CHRISTIAN SERVICE UNIVERSITY COLLEGE

ASSESSING THE IMPACT OF LEADRSHIP STYLE ON ORGANIZATIONAL PERFORMANCE (A SURVEY OF SELECTED PRIVATE SCHOOLS AT EJISU MUNICIPAL)

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DECLARATION

STUDENT'S DECLARATION

We hereby declare that this project work is my own work towards the Bachelor of Business Administration (Executive Administration) and that to the best of my knowledge it contains no material which has been accepted for the award of any other degree of the University except where due acknowledgement has been made in the text.

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SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this research report was supervised in accordance with the guidelines and supervision of the project work laid down by Christian Service University College

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DEDICATION

We dedicate this study to the almighty God for his protection and guidance throughout our academic period.

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ABSTRACT

The study aimed at assessing the impact of leadership style on organizational performance. The main objective of this study was to assess the impact of different leadership styles (transformational, transactional, autocratic, and laissez-faire leadership styles) on organizational' performance.

A cross section descriptive survey research strategy was adopted in which 100 usable structured questionnaires were collected from 100 questionnaires distributed. The leadership styles were measured through the Multi factor Leadership Questionnaire developed by Avolio and Bass (1995), modified to fit the context of the study. Employee performance was measured by the scale of Yousef (2000).

The findings show that transformational leadership style is the most exhibited style at the Ejisu Municipal followed by the transactional leadership style and laissez-faire. Employee performance is above average. Overall, scores in transformational leadership style were found to be strongly correlated with both measures of employee performance and overall performance except for the intellectual simulation dimension, which had insignificant positive correlation with quality of performance. Transactional leadership style was found to be positively correlated with both measures of employee performance as well as overall performance.

The results suggest that supervisors in organizations need to use a lot of transformational leadership behaviours or rather embrace transformational leadership style, but not laissez-faire leadership. From the results, transformational leadership could have greater effects on employee productivity and quality of performance. It is recommended therefore that Transformational and transactional leaderships are the most effective leadership styles.

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CHAPTER ONE

INTRODUCTION

1.0 Background to the study

The importance of leadership in an organization cannot be overemphasized. Leadership is a major element that sets successful and unsuccessful organizations or schools and government apart. It plays central role in offering direction and purpose towards achieving goals of the organization. It is also an important element in the social relationship of groups at work. With research evolution in different ages, many scholars presented successively different viewpoints on leadership connotation. Stogdill (1948) thought that the leadership style means a kind of method and capability aimed at realizing Organisational targets and further affect all Organisational activities. Fiedler (1969) presented that the leadership style refers to a kind of relationship that someone uses his rights and methods to make many people work together for a common task. Early studies on leadership (frequently categorized as "trait" studies on leadership) concentrated on identifying the personality traits which characterized successful leaders (Mahoney et al., 1960). Organizational leadership style is a process, which allows management to be proactive rather than reactive in shaping its own future. A focused organizational leader provides and establishes visionary leadership to his organization. He understands and appreciates responsive options to the change in the management environment. He develops viable styles based upon sustainable competitive advantages. A good organizational leader develops a proactive approach to strategic management. It is therefore, expected that the findings of this study will go a long way in improving the leadership class. Leadership is the ability to persuade others to seek defined objective enthusiastically. It is human fact, which binds a group together and motivates it toward it goals (David, 2003).

Leadership is about having vision and articulating, ordering priorities, getting others to go with you, constantly reviewing what you are doing and holding on to things you value (Day & Harris, 2012). A good school head, according to Farrant (1975), must possess high qualities of leadership because, like a general, he cannot win the battle by himself alone but by involving those with whom he serves.

Ibukun (2004) and Northouse (2001), leadership is the art of influencing others to work enthusiastically towards the achievement of organizational goals.The word "leadership" has been used in various aspects of human endeavour such as politics, businesses, academics, social works etc. Previous views about leadership show it as personal ability. Messick and Kramer (2004) argued that the degree to which the individual exhibits leadership traits depends not only on his characteristics and personal abilities, but also on the characteristics of the situation and environment in which he or she finds himself or herself. Since human beings could become members of an organization in other to achieve certain personal objectives, the extent to which they are active members depends on how they are convinced that their membership will enable them to achieve their predetermined objectives. Therefore, an individual will support an organization if he believes that through it his personal objectives and goals could be met; if not, the person's interest will decline. Leadership style in an organization is one of the factors that play significant role in enhancing or retarding the interest and commitment of the individuals in the organization. Thus, Glantz (2002) emphasizes the need for a manager or a leader to find his leadership style.The quality of leadership of the head teacher can affect students learning and achievement. As discussed by

Sergiovanni (2009), the head teacher is an instructional leader. He or she is seen by most people as the most important, influential individual and powerful person in the school. Northouse (2007) posits that the way the head teacher manages the school directly affects

the implementation of key processes with their work structure, which indirectly influences the school climate and organization at hierarchy, and ultimately affects students' performance. Sergiovanni (2009), argues that facilitating change, helping teachers work together, assessing and furthering school improvement are instructional leadership responsibilities. In connection to this, Webster (1994) suggests that head teachers must know what effective instruction is prior to attempting to help teachers with improvement of their individual approaches. Laughridge and Tarantino (2005) state that effective schools are the results of the activities of effective head teachers, who demonstrate strong instructional leadership, create positive school climate conducive to learning and know how to manage time and people efficiently and effectively. Teachers and the head teachers are the professional educators and are the main agents of education. They provide methods, curriculum, evaluation, techniques and certification

(Talabi, 2003). In as much as the nation has attached much importance to educating her citizenry, sight should not be lost of the fact that effective and efficient leadership plays a vital role in proper education of the people of Ghana.If the nation wants her education to thrive, there should be leaders who will lead the schools effectively by working tenaciously to create safe and orderly learning environments, set clear instructional objectives; expect high performance from teachers and students through increased time on task; and develop positive home – school relations (Jacobson and Bezzina, 2008).Without such leaders in the nation's educational system, all the efforts made by successive governments to have a successful educational policy implementation will be thwarted or will not go the way is expected to go.Research findings from a number of studies on quality – related issues in education in Ghana over the last twenty-five years suggest that the quality of leadership and management in basic education is generally poor, especially in deprived rural areas (Oduro&Dachi, 2008,). This is owing to the kind of leadership style adopted by the head

teachers which is inappropriate sometimes. This is why the researcher has decided to find out the impart of the leadership styles of head teachers on the school's performance in private schools at the Ejisu Municipality.

1.1 Statement of the Research Problem

The desire for a research into the leadership styles of heads of educational institutions has been a matter of concern to many as the success of every organization depends on the effective leadership of the institution. The significance of leaders in motivating school improvement and implementing education reform has been high on the government's agenda for some time and the development of effective leadership has been a prime aim in educational reform. It is important to note that teachers desire school leaders who are positive, supportive and actively engaged in the instructional life of the school. Teachers desire to work in a school where order is maintained, and where they receive support in classroom management. The leadership styles of heads of private schools in Ghana have become a problem which requires serious discussions by educators, researchers and stakeholders in education in recent times. Due to the lack of leadership training for head teachers before their appointment, they resort to any leadership style that suits them, which might affect the academic performance of the school either positively or negatively. Head-teachers in Johnson's (2004) study, who received accolades from their teachers, were identified as being visible, innovative, fair, supportive, effective problem solvers, positive in their interaction with teachers, strong instructional leaders, and clear communicators. Those who moved to other schools or left teaching described their principals as being arbitrary, abusive, or neglectful. Therefore, Bush (2003) and Sheilds (2005) subscribed that apart from carrying out functional duties like organizing, coordinating and evaluating, the school-head is also recommended to practice leadership styles which emphasizes on

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humanistic values such as building a harmonious relationship with the teachers, being transparent, approachable, motivating and guiding the teachers. For teachers to accomplish their work, head teachers have to exercise their authorities as heads excellently to improve the performance of students.

