and decreased in

productivity from staff. Also, situations when leaders always retain decisions to themselves, results in breaks down in communication and hinders initiative from employees or workers.

4.4.7 Democratic Leadership Style

Table 4.24: Impact of Democratic Leadership Style on Teacher Performance

Statements	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Undecided (D)
I perform better when my headteacher involves me in decision making	23 (43.4%)	30 (56.6%)	0	0	0
I perform better when my headteacher considers suggestions I make	21 (39.6%)	32 (60.4%)	0	0	0
I perform better when my headteacher creates a positive environment for me to work	29 (54.7%)	24 (45.3%)	0	0	0
I perform better when my headteacher gives equal opportunity to all teachers	22 (41.5%)	29 (54.7%)	1 (1.9%)	1 (1.9%)	0

Source: Field data, 2018

Table 4.24 shows teachers' assertion on how the adoption of Democratic leadership by headteachers impacts on their performance. From table 4.23, teachers indicated with strong affirmation that they work better when their headteachers involve them in decision-making. Again, all the teachers (100%) indicated again that, when their suggestions are considered by their headteachers, they performed better. By means of the headteachers creating a positive environment for teachers to work, teachers again upheld the statement with a 100% score that they were able to work well and increased their performance when positive environment was created for them. The last statement on table 4.23 sought to find out from teachers if they were able to perform better when their headteachers gave every teacher the same opportunity to work, majority (96.2%) confirmed the statement whereas 1.9% disagreed and 1.9% undecided.

This aspect of the interview was to find out how headteachers' Democratic leadership style, impacted to the performance of teachers. Through the interview, headteachers had this to say,

“Teachers will become involved in the happenings in the school which indemnifies them not to say they are not aware of a situation, so they perform all their duties and that enhances the progress of the school”. “it is my preferred leadership style and its impact is great. Teachers work well because they feel valued and see themselves as part of the decision-making body in the school. As a headteacher, I am expected to retain most of the teachers I manage. For continuity sake, retaining your teachers for six to eight years is good enough to maintain good performance academically”. “it helps teachers to work with joy. Teachers also work to achieve a goal because he or she was part of the decision making. Teachers are also retained at the school for the four six to eight years a teacher has to spend in a school where he or she is posted to”. “this type of leadership helps to build a team where by everybody’s input is necessary and

important. Teachers are then willing to perform all their duties and where they cannot do it, a colleague supports through collaboration. Teachers are encouraged to work because they feel they are part of the administration”. “teachers are able to perform their duties satisfactorily. It promotes a healthy school environment. It also retains teachers to the school”. “teachers always look lively at school. If a teacher is not able to come to school early, he or she informs the headteacher either by calling or through a message on the mobile phone. There is a peaceful environment which promotes teaching and learning”. “it helps teachers to do their best because they see themselves as part of decision making. It also retains teachers”. “Teachers perform better when their voices are heard. I believe teachers work better when they feel part of decision making”. “teachers do their work well when they are made to share their views and see their views being inputted. Teachers work in the absence of the headteacher as compared to the autocratic style when in the absence of the headteacher, the teachers do not work. Hence, teachers are likely to be retained” (personal communication, February 2018).

Also, usage of democratic style results in good performance on the part of teachers since they are part of the decision-making body and therefore, give out their best in all activities for proper growth and development of the school. This is clear from the result when all the teachers (100%) indicated that when their suggestions are considered by their headteachers, they perform better, which promotes better ideas and more creative solutions to problems (Cherry, 2018). The responses from the headteachers included job satisfaction, teachers becoming aware of situations at the school, retaining teachers, teachers working with joy, high productivity, high morale, team building, feeling valued and being part of the decision-making body at the school. These assertions by the headteachers through the interviews were in line with Martin (2016) who stated that the

commitments of workers are increased which helps the success of the institution, also, Technofunk (2013) states that morale of employees are high, there is high productivity and workers feel valued when Democratic leadership is employed to manage employees.

