

CHRISTIAN SERVICE UNIVERSITY COLLEGE, KUMASI
SCHOOL OF BUSINESS
DEPARTMENT OF MANAGEMENT AND GENERAL STUDIES

ASSESSING THE EFFECTS OF LEADERSHIP STYLE ON THE PERFORMANCE
OF SENIOR HIGH SCHOOL STUDENTS IN THE OBUASI MUNICIPALITY OF
THE ASHANTI REGION

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DECLARATION

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We hereby declare that this project work is the result of our own original work and that no part of it has been presented for another degree in this University or elsewhere:

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DEDICATION

This Project Work is dedicated to our families especially our husbands and wives who supported us throughout the programme.

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I have been fortunate to have an outstanding supervisor, Dr. Joseph Kofi Nkuah who carefully went through our work and gave us all the necessary comments and encouragement. May God richly bless him for all the support he gave us.

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ABSTRACT

The major concern of any school organization is the success or effectiveness of teaching and learning process. Experiences and records have shown that head teachers' leadership styles have a direct bearing on the overall effectiveness of a school because both the teacher and the student are to perform under their leadership. The major objective of the study therefore was to analyze how leadership style influences student's academic performance in the Obuasi Municipality of Ghana. The study adopted a cross sectional survey research design. The sample size under this study was taken from the selected three (3) public secondary schools in the Obuasi Municipality, made up as follows; 9 heads of schools (i.e. three from each school) will automatically be involved in the study due to their managerial positions (heads of school/Deputies) and are also main informants on the practiced leadership styles in secondary schools.; Moreover, 51 teachers were randomly selected. These were expected to provide information on feedback information of their administrators. Hence, the study has a total of 60 respondents. The data were analyzed by the use of Statistical Package for Social Science (SPSS) software and descriptive statistics and tables. The study found out that, most male heads were autocratic than the females. Also Heads who were advanced in age were more democratic than the youth. The study therefore recommends induction training in management and leadership for the newly appointed head teachers. Again more females should be encouraged to take up leadership roles in educational institutions. Finally, the study recommends the adoption of a coaching and mentoring policy to train newly employed heads of schools.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In the world over, education industry has been developing very rapidly. Therefore many countries in the world have paid more attention to the education managers. Averagely countries in the world spend about 20% of their annual budget on education because it has to do with the future of the country. In Ghana for instance, between 28% and 40% of annual the budget is spent on education for the past decade. In the years 2012 to be precise, government has allocated 30% of the budget to education sector (Kofi Asare, Executive Director, Action for Rural Education 15/3/2012). Although the proportion is difference from country to country the trend of rapid development in education industry is undoubted. Education administrators are those who make educational standards and targets and also establish policies and procedures to achieve the set objectives. (Lumby J. 2009).

Research on school effectiveness, school climate and student achievement had shown that, effectiveness in all spheres of the school's life depends largely on the quality of the principal's leadership (Taylor and Tashakkori, 1994,). It identified that, instructional leadership as a model of educational leadership is not a new idea, but it is a concept that continues to gain attention and research interest. The instructional leadership of a head is an important educational component that guides the achievement of students and the success of schools. (Hallinger and Heck, 1996; Hallinger, 2005,). It is in the light of the above that the study seeks to find out whether or not there is a link between leadership and school performance.

1.2. Statement of the Problem:

The major concern of any school organization is the success or effectiveness of teaching and learning process. Experiences and records have shown that head teachers' leadership styles have a direct bearing on the overall effectiveness of a school because both the teacher and the student are to perform under the leadership. The aggregate mean academic performance of public senior high schools in Ghana WASCCE examinations results has been fluctuating over the past four years. Incidentally, academic performance in most of these public secondary schools has been fluctuating with turnover of head teachers as detailed below.

2018

Based on the provisional results, the performance at A1- C6 in Social Studies showed a marked improvement over that of 2017 (52.25% to 73.27%), while Integrated Science recorded a slight improvement (43.66% to 50.52%). On the contrary, Mathematics (Core) showed a drop in performance from 2017 (42.73% to 38.33%). Similarly, there was a drop in the performance in English Language (54.06% to 46.79%).

2017

A total of 289,210 candidates entered for the examination. This figure is 5.45% higher than the 2016 candidature of 274,262. The 2017 entry figure was made up of 147,591 (51 %) males and 141,619 (49 %) females. The examination was conducted for 916 participating schools. A total of 1,732 {0.60%} of the candidates who registered were absent from the examination. The performance of the candidates in regard to the four core subjects are as follows: English Language: 155,077 {54.06%} obtained A1-C6; 73,409 (25.59%) obtained D7-E8 while

58,351 (20.35%) had F9; Mathematics (Core): 122,450 (42.73%) obtained A1-C6; 106,024 (37%) obtained D7-E8 while 58,070 (20.27%) had F9; Integrated Science: 125,204 (43.66%) obtained A1-C6; 84,851 (29.59%) obtained D7-E8 whilst 76,693 (26.75%) had F9; Social Studies: 149,806 (52.25%) obtained A1-C6; 69,795 (24.35%) obtained D7-E8 whilst 67,078 (23.40%) had F9. Based on the provisional results, the performance at A1-C6 in Mathematics showed a marked improvement over that of 2016 (32.83% to 42.73%), while English Language recorded a slight improvement (53.19% to 54.06%). On the contrary, Integrated Science showed slight drop from the 2016 performance (48.48% to 43.66%). Similarly, there was a drop in the performance in Social Studies (54.93% to 52.25%).

2016

The statement also noted that, “the general performance for the 2016 is significant improvement over that of 2015.” WAEC said though it is in the process of dispatching the results to the various schools “those who desire, may access their results at the Council’s website.” A total of 274,262 candidates participated in the exams. According to WAEC, a total of 125,065 students obtained A1 to C6 in English Language, which is 53.19%, 59,725 (25.40%) obtained D7-E8 whilst 46,595 (19.82%) had F9. For Mathematics, 77,108 (32.83%) obtained A1-C6; 65,007 (27.68%) obtained D7-E8 whilst 89,477 (38.10%) had F9. About 113,933 students obtained A1-C6 in Integrated Science which is 48.48%, 75,938 (32.32%) obtained D7-E8 whilst 42,519 (18.09%) had F9

2015

Results released by the West African Examination Council (WAEC) indicate only 25.29% of candidates who took the May/June 2015 West African Senior School Certificate Examination (WASSCE) obtained A1-C6 in mathematics while 29.75% had D7-E8 and 37.17% had

F9. The result of Integrated Science also revealed that only 23.63% obtained A1-C6 while 39.19% got D7-E8 and 37.17% had F9. For English language, 50.29% of candidates obtained A1-C6 while 30.68% obtained D7-E8 and 19.02% had F9. The Social Studies subjects showed that 51.84% obtained A1-C6, 25.20% got D7-E8 whilst 22.94% had F9. Very Reverend Sam Nii Nmai Ollenu, Head of National Office of WAEC, disclosed this in Accra at a news briefing to release the provisional results for the May/June 2015 WASSCE.

He said a total of 268,812 candidates took the examination for 810 participating schools, which represented 11% higher than the 2014 candidature of 242,164. **(WAEC, 2015 – 2018)**

During the tenure of some head teachers, academic performance in national examinations in some schools improved while it dropped in some. However, the general performance of most public secondary schools in Obuasi Municipality WASSCCE examinations has been dismal if not average. This scenario begs two vital questions: could it be that the leadership styles employed by head teachers determine the performance of their respective schools in national examinations? Does the head teacher's leadership style influence school climate and the subsequent performance of a school in national examinations? The above questions influenced the researchers to investigate the relationship between head teachers' leadership styles, prevailing school environment and the subsequent students' academic performance in public secondary schools in the Obuasi Municipality.

1.3. General Objective of the Study

The major objective of the study was to analyze how leadership style influences student's academic performance in the Obuasi Municipality of Ghana.

1.4 Specific Objectives of the Study

- i) To examine the commonly used leadership style in secondary schools.
- ii) To suggest and establish benchmark practices on leadership styles that can lead to students' academic achievements in secondary schools.
- iii) To examine and establish the relationship between school heads' leadership styles and students' academic performance.

1.5 Research Questions

- i. What are the commonly used leadership styles in secondary schools?
- ii. What are bottom-line/benchmarks practices indices on leadership styles that can lead to students' academic achievements in secondary schools?
- iii. What are the relationship between school heads' leadership styles and students' academic performance?

1.6 Scope of the Study

This study focuses on examining the leadership styles and their effects on student academic performance. It will cover three Senior High School in the Obuasi Municipality, namely, Christ The King Catholic *Senior High Sch.* Akaporiso, *Obuasi*. Adansi Technical Institute. Akopraso, *Obuasi*. And *Obuasi Senior High Technical School*. The study will examine the impacts of head teachers' instructional leadership skills that are most likely to affect students' academic achievement. It will only consider academic performance of the school in the WASSCE. (2015 – 2018).

1.7 Limitations of the Study

The study assumes the following constraints: the research was carried out in three Senior High Schools in the Obuasi Municipality. Although it would have been useful to include more schools to attain a broader understanding of the relationship between leadership styles and school performance in secondary schools in Ghana. In this study, it was impossible due to inadequate resources (research funds). This narrowed the degree of national representativeness of the findings and the process of deriving into statistical inferences. However, the limitation will not hinder the value of the findings of this study as it is a case study by its nature.

The findings of this study may consequently not be generalized to all schools in the country, since different geographical areas may have their own peculiar characteristics in terms of location, the socio-economic status of parents and the culture of schools in relation to leadership styles.