This is the motivation for the researcher to examine the impact of the head teachers' leadership styles on the performance of private schools at Ejisu Municipality in the Ashanti Region of Ghana.

1.2 Purpose of the study

The purpose of the study is to examine the impact of the head teachers' leadership style on the performance of private schools at the Ejisu Municipality in the Ashanti Region.

1.3 Research objectives

1. To find out the type of leadership style adopted by heads of private schools at Ejisu Municipality.

2. Ascertain the impact of leadership style of head teachers on teachers' commitment.

3. Assess the effect of the leadership approaches being used on employees' performance

1.4 Research questions

1.   What type of leadership style is adopted by head teachers of private schools at the Ejisu Municipality?

2.   What are the impacts of leadership style of head teachers on teachers' commitment at the Ejisu Municipality?

3.   What are the effects of the leadership approaches being used on employees' performance in the Ejisu Municipality?

1.5 Significance of the study

It is hoped that the findings of the study would reveal the perception of teachers on the leadership style of head teachers and its effect on students' performance. The findings of the study will contribute to the body of knowledge in educational leadership and also provide the bases for training and selecting heads of private schools to improve students and school performance. The Municipal assembly and the directorate of education of Ejisu will benefit tremendously from this study since the report will serve as a resource book on the effectiveness of school administration.

It will enable policy makers in the educational sector to know the kind of leadership needed in that sector. It will also serve as the foundation for further studies in the area of school leadership and school performance.

1.6 Limitation of the study

One of the main limitation(s) is time factor since there is a limited time for the whole project to be completed. Also data collection may be a limitation since some of the respondents may not be willing to disclose the true state of affairs and as such some of their responses may be based on subjective rather than objective. Due to financial and material limitations, sample may be small in relation to the entire population.

1.7 Organization of the study

The study is divided into five main chapters and each chapter will be divided into various sub sections. Chapter One introduces background to the study, Statement of the problem, purpose of study, research questions and objectives, significance, limitations, research methodology, and organization of the study. Chapter two reviews relevant and existing literature on the subject area. Chapter three focuses on the methodology to be used for the

study. Chapter four also focus on presentation, analysis and discussion of the data collected from respondents.

Chapter five covers the summary, the conclusions and the recommendations of the research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter presents a review of the literature related to the study. Past studies are important as they guide the researcher on other studies done on the same topic. From this review, a conceptual framework using the dependent and the independent variables in the survey is developed, which lays a framework for the study. The chapter has five parts; conceptual definitions, the theoretical review, the conceptual framework, the empirical literature review and research gap.

2.1 Conceptual Definitions

2.1.1 Leadership and Leadership style

Although leadership has been well researched over the years, there is still lack of a definition that is universally accepted. Just like Stogdill (1974) puts it, "There are almost as many definitions of leadership as there are persons who have attempted to define the concept". The following are a few examples of such definitions Talat et al, (2015) asserts that leadership is wide spread process, which calls for authority, responsibility and delegation of power. Leaders help to direct, guide and persuade their followers (employees) towards achieving their personal and organizational goals and objectives. Thus, leadership styles cover all aspects of dealing within and outside of an organization, handling or dealing with conflicts, helping and guiding the workforce to achieve and accomplish their tasks and appearing as a role model for all.

According to Kumar (2014) "leadership is leadership is defined as a process by which a person influences others to accomplish an objective and directs the organization in a way

that makes it more cohesive and coherent". These are accomplished through the application of leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills.

Leadership is the integrated sharing of vision, resources, and value to induce positive change. It is the ability to build up confidence and zeal among people and to create an urge in them to be led.

Wammy & Swammy (2014) see leadership as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organization goals and therefore a leader is a person who delegates or influences others to act so as to carry out specified objectives. Memon (2014) defines leadership as process by which an individual influences the thoughts, attitudes and behaviour s of others by taking responsibility for setting direction for the firm, others to see and visualize what lies ahead and figure out how to archive

it.

Leslie et al, (2013) asserts that leadership is the ability to influence people to willingly follow one's guidance or adhere to one's decisions. On the other hand who a leader is; one who obtains followers and influence them in setting and achieving objectives. In Sundi (2013), "Leadership is the ability to convince and mobilize others to work together as a team under his leadership to achieve a certain goal". Leadership is the influencing process of leaders and followers to achieve organizational objectives through change Lussier and Achua (2009).

2.1.2 Employee Performance

The main goal of any organization is to enhance the job performance of its employees so that it could survive in this highly competitive environment. Performance is a multidimensional construct and an extremely vital criterion that determines organizational successes or failures.

Prasetya and Kato (2011) define performance as the attained outcomes of actions with skills of employees who perform in some situation. According to Pattanayak (2005), the performance of an employee is his/her resultant behaviour on a task which can be observed and evaluated. To Pattanayak, employee performance is the contribution made by an individual in the accomplishment of organizational goals.

Here employee performance is simply the result of patterns of action carried out to satisfy an objective according to some standards. This means employee performance is a behaviour which consists of directly observable actions of an employee, and also mental actions or products such as answers or decisions, which result in organizational outcomes in the form of attainment of goals. Ibrahim (2004) defined job performance as an important activity that provides both the goals and methods to achieve the organizational goals and also provide the achievement level in term of out-put. El-Saghier (2002) considered it as an effort of an employee to achieve some specific goal, the researcher will adopt this definition.

2.2 Theoretical Literature Review

Globally, leadership has become the most widely studied aspect of organizational behaviour and a number of theories have emerged focusing on the strategies, traits, styles and the situational approach to leadership. As a result of ever-growing interest in the field of leadership, behavioural scientists and sociologists began to analyze the possible

consequences of leadership behaviours and the variables that are used to predict the leader's behaviours.

2.2.1 Traits and Behavioural Theory

The trait perspective was one of the earliest theories of leadership in the 1940's which assumes that great leaders are born with distinguished personality traits that make them better suited for leadership and make them different from other people or their followers. Stogdill's (1948) survey of the leadership literature came up with the most comprehensive list of traits. Stogdill's observation that leadership situations vary significantly and place different demands on leaders, destroyed trait theory, leading to the emergence of situational and behaviour al approaches.

Behaviour al theories of leadership state that it is the behaviour of leaders that distinguishes them from their followers. It focuses on the actions of leaders rather than on mental qualities or internal states with the belief that great leaders are made, not born. According to this theory, people can learn to become leaders through teaching and observation. Behaviour theories examine whether the leader is task oriented, people oriented, or both. Studies conducted at the University of Michigan and Ohio State University in 1945, established two major forms of leader behaviour namely: employee-centered and production-centered (Hersey and Blanchard, 1988).

2.2.2 Situational and Contingency Theory

Contingency theory is an approach to leadership in which leadership effectiveness is determined by the interaction between the leader's personal characteristics and aspects of the situation. Contingency theories are based on the assumption that the relationship between leadership style and organizational outcomes is moderated by situational factors related to the environment, and therefore the outcomes cannot be predicted by leadership style, unless the situational variables are known (Cheng and Chan, 2002).