4.4.8 Transformational Leadership Style

Table 4.25: Impact of Transformational Leadership Style on Teacher Performance

Statements	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Undecided (D)
I perform better when my headteacher supports me to perform my duties, both tangible and intangible ways	24 (45.3%)	28 (52.8)	0	0	1 (1.9%)
I perform better when my headteacher is willing to listen to me and incorporate new ideas given	17 (32.1%)	36 (67.9%)	0	0	0
I perform better when my headteacher inspires me to work	39 (73.6%)	14 (26.4%)	0	0	0
I perform better when my headteacher allows me to collaborate with other teachers to work	22 (41.5%)	31 (58.5%)	0	0	0

Source: Field data, 2018

Table 4.25 intended to find out how the Transformational leadership style impacts on the performance of teachers. With the support that comes from headteachers to teachers in

support with their work in both the seen and unseen ways engage them to perform better as 98.1% affirmed it. All the teachers confirmed that they worked better when they were listened to and also when their new ideas were incorporated in the management of policies in the school. Again, teachers with a 100% unanimous decision asserted that they performed better when they were inspired to work. The last statement which sought to find out whether teachers performed better when they collaborated with other teachers in the performance of their duties, all the teachers (100%) indicated that they performed better when they were allowed to collaborate with their colleagues.

This aspect of the interview sought to find out the impact of the headteachers' Transformational leadership style on their teachers to perform. As noted earlier, majority of the headteachers who were interviewed at Asem circuit had no knowledge about Transformational leadership style, but when the researcher explained to them, they had this to say,

“teachers would perform better when they see their leader involved in the daily work. This will make teachers to be retained in a school for a period of about six to eight years, would always be on their toes working to improve their performance, they will feel happy and loved because of the inspiration and motivation that is provided and be willing to work to improve performance. Teachers will be willing to support headship to succeed in administration. Academically, the effect on the teachers would touch the pupils and they will perform well. Teachers may feel like they are part of leadership and would not see the headteacher as the ‘boss’. “teachers will try their best to do the right thing. There would also be discipline in the school. “Teachers will get to know that, the headteacher is up to date and tactful, and the headteacher has a vision and works to achieve it. This helps teachers to learn and keep the pace of the headteacher. The teachers in turn have to catch up to the headteacher to upgrade themselves which helps

them to perform better. Teachers will be willing to stay at a school where there is a vision and is being worked upon to achieve”. “teachers will feel their headteacher is part of them and that would energize them to work hard to achieve the goal of the school and see eye to eye with the headteacher’s vision. Again, it will definitely retain teachers at a school and reduce grapevine in the school environment” (personal communication, February 2018).

The few headteachers who knew something about Transformational leadership style responded to the interview by saying,

“teachers begin to share their challenges with the headteacher because of the values and skills they learn from headteachers. E.g. Those with difficulties in teaching a topic, family life which may affect their performance as teachers and a duty they find it challenging to do at the school. So, with the inspiration and motivation given them they perform their duties well and try to improve on where they have challenges, e.g. teachers have learnt from colleague teachers on how to manage their time to come to school early and also prepare and present lesson notes on time. It has also retained teachers who previously had wanted to leave the school on transfer” (personal communication, February 2018).

Transformational leadership, which was barely known by most of the headteachers who took part in the study, was identified to motivate their staff in order to give out their best. According to the few who use it, teachers normally feel part of school management and diligently work since their headteachers are also seen to be involved in whatever they do. Teachers also mentioned that they performed better when this leadership style is used because they get a sense of belongingness which serve as motivation to do more. The responses from the headteachers of Asem circuit on Transformational leadership is in line Raza (2011) who asserts that employees feel enabled and a sense of success when

they work with Transformational leaders. Also, Wells and Peachey (2010) explain that employees have a fulfilling relationship with the leader and the desire for employees to leave the organization is lowered.