1.8 Significance of the Study

Achievement of excellent academic performance to a large extent depends on organizations leadership. School leaders in Senior High schools play a key role in achieving exemplary performance. All organizations are currently undergoing some type of change. Many of these change programs arise from organized management strategies such as culture change, business process reengineering, empowerment and total quality management. Other change initiatives are driven by the need for organizations to reposition themselves in the face of changing competitive conditions (Wolff 1998). This study therefore will shed light on the relationship between leadership styles of heads of school and the schools' performance. This

will be useful to authorities who appoint and deploy school head- teachers as well as those who control the performance of senior high schools. The findings will also be used by those involved in supervision and monitoring of schools, where special emphasis will be placed on the factors which influence the school performance in secondary schools.

By focusing on the specific leadership factors which influence school performance, the study might motivate future researchers to identify others factors (e.g policy and allocation of resources) with a view to establishing the role each factor in the overall school performance. In terms of the system of performance appraisal of school managers, the findings of the study will also indicate the strength of leadership styles, and their contribution to the welfare and performance of the schools. For those responsible for organizing induction courses for newly appointed school managers, the study would provide some lessons to draw on. The study will also shed light on the view of leadership as involving more than the leader's personality and focusing on leaders as dominated by headship. In view of this, it is hoped that this study may provide data and information that may be useful for the ministry of education for formulation of policies, budgeting, planning and decision making that may facilitate pre-training and in-service training of education institutions' leaders. This would equip the leaders with leadership skills for improving teaching and learning environment and bring about quality performance of students.

1.8 Organisation of the Study

This study is organised into five chapters. Chapter one of the study is devoted to the introduction the statement of the problem, the objectives of the study as well as the research questions. Chapter two of the study discusses literature on established facts on Leadership

Styles. Chapter three would contains the methodology of the study which includes the research design, target population, sampling and sampling procedures, data collection instruments, data collection procedures, and data processing and analysis. Chapter four of the study is devoted to presentation of results from both the analysis of primary and secondary data. Finally, chapter five contains summary of results, conclusions, recommendations of the study, and suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter addresses the relevant literature of the study. The literature is an effort to justify the topic and the problems identified as well as select a suitable method of analysis.

This section reviewed relevant and related literature to the subject. It examines contemporary ideas and development, which borders on the leadership styles female heads of senior high schools use, why they prefer that style and effects on their performance, Administrative practices, Educational Administration and Leadership, its effects and relationship to task performance.

2.2 Leadership Theory

Introduction

Leadership is the most talked and written about subject in various disciplines such as History, Sociology, Psychology, Religion and Educational Management (Afful Broni,2004). Organization whether globalized or local needs leadership. Leadership is fundamental to the organizational survival and strategic imperative to its success. In educational institutions, the head teachers' role is to promote academic performance. The success or failure of what is done in the school is attributed to the head teacher (Afful-Broni, A., & Nanyeke, S. 2012). The head teacher is the pivot around which many aspects of the school revolve, being the person in charge of every detail of running the school. Many schools lack the necessary performance requirements, not only because of inadequate funds or even poor facilities, but also as a result of poor leadership (Nsubuga Y.K, 2008). That's why this paper discusses

leadership styles and school performance because educational leaders have an enormous responsibility to carry on the vision of the school.

2.2.1 Meaning of leadership

The term leadership has been defined by different scholars in different perspectives. According to Allyn & Bacon. Chen, Y.-H. (2012), leadership refers to the influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired goals. This can be done through the articulation of the vision and mission of the organization at every moment, and influence the staff to define their power to share this vision. Waters, J. T., Marzano, R. J., & McNulty, B. (2004), define leadership as the process of influencing the behaviour of others towards the accomplishment of goals in a given situation. Furthermore, leadership refers to the process of social influence in which one person enlists the aid and support of others in the accomplishment of common task (Hoy & Miskel, 2008). The leadership incorporates the accomplishment of the task, which is the organization requirement and the satisfaction of employees which is the human resource requirement (*Armstrong-Coppins, D.R, 2003*).

The term performance as used in this paper refers to both behaviors and results, and adjusting organizational behaviors and actions of work to achieve results or outcomes (*Armstrong-Coppins, D.R., 2003*). Behaviors are outcomes in their own right and reactions to the product of mental and physical effort applied to tasks. In school environments therefore, performance should not only be defined in terms of test scores, examination results, students' ability to socially apply what is learnt, and the rate at which students move on to higher institutions of

learning, but should consider the achievements of the school in other areas like equipping the learners with the requisite skills for survival.

2.2.2 Importance of Leadership

Leadership is an important component in guiding the teaching-learning process (Dubrin, A. 2010). It is necessary for preparing today's students with relevant knowledge and skills in today's society to become a productive citizen of the 21st century. According to Gupta (2008) there are various important functions performed by leaders in organizations. The importances of leadership in education include but not limited to: guiding people, developing teamwork, maintaining discipline, building morale and representing the group. Therefore, leadership is a cohesive force which holds the group intact, the disciplinary power that keeps the group working, the electric current that energizes human actions, the insight that converts despair into hope. In fact there is no substitute for effective leadership (Gupta, 2008).

2.2.3. Characteristics of high-performing schools

Effective school leadership is one component often found in high-performing schools (Taylor, T.V, 2002). Principals charged with leading schools are judged by various indicators, including student performance on standardized exams, student enrollment in advanced placement courses, and the attendance and graduation rates of students (ibid).

Starcher, in his review of high-performing schools, found that such schools often demonstrate five or more of the following characteristics: clear and shared focus, high standards and expectations for all students, effective school leadership, high levels of collaboration and communication, curriculum, instruction and assessment aligned with standards, frequent monitoring of learning and teaching, focused professional development, supportive learning

environment, and high levels of family and community involvement. Additionally, Starcher (2006) noted that such characteristics were evidenced in high performing schools that serviced a high percentage of students from low-socioeconomic backgrounds.

Kyeyune, R. (2008). noted characteristics of most low performing schools which include high teacher turnover, a high percentage of impoverished children and a less than positive school culture. In their study of principals

The head teachers' role is to promote academic performance. The success of what is done in the school is attributed to the head teacher. He or she is the pivot around which many aspects of the school revolve, being the person in charge of every detail of running the school, be it academic or administrative. Schools can make a difference to student achievement and the headteachers' leadership is one factor determining that success. It is therefore important that the performance of a school is appraised against the performance of the person who leads it (Kandula, 2007).

Therefore, from these viewpoints, the commitment of schools leaders is vital in organizational skills that influence academic achievement.

2.2.4 Traits and skills associated with effective leadership

According Avolio, B. Zhu, W. and Bhatia,(2004, there are three major traits and skills associated with effective leadership. These are personality traits, motivational traits and skills. Personality traits are relatively stable dispositions to behave in a particular way. The list and of personality factors associated with effective leadership include: self-confidence, stress

tolerance, emotional maturity, integrity and extroversion. Motivation is a set of energetic forces that originate both within as well as beyond an individual to initiate work-related behaviour and to determine its form directing intensity and duration. There are five motivational traits which are critical for leaders; task and interpersonal needs, achievement orientation, power needs, expectation and self-efficacy. Skill is an important component of educational leadership. This involves the skill to complete a job. There are three important categories of skills associated with leader effectiveness. These are technical, interpersonal and conceptual or cognitive skill. On top of that Taylor, T.V.(2012) add some traits and characteristics of leadership. These include: inspirations, communication, decision making, commitment, quality, sets of values, positive attitude and mutuality and dependency.

2.2.5 Great Man Leadership Theory:

This theory suggests that the capacity for leadership is inborn. According to this theory you are either born leader or you are not. The term “Great man” was used because at that time leadership was thought primarily as a male quality. The great man leadership theory became popular in 19th century. The myth behind some great leaders such as Abraham Lincoln, Julius Caesar, Mahatima Gandhi and Alexander the great helped contributes to the notion that great leaders are born and not made. Dubrin, A. (2010) had a major influence on this theory of leadership. At one point he stated that the history of the world is nothing but the biography of great men. According to him effective leaders are those gifted with divine inspiration and the right characteristics.

Even today, people often describe prominent leaders as having the right qualities or personality for the position. Implying that inherent characteristics are what make these people

effective. D.W Okoth (2010), suggested that the leaders were products of the society in which they live.

2.2.6 Contingency leadership

theory is another class of behavioural theory that claims that there is no one best way to organise corporation, to lead an organization or to make a decision. Instead, the optimal course of action is dependent upon the internal and external situations. It is suggested that previous theories had failed because they neglected that leadership style and organisational structure where influences by various aspects of environment. There could not be one best way for leadership. This theory originated with the work of Kyeyune, R. (2008) who argued that technologies directly determine differences in such organizational attributes as span of control and formalisation of rules and procedures.

Gareth Morgan described the main ideas underlying contingency as: organizations are open system that need careful management to satisfy and balance internal needs and to adapt to environmental circumstances. He also affirmed that there is no one best way of leading an organization but the appropriate way of leadership depends on the kind of environment one is dealing with. Fred Fiedler's contingency model focused on a contingency model of leadership effectiveness. This model contains the relationship between the leadership style and favourableness of situation. Fiedler described situational favourableness in terms of three empirically derived dimensions. The leader –member relationship, the degree of task structure and the leader's position power.

Situation is favourable to the leader if all the three dimensions are high. That is if the leader is generally accepted and respected by the followers, task is structured very well and a great deal of authority and power are formally attributed to the leader's position.

This theory was developed by Paul Hersey, the author of the book “Situational Leader” and Ken Blanchard the author of the book “The One Minute Manager” in late 1970s and early 1980s. The fundamental underpinning this theory is that there is no one best way of leadership. Effective leadership is task relevant and most successful leaders are those who adapt their leadership styles to the maturity of the individuals or a group they are attempting to lead or influence. Effective leader varies not only with the persons or group that is being influenced but it also depends on the task or function that needs to be accomplished.

Situational leadership model by Hersey and Blanchard rests on fast fundamental concepts:

Hersey and Blanchard characterised leadership style in terms of the amount of the task behaviour and relationship behaviour that leaders provide to their followers.

From the above presentation and analysis one can get convinced that there is no one best leadership style at all time and in any situation. Effective leader need to be flexible and must adapt themselves according to the situations and the maturity of those who are being influenced.