Three models exist in this leadership approach: Fiedler's (1967) co-worker theory, House's (1971) path-goal theory, and Heresy and Blanchard (1969) situational leadership theory. From this approach and the three models no leadership style is best in all situations. Success depends upon a number of variables, including the leader's preferred style, the capabilities and behaviours of the followers, and aspects of the situation. Effective leadership requires adapting one's style of leadership to situational factors, and control is contingent on three factors namely the relationship between the leader and followers, the degree of the task structure and the leaders' authority, position or power.

2.2.3 Transformational and Transactional Theory

Over the past twenty-five years, a large body of research has emerged around transformational – transactional leadership theory. Transactional theories focus on the role of supervision, organization and group performance and they base leadership on a system of rewards and punishments for meeting particular objectives. The type of transaction, whether a reward or discipline, depends on the performance of the employee. Bass (1985) as cited by Chan (2005) theorized the transactional leaders appeal to the subordinates' self-interests. Transactional leaders attempt to meet the current needs of their subordinates through bargaining and exchanging. Both leaders and followers focus on achieving the negotiated performance level.

Transformational theories focus upon the connections formed between leaders and followers.

Transformational leadership is the leader's ability to motivate followers to rise above their own personal goals for the greater good of the organization (Bass, 1985, 1996 as cited by Murphy & Drodge, 2004). Bass (1985) theorized the transformational style of leadership comes from deeply held personal values which cannot be negotiated and appeals to the

subordinates' sense of moral obligation and values. Bass declared there were four types of transformational leadership behaviour, namely idealized influence (charisma), inspirational motivation, individualized consideration, and intellectual stimulation.

2.3 Moderating Factors: Other Factors Affecting Academic Performance

This section reviews factors other than leadership styles that can equally have the potential to influence the academic performance of pupils. These factors include teacher competence, availability of resources, pupils' effort, parental involvement, etc.

2.3.1 Teacher Competence

The idea that, what makes a good teacher depends on the culturally influenced expectations of the students, parents and teachers themselves, abounds in literature. Anfara et al (2005) argues that in order to ensure that academic success is attained by the student, principals must ensure that there are competent teachers in every classroom.Cooney and Bottoms, 2003 as cited by Anfara et al (eds) (2005) are also of the view that, in addition to competent teachers, schools need to include teacher collaboration through common planning. Erchul and Martens (2010) asserts that the qualities exhibited by teachers have a profound influence on student performance. According to them, some efforts by teachers such as communication of goals to students, developing students' awareness on the need to continually show progress, provision of detailed lesson plans as well as provision of rules for behaviour that are consistently reinforced help to inculcate in students attitudes for success.

Clauss-Ehlers (ed) (2010) is also of the view that teachers with high efficacy who demonstrate positive teaching practice have a positive influence on student academic achievement.There are many factors that can influence the performance of students.Of particular importance is the approach of the teacher in teaching as well as the approach of

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

2.3.2 Student Effort

According to Spielberger (2004) a student's educational effort has a direct impact on their school performance. He stresses that students who spend time learning and doing homework tend to perform academically better as compared to students who spend less time studying and doing homework. Nuthanap (2007) argue that the desire of success is derived from the individual's concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eye of others. Thus a child who sees himself as top ranking, may set as his goal the attainment of the highest grade in the class.

2.3.3 Parental Involvement

Desimone (1999) as cited by Anfara et al (2005) claim that behaviours or practices that can influence academic achievement include the following: authoritative parenting, high expectations on the part of the parents of the child, parent-teacher communications, parental assistance at home, as well as parent-school interactions.

Nuthanap (2007) also argues that the higher the economic status of the pupils' parents, the more likely it is for the parents to involve them with private teachers after school. Thus

it is evident that parents also play a role in student academic success no matter how small that may be.

2.3.4 Policies on Education and Situational Conditions

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

A. Capitation

In 2004/2005 academic year, the Ministry of Education, Science and Sports (MoESS), and the Ghana Education Service (GES) introduced fee-free education at the basic level, which was initiated on a pilot basis through a capitation grant scheme in the 40, and later 53, most deprived districts in Ghana.The implementation of the Capitation Grant scheme began as a strategy formulated under the pilot programmatic scheme of the World Bank education sector project to address the low enrolment figures in the most deprived districts in the country (UNICEF and World Bank, 2009) According Osorio (2009) the Ghanaian government gives capitation grants directly to schools on a per-student basis and that the schools can then choose or decide what to do with the grants. The schools can use the capitation grants to purchase school supplies and to employ additional teachers. The capitation grant which aims at abolishing school fees at the basic level has influenced educational outcomes over the years. Ghana in particular has been able to increase basic school level enrolment through the capitation grant.

B. Situational Conditions

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

teachers to deployment in deprived regions and districts also continue to pose critical challenges to educational performance of pupils in the schools.

2.3.5. The Role of the Head Teacher in Ensuring Academic Performance

It is believed that about 150 years ago, there were no school principals as there are today.Schools were run by masters who taught, administered and run all other programmes in schools.However with increasing population came larger schools, and the demand for complex duties led to the practice of designating one of the masters as Headmaster or principal. Over the years, administrative duties mounted and teaching duties for the principal declined, subsequently the concept of full time administrator evolved (Mehrotra, 2005).

The best, most effective leaders also have their own unique styles of going about doing things.

They have qualities that tend to drive organizations towards the attainment of results. According to Mehrotra (2005) the person who plans with vision and executes with

responsibility is virtually the principal.He explains that the school is aptly called the lengthened shadow of the principal; the character of the school reflects or proclaims the character of the principal. The head teacher has the responsibility for the day to day management of all aspects of the school's work. Mehrotra (2005) reminds us that the principal is the leader in implementing and supporting empowerment.A principal is a catalyst rather than a commander.His openness with the staff members enables him to develop objectives, which belong to the institution rather than to him as an individual.One of the priorities of heads of school is to monitor the teaching and learning process in their schools.Monitoring involves actions envisaged by the head to ensure that things are going according to the objectives set at different levels and at different points in time and also to see to it that things are evolving according to plan and in line with the target set.The purpose

of monitoring is, as such, to increase efficiency and improve effectiveness of the system in place.

Since teachers and heads are input variables in a school, the head, as an instructional leader must support and facilitate any initiative conceived by teachers.The researcher believes that before any head teacher can holistically attain success in their various schools, the head teacher needs to first of all find answers to the following questions raised by Roberts and Pruitt (2003):

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

What steps must a principal take to develop a shared vision and mission? iii. What strategies can educational leaders use to communicate and sustain the vision? iv. How do principals build the trust that contributes to improved student achievement?

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

What do leaders need to know about the change process? vii. How do you begin the process of building a learning community?