4.5 Correlation between Years as Headteachers and the Leadership styles Adopted.

The result showed a correlation between the number of years headteachers have been in service and the leadership style employed in directing teachers in school activities. It was revealed that, headteachers with less than five years' experience as headteachers adopted less democratic and more of autocratic leadership style. This was explained by respondents that, since they were new on the position, it was very important to impose rules and regulations in order to instill discipline in their staff. This can also be attributed to fear of failure on the part of these headteachers. However, headteachers who were matured and have had more than 5 years' experience as headteachers adopted more of democratic and laissez-faire style of leadership in their areas of activities. The Teachers who were headed by matured and experienced headteachers, were included in almost all decision making in the school to ensure proper growth and development. Therefore, teachers were actively involved in the management of the school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This chapter entails the summary, conclusions and recommendations based on the objectives or research questions set for this study.

5.2 Summary

The study sought to look into impact of educational leadership on teacher performance: A case study at public primary schools in Asem Circuit of Kumasi Metropolis. Research questions for the study were: (1) What do you understand by leadership styles and which of them is adopted by public primary school headteachers to manage teacher performance at Asem Circuit? (2) What factors influence head teachers to adopt leadership styles to manage teacher performance at Asem Circuit? (3) How do the leadership styles adopted by head teachers affect teacher performance at Asem Circuit? Using questionnaire, interview and document analysis, data were solicited from headteachers and teachers of public primary schools in Asem Circuit of the Kumasi Metropolis.

The main findings of the study are:

1. It was revealed that 8 out of 10 headteachers did not know what transformational leadership was. Having explained the concept of this style, headteachers appreciated that they on different occasions, practiced it because they felt it was the ideal style to adopt when blended with others. However, even though they combine more than one style to manage their schools, it was evident that majority (90%) of headteachers practiced the democratic style of leadership in the sampled schools.

2. The study in seeking to identify the factors that influenced headteachers to adopt leadership styles to manage teachers' performance concluded that the laissez – faire style is adopted when teachers do what is expected of them, especially when they are punctual and regular, write and present lesson notes and complete other assignments on time and other duties apart from academic work. The headteachers indicated that the Democratic style is also adopted when they (Headteachers) want to incorporate the suggestions given by their teachers to manage situations at the school, and also whenever there is the need to solicit for ideas or views, especially at staff meetings to build consensus. Again, this style is used during Parent-Teacher Association (PTA) meetings and other school based in-service trainings (SBI/INSET) attributing this to the fact that, one person is not a repository of knowledge, and to build a strong institution where there is trust and cooperation, diverse opinions must be considered. In respect of the Autocratic leadership style, it is applied when teachers fail to do what is expected of them or when teachers repeatedly do what they are cautioned not to do. Transformational leadership on the other hand is adopted when teachers are willing to do what is expected of them at the school.
3. The impact of headteachers' leadership styles on teacher performance at Asem Circuit, revealed that the laissez – faire style breeds laziness and indiscipline on the part of teachers leading to under-performance of both teachers and students while the Democratic style makes teachers exhibit good performance as they feel being part of decision-making body. The Autocratic leadership creates apathy whenever headteachers are not in the schools to instill discipline and the Transformational leadership style also motivates teachers to give out their best.

5.3 Conclusions

From the findings, it can be concluded that:

1. Democratic style of leadership is mostly practiced in the sampled schools. This is followed by a combination of democratic and transformational leadership styles. Transformational leadership is rarely used because it is not understood by them.
2. When teachers are able to perform according to the rules of their profession, it influences headteachers to make use of laissez-faire style in managing situations. Democratic style is applied when headteachers want to welcome views or opinions from their teachers in order to arrive at a consensus decision. In the application of the Autocratic style of leadership, the primary condition considered by headteachers is when teachers fail to do what is expected of them or when they repeatedly do what they are advised against, with the Transformational leadership style being applied when teachers are willing to do what is expected of them at the school without coercion.
3. On the impact of the styles, Laissez – faire style leads to laziness, apathy and indiscipline among teachers, Autocratic leadership style creates apathy and discipline for a short time, whereas Democratic and Transformational leadership styles make teachers put up good performance and motivate teachers to give out their best respectively.