Participative leadership theory is the kind of leadership where leaders encourage participation and contribution from the group members and help group members feel more relevant and committed to the decision making process. Oyetunyi, C. O. (2006) conducted experiments and came up with three styles of participative leadership namely autocratic, democratic and laissez – faire.

In the autocratic style, the leader takes decision without consulting others. In the democratic style, leader takes decision after consulting others or let the majority decide on what is to be done. In the laissez faire, the leader lets others to take decision.

Lewin et al. Discovered that the autocratic style leads to revolution, laissez-faire style leads to enthusiasm and coordination while the democratic style proved to be most effective.

In the participative leadership the leader describes what the objectives are to the subordinates and leave the “how” the way to achieve the objectives to be decided by the subordinates. Participative leader can be a sham when managers ask for the report from them. This is likely to lead to cynicism of feelings of betrayal (Adeyemi, T. O., & Bolarinwa, R.. 2013)

Transactional leadership is the type where leader promotes compliance of the followers through the reward and punishment. In this theory leader pay attention to followers’ work in order to find fault or other wise to be able to apply reward or punishment appropriately. Transactional leaders are willing to work within the existing system and negotiate to attain goals of the organization. They accept goals, structure and the culture of the existing organization. They always tend to think inside the box when solving problems.

Within transactional leadership there are two factors: cogent reward where reward is provided by effort and recognises good performance and management by exception where the leader intervenes when subordinates do not meet the acceptable performance level and initiate corrective actions to improve performance. (Thoonen, E.; Slegers, P.; Oort, F.; Peetsma, T.; Geijsel, F., 2011) This theory simply says that there must be something to motivate subordinates to work therefore reward and punishment. If the follower does something good, he/she have to be rewarded accordingly and if he/she does something wrongs he/ she has to be punished accordingly.

2.3 Leadership and Administration Insight to Leadership: A Fundamental Ingredient of School Administration.

Buchen H.I, 2010, in his book, *The Hybrid Leader: Evolving, Adaptable, Unfinished* Identified five basic leadership options-laid out as the classic recurrent choices that over the years leaders have chosen separately or in combined fashion as their unique blend of talent and task. They are: The Changer, Th

spiring others to work hard to accomplish important organizational tasks – it is one of the four functions that constitute the management process.

Whereas planning sets the direction and e Rearrange, The Integrator, The Innovator and The Anticipator

These five choices address the questions, of what leaders are, what they do and how they are chosen, by whom, when and why one is given preference over another; are they ever combined, what are their behaviours and misbehaviours. Is there only one shot at the golden ring (once and for all), no second or third shot at the bull's eye?

Generally, leadership is the process of inobjectives, organizing brings the resources together to turn plans into action, controlling makes sure things turn out right, but Leading builds the commitments and enthusiasm needed for people to apply their talents fully to help accomplish plans (Patrick, K. K. , 2013)).

According to Tom Peters, 2001 leaders get their kicks from orchestrating the work of others, not from doing it themselves; he goes to say that the leader is – rarely – possibly never? The best performer. They don't have to be; they thrive through and by the successes of others.

Historically, the issue of leadership success has been studied from the perspective of the trait, behaviour and contingency approaches. Briefly, attempt will be made to highlight an overview of these approaches so as to gain some appreciation of what it takes to be a leader, more so as it is a fundamental ingredient in school administration.

2.4 Leadership Traits:

In a comprehensive review of researches, Littrell, R.F. and Valentin, L.N. (2004) identified these personal traits as being common among successful leaders.

Drive: successful leaders have high energy, display initiative, and are tenacious.

Self-confidence: successful leaders trust themselves and have confidence in their abilities.

Cognitive ability: Intelligence to integrate and interpret information.

Creativity: Successful leaders are creative and original in their thinking.

Business knowledge: They know their industry and its technical foundations.

Motivation: successful leaders enjoy influencing others to achieve shared goals.

Flexibility: They adapt to fit the needs of followers and demands of situations.

Honesty and Integrity: successful leaders are trustworthy, they are honest, predictable, and dependable.

It obviously, is a great deal of effort on the part of the school administrators to cultivate and exhibit these traits efficiently, for some it may pose some stresses.

2.5 Leadership Behaviour:

This is a shift of attention to how leaders behave when working with followers. In effect this shifted attention from focus from who leaders are towards concern for what leaders do. Work

in this tradition, sought to determine which leadership style that is the recurring pattern of behaviours exhibited by a leader, work best Littrell, R.F. and Valentin, L.N. (2004).

Most researches in the leader behaviour tradition focussed on two dimensions of leadership style: (i). Concern for the task to be accomplished. (ii) Concern for the people doing the work.

2.6 Contingency approaches to leadership:

As leadership research continued to develop, scholars recognized the need to probe still further beyond leader behaviours alone but further examine them in relation to situational attributes. This turned interest to the question of: when and under what circumstances is a particular leadership style preferable to others? This is the essence of the contingency approaches.

F. Fiedler (1987), developed a contingency leadership model, based on the premise that good leadership depends on a match between leadership style and situational demands. In Fiedler's theory, the amount of control a situation allows a leader is a critical issue in determining the correct style-situation fit. Three contingency variables are used to diagnose situational control viz: The quality of leader-member relations, the degree of task structure and the amount of position power. It is believed, according to this model, that leadership success depends on good leadership- situations match; this means that prospective leaders should actively seek situations for which their predominant style is most appropriate.

Hence, for school administrators, that are constantly exposed to varying situations, this approach can become quite useful in order to bring out his best for the benefit of his/her school community. However, this attempt may either reduce or trigger certain elements of stress in

school administration, as arising situations surrounding the school activities are becoming more complex and numerous in the light of a fast advancing society.

Hersey-Blanchard (1988), also suggested through their situational leadership model, that successful leaders adjust their styles depending on the maturity of followers, indicated by their readiness to perform in a given situation i.e. how able and willing or confident followers are to perform required tasks. Therefore, the leader could apply a combination of the following styles: Delegation, Participation (sharing ideas), selling (explaining decision) and Telling (giving instructions).

The third contingency approach is the path-goal theory advanced by Florence, A. Y. (2012). It is suggested by this theory, that an effective leader is one who clarifies paths through which followers can achieve both task-related and personal goals. House, identifies four leadership styles that may be used in this “path-goal” sense viz: Directive leadership, supportive leadership, Achievement-oriented leadership, and participative leadership.

Other leadership models that have been identified in research literature include, the Vroom-Jago leader-participation model (1988), Ducker’s “old-fashioned” leadership model (1988), etc.

By and large, whatever approach of leadership a school administrator may choose to adopt, there is need to be mindful of the stress implications, This is an aspect that has never been attended to in Ghana, and thus justifies the basis for this research work, There is need to ascertain the stress factors if any, and therefore look further to searching for local and conventional coping skills and relievers.

2.7 Leadership in Educational Administration.

The role of the principal, vice-principal and the departmental heads is highly of great importance as far as educational administration is concerned. The primary implementation and day-to-day operation of the educational policy is hinged on these school personnel. It is pertinent, therefore to have a clear and concise understanding of: what is Educational Administration, the Administrative process and the primary role of the Administrators in the secondary schools.

Educational Administration is a branch of Public Administration, and as such cannot be divorced from all the attributes of Public Administration promoted by Gulick and Urwick (viz.: Planning, Organising, Staffing, directing, Controlling, Coordinating, Reporting, and Budgeting). It is therefore, “Public Administration” applied to educational setting.

Educational Administration is essentially a service, activity or tool through which the fundamental objectives of the Educational process maybe more fully and efficiently realised. It is the activities of educational organisations toward the attainment of goals of teaching on the part of the Teachers and learning on the part of students. Educational Administration has to do with the interactions of people within a social system. In The Gambia, secondary school administration is the duty of many agencies like the Ministry of Basic and Secondary Education, the Teaching service commission, the School Management committee, the Regional Education Directorates .The school Principal liaises with all of them coupled with his/her day-to-day school administration.

Allen, A. (2009), indicated that educational administrator, irrespective of the level at which they operate, are concerned with four major issues and functions. These are:

The procurement, training, maintenance, development, evaluation and remuneration of personnel, the determination and implementation of the instructional programme,

The operation of Educational business in all its ramifications (resources, finances etc.) and the establishment and maintenance of good public relations.

2.8 The Administrative Process:

The Administrative process has been described in different ways but the descriptions represent abstract picture of administration because of the many activities of the administrator. According to Mutuku, J., 2005, in his dual classification of terms describing the administrative process in schools. First-order abstractions proclaim that the administrator is responsible for planning, decision making, executing and appraising the activities of the organisation. While the second order abstractions, state that an administrator is responsible for goal-orienting, organising, assembling and allocating resources, providing leadership, co-ordinating and controlling activities, and performing ceremonial functions.

2.9 Primary responsibility of the administrators in the educational set-up.

The responsibility of the administrators in school is multifarious. An administrator is someone responsible for facilitating the learning process through the realisation of the objectives of education. His duties therefore, include primarily among other things the following:

Providing leadership in instructional matters; being responsible for staff personnel and staff development; maintaining physical and other facilities, liaising between the school and the Ministry of Education, Teaching service commission, the school management committee, the teacher and students, coordinating organisational individual demands and making workable plans towards achieving school goals; being answerable to the financial management; Coordinating the activities of all other members of staff and making decisions.

Other important duties that the principal or his delegate performs include: to supervise the teachers and cater for their teaching needs; in some cases they give practical demonstration lessons to deficient teachers; marking of lesson notes, registers and weekly records of work prepared by the teachers; calling meeting of the staff at least twice a term; holding parent-teacher Association meetings regularly; the allocation of classes to teachers taking into consideration their qualifications and levels of experience; payment of the teachers' salaries; and the issuance of results of the seasonal or promotion examinations.