2.6 Leadership Styles

 According to Mankoe (2007), leadership styles, refers to the general ways in which a leader behaves toward subordinates in order to attain organizational objectives, (give comment by Afful –Broni). Mullins

(2005) defines leadership style as "the way in which the functions of leadership are carried out, the way in which the leader typically behaves towards member of the group" .Leadership style is the manner and method of providing directions and guidelines for implementing strategic plans and motivating people with the aim of achieving the objectives of the individual, the group and the organization or institution as whole

(AffulBroni,2004;Mankoe;2007,Mullins,2005).In addition, Mullins (2005) identified three main leadership styles as

i. Authoritarian (or autocratic) style; ii.   Democratic style and iii.   Laissezfaire (genuine) leadership style

2.6.1 Laissez-Faire Leadership Style

Laissez-faire is a French word which simply means "leave it be" or "let them do what they desire".It is used to describe leaders who leave their team members to work on their own.Laissez-faire leaders are easy going and make little attempt to direct or organize the group

(Robertson, 1997). According to Robertson (1977), "laissez-faire leaders are usually ineffectual, for the group lacks directives and tackles problems in a haphazard way". That is, the leader gives his team members almost the total freedom to select their objectives and monitor their own work.With this leadership style, the leader presents task(s) to the team members who use their own ingenuity to get the job accomplished within the framework of the organization's objectives and policies. The leader in this style is not specific about the goals he expects of the workers. Work therefore is assigned in a vague manner, with the individual workers or teachers using their own preferred techniques to arrive at the final product. Even though this style is unpopular within our educational setting, Afful-Broni (2004) describes a situation where this could be advantageous.

He stated that "in a situation where the subordinates are seasoned experts in their individual fields, this system of leadership is rather more appropriate".

2.6.2 Democratic style

A democratic leadership style occurs when the leader invites the team members or the followers to provide input into the decision making process respecting them and validating their input into overall process (Army Handbook, 1973 as cited by Hansen and Zenobia,

2011). Gitman and McDaniel (2008) are of the view that democratic leaders are leaders who solicit for input from all members of the group and then allow the members to make final decision through a vote. They explained that democratic leaders act more like members of the team rather than its leader and that this hand on approach can win approval from the team. Rounds and Segner

(2011) also state that "democratic leaders consistently take input and advice from those whom they lead." It is vital to note that, not all decisions under a democratic leadership process have to be made through a voting process.The mere involvement of the input of members or followers in a decision making process is enough for a leadership style to be considered democratic.

2.6.3 Autocratic or authoritarian style

An autocratic leadership style is one in which the leader tells the team members or the followers what to do, how to do it, and when to do it without any input from their followers.Gitman and

McDaniel (2008) claim that autocratic leaders are directive leaders, allowing for very little input from subordinates.Thus these leaders prefer to make decisions and solve problems on their own and expect subordinates to implement solutions according to very specific and detailed instructions.

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

2.7 Conceptual Framework

The importance of leadership in an organization cannot be overemphasized as different scholars have given various definitions due to its complexity and importance. Leadership has been viewed as a transaction between a leader and his subordinates. It had also been

defined as a process of influencing people towards a particular objective or goal. Whichever leadership style that is exhibited by a person is a combination of traits, characteristics, skills and behaviours. The situation also matters and will call for a totally different style.

<u>Leadership styles</u>   <u>Dependable Variable</u>
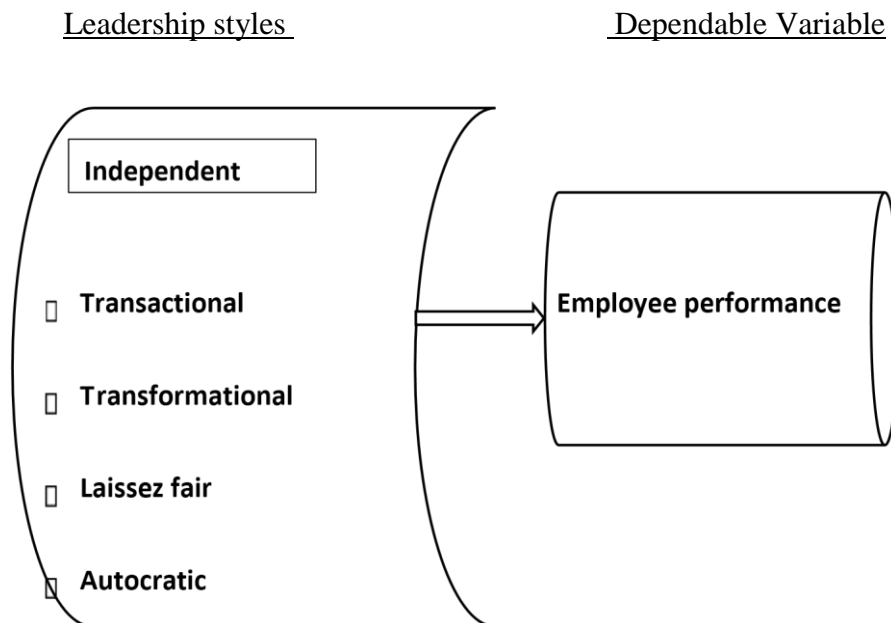
Figure 2.1 Conceptual framework

The research sought to identify different types of attributes of transactional leadership offered by the schools to its employees and how they affect the employee performance, to assess whether by offering reward employees are motivated to perform better or the absence of rewards indeed affects the employee performance. The research also sought seek to understand how the attributes of transformational leadership affect employee performance at schools and if indeed the supervisors of schools exhibit the following attributes in furtherance for employee performance. The research will also seek to understand the extend of laissez faire leadership in Bank of Africa and how it affects the performance of employees, whether it slows performance or what extend it can improve performance of the employees of schools, lastly, the research sought to understand how

authoritative leadership affects the employee performance of schools, to know how coerced the employees of schools feel and how this improves or slows down their performance. The background information to be collected to help understand more on the research included the following factors; age, gender, length of service and education levels

2.8 Empirical review

In the South African context Hayward, Davidson, Pascoe, Tasker, Amos and Pearse (2003) found transformational leadership to be more effective than transactional leadership in increasing employee performance. The research (Hayward *et al*., 2003) found a significant positive linear relationship between transformational leadership and employee performance but no significant linear relationship between transactional leadership and employee performance in a South African pharmaceutical organisation.

Elsewhere in Africa empirical evidence by Nuhu (2004) who sought to study the effect of leadership styles on employee performance in Kampala City Council reveals that laissez faire leadership was practiced especially in higher offices and also the laissez faire leadership was existent especially in lower offices. Authoritative leadership style has a positive relationship with employee performance (NUHU 2004), most employees believed that authoritative leadership brought about performance the autocratic way (coerced), yet other forms of leadership would approach the employee from a more humanistic manner.

According to Nuhu (2004) Laissez fare leadership style has a positive relationship with employee performance. Since most employees believed that they would rather be made comfortable at work rather than coarse them around like kids. Infact this was eminent in some departments that supervisors or managers where naturally approachable, friendly and not arrogant at employees. Since the correlation his study showed that laissez-faire leadership leads to performance, this implied that that in these departments, employee

performance actually existed however on a slow pace, rather than in the authoritative leadership which was filled with Tension. Tsigu and Rao (2015) in their study "leadership styles: their impact on job outcomes in Ethiopian banking industry" found that transformational leadership style explained the variation on performance better than transactional leadership style. Hence, the researchers recommended that if banks under study emphasize more on transformational leadership style dimensions, it would enable them to better satisfy and hence gain more output from their employees. A study in Uganda on the effect of leadership styles on performance of local governments, a case of Mbale district done by Gimuguni, et al (2014) concluded that there is a moderate high positive and significant relationship between the three leadership styles (autocratic, lassies-faire, democratic), and performance in Mbale local government. The researchers revealed further findings that Mbale local government leaders use autocratic style of leadership to influence employees to perform their duties, but laissez- fair style of leadership dominated Mbale local leadership which could have caused delay in meeting deadlines. The findings also revealed that the local government has realised some performance in terms of increased work forces, high speed of accomplishment of work, effectiveness and timeliness due to democratic leadership. It was therefore concluded that Mbale local government tries to integrate the three leadership styles though autocratic and laissez faire dominated.

