UNIVERSITY OF CAPE COAST

TRAINING COLLEGE TUTORS' PERCEPTION ABOUT THE EFFECTIVENESS OF

THEIR PRINCIPALS' LEADERSHIP PRACTICES

IN THE CENTRAL REGION

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OF THEIR PRINCIPALS' LEADERSHIP PRACTICES IN THE

CENTRAL REGION

BY

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in Educational Administration

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:……………………. 　　Date:………………………….

　　　　　　　　　　Georgina Asi Asem

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature:…………………. 　Date:…………………...

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ABSTRACT

If principals of teacher training colleges are to provide effective and efficient leadership that will ensure the attainment of their institutional goals, then they need to identify their own strengths and weaknesses. This will enable them to build on their strengths and improve upon their weaknesses.

This study sought to explore how tutors of teacher training colleges in the Central Region perceive their principals' leadership role and what suggestions they have for improving the effectiveness of their principals' leadership role. Questionnaires, which were tested with reliability of .82, was used to collect data from the 151 tutors. Three principals were also interviewed. The data were presented using frequencies, percentages and average ratings which were all calculated for each question.

Among other things, the study found that that the tutors generally have a positive perception about their principals' leadership role. They however expected their principals to have good human relations with their tutors but at the same time be firm and seek the welfare of tutors. They should also encourage tutors to enroll for further studies and periodically organize in-service training (INSET) for tutors and also provide adequate learning and working resources to improve their effectiveness.

Based on the findings, it was recommended that principals should set up committees to support their leadership task accomplishment. Old Students Associations could also be strengthened so that the alumni could contribute their quota to the provision of learning and working resources for the colleges.

ACKNOWLEDGEMENTS

DEDICATION

This thesis is dedicated to my beloved son, Nana Nhyira Eto Owusu.

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CHAPTER ONE

INTRODUCTION

Background to Study

Complaints about unsatisfactory standards of education in the country's pre-university institutions have become widespread. The head of an institution's role in the improvement of educational standards cannot be gainsaid. The Teacher Education Division of Ghana Education Service (2001) and many other authorities view the Teacher Training College Principal as the manager of both the human and non-human resources of the college. His leadership role thus becomes crucial.

For the past decade or so, educators in Ghana have been engaged in vigorous attempts to reform, renew and restructure Ghanaian Schools. Reports about schools and concerns for improving the academic achievement of these schools culminated in the 1987 Educational Reforms Programme.

Poster and Poster (1993) have observed that pupil performance depends on many factors some of which the school has little or no control over. These include social factors that affect the ability to learn and behaviour of children, poor school facilities and lack of adequate resources, insufficient teachers and support staff. There is one factor, however, to which according to them, much lip service is paid but is far too little appreciated. That is, good management at

every level from the classroom to the governing body is a key factor in school or college.

To arrest the widespread complaints about falling standards, it has become imperative to produce self-motivated teachers to man the basic schools. This demand for effective teachers naturally places the country's initial teacher training colleges in a crucial position with the head of these institutions being expected to invoke all their leadership skills to inspire and motivate their subordinates unto higher productivity.

Incidentally, perceptions of instructional staff of the leadership practices of their head smack off distrust and suspicion. Principals are often perceived as selfish leaders who think only of their own welfare. In colleges as in other enterprises, discontent with leadership performance leads to low performance by the tutors. Leadership in schools today, according to Dean (1985), is not an easy task. He contends that being a manager in any context means getting things done through other people. Thus when tutors in the training colleges feel discontented and show lack of confidence in the ability of the principal, the likely result is demotivation. The long term adverse effect of this situation on teaching and learning in the basic schools is easy to guess.

The administrative and managerial skills of the principal have become increasingly critical in college performance, because human resource management in any organization is now a very important factor of production. As Wilson (1966) stated inter alia, a leader is one who best provide the desires of the group. Modern concept of leadership considers leadership more as an

inter-relational process among people. Therefore, the subordinate's perception of the leadership effectiveness of the college principal is vital in the achievement of the set goals of the institution, in this case, to produce effective teachers.

It is widely accepted that educational change requires leadership. At the training college level, principals are expected to provide the leadership needed for meaningful and sustained change to occur (Fullan, 1994). A strong principal's conviction and guidance have proved invaluable to the lasting success of school change. How principals balance authority with a healthy respect for teacher's growing participation is therefore an important issue central to this study.

Statement of the Problem

If principals are to provide effective and efficient leadership that will ensure the attainment of their institutional goals, then they need to identify their own strengths and weaknesses so that they can build on them. It, however, appears that while most principals think they are providing the right leadership in their colleges, there is little evidence on how tutors who work directly under them perceive their leadership practices.

Questions such as 'which leadership style do tutors of teacher training colleges in the Central Region prefer'? 'what qualities do these tutors expect of a college principal'? 'how do they perceive their principals' leadership

effectiveness'? and 'what challenges do they think principals face in discharging their duties'? remain unanswered.

It was therefore the desire of the researcher to conduct an investigation into how training college tutors in the Central Region perceive their principals' leadership.

Purpose of the Study

The primary purpose of this study was to find out the type of leadership training college tutors in the Central Region perceive as effective in promoting the achievement of college goals. The second objective was to find out how the academic staffs (tutors) of teacher training colleges in the Central Region perceive their principals' leadership practices. It also sought to find out the type of leadership tutors perceive as effective in promoting institutional goals. The study further aimed at finding out how principals perceived their own leadership practices and also find out what suggestions the tutors have for improving the leadership practices of their principals.

Research Questions

The study aimed at answering a number of questions in an attempt to find solutions to the problems raised. These included:

1. What type of leadership style do tutors perceive as being effective in achieving their institutional goals?

2.   What personal qualities and academic qualifications do tutors expect of a college principal?

3.   How do training college tutors in the Central Region perceive their principal's leadership effectiveness?

4.   What challenges do:

    a. tutors think principals face in performing their administrative   roles?

    b. principals themselves think they face in their leadership task accomplishment.

5.   What suggestions do tutors offer for improving the principal's leadership?

Significance of the Study

It was hoped that results of this study, when disseminated, would help principals of training colleges who participated in my study to add to what they already know about how their leadership practices are perceived by their tutors. Abridged versions of the thesis would be made available to them. The results of the study would also serve as reference source for other student researchers who may desire to replicate or do similar study in future.

Delimitation of the Study

This study covered the three training colleges in the Central Region. The colleges comprised Our Lady of the Apostles (OLA) in Cape Coast, Foso Training College in Assin Foso and Komenda Training College in Komenda.

It included only the tutors and the principals in these training colleges. The students as well as non-teaching staff in the colleges such as bursars, accountants, typists and labourers were not included in the study. This was so because the research questions did not require any responses from them. The tutors were included because of the researcher's strong belief that tutors in these colleges work under principals. As a result, roles played by principals (whether positive or negative) are more likely to affect the performance of the tutors.

In the case of the principals, they were included because they are in leadership position and therefore know the challenges they are faced with. As the saying goes "he who wears the boots, knows how it hurts".

Limitation of the Study

This study was undertaken just around the time that all the training colleges in the country were being given a new face lift as a result of their transition from secondary to tertiary status. Due to the transitional processes and the pride some had associated with the new label, Colleges of Education, the use of teacher training college in my study incurred the displeasure of some

respondents and thereby affected their responses. This situation could blur the genuineness of the   responses from the tutors.

Again, in the case of the interview, the principals were not ready to have their voices recorded. The researcher therefore had to note down their responses.   Even though the above limitations were observed in some instances, they were not so much to affect the findings of the study.

Definition of Terms

Basic School	The concept refers to both private and public schools from primary class one to Junior High School form three, including kindergarten.
Leadership Practice	Refers to the leadership roles and styles used by principals in teacher training colleges.
Teacher Training Colleges	Refers to the present Colleges of Education accredited to award Diploma in Basic education in the country.
Challenges	These refer to the hurdles principals have to deal with in their bid to ensure that there is effective realization of college goals.

Organization of the Study

Chapter one deals with background to the study, statement of the problem and purpose of the study. It also examines limitations, delimitations and significance of study. Chapter two consists of review of relevant literature to the study.

Chapter three outlines the methodology and procedure for conducting the study. These include the population, sample and sampling procedure, the research instrument, pilot-testing of research instruments, data administration procedure, data collection procedure and analysis of data. Chapter five deals with the summary, findings, conclusions and recommendations on the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter discusses literature related to the topic as documented by some authors and authorities. It deals with both theoretical and empirical review. Topics covered include the concept "leadership", "the nature and scope of leadership", "qualities of a leader", "leadership theories and styles of leadership", "qualities of a leader", "educational leadership", "elements of effective leader behaviour", and the principal's role as an effective leader. For historical reference sake, views expressed by authors as far back as the 1930's have been explored. While it is acknowledged that such views may be obsolete, the researcher found some of the ideas to be relevant to her work.

The Concept Leadership

As far back as the 1930s, Tead (1935), for example, described leadership as a process of helping others to discover themselves in the achieving of aims which have become intrinsic to them. Thirty years later, Wilson (1966) viewing leadership as a status defined a leader as one who best provided the desires of his group. Whether as process or status, these writers saw the two views of leadership as relevant and complementary to each other. In looking at the indicators and characteristics of school effectiveness

therefore, the researcher considered leadership as a process and as a status as being important and mutually not exclusive.

The dimensions, upon which leadership definition are based, of course could be wide and varied. As Katz and Kahn (1978) put it, leadership appears in social science literature with three major meanings. First, it is seen as the attribute of a position; secondly, as a characteristic of a person; and thirdly, as a category of behaviour. The Commonwealth Secretariat (1993) appears to merge the various discussions and perceptions of leadership by defining leadership as the work a manager performs to cause people to take effective action.

Similarly, Hass (1960), writing in the Association for Supervision and Curriculum Development (ASCD) Year Book 1960, asserts that the abundance of comment on leadership attests to the importance attached to its nature and function in society. He also confirms the existence of a wide range of opinion on what leadership is, when it may be judged effective, and what makes it so. Such differences of opinion according to Hass (1960) are not solely the product of contemporary times, but that they stem from trails of civilization through time and space to deal effectively with certain fundamental and persisting problems. Fiedler (1967) in an introduction to his book "A Theory of Leadership Effectiveness" cited one Andrew's quotation of several definitions of leadership. Some of these are that:

 i.   Leadership is the exercise of authority and making of decisions.

 ii. Leadership is the initiation of acts which result in a consistent

pattern of group interaction directed towards the solution of a mutual problem.

iii. Leadership is an ability to persuade or direct men without the use of the prestige or power of formal office or external circumstances.

iv. The leader is the person who creates the most effective change in group performance.

v. Leadership is the process of influencing group activities toward -goal setting and goal achievement. (page 7-8)

Atta, Agyenim-Boateng and Baafi-Frimpong (2000), also consider leadership as a process of providing direction, and influencing individuals or groups to achieve goals. They contend that leadership is an attempt at interpersonal influence, directed through the communication process towards the attainment of some goal or goals. Hersey, Blanchard, and Johnson (2001) corroborated that "managerial leadership is the process of directing and influencing the task-related activities of group members" (p. 470).

All definitions point to the one fact that without people to lead, the leadership qualities of a manager could become moribund. It is therefore the leader who gets things done by enlisting the efforts of other people. Leadership can therefore be defined in very basic terms, according to Croft (1996), as getting others to do things, or more specifically, as the use of authority in decision making. It seems that it is impossible to separate the process of leadership from the activities of groups. Fiedman and Arnold, (cited in Croft,

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1996), summarized the definitions of leadership by saying that: "leadership involves one person (the leader) consciously trying to get other   people (the followers) to do something the leader wants them to do". (p.167)

Nature and Scope of Leadership

As far back as 1960, Hass proposed that leadership practices and evaluation methods must be tailor-made for each situation. He insisted that outside the context of a particular situation a given mode of leadership cannot operate successfully, and what is called leadership in one situation may not be so considered in another. Consequently the man recognized as a leader under certain conditions is often not ascribed leadership qualities under different conditions. In other words, to be viewed as a leader by some people does not mean that other would have the same view. Hass opined that leadership is viewed in relation to specific of time, place, people and purposes, which make up the contextual framework of the situation.

To illustrate his point, Hass (1960) gives an example of the "gang" leader who leads a group of young adolescents on a street corner. Each member views one member as the leader of the group because he is big and tough and knows the ropes. In a similar vein, he explained that when scholars in the humanities are discussed and one is singled out as having real leadership, it is probably meant that he has extended ideas in that particular area of knowledge beyond the limits previously known. In education too, it is recognized that leadership is situationally centered. When dealing with

problems of school-community relations, for example, a principal may exercise what is recognized as leadership. Dilating on the concept of leadership, Musaazi (1993) also explained that getting a group into a team is where a supervisor has to consider himself/herself as a leader. Reflecting on the views of both Hass and Musaazi, one could conclude that leadership constitutes the ability of getting people to follow you and, persevering to achieve your objectives, as if these were their own.

Sources of Leadership

Are leaders born or can they develop? This is a question asked by many people. The question of how one attains a leadership position has been extensively investigated. According to Fiedler (1967), the period preceding World War II and the early 1950s saw well over two hundred studies concerned with the identification of personality traits and attributes that would distinguish leaders from followers. These studies, Fiedler said, have been reviewed extensively since 1948 by Stogdill, Gibb and Mann as well as in other recent texts. On the whole, the researches point to the conclusion that a person becomes a leader not only because of his or her personality attributes, but also because of various situational factors (what the job requires, who is available and others) and the interaction between the leader's personality and the situation.

History is full of evidence as to how people throughout the ages have perceived the construct of leadership from different perspectives. Among the

Akans of Ghana for example Plog, Hill and Read (1976) state among others that the king who was the leader was also revered as a representative of God or the gods. The source of this leadership authority is what Robbins and Alvy (1995) described as divine. The Christian Bible is replete with examples of such leadership personalities like Abraham, Moses, Jeremiah, Aaron, to mention a few. In the political scene also, there have been more leaders. Osei Nkrumah (1989), citing Blake and Morton (1964) mentioned such secular and theocratic leaders as the Pharaohs, Kaisers, Tsars and Kings, as well as president, chancellors and prime ministers. There is also a range of leadership from the military to the business executives whose leadership qualities contributed in no small measure to the popularity and greatness of their countries.

Gardner (1988) pointed out that the relationship between leaders and followers varies according to whether the organization or group is in a period of calm or crisis, in prosperity or recession, on a steep growth curve or stagnating. He was actually suggesting that there were several variations in the relationship between leaders and followers-what he termed as "leader-constituent interaction'. The key features of the relationship, which he suggested are discussed below.

First of all, Gardner (1988) pointed out that leaders are almost never as much in charge as they are pictured to be, while followers on the other hand are almost never as submissive as one might imagine. To him, influence and pressure flow both ways. It is this reciprocal aspect of leader-constituent

interaction that he thinks underlines one of the soundest of political maxims that good constituents produce good leaders. That is to say that the people select good leaders and make them better by holding them to standards of performance.

Secondly, Gardner suggested that leaders develop their styles as they interact with their constituents. It is the leader's duty to forge bonds of trust between himself and the followers. For a leader to achieve and sustain this bond of trust he must exhibit a high sense of steadiness and fairness.

Finally, Gardner suggested that the purpose of the group are best served when the leader helps followers to develop their own initiative, strengthens them in the use if their own judgment and enables them to grow and become better contributors. He stressed the point that some individuals who otherwise had dazzling powers of personal leadership failed to build the institution's strength and created dependency in those below them. The result was that they left them a weakened organization staffed by weakened people. In contrast, leaders who strengthened their people and had a gift for institution building might create a legacy that would last for a very long time.

Leadership Theories

An issue that has concerned organizational theorists for quite some time is why some leaders are effective and others ineffective. There have been three major approaches to leadership effectiveness corresponding broadly to

historical phases: the Trait theories, Personal- behaviour or Style theories, Situational or Contingency theories.

The Trait Theory

This approach is the earliest attempt at explaining why some people are successful as leaders and others are not. Croft (1996) explained that this theory focused on the individual occupying the post not on the job itself. The theory suggested that leaders have certain qualities or traits which are innate and not easily developed or acquired, and this distinguishes them from their followers. The theory posits that attention should therefore be directed to selecting as leaders those people who posses these qualities since the characteristics such as initiative, imagination, physical   status and above all intelligence cannot be developed or encouraged through training.

Certain studies have observed significant correlations between some traits and leadership effectiveness. For instance, Ghiselli, cited in Croft (1996), found intelligence, ability, initiative, self-assurance and individuality important. Stogdill was quoted by Croft (1996) as having found intelligence, scholarship, dependability, responsibility, originality, social improvement and socio-economic status important in distinguishing leaders from non-leaders. However, Atta, Agyenim-Boateng and Baafi-Frimpong (2000) noted that generally, effective leaders did not seem to have any distinguishing traits.