2.10 Standard for School Leadership and Administration

The Standard for School administration and leadership is built upon a definition of the core purpose of School leadership, which together with the other three elements, underpins the principal's school leadership and management practices. The following are some Key areas of school leadership: The six interdependent areas together constitute the generic role of the principal in any school context. There is no implied hierarchy in the order in which they are presented but as leading learning and managing the curriculum is at the heart of the work of any school, these key areas have been defined first. The six key areas are:

Leading and Managing the Learning School, Shaping the Direction and Development of the School, Assuring Quality and Securing Accountability, Developing and Empowering Self and Others, Managing the School as an Organisation, Working with and for the Community

Each of the six key areas has an indication of some typical Actions that a principal needs to take in respect of each area, as it relates to the Core Purpose of School leadership. The relative importance of these actions may vary according to context. Therefore, the examples are indicative of what a principal needs to do rather than a comprehensive list. Similarly, for each of the key areas some illustrative indication is given of particular Knowledge requirements, which underpin and inform the Actions.

Within each of these six key areas are illustrated some typical Actions which a principal needs to take in relation to the Core Purpose of School leadership, together with examples of the types of Knowledge requirements that underpin these actions.

The relative importance of these actions and knowledge may vary from context to context. In Ghana, school management system is based on (whole school development) WSD.

These elements, taken together, provide answers to three fundamental questions related to the professional work of any principal. These are:

WHY a principal takes particular courses of action?

WHAT are the main functions of School leadership?

HOW are the main functions fulfilled effectively?

Competent principals should be able to provide and justify answers to these questions within their specific work contexts. They should be able to demonstrate an ability to achieve the core purpose of School leadership by carrying out effectively these key areas of School leadership, drawing upon appropriate values and applying relevant personal and professional attributes.

2.10.1 The Core Purpose of School Leadership

The core purpose of School leadership is to provide leadership and management in all areas of the school to enable the creation and support of conditions under which high quality teaching and learning can take place and which promote the highest possible standards of learner achievement.

As the leading professional in the school, the principal works with the School Management Team and others within the school's community and in partnership with the School Governing Body. S/he has primary responsibility for providing leadership and direction for the school and for ensuring that its aims and goals are met through the ways in which the school is managed and organised.

The principal has overall responsibility for the development and implementation of plans, policies and procedures that enable the school to translate its vision and mission into achievable action and outcomes. S/he, ultimately, is responsible for the ongoing evaluation of the school's performance and for its continuing development and improvement. The principal is accountable overall to the Department of Education, the School Governing Body and other stakeholders for the quality of education achieved.

The principal has major responsibility for the creation of a safe, nurturing and supportive learning environment, which enables effective teaching and learning to take place.

The PRINCIPAL (Headmaster or Headmistress) is responsible for creating a climate that encourages high levels of performance and commitment from all who work in the school. The principal must promote a work climate in which ongoing personal and professional development is encouraged and supported and in which the potential contribution of everyone is valued.

The principal, working with and through others, is responsible for building relationships between the school and the wider community. She or he has an overall responsibility to encourage the building, development and maintenance of partnerships between the school and its wider community to the mutual benefit of each. At the heart of the principal's leadership and management of the school are core societal and educational values, which impact on what happens in the school. Some of these values derive specifically from the nature and context of the individual school and its community. Others are derived more generally from the country's Constitution. The Ghana school management system is based on WSD (Whole School Development), which underpins the country's education system, and is set out in the Department Of Education policy.

In addition, a principal will bring a range of Personal and Professional Attributes to this role. These will influence the ways in which the leadership and management role is fulfilled. The

development of these attributes both through experience and training, is crucial for School leadership. Schools are now required to assume greater responsibility for leading and managing their own affairs and are expected to exercise considerable initiative in respect of school improvement and development.

2.10.2 Leading and Managing the Learning School

The principal working with the School Management Team and others has a primary responsibility to promote a successful learning culture within the school and to develop the school as a learning organisation. At the heart of the principal's role is a fundamental responsibility for the management of the curriculum, the enhancement of the quality of teaching and learning and the raising of levels of learner achievement. While every key area within the principal's role is directed at the promotion of quality teaching and learning; the leadership and management of the learning, school focuses directly on the principal's responsibility for the creation and maintenance of a learning culture for all learners and staff. This is built upon high expectations and supported through ongoing monitoring and evaluation of learning outcomes and a commitment to continuous improvement.

Knowledge

The principal needs to know about: The National Curriculum Statement and the values and goals, which shape it Practices of effective teaching and learning which support the delivery of the National Curriculum Statement Strategies for the effective monitoring and evaluation of performance in relation to the National Curriculum Statement Methods of accumulating data, and of data analysis, relevant to monitoring and evaluating performance in relation to

the National Curriculum Statement Using evidence derived from research and practice to inform the improvement of teaching and learning and the enhancement of a learning culture. Using technology to support teaching, learning and assessment, Accessing and utilising resources to support teaching and learning. Strategies and approaches for the development of a learning culture in the school and for raising levels of achievement and excellence in any context. Building and developing a nurturing and supportive environment for effective teaching and learning. Approaches and current trends in building and developing the school as a learning organisation. Social, political, economic and health conditions of the school and wider community, which impact upon individual learning behaviours, needs, attendance and well-being. Approaches to managing specific learning needs, learner behaviours and attendance. Approaches to ensuring equity in learner access to high quality teaching and learning.

Actions

The principal is able to: Demonstrate and model a personal commitment to learning and the maintenance of high standards

Promote strategies to encourage high expectations and to set challenging targets for achievement.

Challenge underperformance, ensuring appropriate corrective action and follow-up. Facilitate the ongoing monitoring and evaluation of all classroom practices. Ensure that sound data at class and school level is collected and used to inform the learner of his progress and achievement. Carry out Continuous monitoring and evaluation of teaching and learning,

Keep up to date with thinking and current debates through reading professional books, journals and publications. Share and transmit ideas and stimulate discussion on pedagogic and welfare issues with all staff.

Ensure that educators have a full understanding of the National Curriculum Statement and possess attendant skills related to teaching, monitoring and evaluation. Encourage ongoing debate among staff on the development of teaching and learning in the school and about effecting improvements.

Promote a positive learning culture and ethos within the school and demonstrate an understanding of the principles and practice of effective teaching and learning through effective curriculum management.

Ensure that teaching and learning are at the heart of the school's strategic planning and management of all resources.

Continuously strive to build and develop the school as a learning organization.

Ensure that educators have opportunities to access quality professional development in order to improve their teaching.

Work with the school's community to assure a school environment, which is safe and secure, promotes well-being and is conducive to effective teaching and learning.

2.10.3 Shaping the Direction and Development of the School

The principal works with the School Governing Body, the School Management Team and others in the school's community to create a shared vision, mission and strategic plan to inspire and motivate all who work in and with the school to provide direction for the school's ongoing development. The vision and mission encapsulate the core educational values and moral purpose of the school and takes into account national educational values and the values and beliefs of the school's community. The strategic planning process is fundamental for shaping and sustaining school improvement and for empowering the school to be active and effective in its ongoing development.

Knowledge

The principal needs to know about: The values, principles and goals, which inform The Ghana schooling, The Ghana educational legislation and policy, Labour Law and its application in the school context, The principles and processes of strategic thinking, planning and implementation, Leading complex and dynamic change processes, Approaches to building, communicating and implementing a shared vision, Strategies for inspiring, challenging, motivating and empowering people to commit to the school's values, vision and mission and to carry them forward in planned action and; Ways in which personally to model the values and vision of the school.

Actions

The principal is able to: Ensure that the vision and mission of the school is shared, understood and acted upon by all in the school community, Work with all in the school's community to

ensure that the vision and mission of the school is translated into agreed goals and operational plans designed to promote and sustain ongoing school improvement

Ensure that school policy is developed and implemented with due regard to educational legislation and policy. Work with others in the school's community and motivate them in the building of a shared school culture and a school climate which promotes collaborative working relationships and effective teaching and learning. Ensure that the strategic planning process takes account of the values, diversity and particular context of the school and its wider community. Monitor, evaluate and review the impact of school plans and their implementation and initiate appropriate action in the light of these processes.

Lead by example and model the values and vision of the school in everyday work and practice.

2.10.4 Managing the School as an Organisation

The principal must provide for the effective organisation and management of the school and on the basis of ongoing review and evaluation, s/he must strive continuously for ways to develop and improve organisational structures and functions. The principal is responsible for ensuring that the school and its people, assets and all other resources are organised and managed to provide for an effective, efficient, safe and nurturing learning environment. These management functions require the principal to build and strengthen the capacity of those working in the school and to ensure that all available assets and resources are equitably deployed to maximum effect in supporting effective teaching and learning. The principal should seek to build the school as a successful organisation through genuine and effective collaboration with others.

Knowledge

The principal needs to know about:

Organisational models and the principles and practice of organisational development and behaviour . Procedures for the effective and equitable allocation and deployment of human, financial and physical resources and all other assets, including procurement processes, in pursuit of the school's educational priorities; Procedures and good practice for the acquisition, maintenance and management of all school assets.

Informed decision-making. Financial and budgetary planning and management, including the means of more specific supplementary income generation in relation to the strategic financial and budgetary plans. Practices for performance management, both organisational and individual; Legal and regulatory frameworks related to managing schools. Applications of existing and emerging technologies for organisational management.

Actions

The principal is able to:

Build an organizational structure, which reflects the vision and values of the school and enables management systems and processes to work efficiently and effectively in line with all legal and regulatory requirements.

Manage the school's financial and material resources and all assets efficiently and effectively in relation to the achievement of its educational priorities and goals.

Manage the equitable deployment and development of the school's staff in relation to the achievement of the vision and goals of the school. Implement effective performance management systems and processes in relation to the work of individuals and the school as a whole.

Ensure that the school's management, policies and practices are sensitive to local circumstances and reflect national and provincial policies, goals and needs.

Organise and manage the environment of the school to ensure that it supports the teaching and learning needs of the school and meets relevant health and safety regulations and needs.