2.9 Research Gaps

The literature on leadership and employee performance is scattered across countries and across industry. The evidence of the effect of leadership style on employee performance is also varied. While most of the literature reviewed is somehow consistent in suggesting that both transformational and transactional leadership styles are significantly positively related to employee performance and that transformational style's effect is more pronounced than

that of the transactional leadership style (Rasool, et al., 2015; Kehinde and Bajo, 2014; Tsigu and Rao, 2015), the evidence on the relationship between laissez-faire and performance is not that straight forward.

In addition, neither all industries nor countries are covered in the literature. Of those reviewed, the medical field is represented (Rassol et al, 2015; Aboushaqah, et al 2015), local government authorities (Gimuguni, et al., 2014), hotel (Ipas, 2012), Petroleum (Kehinde and Bajo, 2014).

Of more interest to this study is the paucity of researches in this area from Africa and East

Africa in particular. A few reviewed here are Tsigu and Rao

(2015), Ejere and Abasalim (2013) and Gimuguni (2015), Nuhu, (2010), but there are also those from South Africa (Howard, et al., 2003).

Therefore, from the preview of literature it is evident that the research evidence on the evaluation of leadership style on employee performance that leadership style can explain significant number of performance outcomes at individual and organizational level. But the evidence is not evenly distributed across economies at large or even within Ghanaian sectors. It is also evident that evidence from the educational sector is lagging behind. It is these facts that have motivated this study in order to contribute evidence from the Ghana Education

Service using selected private schools at Ejisu in the Ashanti region, Ghana as a case study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this chapter the researchers provide information pertaining to the research methodology. This covers the research design, population of the study, the sampling techniques for the study, the sample size from the population, the data collection instruments as well as data analysis techniques. The researchers further discuss issues pertaining to data collection instruments as well as data analysis techniques.

3.1 Research Design

A case study approach will be used in order to perform an in-depth analysis of the leadership styles being used by the various head-teachers in the selected schools. Moreover, adopting a case study approach allows for versatility and flexibility allowing the researchers to adopt different approaches in the course of the study to attain desired results. Both quantitative and qualitative methods will be used by the researchers in executing the project. This will be necessitated to enable the researchers obtain the kind of information required for the successful completion of the thesis.

Quantitative research method is based on numerical data or measurement of quantity or amount. Thus it is applicable to phenomena that can be expressed in terms of quantity. Qualitative research on the other hand is concerned with qualitative phenomenon that is phenomenon relating to or involving quality.

Quantitatively the researchers will use survey instruments to gather data from the research participants. Qualitatively, the researchers will use interviews to enable them elicit the necessary information from the heads of the various schools.

3.2 Target Population

The population of a research applies to the collection of all possible individuals, objects or measurements of interest (Mason *et al*, 2009). The identification of the population of the research in question will help in narrowing down to the specific objects that are the subject matter of the investigation. The target population for the study will be all head-teachers, and teachers from selected private schools in Ejisu-Municipal, estimated to be about one hundred and forty (140). Thus the population (N) for the study was one hundred and forty (140).

3.3 Sample Size

The sample size (n) for the study will be one hundred respondents (n – 100). Among all the private basic schools in the municipality, four will be selected for the study because of accessibility and convenience. The stratified sampling technique will be used to select both the schools and the participants. This stratified sampling method ensures quality selection of both respondents and students. In each of the four schools selected, 50 respondents will be selected comprising the head-teacher and the teachers would be added to make the categorization simple for the study. And the sample size was based on the formula

$$n = \frac{N}{1+N(\alpha)^2}$$

Where, n= Sample size N=

Population

α= 95% confidence interval

$$n= \frac{140}{1 + 140 \, (0.05)^2}$$

= 98.72

This is approximately 100

3.4 Data Collection tools and Techniques

Relevant information that would be used for this study would be collected using the two main types of data collection. Thus, data that was used for this study include both primary and secondary data. Under the primary data collection method, the researcher uses questionnaire while under the secondary data collection the researcher will obtain information from published documents which include; written reports, management annual reports, articles, information from the selected private schools' website. According to Kotler and Keller (2006), primary data are freshly gathered for a specific purpose. Although primary research is often time consuming and expensive, therefore the researcher considered it as a reliable source of information because it is direct from the consumer and is specifically designed to meet the objectives of the study. The primary data for this

research would be designed through: Survey by administering structured questionnaire that would comprise of open and close ended questions to the head teachers and teachers of these selected private schools at Ejisu municipality.

3.5 Data Processing and Analysis

In achieving all the listed objectives, the study employed a qualitative analysis of the data, whereby percentages, pie charts, bar charts and tables were used to analyse the data set that were obtained during the administration of questionnaires.

3.6 Reliability and validity

When conducting a research, it is important that secondary sources are viewed with the same caution as primary sources. It is also important that the dissertation collect empirical findings that reflect the reality of situations.

According to Saunders et al. (2007), one needs to be sure that the data will answer the research questions or objectives and the data will be easily accessible. One way to evaluate primary and secondary sources is to use the concepts of validity and reliability. The degree of reliability measures the extent to which data collection can be trusted (Saunders et al. 2007). The questionnaires were given to the head teachers and teachers of those selected private schools in Ejisu Municipality. All the questionnaires were pretested before being finally developed to get the desired results.

3.7 Data Analysis

In analyzing the data both quantitative and qualitative method of data analysis will be used to bring out the true picture of affairs. Therefore, a mixed method will be employed. Also data obtained will be presented using descriptive tools like tables and charts. The data will be analyzed using Statistical Package for Social Science (SPSS) 17.0 software.

3.8 Ethical Consideration

A letter from the school will be sent to get permission from the selected schools at Ejisu

Municipality. This is to gain access to the schools in order to conduct research there. Participants who will answer the questionnaire will also be given adequate explanation about the various questions before they will be allowed to take part of the exercise. They will be assured of anonymity.

<center>**CHAPTER FOUR**</center>

<center>**RESULTS AND DISCUSSION**</center>

4.0 Introduction

This chapter presents and discusses the results of the study. It is organized as follows. Section 4.2 describes the sample. Section 4.3 presents the results according to the research objectives and Section 4.4 discusses them.

4.1 Description of the sample

Data on respondents' demographics were collected and analysed. Variables included were age, gender and education. The following subsections present the results.

4.2.1 Distribution of respondents by age

Table 4.2.1 presents the results of the respondent's age. It is clear that the majority of respondents, 40(50.0%) were in the age range of 25-30 years, this was followed by 15 (18.8%) in the age range of 31-35, followed by 10(12.5%) in the age range of 35- 40, then 9(11.2%) in the age range of below 25 years while the least age range was 41+year which was represented by only 6 (7.5%). This meant that the majority of respondents (who took part in the study) were aged 25-30years.

Table 4.2.1 Age distribution

	Frequency	Percentage
Less than 25 years	12	11.2
26-30	47	50.0
31-35	20	18.8
35-40	15	12.5
41+ years	6	7.5
Total	100	100

Source: field data, May, 2019

4.2.2 Distribution of respondents by gender

Table 4.2 presents the distribution of the respondents by gender. It is clear that the majority of the respondents, 46 (57.5%), were male as opposed to females who were 34 (42.5%). This presupposes that generally, the margin between males and females is minimal. This implied that there was fairly equal representation of the male and female staff in the selected private schools at Ejisu municipality.