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The Behaviour Theory Approach

In contrast to finding out what characteristics or traits made leaders effective, the behaviourists tried to find out what leaders did and how they carried out their tasks which made them effective. The style approach, according to Croft (1996) introduced the concept that managers adopt very different methods when motivating staff and completing a task. Stoner, Freeman and Gilbert (1995) have defined leadership styles as the various patterns of behaviour favoured by leaders during the process of directing and influencing workers.

Experts have propounded different styles of leadership over the ages. These styles, according to Croft, range from the authoritarian to the democratic. He cited McGregor as having summed up these two extremes in his Theory X (the authoritarian) and his Theory Y (the democratic), believing that his Theory Y was more appropriate for today's manager.

Theory X

McGregor's Theory X propounded that the average person has an inherent dislike for work. Because of this, most people must be coerced, controlled, or threatened with punishment to get them to put forward adequate effort towards the achievement of organizational goals. The average person, according to this theory, prefers to be directed, wishes to avoid responsibility, has relatively little ambition and wants security above all. Musaazi (1993)

describes this leadership style as task-centred because it concentrates on the task and ignores the people doing it and their needs.

Theory Y

A modern approach to management according to Croft (1996) is expressed in McGregor's Theory Y which considers work as being as natural as play or rest, which the average person not only accepts but seeks responsibility. According to this theory, external control and the threat of punishment are not the only means of bringing about effort towards organizational objectives. Theory Y or the consultative style as Musaazi (1993) calls it, proposes that people enjoy solving problems, especially when they see the benefits involved from using a solution they helped devise. They explain that if you tell people what to do without consultation, they often react by reducing their effort or losing interest. Wherever possible the staff should be involved in how the job should be done.

Contingency School Theory

The latest thought on effective leadership belongs to the contingency school, and are developed from the concept that the most effective leaders have the ability to adapt their style according to the situation. Atta, Agyenim-Boateng and Baafi-Frimpong (2000) stated that "the theory focuses on identifying and understanding the forces that shape an organization's

environment and applying the management known to work best under those conditions".

Tyson and York (1989) mention that Fiedler has proposed that there are three critical dimensions for classifying leadership situations and these are:

a. the group/leader relationship

b. the case or difficulty of the task (e.g. structured or unstructured)

c. the leader's vested authority. (p.26)

It was Fiedler's view that individuals tend to have preferred styles and that these need to be adapted to situations. Results of research on Fiedler's (1967) contingency theory conclude that:

> Leadership style will vary by changing the leadership
>
> situation. The position of power, task structure and leader
>
> member- relations can all be changed to make it compatible
>
> with the characteristics of the leader (Croft, 1996, p. 172).

Most other authors argue the need for developing flexibility in leaders to meet the needs of varying situations

Leadership Style Approach

The style approach or behaviour theory suggested that certain leaders were effective because of the style they adopted. There are a number of theorists who could be said to support this approach. The quantity and variety of research is so extensive that a comprehensive summary cannot be attempted in this survey. However, the findings and conclusions of some of the most

prominent works must be discussed here for what they have to say about effectiveness in the management of people.

Empirically, there is a plethora of literature on leadership styles. As far back as the 1950's, for example, White and Lippitt carried out a study in a boy's summer camp to identify types of leadership employed by group leaders at a camp (Tyson & York, 1989). The researchers found that group leaders adopted and changed leadership styles from authoritarian to democratic and laissez-faire. Features of these are summed up in table 1 below:

Features of Leadership Styles at the Boy's Camp

Leadership Style	Features
Authoritarian or autocratic leadership	The boys were given no scope for initiative and were tightly disciplined. All policies were determined by the leader.
Democratic leadership style	All policies were determined by joint discussion between the leader and the group. Though the leadership was positive and firm, participation and freedom of expression was allowed.
Laissez-faire	The boys were allowed to do as they liked, with the leaders giving occasional comments on performance.

Source: Tyson & York (1989): Personnel Management

Autocratic Style - As suggested in the table, in autocratic leadership styles, the Leader centralizes power and authority in the management. The purpose here is to achieve high productivity. Individual workers are not involved in decision-making policies. Workers are used as machines to increase productivity.

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Bennett (1994) sums up the advantages and disadvantages of autocratic leadership as follows:

Advantages:

1. Rewards are not used to motivate workers.

2. Workers are compelled to work quickly for high production.

3. Decisions are taken quickly for implementation.

Disadvantages:

1. Authoritarian leadership, power is centralized.

2. The work is strictly structured and does not promote initiative and creativity.

3. Close supervision exercised by leaders is abhorred by workers.

4. Workers needs are often ignored; they easily get frustrated and have low morale to work.

5. Conflicts easily arise between workers and leaders.

Democratic style - In democratic leadership, the needs, interests, rights and freedom of the workers are often considered. Workers have some amount of freedom and are involved in decision-making. Management influences the workers without dominating their thinking. Suggestions are offered to them instead of ordering them. Leaders' direct, guide and give information instead of ordering workers. Leaders are often praised instead of criticized. Bennett (1994) further identifies the following advantages and disadvantages:

Advantage:

1. Workers have high morale to work, cooperate with leaders and have freedom to promote initiative and creativity; this eventually leads to increase in productivity.

Disadvantages:

1. Workers may get lazy and take things easy.

2. It may take long to involve workers in decision-making.

Laissez-faire style - In this type of leadership style, everybody does what he or she wants. No real leader may adopt this style any way. This style limits the use of power and managerial role to a large extent. There are no actual codes of ethics or rules at the workplace. Various committees are set to handle affairs but cannot exercise any authority. The leader is there just by name. Cunningham and Cordeiro (2000) analyze the advantages and disadvantages of this leadership style as follows:

Advantages:

1. Mature people among the group feel free to do what they want to enhance initiative.

2. Decisions are easily accepted.

Disadvantages:

1. There is no control; chaos and conflicts are the marks of the organization.

2. There is no clear leadership.

On the whole, the researchers found the democratic style as the most effective in terms of group morale and productivity.

Another study that dealt with the leadership style is reported by Croft (1996). According to Croft, the study which was conducted by Tannenbaum and Schmidt was concerned with problems of leadership style and with questions such as whether managers can be democratic towards subordinates and yet maintain the necessary authority and control. The researchers developed a continuum of leadership styles ranging from boss-centered (authoritarian) to employee-centered (democratic) leadership. The continuum also includes the degree of authority used by a manager and the degree for subordinates. The researchers, according to Tyson and York (1989) proposed three key factors on which choice of leadership pattern depends. These are:

1. Forces in the managers (e.g. attitudes, beliefs, values)

2. Forces in the subordinates (e.g. their attitudes, beliefs, values and expectation of the leader)

3. Forces in the situation (e.g. pressured and constraints produced by the tasks, organizational climate and other extraneous factors)

Their conclusion was that no one style of leadership is always right and another always wrong. Successful leaders are neither assertive nor permissive. The most successful leaders are those who can assess the situation and respond to it.

Another well-published system for identifying leadership styles was the Blake Mouton Managerial Grid. Following the data of other authors, Blake and

Mouton, according to Tyson and York (1989) identified two critical basic dimensions-concerns for the task and concern for the people. Rather than seeing the authoritarian and democratic style at opposite ends of a spectrum, Blake and Mouton see leadership as being two-dimensional and so place the styles on a grid. The most effective leaders according to these authors are those who rate highly on both dimensions: concern for production and concern for people.

The broad conclusions which emerge from research on leadership are that firstly, democratic participatory styles are generally likely to be more effective in creating group cohesiveness and productivity than strongly task-oriented style.

Secondly, varying situations require leadership styles that have to be adopted or selected to suit these different circumstances. Finally, effective leadership depends on awareness of the nature of the task, the group and its individual members, the environment and particularly upon the self-awareness of the leaders themselves.

D'Souza (1990) was quick to point out that leaders often find themselves in a dilemma because they are people with unique patterns of confidence and fear that rise out of their life influences, education, experiences and personal needs. The basic dilemma of leadership lies between what they believe is desirable and what they can actually do in practice. Effective leaders ask themselves questions such as: How democratic can I be? How authoritarian

must I be? D'Souza looks at the dilemma of leadership in a behaviour continuum as shown in Figure 1.

Figure 1. Leadership in a Behaviour Continuum

LEADER-CENTRED   GROUP-CENTRED

| Tells | persuades | consults | participates | delegates |
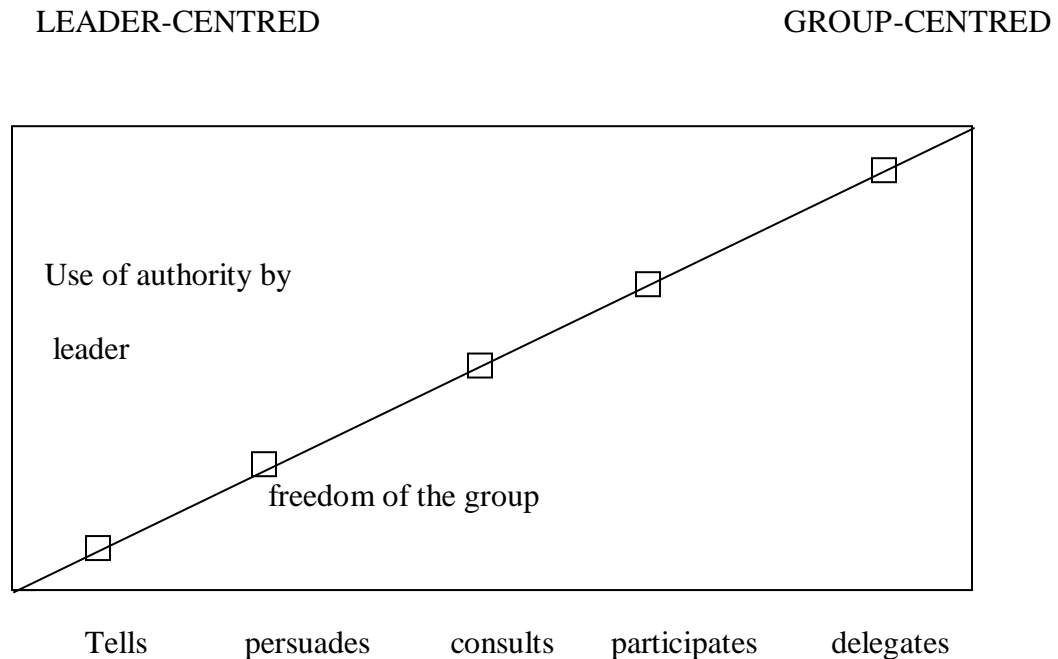
Source: D'souza (1990): Being a leader

If the continuum is extended at either extreme end, we get autocracy or abdication. The "autocratic" boss violates the values and self-respect of subordinates. The irresponsible "abdicate" violates the concepts of leadership that gets work done. How leaders use their power affects both production of the group and freedom of subordinates. If they use less authority and power, the group members gain greater freedom in decision-making. When they use more power, the freedom of the group declines. According to D'souza, the

pattern of leader behavior may range from "leader-centered" to "group-centered", depending upon whose assessment of the problem, interest, experience and motivation dominates the decisions.

Patterns of Leadership Styles

The five typical patterns or styles of leadership in the continuum illustrated in Fig. 1 are explained as follows:

Telling-Leaders identify problems, consider options, choose one solution and tell their followers what to do. Members do not participate directly in decision-making. Leadership of this style may even use coercion.

Persuading-Leaders make decisions and try to persuade group members to accept them.

Consulting-Group members have opportunities to influence the decision-making from the beginning. Leaders invite the group to suggest alternative actions and then select the most promising solution.

Participating-Leaders participate as members in the discussion and agree in advance to carry out whatever decision the group makes.

Delegating-Leaders define the boundaries within which to solve problems or accomplish task. They turn it over to the group to work out solutions or to implement the task.

From the forgoing studies, leadership style could be described as a complex phenomenon which can embrace many definite methods. Every leader has a personal preferred way of acting to achieve a goal. The way a leader

relates to his subordinates and the task assigned to the group defines his or her style of leadership. Several leadership styles have been identified by various authors such as Bennett (1994), Peretemode (1992), Owens (2001), Cunningham and Corderio (2000). In addition to the three leadership styles earlier discussed (autocratic, democratic, laissez-faire), are the bureaucratic, charismatic, deserter, missionary, developer, benevolent, autocratic, executive, compromiser, opportunistic and paternalistic styles. These have been described below:

Bureaucratic Style

Here leaders always go by the book or the constitution. All followers have to do is to do what bureaucracy expects of them. Adhering strictly to organized rules, workers achieve their goals as expected. The leader controls the organization using rewards and punishment accordingly as they seem fit. The leaders say: let's refer to the constitution; follow the rules and you will never go wrong (Cunningham & Cordeiro, 2000).

Advantages:

1. Leaders have no fear about not achieving set goals.

2. Followers do not argue much about laid down principles.

Disadvantages:

1. The followers are generally mechanical in their approach to work.

2. They lack initiative and creativity since they may end up not following laid down procedures if they attempt to do something new.

The Charismatic Leadership Style

The history of charismatic leadership style dates as far back as Max Weber's time when he discussed charismatic leaders in the first decades of the century. House's theory of charismatic leadership picked up the subject again. He stated that charismatic leaders have very high levels of referent power and that some of the power comes from their need to influence others. They have the ability to influence followers based on the supernatural gifts and attractive powers, they possess extremely high levels of self-confidence, dominance and a strong conviction in the moral righteousness of their beliefs. Most charismatic leaders possess some sort of vision. That vision can incorporate the hopes and values of followers or it can be a personal vision (Owens, 2001).

Advantages:

1. Leaders are able to manoeuvre and have their way of doing things adhered to by their subordinates.

2. Followers enjoy being with the charismatic leader because they feel inspired, correct and important.

Disadvantage:

1. They can motivate followers through manipulation, promoting what is best for themselves rather than the larger group.

The Deserter

Here is the manager who is not task-oriented, not interested in relationship, and is ineffective. Such a leader lacks interest and is demoralizing for others. He or she effectively deserts regularly and may even hinder the performance of others. Such a leader may adopt this attitude that if at first you do not succeed, and then give up; there is no reason for it, it is just government policy (Peretemode, 1992).

Advantage:

1. Employees who have no desire for self development feel safe with such leaders.

Disadvantage:

1. Subordinates have very little opportunity and encouragement to explore their potentials under such a leader.

The Missionary

These leaders values happy relationships above all else. They are ineffective because they desire to be good persons and not to offend anybody even if that will affect production. They run the project in a social atmosphere with an easygoing work tempo (Peretemode, 1992).

Advantages:

1. Subordinates find it easy to gain the admiration of their leader.

2. They have very little or no adverse relationship with the leader.

Disadvantages:

1. The attitude towards conflict leads to poor management and low output. It smoothes things over rather than deal with underlying troubles.

2. It avoids those who argue; it uses transfers and promotions to take care of difficult human problems.

The Developer

Such leaders are high in relations but low in task performance. They are more concerned about helping and motivating followers to develop their talents. They are seen as pleasant because there is usually so much cooperation, commitment and output around them. They assume that work is as natural as play or rest (Peretemode, 1992).

Advantages:

1. The leader knows how to encourage the average person to produce more and above his capacity.

2. He spends a lot of time with his subordinates giving them much responsibility.

Disadvantages:

1. His skills in developing his followers often go unnoticed till he is off the scene.

2. In most organizations, he has very low visibility.

The Benevolent Autocratic

Such leaders give maximum concern to the task and minimum concern to the people. A leader using this style knows exactly what he wants and how to get it without resentment. He knows the organizational rules and methods very well, stays on top of his job and by the large gets the job done. It is usual with people who have risen through the ranks (Peretemode, 1992).

Advantages:

    1. The set goals of the organization will be achieved at all cost.

    2. Subordinates cannot apply any tricks to do shoddy work.

Disadvantages:

    1. Such leaders will not allow humanitarian considerations to prevent maximum productivity.

    2. Subordinates will sometimes work with hidden dissatisfaction.

The Executive

Such leaders motivate their staff, set high goals for them and yet acknowledge their personal needs. They give opportunity for subordinates to participate in decision making. These are the fully effective managers. They see their job as getting the best out of others. They are effective because their commitment to both task and relationships is evident to all. They welcome disagreements and conflict over task problems. They see such behaviour as necessary, normal and appropriate. They do not suppress, deny or avoid

conflicts. They know that ultimately commitment will result (Peretemode, 1992).

Advantages:

1. Such leaders are successful and endeavour to make the organization successful by seeing to it that set goals are achieved.