Monitor, evaluate and review the quality and use of the school's available resources to ensure ongoing improvement of the quality of teaching and learning. Use technology (ICT) effectively and efficiently.

2.10.5 The Concept Of Leadership

There are lots of definitions and interpretations for the term leadership. Nsubuga, K. K. Y. (2008) defines leadership as a relationship through which one person influences the behaviour or actions of other people. Johnson and Whittington (2005) also defined leadership as the process of influencing an organisation or groups within an organisation in its efforts towards achieving a goal. Leadership has an ontological nature in an organisation. Thus, there is no overall agreement of how the concepts of leadership must be defined. Different leadership discourses give more emphasis to some leadership issues than the others. Nsubuga, K. K. Y. (2008) states that most definitions of leadership reflect on a social influence process whereby intentional influence is exerted by one person over other people to structure the activities and

relationships in a group or organisation. A slight different definition provided by Smircich and Morgan (1982) highlights the active involvement of followers in allowing leaders to take on this influencing role. As they revealed, leadership is an obligation or perceived right on the part of certain individuals to define the reality of others. In this definition, the authors put more emphasis on followership rather than leadership. Traditionally, leadership has been associated with individual skills, characteristics and personal qualities in the leader (Avolio, B.J. Bass, B.M. and Jung, D.I., 1999). A more recent view of leadership is that it is not an isolated activity invested in a single person, but rather a variety of people contributing to effective leadership.

2.10.6 The Nature of Leadership Styles in Organisations

Bass (1990) describes both the transformational and transactional leaders as leaders who actively intervene and try to prevent problems, although they use different approaches. When researching into these two active forms of leadership, one finds that they are often contrasted with the third style of leadership, called laissez-faire leadership. AFFUL-BRONI, A. (2013) describes the laissez-faire leader as an extreme passive leader who is reluctant to influence subordinates' considerable freedom, to the point of abdicating his/her responsibilities. In a sense, this extremely passive type of leadership indicates an absence of leadership. AFFUL-BRONI, A. (2013) believes that organisations are subject to constant change as internal goals and external circumstances undergo transformation. The situational leadership theory suggests that there is no single leadership style that is consistently effective. He concludes by asserting that the best leadership style is one which adapts to changing contexts. Situational leadership can involve utilising different skills, approaches and tools at different stages, such

as an employee survey to obtain feedback or training to focus on new areas of expansion. Greenleaf (2010) looks at leadership in various forms including the servant leader, the autocrat, laissez-faire, **participatory, coach and transformative leaders**. **According to Greenleaf**, the servant leadership style views the leader as an individual who serves the group rather than an authoritative figure who commands behaviour. The servant leader is interested in building authority through consensus rather than legitimacy. As such he or she is a point of decision- making rather than the decision maker himself. He asserts that the servant leader listens carefully to employees and other members of the group and is persuasive rather than authoritative. He or she is more of a steward than an owner of authority. Managers can make use of some of the strengths of this leadership style for everyday use. Business owners can adopt some of the “soft” approaches into their own leadership styles, such as building consensus, involving employees, and creating effective teams through empathy and involvement. Greenleaf (2010) asserts that the autocratic style tends to lean towards coerciveness and unilateral authority. Communication is usually one way. The autocratic style is very effective in crisis situations and emergencies when clear directions and absolute authority is essential to motivate teams and organisations into a quick response. Using this leadership style over a long term can create employee-employer tension, perceptions of unfair workplace practices and stifle creativity and flexibility. **According to Greenleaf (2010)**, transformative leadership is directed to bring a significant or complete change to individuals, a work process, teams, culture, an entire organisation, or a fundamental aspect of an organisation. Transformative leaders bring employees on to the new strategy or goal and motivate them to achieve the desired change. An essential characteristic of this leadership style is being able to communicate the new vision and encourage people to change quickly.

2.10.7 Theoretical Framework

Few, if any, consistent studies of leadership in Africa exist even though Africa's need for effective leadership is tremendous (Jung, D. and Avolio, B., 2000). In their review of leadership in non-Western contexts, GLOBE researchers Dorfman and House (2004) did not identify systematic studies of leadership in Africa. However, they found that a few countries in Africa exhibited behaviors suggestive of in-group collectivism. There seem to be three major problems with their study. First, not only is their sample not representative (only 7 out of 52 countries), but the classification seems to be arbitrary and inconsistent with cultural and societal understanding. Egypt and Morocco are classified as Middle Eastern probably because of the Islamic religion. No country from East Africa and only one country from West Africa (Nigeria) is represented. The other four countries are all from Southern Africa. Second, the authors defined sub-Saharan Africa as black Africa which seems incongruous with African definitions (Anderson, T. D., Ford, R., & Hamilton, M., 1998). More importantly, the majority of the participants exhibited moderate behavioral characteristics (in group collectivism, societal collectivism, institutional collectivism; 4-5 on a scale of 7) which suggests either contamination (participants were not purely African in cultural practices) or non-representation (participants were from urban areas which tend to have modern values rather than rural areas which have traditional values). However, the paucity of studies of executives at the strategic apex of African organizations (Ndongo, 1999), cultural heterogeneity of the Africa continent (Awedoba, 2005), and resistance of organizations to empirical investigation (Ugwegbu, 1999) are factors that compound the challenges of strategic leadership studies in Africa. Exceptions are Mbiti (1977) and Merwe and Merwe (1985). Mbiti suggested that leadership studies in Africa should focus on what managers do rather than who they are

because executives formulate and implement policy and perform ceremonial and executive functions. He referred to first-line and middle-level managers instead of executives at the strategic apex perhaps because his study occurred during the colonial era when few Africans in organizations had executive positions and only whites who were colonial masters occupied those positions (Ugwegbu, 1999). As a result, “there is an acute shortage of quality leadership and management in Africa” (Kiggundu, 1988, p. 226) and a need for the “emergence of new leadership” (Kiggundu, p. 226), one that would transform African organizations. Merwe and Merwe (1985) took this challenge and examined the distinctive characteristics of South African chief executives in publicly quoted companies to identify career route and behavior patterns of executives. Strategic leadership as an art and discipline (Freedman& Tregoe, 2003), therefore, still seems lacking, making the need to develop that competence urgent. Strategic leadership from an African perspective takes into consideration the African cultural context. It focuses on what executives at the strategic apex do because those behaviors cannot only be transferred through training and development but are also influenced by the cultural norms, values, and beliefs of Africa. A focus on behaviors also accounts for the heterogeneity of African cultural characteristics. Whether executives are in white (Southern Africa), traditional (sub-Saharan), or Islamic (North) Africa, they have to exhibit the same behaviors when they initiate strategic activities. Second, the model integrates followership and suggests that behaviors that facilitate fulfillment of organizational behaviors, utilization of competencies, promotion of processes and controls, execution of succession, integration of cultural systems, and enactment of social and ethical systems effectuates strategic leadership. The integration of leadership and followership components fits with the cultural context of

Africa where leadership (e.g., chieftaincy) effectiveness is defined by followership (J. S. Mbiti, 1999; Ndongo, 1999).

2.10.8 Strategic Leadership Theory

Even though previous studies are significant, they adopted a macro perspective by focusing on the work of top executives, not only as a relational activity but also as a strategic and symbolic activity (Hambrick & Pettigrew, 2001). This view is significant. However, it limits strategic leadership behaviors to the strategic apex which seems contrary to social and empirical realities (Card, 1997; Hughes & Beatty, 2005). As a result, others have suggested a micro perspective in which focus is on the behavior of all organizational members (operatives, managers, and executives) as influence mechanisms that regulate organizational processes and systems (Card, 1997; Northhouse, 2004). The literature shows two perspectives of strategic leadership. One perspective – top-down – focuses on the executives at the top who influence employees as followers at the bottom. This is the traditional perspective initiated by Hambrick (1984). The second perspective – bottom-up – is the obverse. It focuses on the behaviors of employees and how they can influence achievement of the strategic objectives of organizations. As a micro level behavioral competence (Hughes & Beatty, 2005; Taylor, 1995), strategic leadership is conceptualized as an individual level behavioral competence that facilitates development of employees. This perspective is adopted in this paper. Consistent with Zoogah (2009), we believe that individual employees as followers play significant roles in influencing African organizations' productivity and competitiveness. Strategic leadership therefore is an individual difference characteristic where an individual behaves in a way that facilitates achievement of organizational strategic objectives or goals.

The developmental characteristics of strategic leadership are important for training. Extant research has suggested that strategic leadership has trainable characteristics (Anderson, T. D., Ford, R., & Hamilton, M., 1998). Zoogah (2009) suggested that “by developing individuals with strategic leadership skills and abilities, African organizations can benefit from organizational learning, innovation, and productivity which have been found to be associated with strategic leaderships (Elenkov et al., 2005; Hitt & Ireland, 2002; Vera & Crossan, 2004)” (p.205). The few African scholars who have examined leadership behaviors in African organizations have focused on operational or supervisory leadership which is concerned with leadership in organizations (Ugwegbu, 1999). In a review of leadership in African organizations, Ndongu (1999) found that the majority of leadership studies use Western and traditional theories; “there are no indigenous African models of leadership” (p. 110), and the “the few existing studies have mainly reviewed leadership concepts while mostly neglecting to empirically study the leadership styles and practices of today’s African organizations” (p. 110). Others have found that African leaders and managers are authoritarian, inflexible, and insensitive (Odhiambo, 1995). Leadership development, preparing individuals for executive positions, tends to be idiosyncratic, ethnically linked, and not skill or merit based, resulting in a “state of ineptitude and mediocrity” (Odhiambo, p. 15), accounting for the dearth of strategic leadership in Africa

Empirical Review

This section reviews some of the studies already conducted on matters related to the impacts of leadership styles on workers performance. These studies are being reviewed to identify the research gap that this particular study sought to fill.