Table 4.2 Gender Distribution

Category	Frequency	Percentage
Male	56	57.3
Female	44	42.5
Total	100	100

Source: field data, May, 2019

4.2.3 Distribution of respondents by educational level

Table 4.3 presents the results of the sample distribution by education level. Results show that the majority of respondents 51 (63.8%) were bachelor's degree holders while Higher diploma and master's holders tied at 13.8% each, the diploma/certificates holders were the least represented with only 7 (8.8%) representation. This implies that most respondents were in a position to give a very fair assessment of their performance as well as that of the leadership style of the immediate supervisor.

Table 4.2.3 Education Distribution

Education level	Frequency	Percentage
Certificate/diplomas	13	8.8
Higher diploma	14	13.8
Bachelor	59	63.8
Master	14	13.8
Total	100	100

Source: field data, May, 2019

4.3 Results

The following subsections present the results as per the research objectives.

4.3.1 Research objective one: Analysis of leadership style

This subsection presents the results of the analysis of leadership styles. Four (4) main types of leadership styles were assessed. These were transformation leadership style with four dimensions (each with three items), transactional leadership style with two (2) dimensions (each with three items). Authoritative and laissez-faire leadership styles each had six (6) items. Descriptive statistics were used to assess the level. Table 4.4 presents results of transformational leadership style. The mean and standard deviation (S.D.) of the four dimensions of transformational leadership styles were calculated, to establish the

respondents, assessment of the extent to which their immediate supervisors practice this leadership style.

The scale used in the statements was 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5strongly agree. The descriptive statistics of the findings are represented in Table 4.3.1.

Table 4.3.1 Descriptive Statistics on Transformational Leadership

	N	Min.	Max.	Mean	S.D.
Idealized Influence	100	1.00	5.00	4.1083	.93799
Inspirational motivation	100	2.00	5.00	3.9708	.82880
Intellectual simulation	100	1.33	5.00	3.8500	.82660
Individual consideration	100	1.00	5.00	3.7542	.83816
Transformational leadership (overall)	100	1.83	5.00	3.9208	.71316
Valid N (list wise)	100				

Source: field data, May, 2019

The results in Table 4.4 show that the idealized influence had the highest mean of 4.1083 and standard deviation of 0.93799, followed by inspirational motivation at a mean of 3.9708 and standard deviation of 0.82880. Intellectual simulation had a mean of 3.85 and

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standard deviation of 0.82660. The least but still with a high mean of 3.7542 and standard deviation of 0.83816 was individual consideration. Overall the transformational leadership style scored a mean of 3.9208 and S.D. of 0.71316.

Table 4.3.2 Descriptive Statistics on Transactional Leadership

	N	Min.	Max.	Mean	S.D.
Contingent reward	100	1.00	5.00	3.6333	.89631
Management by Exception	99	1.67	5.00	3.8439	.89448
Transnational leadership (overall)	100	1.67	5.00	3.7437	.75471
Valid N (list wise)	99				

Source: Field data, May, 2019

Table 4.3.2 presents the mean and standard deviation from respondents' assessment of whether their immediate supervisors practiced transactional leadership style. Management by exception (MBE) had the highest mean of 3.8439 and standard deviation of 0.89448, while contingent reward had a mean of 3.6333 and standard deviation of 0.89631. Overall the results show that Transactional leadership style with an overall mean score of 3.7437 and standard deviation of 0.75471 is also practiced by some of the head teachers. In fact, it is important to note that the mean score was above the midpoint. These statistics indeed show that head teachers at Ebetco

International school and Grace Academy at Ejisu municipality apply transactional leadership

Table 4.3.3 presents the mean and standard deviation of the respondent's assessment of the presence of Authoritative leadership style in their immediate head teachers.

Table 4.3.3 Descriptive Statistics on Authoritative Leadership

	N	Min.	Max.	Mean	S.D.
My supervisor believes Staff need to be supervised closely they are not likely to do their work.	100	1	5	2.96	1.354
As a rule, my supervisor believes that Staff must be given rewards or punishments in order to motivate them to achieve organizational objectives.	100	1	5	3.10	1.045
I feel insecure about my work and need direction.	100	1	5	2.90	1.246
My supervisor is the chief judge of the achievements of Staff.	100	1	5	2.84	1.213
My supervisor gives orders and clarifies procedures	100	1	5	3.10	1.083
My supervisor believes that most Staff in the general population are lazy.	100	1	5	2.70	1.314
Authoritative Leadership (overall)	100	1.00	5.00	2.952	.9119
Valid N (list wise)	100				

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The statement that 'as a rule, my supervisor believes that Staff must be given rewards or punishments in order to motivate them to achieve organizational objectives' had the highest mean of 3.10 and standard deviation of 1.045 same as the question of 'my supervisor gives orders and clarifies procedures' which had a mean of 3.10but a standard deviation of 1.083. The statement with the lowest mean of 2.70 and standard deviation of 1.314 was' my supervisor believes that most Staff in the general population are lazy'. Overall authoritative leadership upon assessing the six statements had a mean score of 2.9521 and a standard deviation of 0. 91193.This mean is below the midpoint and indicates that respondents disagreed that their supervisors use authoritative leadership. The results suggest that Authoritative leadership style is less exhibited by the head teachers of the selected schools (Ebetco Int. Sch, Grace Academy, Holy Child Int. Sch and Quality Int Sch) in the Ejisu Municipality

Table 4.3.4 Descriptive Statistics on Laissez Faire Leadership

	N	Min.	Max.	Mean	S.D.
In complex situations my supervisor allows me to work my problems out on my own way.	100	1	5	3.49	1.280
My supervisor stays out of the way as I do my work	100	1	5	3.69	.958
As a rule, my supervisor allows me to appraise my own work.	98	1	5	3.64	1.162
My supervisor gives me complete freedom to solve problems on my own.	96	1	5	3.64	1.116
In most situations I prefer little input from my supervisor.	96	1	5	3.79	1.174
In general my supervisor feels it's best to leave subordinates alone.	88	1	5	3.64	1.329
Laissez-Fair Leadership (overall)	96	1.50	5.00	3.662	.9390

| Valid N (list wise)	96				

Source: field data, May, 2019

Table 4.7 presents the mean and standard deviation of the results from respondents' assessment of laissez faire leadership style. This was assessed by six items. The statement that 'In most situations I prefer little input from my supervisor' had the highest mean of 3.79 and standard deviation of 1.174 while the question with the lowest mean of 3.49 and standard deviation of 1.280 was that 'In complex situations my supervisor allows me to work my problems out on my way'. Overall Laissez faire leadership upon assessing the six statements had a mean score of 3.6624 and a standard deviation of 0.91193. This mean is above the midpoint and indicates that respondents agree that their supervisors indeed utilize laissez faire leadership to a moderate extent. Therefore, from the results of the analysis of leadership styles, it can be concluded that transformational leadership style is the most exhibited leadership style by the head teachers of the selected private schools in Ejisu municipality followed by the transactional leadership style. The results also show that laissez-faire leadership style is practiced above average. However, authoritative leadership style is the least exhibited style

4.4.1 Research objective two: Ascertaining the impact of leadership of head teachers on teachers' commitment

The pie chart presents the positive and negative impact from respondents' assessment of leadership style by their head teachers. The statement that 'does your head teacher leadership style influences your work output at the work place?'. Sixty percent (60%) of the respondents' response that their head teachers' leadership style has a great influence on them and this motivates them to put out their best at the work place. The remaining forty percent (40%) of the respondents reply that their head teachers' leadership style deter them

from putting up their best at the work place. Therefore, from the results of the analysis of impact of leadership styles, it can be concluded that exhibition of leadership styles in private schools have a great influence on the staff performance at work place.