2. Excellent achievement is always the target.

Disadvantage:

1. Subordinates who are not competent or lazy will always find such leaders unbearable.

The Compromiser

Such leaders recognize the advantages of having an orientation to both task and relationship, yet they are unable or unwilling to integrate theses ideas to make sound decisions. They are often ambiguous and make many compromises. They apply the heaviest of pressure in their decision-making. They attempt to keep those who can influence their career as happy as possible. (Peretemode, 1992)

Advantage:

1. The leader ensures good relations between him and subordinates especially those who sing his praises.

Disadvantages:

1. There is always the risk of not having high achievements from subordinates.

2. The leader finds it difficult to reprimand his favourites.

3. Boot licking by some followers is encouraged.

The Opportunistic Leader

The opportunistic leader uses whatever style is needed to advance his or her personal goals. He has little concern for what is best for others or the company and instead is driven by the ever present question: what's in for me? He or she adopts whatever style will get him or her along. The opportunistic leader succeeds by using and deceiving people in order to gain trust and support to move on. However, such leadership tactics are often short lived because people learn fast and get to know with time that the leader is self-serving. He or she operates best in short term relationships where he or she is not likely to expose his or her true nature. (Peretemode, 1992)

Advantage:

1. Successes in accomplishing the set goals of the organization can be achieved so long as a leader is able to manipulate his followers to do as he wishes.

Disadvantage:

1. The longer the stay in the organization the more problems opportunistic leaders have with followers. The latter get to

know the leader's manipulations to make them work and the fact that he is not interested in their welfare.

Paternalistic Leadership

Relationships with paternalistic leaders are like parent to child. Here the leader combines the use of punishment and rewards to dictate behaviours. Such a leader is controlling and dominating as well as seeking approval and admiration. The paternalist holds himself up to high standards of performance, and expects the same from other. The follower who complies receives rewards in the form of praise, advantage and benefits. However he is still expected to maintain the high standard of performance. He will be given more support, guidance, encouragement, forgiveness and overall help by the leader. A follower who does not comply receives more of strict supervision. The attitude of the paternalistic leader towards the follower is a proof to mean you are worthy of my support and this is for your own good when he expects performance.

Advantage:

1. Productivity is high since he sets high standards for followers.

Disadvantage:

1. He is more tasks -oriented than relationship oriented through he motivates followers who cooperate with him.

Having explored the concepts of leadership and reviewed views expressed by authors on leadership style patterns, the review sought to

understand what roles are entailed in leadership within the context of school education.

In discussing the scope and nature of leadership it will be pertinent to dilate a little on the distinction between management and leadership as the two expressions appear to be used interchangeably. Torrington and Hall (1991) describes management as the role that members of the organization take on in order to exercise formal authority and leadership. It was the view of Sisk (1977) that organizations had stated goals, and management was needed to direct and coordinate their efforts towards the achievement of those goals. Ivancevich, Donnelly and Gibson (1991) confirm that whenever work is specialized and undertaken by two or more persons, then management becomes necessary. They argue that managerial work is to coordinate the work of individuals, groups and organizations by performing four management functions of planning, organizing, leading and controlling. This implies that leadership is subservient to management, being but one of its numerous functions. The authors point out that of all the management functions, leadership is the most human-oriented; no wonder the bulk of organizational behaviour theory and research relates to this function. Croft (1966) sums it up by stating that:

> The job of manager normally involves some leadership
> ability- but not all leaders are managers. The differences
> between leadership and management (although sometimes,
> they may be   synonymous) is that management involves
> co-coordinating activities to achieve organizational goals, whereas

leadership is more generally concerned with acting as a guide and motivator for others (p.167).

Smit and Cronje (1998) support the above view and clearly state that leadership and management are not the same concepts although leadership is highly related to and important to management. They contend that because of the dynamic engagement in today's organizational world, many organizations are putting a premium on managers who also possess leadership skills.

Qualities of a Leader

As Adesina (1990) rightly puts it, experts differ a great deal with regard to the qualities of the leaders. He argues that what the leader does should receive more attention than what he is when defining the qualities of the leader. He suggested that institutional leaders must posses a sweet mixture of what he termed as tangible and intangible qualities.

Tangible qualities like one's acquired skills and other cognitive qualifications must exist hand in hand with intangible attributes such as the leader's imagination, his love, and consideration for others, motivation techniques and the courage to be what a leader should be. The school head according to Commonwealth Secretariat (1993) writing under "Monitoring School Effectiveness" stated that one of the indicators of an effective school head is professional competence. The school head as a leader to them must have wide ranging and up-to-date knowledge and skills including the ability to initiate, direct communicate and delegate. The leader must also possess good

relations and demonstrate concern for team work. He must thereby have good relations with pupils, staff and parents. As a leader, he should be able to create confidence and inspire others, objectively evaluate the qualities and contributions of staff and be able to take difficult decisions. Smith and Andrews (1989) simply put it that leaders must have qualities that match their followers' needs.

Gibb, writing under the heading "Dynamics of Leadership-Defensive and Emergent", cited in Heald, Romano and Georgiady (1970), pointed out that people perform best under leaders who are creative, imaginative, and aggressive. He contends that the leader should not show favoritisms, must control his emotions, command respect and be objective and fair. To him the leader must listen to advice and counsel before making decisions. He must however always appreciate that it is his responsibility to make decisions. He must therefore weigh the facts and convert expert counsel into policy and rules, set reasonable boundaries, and see that these are administered with justice and wisdom, even compassion. A leader with a high sense of appreciation must equally be ready to give negative criticism where warranted. The most effective leader according to Gibb, is one who acts as a catalyst, a consultant, and a resource to the group; his job being to help the group grow.

Educational Leadership

Educational leadership may refer to the type of leadership provided in an educational institution such as a school, a college, university or at a district

level, headquarters level, or at the ministry of education. According to Adesina (1990) three major types of leadership positions exist. These are the institutional type of leadership that are found in schools, colleges, and other bodies performing teaching, research and training functions. The second is the leadership of political and semi-political organizations, and the third is professional leadership or leadership of organizations. Leadership position of the institutional type comes about by appointment, such as the appointment of a principal with which the researcher is more concerned.

In assuming his leadership role the head of an educational institution , according to Neagley and Evans (1964), must accept responsibility for the following seven major tasks: instructional leadership and curriculum development, personnel administration,, business management, plant management, school-community relations, school-community relations, administration of routine duties and professional, personal and cultural growth.

According to Neagley and Evans (1964), writers on educational administration have long agreed that improvement of the instructional programme and the curriculum is the most important task of the principal. The National Educational Association, cited in Neagley and Evans (1964) lamented that school heads devoted only 35% of their time to supervision and the curriculum. The obvious conclusion is that very few principals, if any, devote enough time to the improvement of the instructional programme and curriculum. As illustrated in Table 2, Neagley and Evans further enumerated

the following duties and responsibilities of the principal as belonging to the supervisory category.

Duties and Responsibilities of the Principal

1 To work with the staff in the formulation and execution of an adequate philosophy of education consistent with the district-wide philosophy.
2. To assume leadership for providing within his building unit, a continuous programme of curriculum improvement.
3. To work with the staff in the development of instructional goals consistent with district goals for the various levels and curriculum
4. To work with his staff in the development and execution within his unit of a system-wide programme of evaluation and appraisal
5. To work with the staff in the formulation and execution within his unit of policies relative to pupil, classroom, marking, reporting and promoting.
6. To work with the staff in the development, application and supervision within his unit of programme for a typical children.
7. To ascertain the need for instructional staff specialist in his unit and to direct and supervise their work
8. To assume responsibility within the unit for a continuous programme of supervision
9. To assume responsibility within the framework of the district plan, for a continuous programme of in-service education for the staff members in his unit.
10. To keep abreast of new educational development on the local, state and national levels and to inform his staff concerning them.
11. To provide for the interchange of information and ideas among teachers and other staff personnel
12. To see that the necessary facilities, equipment books and supplies are available when required.

Source: Neagley and Evans (1964)

The authors believe that the head/principal must be a broadly educated, thoroughly experienced individual with a personal characteristic that will fit him for his leadership role in instructional improvement. They further contend that the job of educational leadership is so immense that today it can no longer be done successfully by an individual. The ability to work with individuals and to utilize their special skills and talents thus become a top priority in the qualities essential for dynamic educational leadership. It requires leadership of a rare type to assist a group of persons with widely different backgrounds to work together for a common cause. By virtue of his title and responsibilities, the principal may be perceived as authoritarian in minds of most of his staff. He should therefore do everything possible to develop a peer working relationship with tutors. This is a goal toward which, according to Neagley and Evans (1964), the principal should work and should not be discouraged if he fails to achieve it, because perception of staff cultivate and nursed over long periods of time are difficult to eradicate.

Although Hass' (1960) work for the Association for the Supervision and Curriculum Development (ASCD) 1960 Year Book may be seen as obsolete, his views were found relevant to this study. Almost five decades ago, Hass observed that understanding the nature of educational leadership has been enhanced through the exploration of the perceived role relations that exists within school organizations or group. He referred to it as the perceptual view of behaviour. This theory, to which he refers as the perceptual view of behaviour, believes that leaders and the group members behave as they do

because of the way things seem to them. Each leader's and each member's perception of his or her role govern his or her actions. He indicates that there is much evidence from studies in various areas to suggest that a considerable measure of agreement regarding role perceptions is important to group moral, productivity and the total success of any group operation. Hass adds that results of leadership research indicate that a group member is not really a leader in the group unless he is perceived as a leader by other group members.

Smith and Andrews (1989) suggest that it is important to recognize that there are other perceptions than our own. They contend that different perceptions of people are inevitable because individuals have their own perceptions, as it was implicit in personality theory.

This refers to each person's own set of assumptions about how people behave and what traits or characteristics go together. Duke writing on the aesthetics of leadership (and cited by Burdin 1989) concluded that leadership is perceived as well exercised, in that leaders act but observers judge whether or not the actions constitute leadership.

Indeed Denys (1980) points out that in spite of the fact that technology has provided innovative and relatively new means of communication, disillusionment about the relevance of leadership is still rife. He explains that leaders are perceived as ignorant of the needs of ordinary people and insensitive to their problems. He singles out Winston Churchill as the only leader who received widespread recognition because his task to defeat Hitler was clear cut, simple in conception and universally supported by citizens of his

country. Denys (1980) insists that even if the general behaviour of leaders was regarded as facilitative and not exploitative, attitude towards them would retain an element of resentment, as more often than not people feel that leaders are there to be frustrated as much as possible. He argues that the opposition to the very idea of leadership is connected with people's perception of the authority of the individual. The absence of a coherent view about leadership and authority handicaps institutional leadership and confuses and frustrates the individual member by undermining his sense of oneness or integrity. This, Denys says, is particularly true of institutions in the caring services such as schools.

Hallinger and Heck (1996), citing research findings in the late 1970s on school effectiveness by authorities like Brookover, Leozotte, Edmonds and Rutter concluded that "strong administrative leadership was among those factors within the school that make a difference in student learning" (page 5). They also quote one Murphy as stating that principal leadership is believed to be critical to the achievement of students by many educational policy makers. Richardson (1975), however, emphasizes that leadership is associated with responsibilities for a task, and in education different responsibilities are widely dispersed among people with different functions. The interdependence of all these people engaged in their different ways in the task of education, according to Richardson, means:

> The authority of the head cannot, therefore be studied
> in isolation; it must be understood in relation to the

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authority of every local education officer, every parent

and every pupil who is connected with the school (p. 120).

According to D'Souza (1990) leaders alone cannot do the job, they need to carry their followers along with them. Successful leaders, he argues must understand that working groups have their own personality, power, attitudes, standards and needs. The leaders who take these things into account can therefore achieve success because they respond to those group needs.

No school, according to Sizer (1992), reaches its potential without a principal who knows how to provoke the best in others, who has a deep teacherly sense of the mood and culture of that particular community at each particular moment in time and who has the courage, confidence and skill to act.

Similarly, Fullan (1994) declares that the idea that educational change requires leadership is widely accepted, and Anderson and Shirley (1995) support the fact that school heads are generally expected to provide the leadership needed for meaningful, sustained changes to occur.

In this light, Borg and Gall (1996) believe it is high time educators reconsidered what they borrowed from other disciplines like psychology, sociology, communications and management. Some educators are using managerial grids such as the Blake-Mouton grid to obtain feedback on their leadership style and administrative behaviour. These authors contend that significant information about educational leadership can be obtained through the use of instruments specifically designed for educators by educators. They have therefore designed such an instrument called the Educational

Management Grid to help educational leaders identify their own style in working with students and colleagues.

In the grid the scores plotted on the left half of the grid represent an "authoritarian" style score on the right half represent a "student development" style. The terms "authoritarian" and "student development" represent the two extreme of management style in education. Scores at the centre of the grid "3" on the 1-5 scale represent contingency situations. If the leader's scores lean toward the left half of the Grid, then the leader perceives his behaviour and philosophy as high in autocratic style. If the scores lean toward the right half of the Educational Management Grid then the leader perceives himself as high in student development style. The authors explain the term in its broad sense as representing the approach to non-traditional management from the view point of primary concern for the individuals, his or her active participation and needs as opposed to primary concern for the institution itself. Borg and Gall (1996) conclude that:

……there is no categorically "correct" style. Instead, the modern educational

leader should know which style is better in which situation and should be   able to draw from both poles at will. One can see the clear advantages of the authoritarian style…… at the opposite end of the spectrum, use of the student development style are obviously necessary (p. 24).

One Hamachek is quoted in Heald, Romano and Georgiady (1970) to have researched into "leadership styles-Decision-making and the Principal" and to have come out with certain consistent trends he observed. One of such trends was that even among themselves, principals are in conflict about what their job is and what they ought to become if they are to survive.

Hamachek is said to have also discovered that as far as standard administration textbooks and professional journals are concerned there are various theories to help us understand demonstration, but no theory exists to help understand administrators.

Hamachek observed for instance that the so-called Trait Theory is useful for organizing a group of characteristic "leadership traits" such as forcefulness, intelligence, thoughtfulness, fairness and the like, but it is useless for telling us how a man acquires these traits if he lacks them. Referring also to the Human Relations Theory, which suggests that the leader is the person whom the group perceives as having the qualities and the power to help it achieve its goals, he wondered what would happen when a group was unable to define its own goals or when a man was delegated authority (like a principal) and then did not know how to use it, or worse misused it. Proponent of Organizational Theory, Hamachek also assumed that the principal who uses the formal and informal organizational framework to diagnose his problems will not only make wiser decision but also will bring about better and more lasting changes. To this Hamachek asked, "but what about the principal who refuses to admit even the existence of informal groups (like those form in teachers'

lounges), much less consider them of any value in his decision making process"? (p. 131)

What Hamachek was trying to suggest was that there seemed to be a tendency to view the principal's role as change-agent and decision-maker from an organizational or power framework rather than from a person or personal framework. He felt that the typical principal is so burdened with responsibilities for curriculum, teacher supervision and evaluation, staffing, pupil progress, records, guidance, discipline, transportation, budget and assorted meetings that he has little time to define himself to himself as a person. He meant that principals found little time to examine their personal philosophy or education and of "self" thereby creating the unfortunate, impression that decisions are made and changes are brought about through purely-mechanical, impersonal processes which follow formulas rather than convictions. Simply put, the kind of leader or principal one is depends on the kind of man or woman one is .for example, a principal who is socially insensitive and an inflexible individual to begin with can hardly value the suggestions that he must have social sensitivity and action flexibility to succeed.

Fiedler (1967) confirms that the leader's affective relations with group members, the acceptance which he can obtain and the loyalty which he can engender are related, among other things to the type of person he is. Fiedler designed two instruments for measuring the effectiveness of the leader. These

instruments were the Assumed Similarity between opposites (ASo) and Least-Preferred Co-workers (LPC) scores.

The first studies, which were conducted on high school basketball teams, were concerned with the leader's perceptions of particular co-workers as well as perceptions, which group members had on one another. It included asking the sociometrically chosen leader and each of the members to describe the most-and –least preferred co-workers within his group. Subsequent studies shows that the best measure for predicting group performance was the similarity the leader perceived between the most and the least preferred co-workers he had ever had. This score was called the Assumed Similarity between opposites. (ASo). A high ASo score showed that the individual perceived his most-and-least-preferred co-workers as similar.

A low ASo score showed that he perceived them as relatively dissimilar. ASo scores were obtained by asking individuals to think of all people with whom they had ever worked.

A more recent work, according to Fiedler (1967), had been based on a score derived from only one of those co-workers, referred to as the least-preferred Co-worker (LPC). LPC therefore is a component of ASo both of which use identical scale sheets. The LPC instrument had from 16 to 30 items, which used an eight-point semantic differential scale to measure the leader's personality. The instrument requested the leader who was himself the respondent to describe a person with whom he or she worked least well. That is the worker whom the leader found most difficult in getting a job done. Leaders

who scored low on the scale were perceived to task-oriented. Leaders/respondents who scored high were assumed to be relation-oriented. That is by viewing his least preferred co-worker in a relatively favourable manner the leader is likely to be a person who derives his major satisfaction from successful interpersonal relationships, while the low LPC person who describes his LPC in very unfavourable terms derives his major satisfaction from task performance. Dean (1985) recommends that there should be a fair balance. Handy (1976) suggested four sets of influencing factors which a leader must take into consideration if his leadership is to be effective as follows:

    i.   The leader's own preferred style and personal characteristics

    ii.   The preferred style of leadership by the subordinates in the light of the circumstances

    iii.   The task, its objective and technology

    iv.   The environment, the organizational setting, the group and the importance of the task (P 6)

Handy (1976) suggested that leadership would be most effective when the requirement of the leader, the subordinates and the task fit together.