A study entitled ; *'The effect of Team leadership on the job Performance'* conducted by Sivasubramaniam et al,(2002) The study objective was to determine how leadership within a team predict the level of workers performance. The study found that, transformational team leadership behaviors soon after the groups were formed would see themselves as being more potent over time and also would achieve a higher level of performance in the US organization. This study tells us that whenever a leader get close to the team with a shared objectives, definitely the organization can achieve its prescribed motives. Again this study was done in the US which is a developed world hence our study will be done in Ghana which is a developing word in order to come up with replicable findings.

Furthermore the study entitled; *Effects of leadership styles on followers performance'* as conducted by Jung et al,(1999) in San Diego state in America. The objective of the was to manipulated transformational and transactional leadership styles and compared them in individual and group task conditions to determine whether they had different impacts on individualists and collectivists performing tasks. The study found that collectivists with a transformational leader generated more ideas, but individualists generated more ideas with a transactional leader. Group performance was generally higher than that of individuals working alone. The implication of this study is that when a leader allows ideas from the subordinate, they feel to be part of the institution. The study was done in America and thus in this particular context it gives us more room to conduct the study on the basis of Ghanaian context.

More so, a study entitled; *'Leader Behavior impact on Staff Nurse Work Effectiveness'* conducted by Laschinger et al,(1999). The objective of the study was to test a model linking

specific leader-empowering behaviors to staff nurse perceptions of workplace effectiveness in a recently-merged Canadian acute care hospital in Canada. This study was done using survey methods and the result was that, leader-empowering behaviors significantly influenced employees' perceptions and predicted lower levels of job tension and increased work performance. This tells us that when workers are empowered they get a sense of job satisfaction and therefore increase commitment and ultimately improve performance of work. However the study used survey method reveals the findings and in this context it provides us with the gap to investigate further on the impact of leadership styles on academic performance using the different approach which is a case study design research.

A study done by Kohl et al (1995) with the title ‘ *The effects of Transformational leadership on Teacher attitudes and student performance*’ The study was done in Singapore and the objectives was to investigate the influence of transformational leader behavior, teacher satisfaction with leader, and student academic performance. The study found that transformational leadership had significant add-on effects to transactional leadership in the prediction of organizational commitment, organizational citizenship behavior, and teacher satisfaction. Moreover, transformational leadership was found to have indirect effects on student academic achievement. In this particular study we find the gap of place since it was done in Singapore and now we shall investigate the problem in the Ghanaian context.

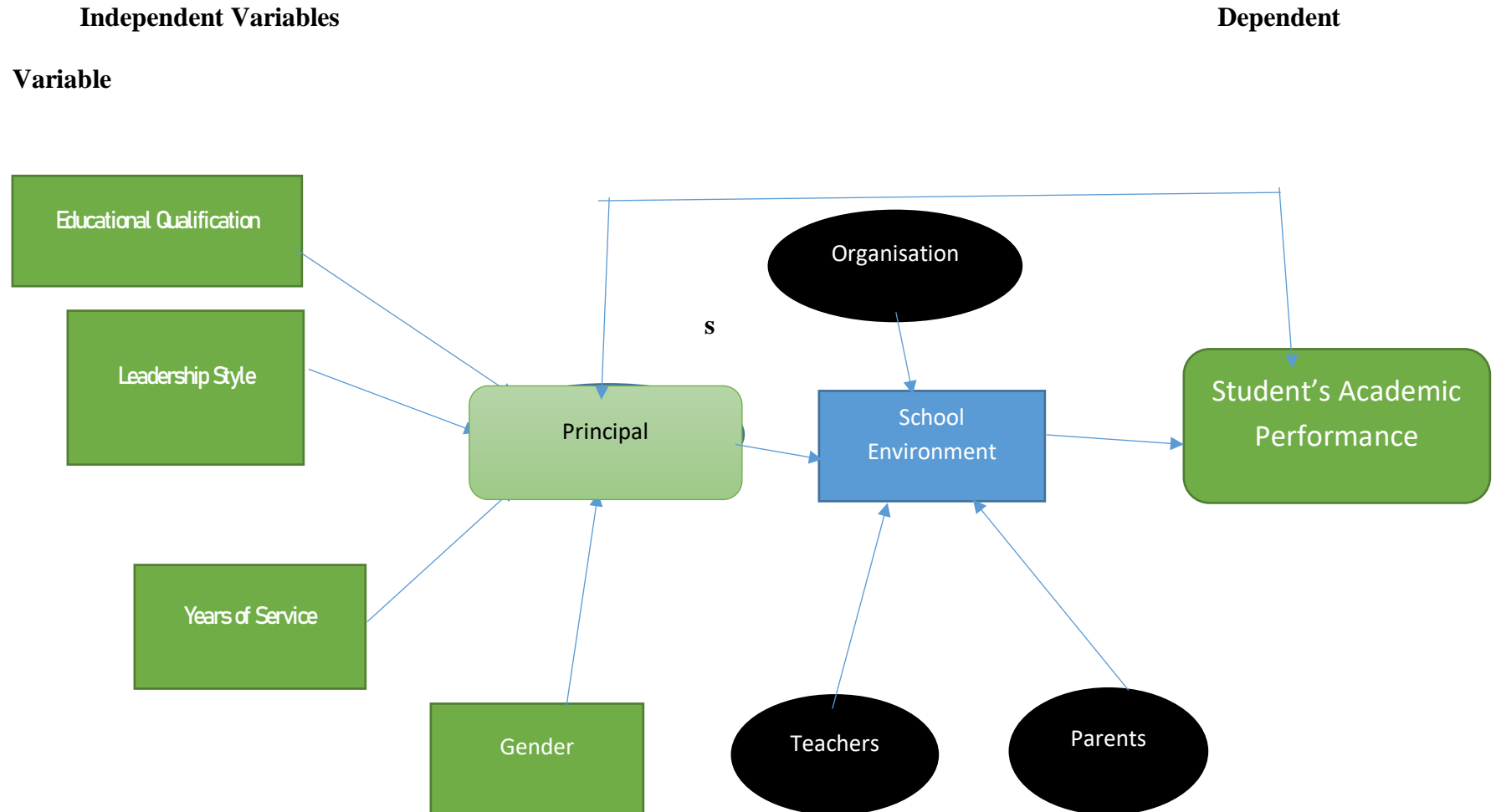
In Tanzania a study conducted by Kashagate,(2013),with the title ‘ *Influence of leadership Styles on Teachers Job Satisfaction*’ The study was done in Musoma Municipal.

Council and the research found that there is a positive correlation between transformational leadership dimensions on Teachers’ job satisfaction. Since the objective of this study was to

particular teachers' job satisfaction, it thus provide our study with the gap on the basis of objective since our study will base mostly on academic performance.

CONCEPTUAL FRAMEWORK

Source: Adapted from Armstrong (2001) and Mullins (2002)



The conceptual framework of the study is based on the interactions of the principals' independent variables like principals' leadership styles, leadership types, gender, experience and educational qualification on the students to achieve satisfaction in the dependent variable (students' academic achievement).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contained a write up of the details of the research design that was employed in this study. It provides information on the target population, sampling procedures, data collection methods, sources and types of data to be collected as well as data analysis techniques.

3.2 Research Design

As pointed by Kothari (2009), research design is the plan of action through which researcher organizes his or her work from data collection, organization and data analysis. There are several research design to be used in a research, but are dictated by the nature of the study being undertaken (Babbie, 1991). The study adopted a cross sectional survey research design as used by Mwamuye (2012).

3.3 Study Area

This study was carried out in the Obuasi Municipality of the Ashanti Region of Ghana. The area was selected because it can be easily accessible as well as based on research budget and sampling weight it can be sufficiently managed.

3.4 Targeted Population

The study was conducted on three secondary schools in the Obuasi Municipality. The target populations for this study were heads of the secondary schools, their deputies and secondary school teachers.

3.5 Sample and Sampling Procedure

The sample size under this study was taken from the selected three (3) public secondary schools in the Obuasi Municipality. These were selected based on accessibility as well as from the schools, 9 heads of schools (i.e. three from each school) will automatically be involved in the study due to their managerial positions (heads of school/Deputies) and are also main informants on the practiced leadership styles in secondary schools.; Moreover, 51 teachers were randomly selected. These were expected to provide information on feedback information of their administrators. Hence, the study has a total of 60 respondents.

3.6 Types of Data Collected

3.6.1 Primary Data

In collecting primary data the questionnaires were used. The method for obtaining primary data was selected for the purpose of achieving in-depth investigation of the analysed objectives. To make sure that relevant and clear information are collected, structured questionnaire with both open and closed-ended questions were used in questionnaire surveys. There were two kinds of respondents of this study. Heads of schools/Deputies (n= 9) and teachers (n= 51) prepared to participate in filling of the questionnaires.

3.6.2 Secondary Data

The secondary data was collected by revisiting the available documents on student performance of selected schools from the Obuasi Municipal Education Directorate. The aim was to gather information on students' academic achievement and the conditions that foster performance, example, instructional leadership and head teachers leadership styles or policies.

3.6.3 Data Collection Instruments

The instrument that was used for data collection for this study is questionnaire developed by the researcher. The questionnaires were made up of three sections; the first section (A) had open-ended statement that elicited background information on the respondents' job designation (head teacher or teacher) and demographic data of respondents. The second section (B) (1st objective) comprised items on the practiced leadership styles (Democratic, Autocratic, or Laissez- faire) of which had 12 statements.

These items were used to ask the head teachers to indicate a degree to which they agree or disagree with the statement. It described their behaviour; by ticking any of the five Likert scale of 1= 'strongly disagree', 2= 'disagree', 3= 'neutral', 4= 'agree' and 5 'strongly agree'. For the second objective, the researchers put the third section. This section covered head teachers skills and comprised three parts, A, B and C with 18 items on curriculum and instructional leadership and these items were structured on a four point scale of: to very great extent (4), to great extent (3), to low extent (2), and to very low extent (1). Part B consisted of 14 items on the curriculum and instructional leadership competencies needed by head

teachers. Items in Part C there was structured on a 4-point scale namely of very highly needed (4), highly needed (3), just needed (2), and not needed (1) respectively.