Impact of leadership style
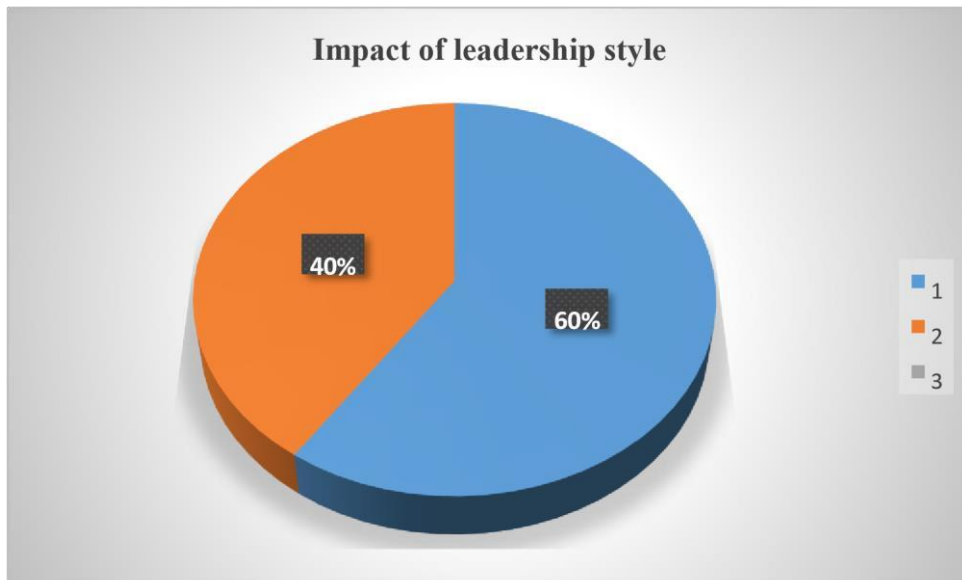
Source: field data, May. 2019

4.5.1 Research objective three: Effect of leadership style on organizational performance Table 4.5.1 presents results of the analysis of employee performance. The results show that productivity was highly rated with a mean of 4.35 and a standard deviation of 0.576 while quality of performance closely followed with a mean of 4.31 and a standard deviation of 0.739. Overall employee performance had a mean score of 4.3312 indicating a high performance. This is then subjected to further analysis in the next section to determine whether it is affected by the Staff' perception of the leadership style of the immediate supervisor.

Table 4.5.1 Descriptive Statistics on Employee Performance

	N	Minimum	Maximum	Mean	Std. Deviation
How do you rate quality of your performance	100	2	5	4.31	.739
How do you rate your productivity on the job?	100	3	5	4.35	.576
Employee performance score.	100	2.5	5.00	4.3312	.60558
Valid N (List wise)	100				

Source: field data, 2019

4.6 Discussion of the results

In a summary, multiple regression analysis indicated that, transformational leadership positively predicted employee performance. If supervisors exhibited more transformational leadership, the Staff will have higher employee performance. As predicted, this result supported hypothesis 1. Transactional leadership positively affects employee performance. The results of transformational leadership were consistent with most of results on previous studies reviewed in chapter two. See as example, studies like Raja and Palanichamy (2015) for sample of Staff in public and private sector enterprises in India; Aboshaiqah et al (2015) on a sample of hospital nurses, Pradeep and Prabhu (2011) in India, Kehinde and Banjo

(2014) and Ejere and Abasilim (2013), both in Nigeria, Tsigu and Rao (2012) and Gimuguni et al (2014) in Ehtiopian Education sectoring industry and Ugandan local government authorities

respectively.

Transactional leadership negatively affects employee performance and therefore the second hypothesis of this study which stated that the transactional leadership style positively affects employee performance in schools could not be supported. These findings are inconsistent with the many studies reviewed in chapter two in which it was reported that transactional leadership style significantly positively affected Staff' performance. S for example studies by Pradeep and Prabhu (2011), Kehinde and Banjo (2014) and Ejere and Abasilim (2013). Authoritative leadership was found to have negative effect on Staff' performance. This suggests that the study's fourth hypothesis that "the Autocratic leadership style positively affects employee performance in private schools could not be supported. Furthermore, the study findings are inconsistent with those reported earlier in Gimuguni, et al (2014) and in Nuhu (2004) both of whom reported positive relationship between autocratic leadership styles and Staff' performance.

Lastly, the study found that laissez-faire leadership styles are insignificantly positively affect employee performance. These results are consistent with the study's third hypothesis which stated that "the laissez-faire leadership style does not affect employee performance in private schools. The results lend weak support to the previous evidence which reported negative relationship, e.g. Aboushaqah et al (2015), Nuhu (2004). However, the same results are inconsistent with those which reported a positive relationship between laissez-faire leadership style and employee performance. See for example, Gimuguni, et al (2014). The study did contribute to the expansion of knowledge in the human resource field on how leadership styles can be used to achieve employee performance. It also tried to close

a gap in current literature in which studies of leadership styles and employee performance

in the Education sectoring industry have not been fully and efficiently explored

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The main objective of this study was to investigate the impact of different leadership styles (transformational, transactional, autocratic, and laissez-faire leadership styles) on Staff' performance of private schools in Ejisu municipality. A cross section descriptive survey research strategy was adopted in which a sample of 100 staff sampled. A structured questionnaire was used to collect primary data from the sample.

The leadership styles were measured through the Multi factor Leadership Questionnaire developed by Avolio and Bass (1995), modified to fit the context of the study. Employee performance was measured by the scale of Yousef (2000). Descriptive and inferential statistical techniques were used for data analysis. In inferential statistics, Pearson's correlation and regression analysis were used to assess both relationships and effects as per the hypotheses of the study. This chapter presents conclusions, implications and recommendations. It is organized in various sections: Section 5.2 gives a key summary of findings, Section 5.3 discusses conclusions and recommendation, Section 5.4 presents recommendations while the last section, Section 5.5 gives limitations of the study and suggestions for further research .

5.1 Summary of key findings

The findings show that transformational leadership style is the most exhibited style at the Education sector followed by the transactional leadership style and laissez-faire. Employee performance is above average. Overall, scores in transformational leadership style were found to be strongly correlated with both measures of employee performance and overall performance except for the intellectual simulation dimension, which had insignificant positive correlation with quality of performance.

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Transactional leadership style was found to be positively correlated with both measures of employee performance as well as overall performance. However, contingent rewards had a negative but insignificant correlation with performance while management by exception had insignificant positive correlations.

Authoritative leadership style had insignificant relationship while laissez faire style had insignificant positive correlation.

Transformational leadership style significantly positively affected employee performance while transactional leadership style affected employee performance significantly negatively. Authoritative and laissez faire leadership styles exhibited insignificant negative and positive effects on Staff' performance, respectively.

5.2 Conclusion

From the study findings it can be concluded that head teachers from the private schools who are driven by the desire to achieve better performance from his/her Staff should try and exhibit more of transformation leadership style and less of the rest of the styles.

5.3 Recommendations

Institutions expect Staff to perform, head teachers expect their teachers to perform too. The results of this study provided insights into what Staff need from their head teachers and the kind of leadership behaviors they prefer. This information could be used to help develop strategies and meet organizational needs through leadership behavior development. According to the results, some strategies for improving supervisor's leadership and employee performance could be suggested. It indicated that transformational leadership behavior would lead to higher employee performance. The leaders or head teachers should

be aware of what is important for the subordinates and the organizations as a whole and encourage the Staff to see the opportunities and challenges around them creatively. The head teachers should also have their own visions and development plans for followers, working in groups and champion team work spirit.