Dean (1985), citing a review by Persell and Cookson of more than 75 researches of the effective principal in action, identified nine recurrent behaviours which good principals display. The leader/principal can be assessed in these nine areas as follows: commitment to academic goals, creating climate of high expectations, functioning as an instructional leader being a forceful and

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dynamic leader, consulting effectively with others, creating order and discipline, marshalling resources, using time well and evaluating the results.

Elements of Effective Leader Behaviour

The principal of the training college who happens to be the leader should recognize possible group problems. The principal should not be blinded by the task to be achieved but should rather be alert to notice the difficulties that confront his staff. The difficulties of the staff may include lack of understanding and / or acceptance by staff members of the goal or task members are to address, lack of understanding by certain members as to why they are members of a group and a consequent lack of commitment to the group, lack of knowledge, skills, or resources on the part of the members of the group. The principal may also experience a lack of leadership acceptance by the members of the staff. As a result of their lack of understanding, commitment, and acceptance, certain members of the group may express apathy or hostility or both. The principal may also find it difficult to develop among staff members the feelings of cohesiveness and collaborative effort to facilitate productivity (Rodney, Goldring & Conley, 1981).

The recognition of the difficulties that confront the staff is a step in the right direction and taking steps to address difficulties that may confront the staff as a group is a mark of effective leadership. The bureaucratic nature of the educational system puts the principal in a difficult position when it comes to addressing these difficulties however; more effort can be devoted to

developing and understanding on the part of the staff members regarding the reason(s) they are in the college and their potential contribution and roles. The principal should attempt to demonstrate the ability to lead and show appreciation of the participation and contribution of each staff member (Gorton & Snowden, 1998).

Staff cohesiveness is the degree to which the members of a group are attracted to the group, are willing to take personal responsibility for its tasks, are willing to engage in co-operative actions to achieve its goals. Staff trust is the extent to which the members of a group feel secure with each other and are open toward each other. These factors are important ingredients for the effective function of a group.

Bates (1982) argues that people generally possess needs for self respect, affection and recognition; staff interaction can either meet these needs or leave them largely unfulfilled. The principal, who happens to be the leader, must endeavour to meet these needs by showing the members of staff that their participation in school activities is necessary and reward each others contributions. Such recognition and encouragement must be conveyed often rather than occasionally. Snowden and Gorton (1998), citing Johnson and Johnson (1975), argue that the key to developing co-operative interaction and cohesiveness in a group is the development and maintenance of a high level of trust among the members of a group. If such staff has a high level of trust its members will more openly express their feelings, concerns, opinions and thought. On the other hand, if the trust level is low, then staff members are

more likely to be evasive, competitive, deviant, defensive or uncertain in their interaction with the other members.

Cohesiveness and trust can be entrenched the more if the school head realizes that not all leadership functions are to be performed by him. Some staff members may be able to supplement his administrative efforts, or even do a better job of performing a particular leadership function than the head. An important leadership behaviour a college principal should exhibit is identifying and encouraging other members of staff to perform leadership function, when appropriate and possible. The significant point is the fact that the various leadership functions be performed well, not who performs them.

The needed behavioural element of establishing a productive staff makes it imperative that the principal balances task accomplishment behaviours with human relations behaviour. The disposition of the individual may determine which of these two sides he may tilt to, but it is an accepted fact that both sets of behaviour are important. The college principal who concentrates mainly on task accomplishment behaviour, ignoring or neglecting the feelings, emotions and needs of the members will militate against accomplishing a task. On the other hand, a principal who overemphasizes the human relations behaviour and does not give enough attention to task accomplishment behaviour may fail in his bid to achieve set targets.

The principal's leadership behaviour should reveal that he is much aware of the axiom that a vision without a strategy is an illusion and as such the school's culture should be strongly emphasized. Robbins and Alvy (1995),

citing Schein (1985), contend that effective leadership must be both administrative and cultural in scope.

Every school has a particular culture determined by the individual values and experience which each person brings to it, the ways in which its people act and interact. Expressed simply, a school's culture is 'the way we do things around here'. Things are done in schools because there exist particular values and beliefs about what ought to be done in schools. These (Values and Beliefs) are intangible foundations of culture. The tangible manifestations of culture are: the words we use, the behaviour we engage in, and the buildings and other facilities and artifacts constructed and gathered. (Caldwell & Spinks, 1992). The aim of every college principal must be to create an excellent school. The development of a co-ordinated and constructive school culture can be a matter of deliberate intent. The principal who happens to be the leader can deliberately build a co-ordinated and constructive school culture by placing much emphasis upon and making adjustments to organizational characteristics and when this is done properly, it will benefit students, teachers and parents.

Dimmock and O'donoghue (1997) contend that the principal should know that aims inspire hard work and focus efforts, objectives translates the aims into achievable activities. Together they provide direction for all school activity. What the head should again know is that the aims and objectives are not unchangeable - they ought to be subjected to periodic reconsideration. But most important of all, the principal needs to be satisfied that the official aims and objectives embody the school's values and that it is a statement to which

all members of the school community are committed. A co-ordinated culture develops from a dynamic combination of strong, imaginative and transforming leadership within a forward looking school community, in which consistent valves, philosophy and ideology permeate all decision-making. The principal should find out what the college stands for and then tie his thought into it. In trying to inspire, the principal should know that commitment cannot be had through command; it can come about through encouragement. The role of the leader in cultural development is potentially very powerful and fundamentally very important, constituting an element of effective leader behaviour.

The Principal's Roles as an Effective Leader

The Commonwealth Secretariat (1993) defines effectiveness as the extent to which the set goals or objectives of a school programme are accomplished. It continues to say that such effectiveness can be seen in relation to either the quality, quantity, equity or quality of educational instruction given in a school. It also states that it is widely acknowledged that one of the key factors influencing school effectiveness is the nature and quality of the leadership and management provided by each school head. A school's success depends to a large extent on the effectiveness of the school including administrative, curricular and other aspects of the institution.

The principal's leadership effectiveness therefore deals with the principal's ability to achieve specific goals of the college within a given time frame. Yukl (1989) explains leadership effectiveness as the type of

consequence or outcome of an organization's set goals. These outcomes include attainment of group goals, group survival, group growth, group capacity to deal with crises, subordinates satisfaction with leader and the psychological well being and development of group members, among many others. Yukl (1989) states further that leadership effectiveness is best understood when it is evaluated against certain standards or values. It is commonly measured by the extent to which the leader's group performs its task successfully and attains its goals. In the business sector, goal achievements are usually determined by elements like profit margins, profit growth, sales increase or market shares.

On the other/hand, leadership effectiveness in the college setting can be measured in terms of elements like punctuality to school by staff members and students, neatness of the compound, successful completion of the syllabuses and good examination results.

According to Yukl (1989), leadership effectiveness is determined by the quality of contributions the leader makes to group activities as perceived by followers or outside observers. Specifically, the leader's contribution to the following is observed:

1. Group cohesiveness

2. Co-operation between members of the group

3. Group motivation

4. Problem solving

5. Decision making

6. Resolution of conflict among group members

7. Organization of group activities

8. Accumulation of resources.

In addition to the above, the leader is evaluated on whether he or she builds self-confidence of followers. He is also assessed on whether he or she increases their knowledge or skills and contributes to their psychological growth and development.

Okumbe (1998) explains the concept of effective leadership in schools by saying that educational organizations are established to help society achieve a number of goals, which enhance acquisition of knowledge, attitudes and skills. Though some colleges may not have all the requisite material and human resources necessary for achieving their goals, one can measure the principal's effectiveness by its ability to utilize its resources even if scanty, in the most efficient manner for maximum productivity. In such colleges, the set goals are achieved, material and human resources are acquired, there is congenial school climate and the expectations of the society within which they operate, are met.

Campell, Bridges and Nystrand (1977) have outlined some duties for head masters or principals. According to them, the head or principal of a school who is also the administrator and leader determines the success or failure of the school. To achieve the goals of the college, the head has to perform according to Campell, Bridges and Nystrand (1977) some administrative task relating to the following:

1. School – community relationships

2. Curriculum, instruction and appraisal

3. Pupil Personnel

4. Physical facilities and educational materials

5. Financial and business management.

School – Community Relationships

The principal must first define the kind of community he is dealing with, whether it is rural, urban, poor, or rich. He or she must know the occupational practices, values, aspirations and norms of the community. He / she must also bring the school and community together by involving himself in community activities as well as involving the community in college activities like open days and speech days, and Parents Teaching Association meetings. The principal must also work with other community agencies like the churches and public libraries (Campbell, Bridges & Nystrand, 1977, p.118).

Curriculum, Instruction and Appraisal

This deals with all planned activities at the college to help student in the cognitive, affective and psychomotor spheres. The principal must ensure the availability of all resources that will enhance teaching and learning including syllabuses, textbooks, and participate in subject and association meetings. Again, there must be appraisal of instruction by way of organizing, marking and recoding marks of tests, quizzes and other exercises. The head must also

carefully supervise instruction and other activities. (Campbell, Bridges & Nystrand 1977, p.129)

Pupil Personnel

The principal's administrative skills here will help supplement regular classroom instructions. These include keeping college and attendance register, controlling pupil's behaviour, offering health guidance and counseling services, and coordinating, fostering curricular activities as well as enforcing discipline.

Staff Personnel

This administrative task involves management of teaching and non-teaching staff. The principal must do everything to attract competent staff to his or her college and motivate, supervise and maintain them. The school climate must thus be open. He must involve the staff in decision-making. Teaching staff must be given in-service training and educated on new educational policies and teaching methods. The non-teaching personnel are to be made to feel that their contributions are important for the smooth running of the school. The head must also see to the development needs of the staff (Campbell, Bridges & Nystrand, 1977, p. 133).

Financial and Business Management

Here, the head's task is to ensure the provision and disbursement of funds to help achieve the school's goals. Budgeting is essential for planning for quality education, sourcing funds from relevant sources and using the funds judiciously and in a manner that satisfies auditor inspections.

Instructional Leadership

According to Baron and Uhl (1995), instructional leadership generally refers to the principal's role in providing direction, resources and support to staff members and student to improve teaching and learning. To execute this role effectively, the principal must develop and practice relevant skills in the instructional planning and organization, supervision, curriculum and evaluation.

Researchers like Acheson and Gall (1997) also separate instructional leadership into four major categories namely: curriculum development, supervision, teacher evaluation and management. For them, teacher evaluation and supervision are often treated together as two parts of the same process and are the two activities that are most important to the instructional leader. The definitions of the principals' roles and responsibilities have changed over time. Traditional definitions focused on the administrative processes and functions. Effective principals for example are responsible for planning, organizing, leading and controlling. Gradually the list of tasks and roles has given way to a list of competencies and proficiencies as the favoured way to map out the

territory of educational administration. Among a list of 74 proficiencies grouped into 10 categories that define expertness in the principalship, the National Association of Elementary School Principals NAESP (1986) included the following:

Curriculum

Understated the community's values and goals and what it wants the curriculum to achieve…

Set forth as a continuum, the skills and concepts the curriculum is designed to provide…

Monitor the curriculum to ensure that the appropriate content and sequence are followed…

Instruction

Understand and apply the principles of growth and development…

Regularly assess the teaching methods and strategies being used at the school to ensure that they are appropriate and varied…

Understand and apply validated principles of teaching and learning…

Evaluation

Use a variety of techniques and strategies to assess – students' performance, individual teacher and staff performance, the

achievement of curriculum goals, the effectiveness of the total instructional programme…

Assess progress toward achieving goals established for students, teacher and principal.

Organization

Comprehend and employ validated principles of effective time management…

Capitalize on the findings of research and making programme decisions…

Develop and implement equitable and effective schedules…

(Sergiovianni 1991, p.6)

The basis is that it has become necessary for school heads to engage a majority of time and energy on the practice of direct instructional leadership. School heads need to provide the main areas of instructional activities seemingly common to all the research works on instructional leadership. These are:

1. curriculum planning and organization

2. supervision

3. evaluation

4. staff development programme.

The curriculum itself has been defined by Robbin and Alvy (1995) as the planned and unplanned concepts, content, skills, work-habits, means of

assessment, attitudes and instructional strategies taught in the classroom and the variety of school activities, in and out of class, that influence present and future academic, social, emotional and physical growth of students.

Supervision is providing support for teachers so that they become the best they can be. Supervision provides resources and promotes formal and informal conversations with and among teachers to affect curriculum, teaching, learning and professional development.

Evaluation is the summative process in which institutionalized school-wide guidelines are used to assess teacher performance. Staff development consists of any activity that directly affects the attitudes, knowledge, skills and practices of individuals that will assist them in performing their roles, present or future. Ideally such development will not only make the tutors visible learners and responsive teachers, but also it will ultimately affect the students as learners.

Keefe and Jenkins (1991) point out that no more complexes or dynamic set of skills exist than those of instructional leadership and none more necessary. Thus several projects were carried out to increase the principals' proficiency in instructional leadership and improve school leadership. The South Dakota Leadership in Educational Administration (LEAD) project was designed to improve school leadership. Its main aim was to aid principals, assistant principals, administrative personnel and potential school administrators in the improvement of instructional leadership skills. The programme focused on the planning, development, implementation and

measurement of skill required to support quality learning. Finally, the projects refined and improved instructional leadership, institutional leadership and school improvement programmes.

Following the project, a variety of assessment efforts have been made to determine the relative impact and effectiveness of these offerings. In February 1995 a study was undertaken to examine change in the instructional leadership behaviour of school administrators as a result of having taken part in the training programme. Indeed analysis of survey responses revealed high levels of agreement among respondents regarding changes in instructional leadership as a result of having completed the training. In face, in addition to addressing leadership skill areas needing improvement, participants were able to "reaffirm and validate instructional practices with which they were already familiar and comfortable. The reaffirmation provided encouragement and motivation to further refine these skills and use them back in the school" (Baron & Uhl, p.68).

Acheson and Gall (1997) express the need for school administrators to evaluate and improve the combination of clinical supervision, teacher evaluation, in-service education on one hand and incentive programmes coupled with innovative instructional leadership on the other. Some of the reasons why the function of instructional leadership is not being performed well include insufficient knowledge of a range of observational techniques by supervisors and other observers, lack of specific training, lack of time, inadequate undertaking of a variety of instructional strategies by teachers and

supervisors and the need for interpersonal skills used by observers to provide feedback for teachers. Acheson and Gall also believe that supervision and evaluation are the two activities that are most important to the instructional leader in dealing with teachers. Therefore the instructional leader must be seen to be performing roles such as:

1. interacting with teachers

2. planning, assessing and modifying the curriculum

3. placing of high priority on instructional leadership responsibilities

4. organizing for instructional improvement

5. being an advocate for teachers i.e. finding materials, equipment and ideas for teaching

6. diagnosing learning problems in students

7. selecting instructional activities and materials

8. communicating with the students and the community, and

9. promoting the proper development of the teaching staff. (pp.236 – 247).

Heck (1992) also summarized the principal as an instructional leader as follows:

1. orient faculty to new teaching techniques

2. make classroom visits, and evaluate given feedback, involve parents, teachers, counselors and administrators in developing the grading system

3. supervise the testing programme

4. schedule time for teachers to discuss their concerns

5. visit meetings to learn what is happening in instruction

6. relate needs of students to school system, goals and legal requirements

7. supervise in-service education

8. provide liaison between the schools and the community

9. manage change

10. allow discussions directed towards innovations

11. provide constant evaluation of the entire school, and coordinate the efforts of unit leaders. (In Acheson & Gall, p.238).

Adesina (1990) declares that, attention must be given more to what the leader does than to what he is, when defining the qualities of the leader in the school system. It will be worthwhile at this juncture, to draw on the work of Murphy (1990) specifying the role of the leader of learning and teaching:

> Taken together, these studies present a picture of school administrators whose time is heavily devoted to matters other than curriculum and instructions to issues of student discipline, parent relations, plant operations and school finance. Most principals do not meaningfully supervise and evaluate teachers, plan and coordinate curriculum, actively monitor the technology of the school or the progress of students, or spend time in classrooms. In short,

most administrators do not act as instructional

leaders.

(In Caldwell & Spinks, 1992, p.58)

Murphy (1990) suggests from the above that instructional leadership entails the supervision and evaluation of teachers, planning and coordinating curriculum and monitoring the technology and progress of the school and its students. In reality it means that the principal of the college must become the "leader of learning and teaching". Murphy goes on to provide a framework of the preferred role of the principal as an instructional leader from a number of research studies. The preferred role is classified under four broad types of activity: mission and goals, process of learning and teaching, climate for learning and supportive environment. For each of these, are listed particular activities, which are carried out by principals. These, according to Caldwell & Spinks (1992), include:

Activities related to formulation and communication of

the mission and goals of the school, maintaining high

visibility, providing incentives for teachers and students,

promoting professional development, developing staff

collaborations and cohesion, securing resources in

support of school goals and forging links between home

and school (pp. 55 – 60).