5.4 Recommendations

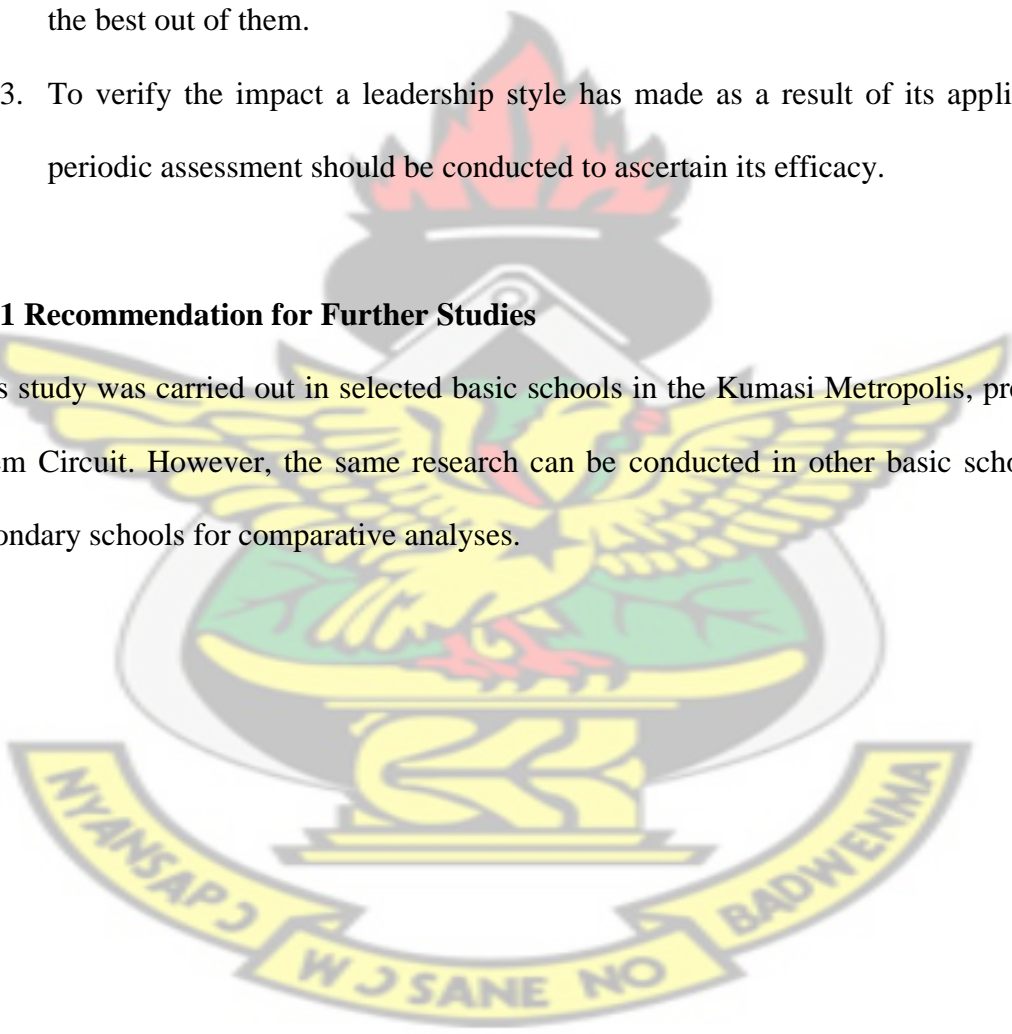
The methodology for dealing with leadership crises in school is very complex taking into consideration, the various leadership style advantages, disadvantages and peculiarities. The application of these leadership interventions must be highly situational, although same styles could be adopted to manage different situations or conditions. To deal with

the impact of educational leadership on teacher performance in the selected primary schools in the Kumasi Metropolis, the study makes the following recommendations:

1. As a matter of policy and to enhance full appreciation of the various leadership styles, headteachers need to appraise themselves of the styles by attending leadership training, workshops, seminars and conferences.
2. Headteachers must practise a multi-faceted leadership approach so as to adequately manage varied behavioural traits of teachers with the view of bringing the best out of them.
3. To verify the impact a leadership style has made as a result of its application, periodic assessment should be conducted to ascertain its efficacy.

5.4.1 Recommendation for Further Studies

This study was carried out in selected basic schools in the Kumasi Metropolis, precisely Asem Circuit. However, the same research can be conducted in other basic schools or secondary schools for comparative analyses.