The head teachers should have sense of innovation and also encourage followers to seek more opportunities and possibilities, not just achieve performance within expectations. Head teachers should understand the values of the followers and try to build their departmental/ unit's business strategies, plans, processes and practices that will likely to improve the wellbeing of staff. Respect for individual is also very key in building a positive relationship between leaders and Staff. Staff prefer to idealized attributes leadership behaviors from their supervisor because it can increase their level of performance. Staff would like to see more of idealized attributes in their head teachers; therefore, the head teachers should act to promote faith from their subordinates. They should connect with the working groups and the individuals beyond selfinterest. A sense of confidence and power for the workloads should be displayed.

Supervisor's authoritative leadership style will decrease employee performance. So they should try to avoid this type of leadership style. Contrarily, head teachers should clarify expectations and provide goals and standards to be achieved for the followers. They should not wait until the problems become more serious and then act/ take action they should monitor performance on timely basis. Whenever a problem arises, head teachers should try to intervene into the issues as soon as possible. Head teachers should respond to urgent questions and make decisions promptly and precisely. They should not be afraid of getting involved in problem solving. Regarding to the results of correlation analysis, it indicated that transformational leadership, transactional leadership and authoritative leadership all have significant correlations with employee performance. Transformational leadership had strong and positive correlations with employee productivity, quality and overall

performance. The group of specific behaviors factors of transformational leadership positively correlated with employee performance. Therefore, as mentioned before, leaders or head teachers should be aware of the importance of transformational leadership style and try to put it in practice. Authoritative leadership had a negative correlation with employee performance. It was obvious to see that authoritative leadership is not an effective leadership style. So head teachers should try to avoid this style. Head teachers should enrich the knowledge about the perceptions of leaders' behaviors and how these behaviors relate to employee performance. Based on the results of the current study, leadership development programs could help leaders understand the relationships between effective leadership styles and employee performance.

Organizations can develop certain training programs or mentoring by professionals for the head teachers and leaders. Professionals and trainers can use the results from the current study to develop training programs that support leadership development. Organization can provide leadership training program or interventions to improve supervisor's leadership. The leadership training program can be designed based on employee needs and organizational needs to achieve the very best from such particular programs. And also, psychological interventions are needed to clarify for the Staff about the relationship with head teachers, and the impacts of leadership styles on loyalty employee performance, including leader's daily practice, leadership behaviors, and the importance of feedback. The organization and head teachers should involve Staff in decision making and leadership improvement and provide training and teamwork facilitation. In addition, policies and practices related to rewards or feedback system in the organizations can be adjusted to meet Staff' needs in order to improve employee performance.

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CHRISTIAN SERVICE UNIVERSITY COLLEGE

DEPARTMENT OF MANAGEMENT STUDIES

QUESTIONNAIRE

We are first degree holder of Bachelor of Business Administration (Human resource management) students at the Christian Service University College, Kumasi Campus. We are required to submit as part of our course work assessment, a research project report on

"ASSESSING THE IMPACT OF LEADERSHIP STYLE ON ORGANIZATIONAL

PERFORMANCE." To achieve this, your private school/organization is one of those selected for the study. I kindly request you to fill the attached questionnaire to generate data required for this study. This information will be used purely for academic purpose and your name will not be mentioned in the report. Findings of the study, shall upon request, be availed to you.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

PART A. BACKGROUND INFORMATION

1. Please, how old are you (tick one)?

Less than 20   [ ]

21-30years   [ ]

31-40 years   [ ]

41-50 years   [ ]

51 or more   [ ]

2.   Gender. Male [ ]   Female [ ]

3.   Please, which level are you (tick one)?

    PHD [ ]   Master [ ]   B.Sc. [ ]   Diploma [ ]

PART B: LEADERSHIP STYLE

The sets of statements aimed at helping you assess your feelings or perceptions of the

leadership style of your immediate supervisor. You are requested to rating yourself against

each statement to indicate you level of agreement with what the statement is suggesting,

where the following ratings are:

1 = Strongly Disagree   2 = Disagree 3 = Neutral   4 = Agree   5 =

Strongly Agree

Intellectual Simulation (IS)	1	2	3	4
Please place a tick (√) or a mark (x) in the box (cell) that represents your appropriate level of agreement				
TRANSFORMATIONAL LEADERSHIP				

Idealized Influence (II)	1	2	3	4
1. My supervisor makes others feel good to be around him / her				
2. I have complete faith in my supervisor				
3.I am proud to be associated with my supervisor				
Inspirational Motivation (IM)	1	2	3	4
1. My supervisor expresses in a few simple words what we could and should do				
2. My supervisor provides appealing images about what we can do				
3. My supervisor helps me find meaning in my work				

1. My supervisor enables others to think about old problems in new ways				
2. My supervisor provides others with new ways of looking at puzzling things.				
3. My supervisor gets others to rethink ideas that they had never questioned before.				
Individual Consideration (IC)	1	2	3	4
1. My supervisor helps others develop themselves				
2. My supervisor lets others know how he /she thinks we are doing				
3. My supervisor gives personal attention to others who seem rejected.				
TRANSACTIONAL LEADERSHIP				

Contingent Reward (CR)	1	2	3	4
1. My supervisor tells others what to do if they want to be rewarded for their Work				
2. My supervisor provides recognition/rewards when others reach their goals.				
3. My supervisor calls attention to what others can get for what they accomplish.				
Management by exception (MBE)	1	2	3	4
1. My supervisor is always satisfied when others meet agreed-upon standards				
2. As long as things are working, my supervisor do not try to change anything				
3. My supervisor tells us the standards we have to know to carry out our work				
AUTHORITATIVE LEADERSHIP	1	2	3	4
1. My supervisor believes employees need to be supervised closely they are not likely to do their work.				
2. As a rule, my supervisor believes that employees must be given rewards or punishments in order to motivate them to achieve organizational objectives.				
3. I feel insecure about my work and need direction.				
4. My supervisor is the chief judge of the achievements of employees.				
5.My supervisor gives orders and clarifies procedures				

	1	2	3	4
6. My supervisor believes that most employees in the general population are lazy.				
LAISSEZ FAIRE LEADERSHIP	1	2	3	4
1.In complex situations my supervisor allows me to work my problems out on my own way				
2. My supervisor stays out of the way as I do my work				
3. As a rule, my supervisor allows me to appraise my own work.				
4. My supervisor gives me complete freedom to solve problems on my own.				
5. In most situations I prefer little input from my supervisor.				
6. In general my supervisor feels it's best to leave subordinates alone.				

PART C: ORGANIZATIONAL PERFOMANCE

The sets of statements aimed at helping you assess the quality performance of your organization. You are requested to rate the organization against each statement to indicate the organization performance against other organizations/private schools, where the following ratings are:

1 = very low 2 = low   3 = Average 4 = high   5 = very high

Please place a tick (√) or a mark (x) in the box (cell) that represents your appropriate level of performance rating.

	1	2	3	4	5
Organizational quality performance					
1.How do you rate the quality performance of your organization?					
2.How do you rate the productivity of the organization					
Quality of performance and productivity compared with other organizations doing similar jobs.					
1.How do you assess the performance of **your organization** compared with others doing the same kind of work?					