The writers make special reference to activities which focus on learning and teaching. They also mention activities such as 'supportive

environment; promoting quality learning, supervision and evaluating teaching, allocating and protecting teaching time, coordinating the curriculum, monitoring students' learning, establishing positive expectations and standards, creating a safe and orderly learning environment and providing opportunities for meaningful student involvement' (Caldwell & Spinks,1992).

Murphy (1990) does not leave it all there. He goes on to identify barriers to the adoption of these preferred roles. One important barrier is the norm to the profession that downplays a direct involvement in learning and teaching on the part of principals and the nature of the role itself where principals are more concerned with their traditional roles i.e. the managerial or administrative aspect. Other barriers include a variety of small activities which can hinder attention to learning and teaching and the absence of a system of rewards and sanctions which the principal may utilize in relation to teaching and learning.

The Ghana Education Service (GES) has come out with the expected roles of the school head in the Headteachers' Handbook (1994). An update of teacher roles is outlined in the Addendum to Headteachers' Handbook. The head is expected to manage the school effectively as well as work towards improving the quality of learning. Several factors, categorized under these two basic roles will be discussed.

The second section of the GES Headteachers' Handbook (1994) looks at the head teacher's task of improving quality of learning in the school. This

task involves increasing, decreasing or maintaining school intakes as the case may demand. Regular attendance of both staff and pupils must be ensured. The head must assess pupils as well as teachers' performance. As a matter of necessity, the head must see to staff development and improve relationships between the school and the community. All teachers will enhance the quality of teaching and learning in the school.

Concerning enrolment, heads must endeavour to admit as many pupils as possible the quality to be in such so long as there are vacancies. Where the school is situated in a rural area, the head must do everything possible to attract more people to the school. On the other hand, the head is directly responsible for enrolling new pupils and must be firm enough to desist from over enrolment. The admission register must be correctly kept and updated at all times to provide certainty about the numbers of pupils in each class and of the school as a whole. Enrolment of pupils is not the end of the story; the head must also ensure problems of dropouts and absenteeism is curbed. Again, while the heads are in school, they must be encouraged to learn. (GES Headteachers' Handbook, 1994)

The head's assessment of pupils' performance is also important. This may include: the general character of the pupil, academic achievement, attitude to school, participation in lessons and activities as well as co-curricular activities and relationship with peers. Pupils' assessment by heads must be done on regular basis. It motivates children to learn and teachers' activities can be better directed when necessary. Assessment can be done by observation,

interviews and chats. There must be records for the pupils' continuous assessment as well as cumulative records. The head may have to train the teachers on some of the formal and informal assessment methods as well as record keeping system. In this area, the examples set by the head will go a long way to influence the teachers and motivate the pupils. The head's keen interest in well-conducted pupils' assessment has a positive effect on the quality of teaching and learning.

Headteachers also have a task of appraising their teachers from time to time, as stipulated by GES. The head must have studied the teacher's performance and gathered reliable information on them over a period of time. The head must take into consideration the following, when assessing teachers.

1. Work input and output
2. Personal qualities and attitude to work
3. Class management
4. Preparation for teaching and lesson notes
5. Lesson presentation

The above can be assessed through teacher classroom observation, vetting of lesson notes and pupils' exercises as well as interviews (GES Headteachers' Handbook, 1994).

The head must assess teachers' performance with the aim of helping to improve their teaching and not to do witch-hunt. Assessment of teachers must be done tactfully in order not to create any adverse impression on teachers. When assessment of teachers is well done, they will be motivated to work

harder and improve upon their performance, and the pupils will benefit by learning from teachers. (Commonwealth Secretariat,1993).

The head must ensure the teachers work well among other things, by providing avenues for regular further in-service training. The head is to provide the in-service training with the following goals in mind:

1. To introduce syllabus changes to teachers.

2. To help teachers overcome specific problems or weaknesses

3. To help teachers improve their teaching and learning methods.

4. To explain new teaching assignments to teachers.

5. To explain to teachers administrative changes and their effects.

6. To train staff on record keeping procedures.

7. To share with teacher's ideas gained from other courses.

The head must plan carefully the content and duration of each in-service training for optimum results. The head must employ the services of capable knowledgeable persons for the training sessions. The head should ensure that teachers keep notes of every in-service training they attend. The head can sustain the interest of teachers in the in-service training sessions through the use of diversified delivery methods such as Group or Individual activities, demonstrations or peer teaching. The training sessions can be joint training or cluster based, where the head teams up with other heads to have their teachers trained together. At the end of it all, the head should follow up teachers to

ensure that new skills and knowledge acquired are being used (GES Headteachers' Handbook, 1994).

No school can exist as an isolated entity. The school is part of the general organization of a town or village. Activities that go in the school affect the communities in which they are situated. It is of absolute importance that the head establishes good relationships with the community. Every school, which has good relations with people around it benefits a great deal from them.

The head has the responsibility of setting up a Parents Teachers Association (PTA) in the school. An effective PTA may be of help to the school by offering good projects. The GES has also introduced the School Management Committee (SMC) to bring the school and the community together.

Religious organizations have also been of tremendous help to schools. Some of these organizations provide free social senses to the community and the head can use them to the advantages of the school. Religious leaders are channels of communication since parents and pupils often gather for church services and the like. If heads benefit from services of religious institutions, they must reciprocate that benefit by involving the religious institutions in school projects and also by being trustworthy and accountable for any finances provided. Chiefs, elders, town development committees and district assemblies can all be of great help to the school if the head is to have good relations with them. They can help solve, for example, accommodation problems of teachers

so that they can have a sound mind to work hard at school farms, playing fields and other projects. (Asiedu-Akrofi, 1978)

Associations of past pupils can assist the schools. The head must consult them regularly. Some individuals like to help with school projects as well as be part of school activities like speech and prize-giving days. Such people can be consulted to talk to pupils and staff about relevant current issues. Non-governmental organizations are also a source of help to schools: some offer books, furniture and help schools to establish information technology centres.

The head will be able to establish good relationship with the community by being respectful and diplomatic with the local chief and elders, staying clear of local politics and controversial affairs. The head must avoid drunkenness and inappropriate sexual relationships. The Head must be affable, approachable and modest. He or she must also encourage the staff and pupils to take part in community activities. Once the head is able to maintain good relations with the community, the school will benefit from their support. The school and the community need to work closely together for each other's benefit. Therefore, the head should identify the individuals or organizations with which he or she can cooperate to gain support for the school. The Addendum to the Headteachers' Handbook (1994) urges heads to promote gender equity in the school. This is to help bring about potentials in pupils of both sexes.

To conclude, Asiedu-Akrofi (1978) says that society has accorded the headteacher, authority and status and looks up to the head to direct the affairs of the school so as to produce results that would satisfy the expectations of the public. It is by directing the affairs of the school effectively that the head obtains personal influence and prestige. Asiedu-Akrofi (1978) adds that though the head can delegate some amount of authority to the teachers and they in turn can transfer some authority to the students, the head takes the overall responsibility.

Role Perception

Pepitone (1965) stated that to play a leadership role accurately, the school administrator needs to have a fairly accurate perception of the role – expectation, that is, an accurate perception of the kind of activities and behaviours he or she is to engage in, in order to perform his or her job well. This is because "role perception determines the direction in which the individual applies his or her effort". (p.65)

Evans (1970), House (1971), House and Dester (1974), propounded the theory of leadership that explains that attractiveness of a reward outcome is associated with performance and the leader also helps his or her men to see the relationship between the expected performance level (task goal) and the reward that they hope to get (eg. personal needs).

They pointed out that, accordingly, a leader is effective if he or she is able to:

1) influence and clarify his or her effort and push his or her men to move along the performance and reward paths by providing necessary guidance, support and coaching and removing all barriers along the path.

2) make satisfaction of subordinates' needs contingent upon the performance level desired by the organization.

Shakeshaft (1987) asserted that women spend more time with people, communicate more, care more about individual differences, are concerned with marginal students and motivate them more, the staff of women administrators rated women higher, as being more productive, having higher moral standing and being more favourable towards schools and districts run by women. She said women administrators exhibited greater knowledge of teaching methods and techniques, helped new teachers, supervised all teachers directly and created a climate more conducive for learning, and that was orderly, softer and quieter. Shakeshaft added that academic achievements were higher in schools and districts, which had women administrators and supervisors.

Lawler and Porter (1967) also observed that the manager needs to perceive accurately the roles expected by others in reciprocal positions-teachers, students, parents and the board. He or she also need to perceive himself or herself, his or her needs, attitudes and values in such a way that he or she could understand those whose performances

he or she is to evaluate. The accurate role and ability to enact are bound to affect the relationship between his or her effort and performance.

Linton (1996) saw role perception and leadership as simply a collection of rights and duties attached to positions irrespective of the individual who occupies it. When the individual puts the rights into effect, he or she is performing a role. To Linton, a role does not refer to the actual behavior of the individual, but to his or her behavioural standards, including attitudes and behaviours that are stipulated by the culture of whoever occupies that position. It is thus, a natural pattern for these people occupying social positions within the school system, like the teacher, the principal, the supervisor and the chief inspector of schools (in that hierarchical order), to exhibit some rights, duties and obligations stipulated for them to follow depending on the laid down ethics of the position.

Fayol (1936) emphasized broader preparation of administrators to perform their unique functions effectively. He presumed that the task of the administrator is different from that of the engineer but is equally important. He viewed the work of administrators as management- the co-ordination of small tasks so as to accomplish the overall job as effectively as possible. Women are not new in the work force. They have always worked in one way or the other in or out of the home.

Summary of Literature Review

Perceptions of leadership were seen to vary a great deal. Adesina (1990) added his voice to the view that there is a little consensus on universal aspects of leadership and no universally accepted definition of the word has yet been reached. Adesina's reason for this lack of consensus stems from the fact that many people see leadership from different perspectives. He nonetheless confirms the conviction that whatever context of leadership one prefers; leadership connotes the ability to get things done with the support and cooperation of other people within the institution, organization or system

Leadership was therefore seen to be vital in educational management, as effective leadership ensures the achievement of school programs, objectives and goals. The competent principal/leader was identified as the one who kept this focus in view and committed himself to the achievement of the set goals of the institution. His ability to achieve his institutional goals depended much on this understanding of the subordinates' expectations and his flair for consulting effectively with them.

The literature reviewed the different aspects of leadership according to studies done by earlier researchers. These aspects include definitions of leadership by various authors. Some theories on leadership seen in this chapter are the trait theories, the behavioural theories and situational ones. The literature review also looks at the Theories X, Y, and Z and previous research work based on the leader having concern for production, concern for people or combining both. Different leadership styles which show how different leaders

behave to achieve organizational goals have been outlined with advantages and disadvantages of each style.

The theory and research on leadership identified at least two general and basic dimensions of leadership. One was concerned with people and interpretational relations and the other with production and tasks achievement. It was observed that none of the different strands of leadership styles, stretching from the autocratic to the democratic could be pin-pointed as the best pattern for effective leadership as different situations require different approaches.

However, the democratic-participatory style was greatly favoured as it was seen to encourage group morale thereby ensuring productivity.

The constituents of effective leadership is also discussed.. The copious nature of literature on this concept of leadership and the vastness of divergent views expressed point at the complex nature of this concept.

However, to some extent, the review indicates what is expected of an effective leader and as such this study attempts to unearth the perceptions of teachers, relating to traits, abilities, qualification and behaviour of heads of educational institutions and how these connect to effective leadership in educational institutions.

Since effective leadership is seen to be successful for the achievement of results, it is envisaged that appropriate behaviour will build on the principals' capacity to provide a supportive teaching and learning environment through his instructional leadership. His instructional leadership

responsibilities are important for school success. His ability or inability to provide instructional leadership, can clarify or confuse objectives, stimulate or inhibit optimum performance, encourage or retard the use of his or her subordinate's best abilities, skills and interests for growth and development and enhance or undermine job satisfaction. (Better Schools, Module six, 1993, p.9).

His effectiveness depends in large part on instructional leadership. Thus the head's leadership strength or weakness affects the performance and conduct of the entire school.

CHAPTER THREE

METHODOLOGY

In this chapter, the research design, population as well as statistical tools for the data analysis are discussed. All the data collection techniques, specific methods and procedures used in ascertaining the nature and scope of training college tutors' perception of their principal's leadership practices in the Central Region are also discussed.

Research Design

Descriptive survey was the research design used. According to Gay (1992), descriptive research involves collecting data in order to test hypothesis or answer questions concerning the current status of the subject of the study. The descriptive study determines and reports the way things are. Information gathered from descriptive research is useful in finding answers to questions through the analysis since it involves describing, recording, analyzing and interpreting conditions that exist. Basically, descriptive studies deal with the assessment of attitudes, opinions, demographic information, conditions and procedures. Descriptive data are usually collected through questionnaire, interviews or observation.

In this research therefore the descriptive survey method is purported to organize and summarize only the responses from the respondents through the questionnaire and interview. Under this method, data were collected for the purpose of describing existing situation and or analyzing responses concerning current status of the study in its natural perspective. The method is deemed appropriate for the study as it gives assessment of the situation on the ground; it determines or reports the way things are.

Population

For the purposes of research, the term, study population, can be taken to mean all the members of the target of study as defined by its aims and objectives (Nwana, 1992; Sanders, Lewis & Thornhill, 1997).

Population for the study covered all the three training colleges in the Central Region. These are Our Lady of the Apostles (OLA) in Cape Coast, Komenda Training College in Komenda, and Foso Training College in Assin Foso. All the three principals were used in the study. Similarly, all the 151 tutors were used for the study. The breakdown of the tutors was as follows: Our Lady of the Apostles-63, Foso Training College-51 and Komenda Training College-47. In all, 154 respondents were used in the study.

Sample and Sampling Procedure

The study covered all the three training colleges in the Central Region. All the three principals in these colleges were used in the study. Again, all the

151 tutors in these colleges were also used in the study. All the tutors were used because their number was not very large. The three principals were purposively selected for the study because they are in the leadership position of these colleges and as such know the challenges they encounter. Therefore census sampling was used to select the respondents for the study.

Research Instruments

The collection of data is an extremely important part of all research endeavours, for the conclusions of the study are based on what the data reveal. Accordingly, the method(s) of collection to be used and the scoring of the data need to be considered with care (Fraenkel & Wallen, 1996). This means that for credible research results, the kind(s) of instruments to be used must be given the needed attention. In this study, the questionnaire and interview guide were used to collect data.

To develop a suitable instrument that specifically measure perceptions of tutors about their principal's leadership in the absence of a ready-made one, the researcher adopted and modified a questionnaire of a similar work within the context of issues emerging from the literature. Suggestions by Fiedler (1967) on measurement of leadership style and Dean's (1985) nine recurrent behaviours of a good principal which were gleaned from the literature review were also adapted for the instrumentation.

As shown in Appendix A, the questionnaire for the tutor respondents was made up of six sections which were labeled with the letters 'A' -'F'.

Section A focused on the biographical data of respondents. It asked questions about the respondents' personal data which could guide the researcher to know whether the respondents are experienced professionals whose opinions about the principal could be regarded as well informed. Questions regarding status in the college, such as vice principal or senior house master were not included as the identity of the tutors are intended to remain anonymous as much as possible to make them feel at ease.

Section B dealt with the leadership style of the respondents' particular principal. Here, the tutor's answers are used to ascertain their perception of the kind of leadership style they deemed most effective for achieving good results. The six items under this section are based on D'Souza's (1990) patterns of leadership as discussed in chapter two.

In Section C, respondents' view on the qualities and academic qualification expected of a college principal were sought. Respondents were requested to indicate the personal qualities and qualifications that in their estimation, a principal should possess to enable him function effectively. These items are broad-based in the sense that the qualities and qualifications referred to are important for any principal of a training college. Questionnaire items here include statements about the principal's academic qualification, experience, physical fitness, interpersonal relations and ability in conflict resolution. The respondents were required to express in ranking, their perceptions of these qualities. The eleven items under this section are based on

qualities and qualifications of leaders identified in the review of relevant literature.

As intimated earlier, the review of relevant literature revealed a lot of qualities and qualifications of a leader. The items under this section are fairly representative of all the views authors have expressed concerning the qualities and qualifications of a leader.

Section D focused on effective leadership for achieving college goals. The responses here were also used to infer tutor's suggestions for improving principals' leadership. The questions were designed to measure the respondents' perceptions of the leadership behaviour of the principal, which they considered most appropriate for ensuring better performance outcomes. Items in this section related to the specific principal of the respondent's college.

Section E sought respondents' views on challenges faced by principals in their leadership role performance. Items dealt with challenges facing principals in the performance of their administrative duties.

Section F provided an opportunity for the tutors to suggest three strategies for enhancing leadership effectiveness of principals.

It is worth noting that inferring attitudes from expressed opinions has many limitations as people may conceal their attitudes and express socially acceptable opinions. With these limitations in mind, the researcher adopted what experts have designed, such as asking people to check in a list the statement with which they agree. The structure of the questionnaire therefore

would be based upon "Likert Scales" with close-ended items. The more conventional five-point Likert-type scale was employed because it had been found to be the most suitable type for the measurement of attitudes and perceptions as it enables respondents to express the degree of their belief or opinion in a given statement (Best & Kahn, 1993).