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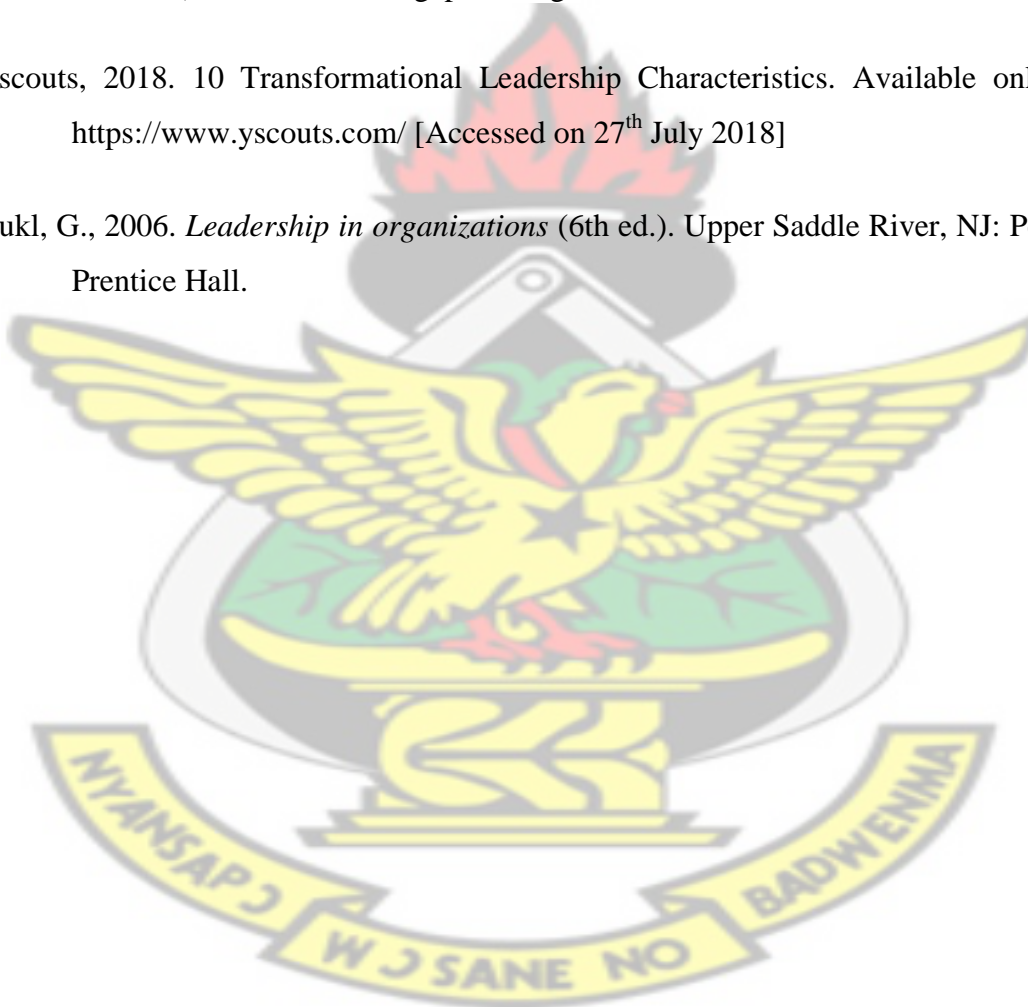
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APPENCIES

APPENDIX A: PRE-INTERVENTION QUESTIONNAIRE

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather data on the topic ‘THE IMPACT OF EDUCATIONAL LEADERSHIP ON TEACHER PERFORMANCE: A CASE OF PUBLIC PRIMARY SCHOOLS AT ASEM CIRCUIT IN THE KUMASI METROPOLIS. Data collected would be used solely for academic purpose. Respondents are therefore assured of strict confidentiality in respect of the information they provide for this exercise.