3.7 Validity and Reliability of the Instruments

According to Patrick (2013), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials and validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. In determining the phase validity of the instruments, the structure, layout, sequence, alignment and configuration of the questionnaire was examined. In conducting the content validity of the instruments, items of the questionnaire were matched to the research questions in order to determine whether or not the instruments actually measured what they will supposed to measure. The observations that were made by the expert used to effect necessary corrections to the instruments. The reliability of the instruments was then determined using the test-retest reliability technique and only the questionnaire was subjected to the test of reliability. In conducting the test re-test reliability for the questionnaire, the instruments were administered to respondents drawn from outside the study area of which Bishop Herman Senior High School was involved.

3.8 Data Analysis Procedures

Data collected by questionnaires were analyzed quantitatively. The data were analyzed by the use of Statistical Package for Social Science (SPSS) software. The data were edited for completeness and consistency. Then, questionnaires were coded to enable the responses to be grouped into various categories. The data was analyzed using descriptive statistics and tables.

The documentary review focused particularly on government policy documents relating to secondary education, government statutes, strategic plans and reports. Other documents relevant, to the study that was used include; schemes of work, lesson books, registers, records of work covered and attendance records as well as minutes of School Management Committee, staff and other stakeholders meetings. The data that was collected through documentary review was examined to determine the level of involvement and motivation of various stakeholders by using content analyses by breaking them into small meaningful parts.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results of how leadership style influences student's academic performance in the Obuasi Municipality of Ghana.

4.2 Demographic Data of Respondents

The demographic data of respondents in this study are described in terms of age, gender, and educational background of respondents.

4.2.1. Age of Respondents

Table 4.1 below contains the age distribution of respondents. The data shows that majority 43 respondents, representing (71%) are within the age range of 30 - 44; this was followed by 14 respondents, representing (23%) between the ages of 45 and above; and 3 respondents, representing (6%) were aged between 18 – 29. This age distribution suggests that majority of the respondents were relatively young and active.

Table 4.1 Age of Respondents (Teachers)

Age	Number	Percent (%)
18 – 29	3	6
30 – 44	43	71
45 and above	14	23
Total	60	100

Source: Field data, 2020

4.2.2. Qualification of Respondents (Headteachers)x

From the data available, 53 respondents representing (89%) of head teachers were undergraduates while 7 respondents (11%) hold postgraduate qualifications. This implies that a high number of the Headteachers met the academic requirement for employment in senior high schools.

Table 4.2. Qualification of Respondents

Qualification	Number	Percent (%)
Undergraduate	53	89
Postgraduate	7	11
Total	60	100

Source: Field data, 2020

4.2.3. Job Experience of Respondents

The data below shows that majority 33 respondents, representing (55%) are within the age range of 45 years and above; and 27 representing (45%) had job experience of less than five (5) years. This is a good sign for learning, since majority of the school heads were experienced.

Table 4.3 Job Experience

Age	Number	No. of years on the Job	Percent (%)
18 – 44	27	Less than 5 years	45

45 and above	33	5 years	55
Total	60		100

Source: Field data, 2020

4.2.4 Leadership Style Used in the Senior High Schools according to Gender, Job Experience and Academic Qualification

From the table below, it came to light that most of the School Heads used the Democratic style in managing their schools. Data available indicated the 42 representing 70% of respondents indicated that headteachers were democratic, 12 (20%) also stated that the headteachers used laissez – faire leadership style, whilst 6 (10%) also revealed that headteachers were autocratic.

From the data available it came to light that, female heads 41 (68%) were more democratic than their male counterparts who had 18 (31%). Men also used the autocratic leadership style more than Women. Out of the 60 respondents 32 (53%) thought men were autocratic, whereas 3 representing (6%) also indicated that women were autocratic. Headteachers above 5 (five) years on the job used democratic leadership style 21 (35%), whereas those less than 5 (five) years also used the autocratic style 26 (43%), this is because majority of them were young and inexperienced, and therefore were very directive because they want to get “quick results.

Table 4.4 Leadership Style Used by respondents

Attributes		Leadership styles (%)		
		Democratic	laissez-faire	Autocratic
Overall head teachers style		42 (70%)	12 (20%)	6 (10%)
Sex	M	18 (31%)	10 (16%)	32 (53%)

	F	41 (68%)	16 (26%)	3 (6%)
Job experience	<5 Yrs	19 (32%)	15 (25%)	26 (43%)
	>5 Yrs	21 (35%)	19(32%)	20 (33%)

Source: Field data, 2020

4.2.5 Ho Municipal Trend on pass and failure rates at Senior High School level for the period 2014– 2018

Table 4.5: Ho Municipal School Performance 2014 - 2018

Year	Number of Learners who sat for the Senior Secondary Examination	Number of learners who qualified for university studies	Percentage of learners who qualified for university studies	Number of learners who did not qualify for university studies, but qualified for admission to other tertiary institutions	Percentage of Learners who did not qualify for university studies, but qualified for admission to other tertiary institutions %	Number of learners who failed the Senior Secondary Examination	Percentage of learners who failed the Senior Secondary Examination
2018	2196	537	24.5	705	32.1	954	43.4
2017	2082	431	20.7	820	39.4	832	39.9

2016	2099	532	25.4	750	35.7	817	38.9
2015	2196	454	20.7	890	40.5	852	38.8
2014	1984	518	26.1	640	32.3	826	41.6
Total	10 557	2472	23.4	3805	36.00	4281	40.6

Source: Management Report, Obuasi Municipal Education Directorate, 2018

In order to find out whether Leadership skills has an influence on schools performance, it was found out that majority of the school heads who are males (53%) used autocratic leadership style, and this has adversely affected school performance as shown in table 4.5.

Results from the past five years, indicated that, out of a total number of candidates, that is 10, 557 who sat for the Senior High School examination, only 2 472 (23.40%) qualified for university admission, whereas 8,086 students representing (76.6%) did not qualify for university admission. It came to light that out of the 76.6% candidates who did not qualify for university studies, 36% of these passed and could be admitted to other institutions of higher learning whose grades are between aggregates 24 - 36. Finally, 40.6% failed completely and this is a worrying situation. It also came to light that students who qualified for university admissions has been on the decline from 26.1% in 2014 to 24.5% in 2018. Also the percentage of candidates who failed increased from 41.6% in 2014 to 43.4% in 2018. Finally it was also revealed that almost 43% of school heads who had less than 5 years' experience used the autocratic leadership style in governing their schools and this has a negative impact on school performance.

4.3 Discussion

The study revealed that more than half of the teachers who participated in the study were below 40 years of age. This had implications on the leadership styles employed by the school head teachers. The younger the teachers the more authoritarian the head teachers tended to be. The results are in support of Nsubuga (2008), where the idea of having to coerce the subordinates by their leader is necessary especially when an employee is not ready and or has inadequate skills and lacks motivation to get the job done. The appropriate leadership strategy is to be very directive.

The age and academic qualification as well as job experience of the head teachers, however, found to be a critical factor in influencing the leadership style employed. Older head teachers, higher academic qualification and experienced head teachers tended to lead by pointing all three leadership styles to different age groups. The study results, is consistent with that of Otton (2005) that, while proper leaders should employ a unique style in school set up, there are three other factors that also influence which leadership style to use, the head teachers' personal background, the personality, knowledge and experiences the head teacher has.

When teachers of different ages and job experience were asked to rate their head teachers' leadership style younger teachers suggested that their head teachers are autocratic while older teachers suggested that their head teachers are democratic. For the older and experienced teachers however, it was discovered that many teachers who had taught for 5 years and above recommended their head teachers as democratic.

The findings are in agreement with the study conducted by Allen (2009) and Rich (2003) that leaders employ different leadership style to tap the different situation that arises from the school, which may change under various conditions.

Finally, democratic laissez-faire autocratic leadership style as mentioned earlier were the main variables the study wanted to use for the study. Results show that autocratic leadership style negatively influences academic achievement because they adopt harsh leadership style which is widely detested by the teachers. It implies that the more autocratic styles are used, the poorer it influences student academic performance. The study of Charlton (2000), supported the findings of the study as it found out that head teachers who use strict control measures are likely to face students and teachers resistance and an increase indiscipline because the (teacher and student) tend to protest against dictatorial measures used.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusion and recommendations derived from the findings.

5.2 Summary of Findings

The study looked at how leadership style influences student's academic performance in the Obuasi Municipality of Ghana. The study has really shown that indeed democratic leadership style contributed positively to students' academic performance. On the contrary the autocratic leadership style also affected students' performance negatively.

The study found out that, 42 representing (70%) of respondents indicated that headteachers were democratic, 12 (20%) also stated that the headteachers used laissez – faire leadership style, whilst 6 (10%) also revealed that headteachers were autocratic.

It also came to light that, female heads 41 (68%) were more democratic than their male counterparts who had 18 (31%). Men also used the autocratic leadership style more than Women. Out of the 60 respondents 32 (53%) thought men were autocratic, whereas 3 representing (6%) also indicated that women were autocratic. Headteachers above 5 (five) years on the job used democratic leadership style 21 (35%), whereas those less than 5 (five) years also used the autocratic style 26 (43%), this is because majority of them were young and inexperienced, and therefore were very directive because they wanted to get “quick results.

5.3 Conclusion

The following conclusions were drawn from the result of the study.

- i. The study established that there was a relationship between the age of the head teachers and their leadership style.
- ii. It was also noted that the young teachers, because of over ambition, tended to be more aggressive which led to the head teachers adopting a more autocratic leadership style.
- iii. It also came to light that women who were school heads used democratic leadership styles more than their male counterparts.
- iv. From the study's findings, the autocratic leadership style of school head teachers was found to have a negative effect on students' performance in secondary schools and the democratic leadership style influenced academic performance positively.