To collect data from the principals, the researcher used an interview guide. There was only one section in the interview guide which consisted of six questions. The first question was on team work followed by academic achievement of students, supporting individual members of staff, ensuring effective delegation, providing adequate resources and coping with the heavy demand made on the principal's time.

Reliability and Validity

In order to find the reliability and validity of the instruments, a pilot study was undertaken at Holy Child Training College (Takoradi) in the Western Region on February, 5th 2009. Thirty five members of staff were given copies of the questionnaire to answer. The principal of Holy Child Training College was also interviewed using the interview guide. Donald (1990) stresses the need for a pilot-testing because it helps the researcher to decide whether the study is feasible and worthwhile to continue. It also provides an opportunity to assess the appropriateness and practicability of the data collection instrument. Gay (1992), in agreement, added that a pilot study could be used to revise questions in the guide that are apparently unclear or produce negative reactions

in subjects. Frankel and Wallen (1996) supported the idea by saying that, the "pilot-test" of the questionnaire or interview schedule could reveal ambiguities, poorly worded questions that are not understood, and could also indicate whether the instruction to the respondents are clear.

The results of the pilot-testing revealed a few anomalies in the form of ambiguous questions. To help elicit the right responses these questions were restructured and the questions which were eventually used in the study were fine-tuned.

Based on suggestions made by the researcher's supervisors, and the criticisms as well as comments received from the pilot testing, the instruments were refined and items clearly stated to improve reliability and validity. The responses of the target population as compared to those of the pilot study group were clear indications that the measuring device was consistent with the purpose of the research. Spearman-Brown correlation co-efficient was applied to obtain a reliability of .82. To ensure the validity of the instruments they were thoroughly scrutinized by the researcher's supervisors. Corrections were made to improve their content and construct validity. Again, the researcher's interaction with the principal of Holy Child Training College through interview, made it possible for her to identify and eliminate any ambiguities that occurred in the conduct of the interview.

Data Administration Procedure

According to Fraenkel and Wallen (1996), there are four basic ways to collect data in a survey: a) by administering the survey instrument "live" to a group; b) by mail; c) by telephone; and d) through face-to –face interviews. In this study the researcher administered the questionnaires directly to the tutors as in this situation; the tutors could be located in the same place, that is, their staff common room. This method is used whenever a researcher has access to all (or most) of the members of a particular group in one place (Fraenkel & Wallen, 1996). The principals were interviewed using the face-to-face method.

The researcher went to the various colleges herself. After presenting a letter of introduction from the Institute of Educational Planning and Administration to the principals, the researcher established some form of acquaintance with some of the tutors in the colleges. The aim of this was for these tutors to encourage their colleagues to respond to the questions while the researcher was away. After a brief explanation the researcher administered the questionnaires. The tutors were given one week to answer the questions.

Data Collection Procedure

The few friends the researcher made, collected the questionnaires from their colleagues after which the researcher went for them after the one week period given. The outcome was 146 out of the 151 tutors. The percentage outcome was 96.7%.

The researcher went to all the principals and interviewed them using the interview guide. Prior to the interview, the researcher introduced herself and explained the nature and purpose of the interview. The breakdown of the questionnaire received from the tutors is shown in Table 1.

Table 1

Breakdown of the Questionnaires Received from Tutors

College	Male	Female	Total
OLA Training College	20	39	59
Komenda Training College	29	14	43
Foso Training College	31	13	44
Total	80	66	146

Data Analysis Procedure

Data analysis is the process of simplifying data in order to make it comprehensible (Fraenkel & Wallen, 1996). Data analysis usually involves reducing accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques. (Morse, 1991; Cooper & Schindler, 2001).

Data were analyzed using the Statistical Package for Social Science (SPSS). As regards closed-ended questions, which were used only in the bio-graphic data, responses from respondents were tallied. The tally was translated into figures and categorized. Tables were drawn, in all cases and information

converted into percentages and used as basis for discussion. In the use of percentages they were rounded off to the nearest whole frequency alongside the stated percentage. Percentages obtained for frequencies were also rounded off to the nearest whole number.

Data from respondents' likert-scale type questions were weighted. Responses in favour of 'to a very great extent' was weighted 5, 'to a great extent' was weighted 4, 'to some extent' was weighted 3, 'to a little extent' was weighted 2 and 'not at all' was weighted 1'. Similarly responses in favour of 'of very great importance' was weighted 5, 'of great importance' was weighted 4, 'of some importance' was weighted 3, 'of little importance' was weighted 2, and 'unimportant' was weighted 1. Responses from respondent were tallied and frequencies obtained multiplied by the respective weightings. Mean ratings were calculated and converted to one decimal place. The mean ratings were used as basis for discussion. Based on the views expressed by respondents on tutors' perception on the preferred leadership style of principals, two hypotheses were formulated. The Chi-square (χ^2) statistics was used to test the level of significance of the two categories (male and females) of the respondents. The Chi-square, (χ^2) is a non-parametric statistical tool used to test whether there is statistically significance difference between proportions of cases falling into categories of a frequency distribution. It can be used for any experiment based on relationship between two-categorical variables. Its use allows for the rejection or acceptance (non-rejection) of associations between the two variables.

Responses from open- ended questions were summarized and critical responses from respondents discussed accordingly. In respect of data obtained from interview, critical issues that were raised by interviewees were also discussed.

CHAPTER FOUR

RESULTS AND DISCUSSION

In this chapter, the data collected are presented and analyzed. The findings are then discussed around the research questions raised. Attempts are also made to as much as possible relate findings and discussions to alternative or supportive views as stated in the literature review, theory or other sources read or known.

The analysis focuses on the background data on the respondents and the respondents' responses to items that are relevant to the research questions that guided the study. A frequency table is constructed section by section and the percentage for each response calculated to support the analysis. An average rating for each response was also calculated. To enable the researcher score and analyze the data effectively, the statements were scored using the values: 5, 4, 3, 2, 1 are used to represent the options (a) 'to a very great extent, to a great extent, to some extent, to very little extent and not at all' and 'of very great importance, of great importance, of some importance, of little importance and unimportant' where appropriate.

Background Analysis of the Data

The researcher's findings have been based on the analysis of the data collected through the questionnaires answered by the tutor-respondents and the responses from principals. The technique for the scoring was the use of percentages and an average rating was calculated for every specific item on the questionnaire. Out of the 151 questionnaires administered, 146 (approximately 97%) were retrieved. Responses to these questionnaires have been analyzed below. The distribution of respondents according to gender is shown in Table 2.

Table 2

Distribution of Respondents According to Gender

Sex	No.	%
Male	95	65
Female	51	35
Total	146	100

From Table 2, the data show that out of the 146 responses received a majority of 95 (65%) respondents were males. The rest of the 51 (35%) respondents were females. Distribution of tutor respondents by age is shown in Table 3.

Table 3

Distribution of Tutor Respondents by Age.

Age	Frequency	Percentage (%)
Over 50	14	10
40-50	45	31
35-39	41	28
30-34	34	23
Below 30	12	8
Total	146	100

The findings in Table 3 reveal that out of the 146 responses received 14 (10%) respondents were over 50 years. Forty-five (31%) of the respondents were aged between 40 – 50 years. Forty-one (28%) tutors were aged between 35 –39. Thirty-four (23%) respondents fell within the age range of 30 – 34. The other 12 (8%) of the respondents were aged below 30 years. This implies that 59% of the total respondents were aged below 40 years whilst 41% were aged above 40 years. The distribution of tutor respondents by professional qualification is shown in Table 4.

Table 4

Distribution of Tutor Respondents by Professional Qualification

Professional qualification	No.	%
M. Phil. (Educ. Adm)	7	5
M. Phil. (Planning)	3	2
M. Phil. (Basic Educ.)	2	1
M. Phil. (Meas. & Eval.)	2	1
M.Ed.	8	6
PGDE	1	1
B.Ed	123	84
Total	146	100

When it came to professional qualification, the data revealed that all the tutors were professionally qualified. In all, 14 (9%) of the respondents possess M.Phil in educational programmes such as Educational Administration, Educational Planning, Basic Education and Measurement and Evaluation. Eight (6%) of the respondents possessed M.Ed. One (1%) respondent possessed a P.G.D.E with the chunk of the tutors that is 123 (84%) possessing a degree in one educational programme or the other. Distribution of tutor respondents by rank is presented in Table 5.

Table 5

Distribution of Tutor Respondents by Rank

Rank	No.	%
Deputy Director	1	1
Assistant Director 1	7	5
Assistant Director 11	39	26
Principal Supt.	99	68
Total	146	100

By the Ghana Education Service standards, the superintendent rank is the minimum for senior staff members. However, from the table, the least rank of the respondents was principal superintendent. From the data, majority of the respondents that is, 99 (68%) were principal superintendents. Thirty-nine (26%) of the respondents were Assistant Directors (II). Seven (5%) respondents+ were Assistant Directors (I). One (1%) respondent was a Deputy Director I. This implies that over 65% respondents were principal superintendents. By this, the researcher acknowledges that she is dealing with responsible tutors whose chronological ages coupled with their high professional and academic qualifications and rank indicated clearly that they were mature professionally. The researcher could therefore be sure that the wisdom of the tutor's opinions could be relied upon for her analysis and conclusions. Thus, they were experienced tutors who had served longer under principals and were therefore capable of forming perceptions about the

principal s' leadership style. The next section presents their views about the leadership style they consider effective for achieving college goals. Analyses in the next section are done within the frame work of the research questions.

Features of Principal's Leadership Style

Research question 1: "What type of leadership style do tutors perceive as being effective in achieving college goals?" Views of tutors are presented in Table 6.

Table 6

Preferred Features of Principals' Leadership Style

Feature	Ratings					Total	Mean
	5	4	3	2	1		Rating
	No.(%)	No.(%)	No.(%)	No.(%)	No.(%)	No. (%)	
Telling	29(20)	28(19)	36(25)	3(20)	23(16)	146(100)	3.1
Persuading	12(8)	11(8)	27(19)	24(16)	72(49)	146(100)	2.8
Consulting	82(56)	46(31)	14(10)	3(2)	1(1)	146(100)	4.4
Participating	78(53)	51(35)	14(10)	3(2)	0(0)	146(100)	4.3
Delegating	52(36)	49(34)	30(20)	11(7)	4(3)	146(100)	3.9

Respondents, according to Table 6, had divergent opinions concerning the statement under items 2 which describes a leader who, as it were, "tells" or "dictates" to his or her subordinates. The average rating for this particular statement was 3.6. Item 3 describes a leadership style in which the leader takes

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a decision and tries to persuade his tutors to accept it. Majority of the respondents showed very little appreciation for this "persuading" style of leadership. It is worthy of note that when it came to the style of leadership described as "consulting" and "participating" as coded in items 4 and 5, a greater percentage of the respondents indicated that they agreed to a great extent. This implies that tutors prefer to be consulted and offered opportunity to participate in making decisions affecting the college.

The statements under this section were based on D'Souza's (1990) leadership style continuum. The five leadership styles described by D'Souza which stretch from "telling" (autocratic) to 'delegatig" are considered more effective for achieving results. According to Table 6, 82 (56%) of the respondents indicated that they agreed to a very great extent that "inviting the tutors to suggest alternative actions and then selecting the most promising solution" was effective leadership style. Forty six (31%) of the tutors indicated that this style to aS great extent was effective. The mean rating for this was 4.4. This style is what D'Souza describes as "consulting". It falls at the centre of his continuum. With this style of leadership he contends that group members have opportunities to influence the decision-making from the beginning.

Table 7:

Cross tabulation of Preferred Leadership Style According to Gender

Rating	5		4		3		2		1		
Gender	M	F	M	F	M	F	M	F	M	F	χ^2
	No. (%)	No.(%)	No.(%)	No.(%)	No.(%)	No.(%)	No.(%)	No.(%)	No.(%)	No.(%)	
Responses											
Telling	9 (9.5)	20(39.2)	6 (6.3)	22(43.1)	31(32.6)	5 (9.8)	27(28.4)	3 (9.5)	22(23.2)	1 (2.0)	0.00
Persuading	8 (8.4)	4(7.8)	6 (6.3)	5 (9.8)	19(20.0)	8(15.7)	9 (9.5)	15(29.4)	53(55.8)	19(37.3)	0.24
Consulting	59(62.1)	23(45.1)	25(26.3)	21(41.2)	7 (7.3)	7(13.7)	3 (3.2)	0 (0)	1 (1.1)	0 (0)	0.108
Participating	51(53.7)	27(52.1)	32(33.7)	19(37.3)	10(10.5)	4 (7.8)	2 (2.1)	1 (2.0)	0(0)	0 (0)	0.945
Delegating	39(41.1)	13(25.5)	39(41.1)	10(19.6)	16(16.8)	14(27.5)	1 (1.0)	10(19.6)	0 (0)	4(7.8)	0.00

As can be seen from Table 7 on the issue of 'telling', out of the total of 95 male tutors, 9 (9.5%) admitted that they preferred this leadership style to a very great extent. Twenty (39.2%) out of the total 51 female tutors also preferred this can of leadership style to a very great extent. On the same issue, 6 (6.3%) of the males as against 22 (43.1%) of the female tutors said they preferred this style to a great extent. Then, 32 (32.1%) of the males and 5 (5.9%) of the female tutors disclosed that they preferred this leadership style to some extent. Twenty-seven (28.4%) of the male tutors as against 3 (5.9%) of their female counterparts preferred this kind of leadership style to a little extent. Lastly on the issue, 22 (23.2%) of the male tutors and 1 (2.0%) of the female tutors did not like this leadership style at all.

Again, from Table 7, 8 (8.4%) of the total number of male tutors (95) and 4 (7.8%) of the total number of female tutors (51) admitted that to a very great extent, they preferred to be persuaded by their principals. 6 (6.3%) of the male tutors and 5 (9.8%) of their female colleagues said to a great extent, they preferred to be persuaded. Nineteen (20.0%) of the males tutors as against 8 (15.7%) of their female counterparts disclosed that to some extent, they preferred to be persuaded by their principals. Nine (9.5%) of the male tutors as against 15 (29.4%) of their female colleagues intimated that to a little extent, they preferred to be persuaded. Still on persuasion 53 (55.8%) of the male tutors and 19 (37.3% of their female counterparts did not like to be persuaded at all by their principals.

When it came to consulting, while 59 (62.1%) of the male tutors preferred this leadership style to a very great extent, 23 (45.1%) of their female counterparts also expressed this same view. Again, 25 (26.3%) of the male tutors as against 21 (41.2%) of the female tutors admitted that to a very great extent, they preferred their principals to consult them on issues. Seven (7.3%) males as against 7 (13.7%) of female tutors shared the same view to some extent. Three (3.2%) male tutors as against 0 (0%) female tutors indicated that to a little extent, they preferred to be consulted by their principals and 1 (1.1%) male as against 1 (0.7%) female indicated they did not like at all to be consulted by their principals.

On the issue of participating, 51 (53.7%) males as against 27 (52.9%) of the male tutors indicated that to a very great extent they preferred to participate in discussion on issues. Thirty-two (33.7%) male as against 19 (37.3%) of the male tutors admitted they preferred this to a great extent. Again, 10 (10.5%) of the male tutors as against 4 (7.8%) of the female tutors preferred this to some extent. Two (2.1%) male tutors and 1 (2.0%) of only a female tutor said to a little extent, she preferred this. Finally, 0 (0%) of the male and 0 (0%) of the female tutors said they did not like it all.

Thirty-nine (41.1%) of the male tutors as against 13 (25.5%) of the female tutors indicated that to a very great extent, they preferred their principals to delegate them. Again, 39 (41.1%) males as against 10 (19.6%) of the females tutors indicated that, to a great extent, they preferred to be delegated. Sixteen (16.8%) of the male tutors respondents and 17 (27.5%) of their female

counterparts preferred this to some extent. Only 1 (1.0%) of the male tutors and 10 (19.6%) of the female tutors said to a very little extent, they preferred this. Finally on delegation, 0 (0%) of the male tutors and 4 (7.8%) of the female tutors indicated that they did not like this at all.

Hypothesis concerning "telling" as a preferred leadership style of tutors

H_o: There is no significant difference between the numbers of male tutors and female tutors on their perception concerning "telling" as a preferred leadership style.

H_i: There is a significant difference between the numbers of male tutors and female tutors on their perception concerning "telling" as a preferred leadership style.

When a Chi-square test was performed using SPSS on gender and "telling" as a preferred leadership style, a P-value of 0.00 was obtained. This value is less than α-value of 0.05 and therefore we reject the null hypothesis at 0.05 degree of confidence and accept the alternate hypothesis. A conclusion is therefore drawn that there is a significant difference between the views expressed by the male and female tutors.