PART 1

1. Sex: Male Female
2. Age: 20 – 30years 31 – 40years 41 – 50years 51 – 60years
3. Level of education: MSLC Cert. ‘A’ Diploma Bachelor’s degree
Master’s degree
4. Marital status: Single Married Divorced
5. Current rank: Supt Snr. Supt P/S ADE Dep. Dir
6. Length of stay at present school: 1 - 5 years 6 – 10years 11years and above
7. Number of years in service: 1 – 10 years 11 – 20 years 21 years and above

PART II

LEADERSHIP STYLE OF HEADTEACHERS

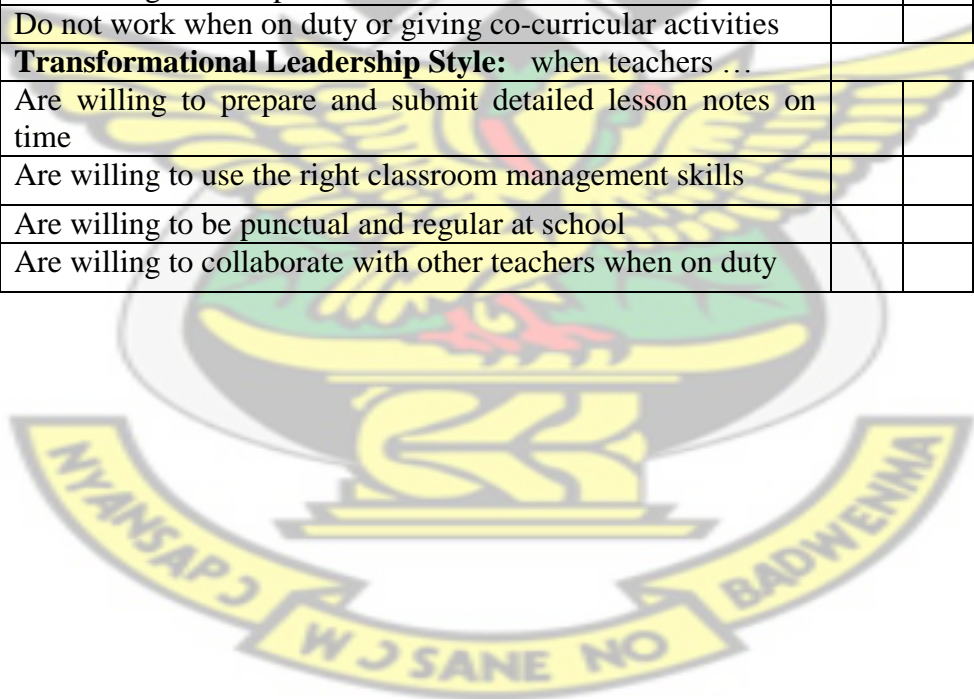
This part of the questionnaire contains items that seek to identify the leadership style of headteachers. On a 5 point-scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) Undecided (U), indicate with a tick what is applicable to you.

Indicate what is applicable to you with a tick		SA	A	D	SD	U
Laissez-Faire Leadership style						
.	My headteacher gives me the opportunity to work on my own pace with no guidance					
.	My headteacher allows me to determine what is to be done at the school and do it					
.	My headteacher provides resources needed to work and work on my own					
.	My headteacher allows me to solve problems on my own without collaboration					
Autocratic Leadership Style						
.	My headteacher imposes decisions on me					
.	My headteacher always retain the final decision-making authority in the school					
.	My headteacher does not consider my suggestions because he/she has no time to listen to me					
.	My headteacher closely monitors my duties					
Democratic Leadership Style						
.	My headteacher involves me in decision making					
0.	My headteacher considers suggestions I make					
1.	My headteacher creates a positive environment for me to work					
.	My headteacher gives equal opportunity to all teachers					
Transformational Leadership Style						
3.	My headteacher supports me to perform my duties, both tangible and intangible way					
4.	My headteacher is willing to listen to me and incorporate new ideas given					
5.	My headteacher inspires me to work					
6.	My headteacher allows me to collaborate with other teachers to work					

What influences headteachers to adopt leadership styles to manage teacher performance at