5.4 Recommendations

- i. This study strongly recommends induction training in management and leadership for the newly appointed head teachers.
- ii. The study also recommends that school head teachers avoid the use of the autocratic leadership styles in the management of schools, because recent conceptions of educational leadership indicate that there is a move away from autocratic leadership styles to a more democratic mode of decision making in schools.
- iii. More females should be encouraged to take up leadership roles in educational institutions.
- iv. Finally, the study recommends the implementation of a coaching and mentoring policy to train newly employed heads of schools.

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APPENDIXES

APPENDIX A

In partial fulfilment for the award of Master of Arts in Leadership and Development from the University for Development Studies, the information below is being requested from you to support me finalise a research with the objective to investigate how leadership style influences student's academic performance in the Ho Municipality of Ghana

PART 1: SECTION A: PERSONAL INFORMATION

1. Sex of respondent M/F (...)
2. Age of respondent (a) 30-40 (b) 41-50 (c) Above 50
3. Highest Level of education attained (a) Diploma (b) First Degree (c) Masters

SECTION B

INSTRUCTIONS

- For each of the statements below, circle the number that indicates the degree to which you agree or disagree.
- Give your immediate impressions. There is no right or wrong answers.

I. LEADERSHIP STYLES

S/No	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I encouraging teachers to participate in decision making	1	2	3	4	5
2	I am consulting teachers before making decisions pertaining to academic progress.	1	2	3	4	5
3	I involve staff in making school programme for the school.	1	2	3	4	5
4	You often invite your teachers to engage in addressing administrative problems	1	2	3	4	5
5	Solving administrative problems with fellow staff improves student academic progress.	1	2	3	4	5
6	Academic excellence is through consensus building	1	2	3	4	5

7	Teachers' involvement in designing school programmes in this school is highly supported	1	2	3	4	5
8	You share school leadership roles with your teaching staff	1	2	3	4	5
9	Delegation of powers to subordinates in this school strongly exists	1	2	3	4	5
10	Respect for teachers' opinions regarding school improvement exist in the school	1	2	3	4	5
11	Teachers participate determining school resource allocation and utilization in this school	1	2	3	4	5

II: LEADERSHIP STYLE

S/No	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
12	As a head teacher, you leave decisions to be made by teachers without intervention.	1	2	3	4	5
13	Teachers have freedom to do as they think best in the interest of promoting academic progress in this school.	1	2	3	4	5
14	Teachers are not interfered with when making decisions that promote progress in this school.	1	2	3	4	5
15	You prefer collective decision making in this school	1	2	3	4	5
16	It would be accurate to say that you fully leave teachers	1	2	3	4	5

S/No	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	to make decisions pertaining to school performance without intervention					
17	Decisions are made from down and they come later to the top	1	2	3	4	5
18	There is free delegation of responsibilities and duties for academic progress in this school.	1	2	3	4	5
19	I leave my staff to make decision on school programmes and activities without prior intervention.					

III: LEADERSHIP STYLES

S/No	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
20	Decisions regarding school progress are solely made by the head of school and the governing body	1	2	3	4	5
21	The system of administration is Top-down					
22	I Prefer authoritarian decision making					
23	It is enjoyable having teachers count on me for ideas and suggestions regarding					

S/No	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	progress in this school					
24	As a leader, all power must be centralized to me					

PART TWO: SECTION B (OBJECTIVE 2)

In the following statements please circle the number that corresponds to the statement to indicate the extent to which you support. Give your immediate impressions. (*Probing, on the curriculum and instructional leadership competencies needed by head teachers*)

S/No	Item	very highly needed	highly needed	just needed	not needed
1	I can demonstrate how teachers could use innovative approaches in teaching.	4	3	2	1
2	Directing teachers to use discovery and problem solving resources during teaching.	4	3	2	1
3	Helping teachers set and achieve realistic goals with regards to pupils' abilities.	4	3	2	1

S/No	Item	very highly needed	highly needed	just needed	not needed
4	Helping teachers write suitable objectives for various subjects.	4	3	2	1
5	Helping teachers identify sources of test materials.	4	3	2	1
6	Helping teachers develop lesson plans.	4	3	2	1
7	Helping teachers develop warm and friendly relations with pupils.	4	3	2	1
8	Helping teachers develop positive attitudes to instructional delivery.	4	3	2	1
9	Helping teachers locate reference books, journals and other learning resources.	4	3	2	1
10	Mentoring teachers to improve their pedagogical skills.	4	3	2	1
11	Guiding teachers to regularly and appropriately write diaries.	4	3	2	1
12	Directing teachers on the use of excursions, fieldtrips and projects to improve teaching and learning.	4	3	2	1

S/No	Item	very highly needed	highly needed	just needed	not needed
13	Helping teachers improve their communication skills for effective teaching.	4	3	2	1
14	Guiding teachers to use lesson modules effectively.	4	3	2	1
15	Demonstrating to teachers the skills of planning and utilizing educational technology media.	4	3	2	1
16	Ensuring that teachers organize learning experiences appropriately for pupils.	4	3	2	1
17	Teaching and motivating teachers to improvise instructional resources.	4	3	2	1
18	Helping teachers to conduct action research to identify instructional problems.	4	3	2	1
19	Communicating appropriately with teachers to help them improve their teaching skills.	4	3	2	1

S/No	Item	very highly needed	highly needed	just needed	not needed
20	Counseling teachers to change unethical teaching conducts.	4	3	2	1
21	Using effective strategies for handling instructional malpractices among teachers.	4	3	2	1
22	Working with teachers to test new curriculum materials.	4	3	2	1

SECTION C: Leadership and academic performance rating (objective 3)

S/No	Statement	1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly agree
23	Student academic performance is dependent on the leadership style I used.				

In the following statements, please tick the statements that corresponds to the weighted rates in respective boxes

SN	Statements	Rate			
		1. Poor	2. Fair	3. Good	4. Very good
24	I can rate that the student performance in school examinations and tests is.				
25	I can rate that the student performance in this school in WASCCE exams as.				
26	I can rate the intelligence of my students as.				
27	Intelligence is related to student academic performance				

APPENDIX B

In partial fulfilment for the award of Master of Arts in Leadership and Development from the University for Development Studies, the information below is being requested from you to support me finalise a research with the objective to investigate how leadership style influences student's academic performance in the Ho Municipality of Ghana.

QUESTIONNAIRE FOR TEACHERS

SECTION A: PERSONAL INFORMATION

PART A: (Please select/tick one) teacher's questionnaire

1. Sex of the employee Female/Male (.....)
2. Respondent's Age
 1. Between 30-35
 2. Between 36-45
 3. Above 45
3. Experience:
4. Are you being encouraged, when you come up with some new ideas of doing things in the office?
 1. Yes Always
 2. At time
 3. No, never

5. What is the key factor that inspires you to continue with the job and your role in this school?
- a) Promotion or career advancement
 - b) High Pay
 - c) Better working environment
 - d) Job security
 - e) Career Pursuit
 - f) Moving
6. Are you satisfied with the kind of communication and feedback facilities you have been offered with your senior management?
- a) Yes very much satisfied
 - b) Somewhat
 - c) Not much
 - d) No not at all satisfied
7. Do you get a feeling of job satisfaction and accomplishment in your profile?
- a) Yes, completely
 - b) To some extent
 - c) No, not at all
8. How is the environment of your job that eventually affects the process of decision making?
- a) Unsatisfactory

- b) Average
- c) Good
- d) Excellent

9. Please provide a rating for the opportunities given to the teachers in this school and do you believe that it can help in their career progression?

- a) Unsatisfactory
- b) Average
- c) Good
- d) Excellent

PART B: Teachers' Job Satisfaction Questionnaire based on head of school management style.

10. Choose your satisfaction level regarding recognitions at your work place.

- a) Satisfied
- b) Poor recognition
- c) Well recognized

11. Pick from the given options, the comfort level with your supervisors.

- a) Very comfortable.
- b) Average
- c) Poor
- d) Not sure.

12. Choose from below options whether you feel that your school is fully utilising your talent and skill Set.

- a) Under Utilized
- b) Properly utilized
- c) Average
- d) Not sure.

13. Select from below, whether you have team bonding outings and activities at a regular Interval

- a) No
- b) Yes
- c) Average
- d) Rarely

14. Choose from the below options, if you are given opportunities to utilize your skills to meet organisational goals and increase your creativity.

- a) No
- b) Yes
- c) Average
- d) Rarely

PART C:

Teachers and Head of school's Relationship Management Questionnaire. Teachers and Head of schools' Management Questionnaire is one that assesses the practices and methodologies used by head of the school towards creating an encouraging relationship with their teachers. The questionnaire also tries to understand the response and opinion of the teachers towards the organisation (school) in terms of career growth, work culture, workplace atmosphere and conflict resolution.

15. Do you agree that your head of school values your contribution towards your work?

1. Strongly disagree
2. Somewhat disagree
3. Neither agree nor disagree
4. Somewhat agree
5. Strongly agree

16. Do you feel connected with the head teacher in terms of crisis resolutions and discussions about the policies and practices use in the school?

- a) Yes, completely
- b) At times
- c) No, never

17. Are you satisfied with the role of talent management in your school?

- a) Yes very much satisfied
- b) Somewhat
- c) Not much

d) No not at all satisfied

18. Are the head teachers that underline your job responsibilities and expectations of your roles clear to you?

a) Yes, they are completely clear

b) Clear to great extent

c) Clear to some extent

d) No, not at all clear.

19. Student academic performance is dependent on the leadership style I use”

1. Strongly disagree

2. Somewhat disagree

3. Neither agree nor disagree

4. Somewhat agree

5. Strongly agree

20. What is your satisfaction level with respect to your achievements and accomplishments in the school?

a) Unsatisfactory

b) Average

c) Good

d) Excellent

21. Do you recommend your friends and family to join this school?

a) Yes

b) No

THANK YOU VERY MUCH