Hypothesis concerning "persuading" as a preferred leadership style of tutors

H_o: There is no significant difference between the numbers of male tutors and female tutors on their perception concerning "persuading" as a preferred leadership style.

H_i: There is a significant difference between the numbers of male tutors and female tutors on their perception concerning "persuading" as a preferred leadership style.

The P-value obtained on this issue was 0.24. Using 0.05 level of confidence; we accept the null hypothesis and reject the alternate hypothesis since the P-value (0.24) is greater than α-value of 0.05. This simply means that there is no significant difference between the views expressed by the male and female tutors.

Hypothesis concerning "consulting" as a preferred leadership style of tutors

H_o: There is no significant difference between the numbers of male tutors and female tutors on their perception concerning "consulting" as a preferred leadership style.

H_i: There is a significant difference between the numbers of male tutors and female tutors on their perception concerning "consulting" as a preferred leadership style.

The P-value obtained on this issue was 0.108. Using 0.05 level of confidence; we accept the null hypothesis and reject the alternate hypothesis since the P-value (0.108) is greater than α-value of 0.05. This simply means that there is no significant difference between the views expressed by the male and female tutors.

Hypothesis concerning "participating" as a preferred leadership style of tutors

H_o: There is no significant difference between the numbers of male tutors and female tutors on their perception concerning "participating" as a preferred leadership style.

H_i: There is a significant difference between the numbers of male tutors and female tutors on their perception concerning "participating" as a preferred leadership style.

The P-value obtained on this issue was 0.945. Using 0.05 level of confidence; we accept the null hypothesis and reject the alternate hypothesis since the P-value (0.945) is greater than α-value of 0.05. This simply means that there is no significant difference between the views expressed by the male and female tutors.

Hypothesis concerning "delegating" as a preferred leadership style of tutors

H_o: There is no significant difference between the numbers of male tutors and female tutors on their perception concerning "delegating" as a preferred leadership style.

H_i: There is a significant difference between the numbers of male tutors and female tutors on their perception concerning "delegating" as a preferred leadership style.

The P-value obtained on this issue was 0.00. Using 0.05 level of confidence; we reject the null hypothesis and accept the alternate hypothesis since the P-value (0.00) is less than α-value of 0.05. This

simply means that there is a significant difference between the views expressed by the male and female tutors.

Expected Personal Qualities and Academic Qualifications of a Principal

Having explored opinion of the tutors about their preference in terms of leadership style features of the principal, the researcher explored tutors' opinions on the personal qualities and academic qualifications they expect of a college principal.

Research question 2: "What personal qualities and academic qualifications do tutors expect of a college principal"?

Tables 8 and 9 present the views of the tutors.

Table 8

Personal Qualities Tutors Expect of a College Principal

Feature	Ratings					Total	Mean Rating
	5 No.(%)	4 No.(%)	3 No.(%)	2 No.(%)	1 No.(%)	No.(%)	
Physically fit	118(81)	26(18)	0(0)	2(1)	0(0)	146(100)	4.7
Good mental and emotional balance	103(71)	38(26)	5(3)	0(0)	0(0)	146(100)	4.6
Enjoys trust with much self control	69(47)	60(41)	12(8)	4(3)	1(1)	146(100)	4.3
Approachable	90(61)	55(38)	1(1)	0(0)	0(0)	146(100)	4.6
Faces problem with much self control	82(56)	58(40)	3(2)	3(2)	0(0)	146(100)	4.5
Ability to resolve conflict	85(58)	59(40)	1(1)	1(1)	0(0)	146(100)	4.5

A sound mind, they say, rests in a sound body. A sound physical and emotional health of the principal as an effective leader cannot be overemphasized. According to Table 8, 118 (81%) respondents supported this opinion that it is of very great importance for a principal to be physically fit to be effective. Twenty-six (18%) of the respondents maintained it was of great importance. The mean rating for this was 4.7.

Again, 103 (71%) respondents supported the opinion that the principals good mental and emotional balance was of a very great importance if he is to

function effectively. Thirty-eight (26%) of the respondents were of the view that it was of great importance. Five (3%) of the respondents felt it was to some extent important. The mean rating was 4.6. This confirms Adesina's (1990) suggestion that an institutional head should possess a mixture of what he termed tangible and intangible qualities. Considering the numerous responsibilities the principal has to contend with as an administrator he must be physically and emotionally fit to be able to live up to the task.

The data further show that 69 (47%) of the respondents were of the view that it is of very great importance for the college principal to enjoy the trust of subordinates. Sixty (41%) of the respondents felt it is of great importance. Twelve (8%) of the respondents felt it was important to some extent. This result illustrates Fiedler's (1967) contention that the leader's affective relations with group members, the acceptance which he can obtain, and the loyalty which he can engender are important attributes which enable the leader to obtain his subordinate's compliance with a minimum effort.

Closely associated with this issue is the super ordinate's good rapport with his subordinates. The tutors' responses on item nine which suggests that the principal should be approachable and capable of mixing easily with his/her subordinates indicates that 90 (61%) of the respondents believe it is of very great importance, while 55 (38%) believe it is of great importance. One person (1%) felt it is of some importance. The mean rating of 4.6 suggests that generally the respondents agreed it is of great importance. This is in conformity with the theory and research on leadership which identifies at least two general

and basic dimensions of leadership -one concerned with people and interpersonal relations and the other with production and task achievement. The popular opinion here is that morale among those whose leader is seen as showing keen interest in his co-workers and identifies with their personal problems is high instead of the one insisting purely on productivity without showing concern for the workers' welfare. In contexts such as illustrated in Table 8, it appears that the tutors' perception of the principal as an approachable leader could be the basis for a high level of healthy relations between the principal and his staff, a sure ingredient for high productivity.

Trust and approachability notwithstanding, an effective principal must exude self-confidence and face problems with much self-control. The analysis of the tutors' responses to item 15 suggests that they endorse this contention. Eighty-two of the respondents (56%) maintained that this quality is of a very great importance. Fifty eight (40%) maintained that it is of great importance. The mean rating was 4.5. This means that generally the tutors consider this as being of great importance.

It was the opinion of 85 (58%) respondents that a principal's ability to resolve conflicts among the staff was of very great importance. Fifty-nine (40%) of the respondents saw it as being of great importance. The mean rating was 4.5 (of great importance).

Academic Qualifications Tutors Expect of a College Principal

Table 9 shows academic qualifications tutors expect of a college principal. These opinions being expressed here follow earlier ones that sought tutors views on personal qualities they expect of their college principal.

Table 9

Academic Qualifications Tutors Expect of a College Principal

Features	Ratings					Total	Mean Rating
	5	4	3	2	1		
	No.(%)	No.(%)	No.(%)	No.(%)	No.(%)	No.(%)	
Possession of university degree	103(71)	43(21)	0(0)	0(0)	0(0)	146(100)	4.7
Post graduate training	59(40)	55(38)	31(21)	1(1)	0(0)	146(100)	4.1
Over two years experience	16(11)	58(40)	72(49)	0(0)	0(0)	146(100)	3.6
A teacher for over ten years	68(46)	48(33)	29(20)	1(1)	0(0)	146(100)	4.2

As observed from Table 9, 103 (71%) of the total respondents admitted that it was of very great importance for a principal to possess a university degree. Forty-four (44) of the remaining respondents indicated that it was to a great extent importance that a college principal possesses a university degree to enable him function effectively. The mean rating was 4.7 (of very great importance). This unanimous opinion corroborates Adesina's (1990) view that in addition to possessing the right intangible attributes like imagination and love, a principal as a leader must also acquire tangible qualities like acquired

skills and other cognitive qualifications. As Neagley and Evans (1964) suggested, the principal's role includes responsibility for instructional and curriculum development. It is therefore an undeniable fact that a university degree is indeed of very great importance, if the principal is to have the confidence and ability to function effectively.

When it came to the principal possessing a post graduate training in educational management, 59 (40%) of the tutor respondents were of the view that it was of very great importance. Fifty-five (38%) felt it was of great importance while 31 (21%) felt it was to some extent important. The mean rating was 4.1. The general consensus therefore was that possessing a post-graduate degree was of great importance.

It can safely be deduced from the above analysis that whereas a university degree is considered by the tutors, a basic requirement for a college principal, a post-graduate training in educational management is considered necessary but not necessarily a prerequisite. However, for a college principal to cope with the constantly changing dynamics of education there is the absolute need for him/her to update his or her competencies in educational management at the post-graduate level. This view supports Fiedler's (1967) position that leadership training is necessary to improve the individual's skills.

On the issue of the principal being at post for more than 2 years to be effective, only 16 (11%) of the total respondents maintained it is of very great importance. Fifty-eight (40%) respondents maintained that it was of great importance but 72 (49%) of the respondents did not attach so much importance

to it. Probably those who saw it this way were of the view that other qualities such as the ability to create confidence inspire others and take difficult decisions as propounded by Smith and Andrews (1989) should combine with other qualities to enable a principal, even if new on the job to be effective. The mean rating of 3.6 suggests in any case, that it is important to a great extent.

The tutors may consider experience of the principal very useful as 68 (46%) agreed that it is of very great importance for the principal to have more than 10 years experience as a professional teacher. Forty-eight (33%) of the respondents felt it was of great importance with 29 (20%) maintaining it is to some extent important for the principal to have more than 10years experience as a professional teacher. The mean rating was 4.2. Some theorists have confirmed that effective leadership depends upon knowledge of the nature of the task, the group and its individual members as well as upon the environment. Experience, they say, is the best teacher therefore the more one functions in a particular office; the better he will be at improving his self-awareness and knowledge of the task and other extraneous factors. That the principal must be broadly educated and thoroughly experienced to be fit for his job is a view shared by authorities like Neagley and Evans (1964) who maintain that the improvement of the instructional programme and the curriculum is the most important task of the principal.

The rating of items under Table 8 and Table 9 ranged "of very great importance" (5) and of "great importance" (4). The obvious interpretation here is that the respondents rated these personal qualities as very important for a

college principal. It is therefore being suggested here by the respondents that a college principal who does not possess these qualities is not likely to succeed. If this is true then in appointing principals, such qualities should be considered. Appointment should not just be based on only rank and long service. This is in support of Smith, Sparkes and Thurlow (2001) who posited that appointment of college principals should be based on certain inherent qualities the individual possesses. They further explained that appointment should not be based on rank and long service of the person.

The issues emerging from the data, as shown in Tables 9 and 10, have been grouped under those directly related to teaching and those that are not directly related to teaching. Another concern of the study was to explore how tutors perceived indicators of effective leadership of principals. The next section presents their views.

Indicators of Effective Leadership of Principals

The tutors then expressed their views on what they considered to be effective indicators of their principal's leadership effectiveness. The items here were put under issues which directly relate to teaching and learning and those which do not. In this schedule, the items were scored using the rating value of 5 (to a very great extent) to 1 (not at all). The respondents were required to show the extent to which they believed certain things which their principals did help that particular principal to achieve good results in the college and therefore made him/her an effective leader.

Research question 3: "How do training college tutors in the Central Region perceive their principal's leadership effectiveness?"

Teaching - Related Indicators of Effective Leadership

Table 10 presents the tutors' views on teaching indicators that they consider vital in the performance of their principals' leadership roles in colleges. By implication, the table sought the views of the tutor respondents on certain things they believe their principals do which help to achieve high productivity in the college.

Table 10

Views on Indicators of Principals' Teaching-related Leadership Effectiveness

Feature	Ratings					Total	Mean Rating
	5 No.(%)	4 No.(%)	3 No.(%)	2 No.(%)	1 No.(%)	No.(%)	
Committed to academic goals	68(47)	62(42)	11(8)	5(3)	0(0)	146(100)	4.3
Encouragement to learners	68(47)	46(31)	32(22)	0(0)	0(0)	146(100)	4.2
Shows interest in students' achievement	53(36)	71(49)	20(14)	2(1)	0(0)	146(100)	4.2
Functions well as instructional leader	74(51)	64(44)	6(4)	1(1)	1(1)	146(100)	4.4
Evaluation of results	71(49)	50(34)	25(17)	0(0)	0(0)	146(100)	4.3

On commitment to academic goals (item 17), 68 (47%) of the respondents perceived their principals as showing commitment to "a very great extent". Sixty-two (42%) of them perceived their principals as being committed to this course to a great extent. The mean rating was 4.2 (to a great extent). This comes as a great surprise and also commendable on the part of the principals. This is because Neagley and Evans (1964) lamented that, principals devoted only 35% of their time to supervision and curriculum thereby devoting very little time to the improvement of instructional programme. That principals are placing much premium on success in learning is a trend very much expected now as training colleges in the country are now been upgraded to Colleges of Education.

With the outcome of item 17, it was not surprising, that 68 (47%) respondents maintained that, to a very great extent, their principals encouraged students to have confidence in themselves. Forty-six (31%) respondents maintained their principals did this to a great extent and 32 (22%) agreed this was done by their principals to some extent. The mean rating was 4.2. This behaviour, as Dean (1985) stated amounts to creating a climate of high expectations. It is well known that the expectation of any leader will affect the performance of those he leads. By urging students to have confidence in themselves and openly rewarding those who excel, principals are able to create this climate of high expectation.

On the issue of whether the principal shows interest in students' achievement, 53 (36%) intimated that this was so to a very great extent. The

majority, that is 71 (49%) of them were also of the opinion that to a great extent, they perceive their principal shows interest in students achievement. Twenty (14%) were of the view that to some extent their principal does this. One (1%) tutor, however, felt that the principal shows little interest in the students' achievement. The mean rating for this item was 4.2. This means that to a great extent, most of the tutors perceived their principals as showing concern and interest in the students' achievement, a situation which is good for the attainment of educational targets.

On the issue of whether the principal functions well as an instructional leader, 74 (51%) respondents maintained that their principals did this to a very great extent. Sixty-four (44%) of the tutor respondents agreed that their principal did this to a great extent. Though the principals were not expected to teach per se, the extent to which they interest themselves in the work of tutors and teaching strategies is much appreciated. Six (14%) respondents maintained that their principals to some extent did this. The mean rating was 4.4 (to a great extent).

This would go a long way to affect the performance of the colleges. In Better School, Module Six emphasized that instructional leadership responsibilities are important for school success. The principal's ability or inability to provide instructional leadership can clarify or confuse objectives, stimulate or inhibit optimum performance, encourage or retard the use of his or her subordinate's best abilities, skills and interests for growth and development

and enhance or undermines job satisfaction. Thus, the head's leadership strength or weakness affects the performance and conduct of the entire school.

Non-Teaching Related Indicators of Effective Leadership

Table 11 presents the tutors' views on non- teaching indicators that they consider as effective leadership of principals. It portrays respondents' views on indicators of principals' non-teaching leadership abilities. In other words, the table sought the views of tutors on certain qualities they believe help the principal to achieve high productivity in the college.

Table 11

Views on Indicators of Principals' Non-teaching Leadership Effectiveness

Feature	Ratings					Total	Mean Rating
	5 No.(%)	4 No.(%)	3 No.(%)	2 No.(%)	1 No.(%)	No.(%)	
Being forceful and dynamic	48(33)	49(34)	27(18)	22(15)	0(0)	146(100)	3.8
Involving tutors in decision making	60(41)	33(22)	26(18)	26(18)	1(1)	146(100)	3.8
Ability to create order and discipline	69(47)	59(40)	17(12)	1(1)	0(0)	146(100)	4.3
Ability to mange available resources well	64(44)	68(47)	14(9)	0(0)	0(0)	146(100)	4.3
Ability to use resources well	71(49)	53(36)	10(7)	7(5)	5(3)	146(100)	4.2

Another important leadership behaviour of the principal commented on by the tutor respondents was whether the principal was a forceful and dynamic leader. Opinions here were more spread out on the scale. They stretched from "to a great extent" (48%) to "very little" (15%). Effective principals must have strong personalities according to a number of researchers. While these traits suggested are evident in good principals, there are also good principals, according to Dean (1985), who work rather more in the background.

Item 22 touched on the principal's involvement of his tutors in decision making. According to Hargrove (1981), successful principals were authoritative and democratic. In other words, even though they involved tutors in decision making, were open to suggestions and were willing to consider alternatives, principals must be strong decisive and always be in control of the situation. The findings here suggest that 60 (41%) respondents of the respondents maintained that their principals involved them in decision-making. However, 26 (18%) of the respondents think their principals involved them very little in decision-making. This is to be expected as Hargrove (1981) and others have suggested that the principal must be open to suggestions and at the same time remain decisive, strong and always in control of affairs.

On the issue of creating order and discipline, 69 (47%) of the total respondents maintained that the principal does this to a very great extent. Sixty-eight (47%) of the respondents agreed that their principal does this to a great extent. Fourteen (9%) of the entire tutor respondents however, were of the view that their principal, to some extent, does this. The importance of discipline cannot be underestimated since effective teaching and learning can only take place in a peaceful and congenial atmosphere. Where there is no discipline, students' performance is adversely affected.

In relation to this, a question was posed to explore the tutors' opinion about challenges with which the principals grapple.