Asem circuit

	Indicate with a tick (√) where you think the statement is appropriate	SA	A	D	SD	U
	Laissez – Faire Leadership Style: is adopted when teachers					
.	Present detailed lesson notes on time					
.	Use appropriate classroom management skills					
.	Are punctual and regular at school					
.	Work so well when on duty and other co-curricular activities					
	Autocratic Leadership Style: is adopted when teachers					
.	Fail to prepare detailed lesson note and present it late					
.	Use appropriate classroom management skills					
.	Are not regular and punctual at school					
.	Do not work when on duty or giving co-curricular activities					
	Autocratic Leadership Style: is adopted when teachers					
.	Fail to prepare detailed lesson note and present it late					
0.	Use appropriate classroom management skills					
1.	Are not regular and punctual at school					
.	Do not work when on duty or giving co-curricular activities					
	Transformational Leadership Style: when teachers ...					
3.	Are willing to prepare and submit detailed lesson notes on time					
4.	Are willing to use the right classroom management skills					
5.	Are willing to be punctual and regular at school					
6.	Are willing to collaborate with other teachers when on duty					



What is the impact of educational leadership style on teacher performance at Asem Circuit?

	Indicate with a tick (√) if you are able to perform well under the following elements.	SA	A	D	SD	U
	Laissez – Faire Leadership Style					
.	I perform better when my headteacher gives me the opportunity to work on my own pace with no guidance					
.	I perform better when my headteacher allows me to determine what is to be done at the school and do it					
.	I perform better when my headteacher provides resources needed to work and work on my own					
.	I perform better when my headteacher allows me to solve problems on my own without collaboration					
	Autocratic Leadership Style					
.	I perform better when my headteacher imposes decisions on me					
.	I perform better when my headteacher always retain the final decision-making authority in the school					
.	I perform better when my headteacher does not consider my suggestions because he/she has no time to listen to me					
.	I perform better when my headteacher closely monitors my duties					
	Democratic Leadership Style					
.	I perform better when my headteacher involves me in decision making					
0.	I perform better when my headteacher considers suggestions I make					
1.	I perform better when my headteacher creates a positive environment for me to work					
.	I perform better when my headteacher gives equal opportunity to all teachers					
	Transformational Leadership Style					
3.	I perform better when my headteacher supports me to perform my duties, both tangible and intangible way					
4.	I perform better when my headteacher is willing to listen to me and incorporate new ideas given					
5.	I perform better when my headteacher inspires me to work					
6.	I perform better when my headteacher allows me to collaborate with other teachers to work					

APPENDIX B: INTERVIEW GUIDE FOR HEADTEACHERS

PART I

- a. Sex Male [] Female []
- b. May I know your age brackets 30 – 40 years [] 41 – 50 years [] 51 – 60 years []
- c. How many years have you been in service [], headteacher []?
- d. How were you appointed as a headteacher?
- e. When was your school established?
- f. May I know the mission and vision of the school?
- g. How many teachers do you manage?
- h. What is the population strength of your pupils?
- i. Have you had any leadership training? Either before or after being appointed as a headteacher?
- j. Can you describe some of the things you learn at management meetings?

PART II

1. What do you understand by?
 - e. autocratic leadership style?
 - f. democratic leadership style?
 - g. laissez - faire leadership style?
 - h. transformational leadership style?
- i. Which of these leadership style do you use to manage the performance of your teachers and why?

PART III

2. What would influence you to adopt laissez - faire leadership style to manage your teachers' performance? You may outline the factors
3. What would influence you to adopt democratic leadership style to manage your teachers' performance? You may outline the factors
4. What would influence you to adopt autocratic leadership style to manage your teachers' performance? You may outline the factors
5. What would influence you to adopt transformational leadership style to manage your teachers' performance? You may outline the factors
6. Any other comment you would want to give apart from the above?

PART IIV

7. Describe how autocratic leadership style would impact on you teachers to perform.
8. Describe how democratic leadership style would impact on you teachers to perform.
9. Describe how laissez -faire leadership style would impact on you teachers to perform.
10. Describe how transformational leadership style would impact on you teachers to perform.
11. Any other comment or leadership style you would want to share that can impact on teachers' performance apart from the above?