Challenges Facing Principals

Research question 4: ''What challenges do principals face in performing their administrative roles''?

In exploring leadership challenges facing principals, views were sought from tutors and the principals themselves. This was to enable the researcher compare the views in order to identify similarities and differences. Views of tutors about challenges facing principals are presented in Table 12.

Table 12

Tutors' View about Challenges Facing Principals

Feature	Ratings					Total	Mean Rating
	5 No.(%)	4 No.(%)	3 No.(%)	2 No.(%)	1 No.(%)	No.(%)	
Creating and developing team work	43(29)	41(28)	25(17)	20(14)	17(12)	146(1100)	3.5
Ensuring academic achievement of students	36(25)	77(53)	33(22)	0(0)	0(0)	146(100)	4.0
Pressure from staff to conform to their view	9(6)	13(9)	78(53)	21(20)	11(2)	146(100)	2.7
Supporting individual members of staff	18(12)	20(14)	86(56)	20(14)	2(1)	146(100)	3.2
Ensuring effective delegation	14(10)	35(24)	54(37)	28(19)	15(10)	146(100)	3.0
Providing adequate resources	31(21)	52(36)	47(32)	14(10)	2(1)	146(100)	3.6

Forty three (29%) of the respondents saw it as a valid problem to a very great extent. Forty-one (28%) of them felt it was to a great extent a challenge, whilst 25 (17%) saw it to be a challenge to some extent. Twenty (14%) respondents felt it was a challenge to a little extent. The other 17 (12%) felt it was not at all a challenge. This widely spread perception is expected. This confirms the explanation by experts that because individuals have their own

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implicit personality theory which guides their set of assumptions, different perceptions of people are inevitable. The mean rating however was 3.5(to some extent).

A good number of the respondents that is 36 (25%) saw the issue of ensuring academic achievement of students as challenging to a very great extent. Added to this, 77 (53%) felt it was a challenge to a great extent and 33 (22%) saw it as a challenge to some extent. The mean rating was 4.0 (to a great extent). This positive reaction could be interpreted to mean that the tutors are aware that the efficiency and effectiveness of an institution are seen in the academic achievement of students.

Interestingly, respondents hardly saw pressure from the staff on the principal to conform to their view as a problem to some extent. The mean rating was 2.7 with 78 (53%) confirmed this opinion. The remaining responses were spread on the scale providing the basis for assuming that tutors had the expectation that their principals should conform to their views. The plausible reason for such an opinion is that as experts in various fields of speciality, tutors feel that it smacks off lack of recognition if their views are not taken seriously by the head, especially when decisions being considered affect them and their work.

On the issue of supporting individual members of staff, 18 (12%) respondents saw it as a problem to a very great extent. Twenty (14%) of the respondents viewed it as a challenge to a great extent and 86 (59%) felt it was a

challenge to some extent. While 20 (14%) saw it as a challenge to a little extent, 2(1%) felt it was not at all a challenge. The mean rating was 3.2.

On ensuring effective delegation, 14 (10 %) indicated it as a challenge to a very great extent. 35 (24 %) saw it as a challenge to a great extent while 54 (37%) viewed it as a challenge to some extent. However, 15 (10%) saw it not at all as a challenge. The average rating was 3.3 (to some extent).

With regards to providing adequate resources, 52 (36%) of the total respondents saw it as a challenge to a great extent. Forty-seven (32%) viewed it as a challenge to some extent. Thirty-one (21%) felt it was a problem to a very great extent. Two (1%) of the respondents felt it was not at all a challenge. Fourteen (10%) saw it as a problem to a little extent. The mean rating was 3.6.

Views from the Principals

As a way of balancing the views expressed by the tutors on the issue of challenges, opportunity was given to the principals themselves to talk about their challenges in an interview schedule. Their responses were varied on this subject.

One of the interview questions sought to find out whether creating and developing team work posed a challenge to the principals. This involved the principal's ability to have the co-operation of the teachers in teaching and in other areas so that they can all work together to achieve the goals of the college. Whereas opinions on this same issue were quite divergent in the case of the tutors, the principals saw it differently. All the three principals admitted

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this was a challenge although they try their best. One of the principals puts it this way: "this is one of the greatest challenges I face here in the discharge of my duties. Sometimes, it is really difficult to bring people along to share in your vision. You really need a lot of wisdom to handle some of the teachers." Another principal puts it this way: "sometimes the activities of a few un co-operative ones can sabotage any efforts you put in to ensure team work. I however do my best". Although the tutors saw themselves as good team members and as such thought their principals do not face this challenge so much, it is obvious the principals have a different view. This shows how one's status can affect the way one sees and appreciates issues, especially when the individual is in a leadership position (Bennet, 1994).

The principals' stand stems from the fact that they are in the highest leadership position as far as the college is concerned. As leaders therefore, their task, if they are to be successful, is to bring the different categories of workers who have different backgrounds and expectations together to work as a team to ensure optimal achievement. Thiss is one of the unique aspects of educational administration which is better appreciated by the principal because of his leadership role. Another reason for the principals' view could be attributed to the fact that wide differences in the professional worker's perception of the role of administration in education makes it quite difficult for tutors to see eye to eye with the principal on several administrative issues.

The principals must, however, try all they can to move their staff along with them as Dean (1995) asserts, "the college where the staff work as a team,

taking decisions together is more successful than the college where all decisions are made by the principal".

When the principals were asked whether ensuring academic achievements of students posed any challenge, they all admitted it was not really a challenge. However, one principal said; "this is not to say all is well with the academic achievements of the students. Sometimes, the students themselves do not do their private studies, do their assignments and at times even dodge lectures". Another principal puts it this way, "the students are not doing bad but there is still more room for improvement." The principals by inference are suggesting that although it is not all well, their professional training and experience on the job stand them in a good stead to live up to expectation as far as this task is concerned.

Another question posed in the interview schedule sought to find out if the principals faced the challenge of pressure from staff to conform to their views. On this question, all the three principals admitted this was a challenge as one of them puts it this way "yes of course! On countless occasions I've had to stand my grounds. This poses a great challenge to me but I think it does happen in other organizations too. Most times subordinates try to push their ideas through so they can come out as initiators or sellers of those ideas".

When a question was posed on whether supporting individual members of staff was a challenge, the principals expressed divergent views. One of them in a response to this question said "I do not see it as a challenge as I help any member of staff if it is within my means to do so". To another principal it is a

challenge since in her words "some of the teachers do not appreciate it even if you try to do your best". The third principal put it this way "I do not really consider this as a challenge though my efforts in this vein had sometimes been regarded inadequate by some section of staff". This these divergent views expressed by the principals on the above issue come not as a surprise since a leader's own style of leadership influences his perception on some of these challenges.

On the next question which was on effective delegation clearly understood by all, all the three principals admitted it was a challenge. To one principal "it is a big challenge simply because sometimes some staff members you assign vital jobs to do, never have them done well". Another principal asserted "delegating task is like ensuring division of labour however in this job it is a challenge because I've delegated task to some of my tutors and have become disappointed at the outcome. Any way, I still delegate, but I'm very careful in doing this". This goes to support Neagley and Evans (1964) who posited, that the job of educational leaders is so immense that today it cannot be done successfully by an individual.

When they were asked whether the provision of adequate resources for teaching and learning posed a challenge, all the three principals answered in the affirmative by admitting that it was a major challenge. This is understandable for the basic reason that principals have little control over the provision of adequate resources to ensure effective teaching and learning. As a matter of fact, it is the government which decides on and provides the financial

resources (funds) for the acquisition of teaching and learning materials. Principals and their Boards of Governors indeed are not permitted to charge their own fees. This underscores the principals' reason for seeing this as a major challenge. However, now that government is giving training colleges a facelift it is hoped that this challenge would soon be overcome by government intervention.

The last question sought to find out if coping with heavy demand made on the time of the principals was a challenge to them. Again, all the three principals answered in the affirmative. As Neagley and Evans (1964) posited, that the job of educational leaders is so immense that today it cannot be done successfully by an individual. The current reforms taking place in the training colleges to change them into colleges of education have perhaps exacerbated this situation. One principal said "I have had to travel time and again at short notices to attend meetings". Added to these is the principal's traditional role of managing personnel, finance and the college plant.

Similarities and Differences between the Views Expressed by Tutors and those of Principals on Challenges Facing Principals

It can be observed from the discussion on the challenges tutors perceive principals face and what the principals themselves consider as challenges, that there were some differences and a similarity:

To start with, with the issue of creating and developing teamwork, although, the tutors expressed divergent views on this issue, the principals saw

this as a great challenge they had to grapple with. On ensuring academic achievement of students, while the tutors perceived it to be a big challenge, the principals themselves did not really see this as a challenge. Then on the issue of pressure from the staff to conform to their views, while the tutors did not admit this was a big challenge, the principals on the other hand, indicated that this was a big challenge they are trying to cope with. On the issue of ensuring effective delegation (which was clearly understood by all), the tutors did not really see this as a challenge. The principals on the other hand, however disclosed that this was a great challenge.

A majority of the tutors and all the principals however, shared the same opinion that providing adequate resources for the college posed a great challenge. Perhaps, the differences and the similarity in the opinions which were expressed by the principals and their subordinates stem from the fact that the former are in the helm of affairs and therefore may see things differently from how the latter see it.

Strategies for Enhancing Effectiveness of Principals' Leadership Styles

Research Question 5 sought the views of the tutors on strategies for enhancing the effectiveness of the principals' leadership style. This has been presented in Table 13.

Table 13

Strategies to Enhance Principals' Leadership Effectiveness

Response	No.	%
Firm and fair, respect teachers' views and seek their welfare	77	68.8
Encourage teachers to enroll in further studies	20	17.9
Organize INSET for teachers	21	18.8
Provide adequate learning and working resources	12	10.7
Total	140	100

Out of the 140 responses received from the 146 tutor respondents (on the open-ended questions), 77 (68.8%) were of the opinion that the principals should be firm and fair, respect the views of teachers and seek their welfare. Twenty (17.9%) of the respondents were on the principals encouraging teachers to enroll in further studies. While 21 (18.8%) of the responses suggested that the principals should periodically organize in-service training (INSET) for the tutors, 12 (10.7%) of the respondents were concerned about the principals providing adequate learning and working resources to improve their effectiveness.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Overview of the Study

The research was conducted to find out the perception of training college tutors about the effectiveness of their principal's leadership style in the Central Region. A total of 151 tutors from the three training colleges in the Central Region namely; Our Lady of the Apostles (OLA) in Cape Coast, Komenda Training College in Komenda and Foso Training College in Fosu were respondents in the research. The three principals of these colleges were also included in the study. A questionnaire designed by the researcher was administered in person at the various colleges.

The responses obtained from the tutors were used as a basis to interview the principals. The responses of the respondents were indicated on a five-point Likert Scale – from 'to a very great extent' to 'not at all' and from 'of very great importance' to 'unimportant'. The responses were tabulated and frequencies and percentages were calculated for each response. An average rating was also calculated for each response.

Summary of Major Findings

It was generally discovered that the tutors perceived the 'participating' type of leadership style (this involves participating in discussion with the tutors and agreeing in advance to carry out whatever decisions the tutors make) as being an effective leadership style for achieving institutional goals.

The tutors also perceived certain academic qualifications and personal qualities as of very great importance if the principal is to achieve results. These included; possession of a University degree, being physically fit, having good mental and emotional balance, being approachable, facing problems with much self control and the ability to solve problems.

Having a post graduate training, being a teacher for over ten years and enjoying the trust of subordinates were perceived by the tutors as being of great importance while being a principal for over two years was perceived by the tutors as being of some importance if the principal is to achieve results.

On the issue of effective leadership for achieving institutional goals, it was discovered that the tutors generally perceived activities their principals engaged in such as being committed to academic goals, giving encouragement to learners, showing interest in students' achievement, functioning well as an instructional leader, being able to create order and discipline, the ability to manage available resources well as to a great extent helping principals to achieve results. Being forceful and dynamic was, however, perceived by the tutors to help to some extent. In other words, they did not expect all principals to be dynamic in order to achieve results.

As regards challenges facing principals, the tutors perceived ensuring academic achievement of students as a challenge that worry principals to a great extent. Creating and developing team work, supporting individual members of staff, ensuring effective delegation and providing adequate resource were perceived by the tutors to be to some extent, a challenge. They, however, saw pressure from staff for the principal to conform to their view as a challenge to a very little extent.

When the heads were interviewed, however, they saw the provision of adequate resources and coping with heavy demand on time as their major problem. These were followed by supporting individual members of staff, ensuring effective delegation, creating and developing teamwork and ensuring academic achievement of students.

Conclusions

From the findings of the study, it was discovered that, training college tutors in the Central Region generally have positive perception of the effectiveness of their principals' leadership style. However, the tutors together with their principals perceived creating and developing team work, ensuring academic achievements of students, supporting individual members of staff, ensuring effective delegation, providing adequate resources as challenges facing principals. The principals saw coping with heavy demand on their time and providing adequate resources as their major challenges.

It is worthy to note that despite these challenges, training college tutors in the Central Region had a positive perception about their principals' leadership style.

Recommendations

Following the issues that emerged from the data, the researcher makes the following recommendations.

1. Firstly, with the challenge of provision of adequate resources, principals should diversify their strategies for acquiring resources. They should also delegate responsibilities to committees to enable them support the Principal in raising funds to provide adequate resources to enhance teaching and learning.

2. Secondly, principals should set up committees to support their leadership task accomplishment. Old Students' Associations of the various colleges should be strengthened so that people who attended these colleges and are now teaching or working in other sectors can contribute their quota to the development of their Alma Mata.

3. Thirdly, principals should occasionally hold open forums with their tutors to enable them get first hand information about how tutors feel about their (principals') leadership. This will help curtail unnecessary suspicions that are usually inimical to the attainment of college goals.

4. Finally, principals should be open but firm and seek the welfare of tutors in their colleges. They should encourage tutors to enroll for

further studies and periodically, organize in-service training (INSET) for them to update their knowledge on new teaching techniques. For it is said often (and it is in fact true) that, the world is moving at a faster rate and any one who fails to move with it will remain obsolete or better still atrophy.

Suggestions for Further Research

1. For further research work, the researcher suggests that a similar research should be conducted in all the remaining 35 teacher training colleges in the country. A comparative analysis could be done to see the relationship between the perception of the tutors and the location of the colleges – whether urban or rural.

2. Again, the focus of this study did not cover the effect of leadership styles on student performance. It would be helpful therefore that a comparative study is done in the future to see how the different styles of leadership adopted by principals affect students' performance positively or negatively.

3. Further, one can find out the perception of students in the various colleges about the effectiveness of their principals' leadership style and this can be compared with that of the tutors.

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APPENDIX A

QUESTIONNAIRE FOR TUTORS

Kindly respond to the items that follow. As much as possible provide answers from your personal opinion. You do not need to write your name.

The information you provide is confidential and under no circumstance will your identity be disclosed to any other person with regard to your response to the items. Thank you very much.

Section A

    (a)   Sex   Male ☐   Female ☐

    (b)   Your age as at last birthday   Over 50 years ☐

                                                  40 – 50 years ☐

                                                  35 – 39 years ☐

                                                  30 – 34 years ☐

                                                  Below30 years ☐

    (c)   Academic qualifications (state) …………………………………...

    (d)   Professional qualifications (state) ………………………………

    (e)   State your rank in GES (eg. Superintendent) …………………..

    (f)   State number of years of service in GES ………………………

Section B

Leadership style of the principal

Circle the number on the scale to show the extent to which you agree that each of the listed items is an effective leadership style for achieving institutional goals.

    5… To a very great extent

    4… To a great extent

3… To some extent

2 … Very little

1 … Not at all

1.   Identifying problems, considering options, choosing one solution, and
     telling tutors what to do……   5 4 3 2 1
2.   Making decisions and trying to persuade tutors to accept
     them…..   5 4 3 2 1
3.   Inviting the tutors to suggest alternative actions and then selecting the
     most promising solutions……   5 4 3 2 1
4.   Participating in discussion with the tutors and agreeing in advance to
     carry out what ever decision the tutors make…..   5 4 3 2 1
5.   Defining boundaries within which to accomplish task, then turning it
     over to the tutors to work out solutions or implement
     the task…   5 4 3 2 1

Section C

Personal Qualities and Academic Qualifications of a Principal.

Please provide only one answer to each question. Circle the number on the
scale to show the extent to which in your opinion the qualities and
qualifications listed below help to make a principal function effectively, that is
achieve the best possible results.

  5… of very great importance

  4… of great importance

  3… of some importance

  2… of little importance

  1… unimportant

6.   Possesses a university degree …………………………… 5 4 3 2 1
7.   Has post-graduate training in educational management……..5 4 3 2 1

8.   Has been a principal for more than 2 years …………..   5 4 3 2 1

9.   Has more than 10 years experience as a professional teacher 5 4 3 2 1

10.   Is physically fit …………………………………………   5 4 3 2 1

11.   Has good mental or emotional balance …………………. 5 4 3 2 1

12.   He/she enjoys the trust of his subordinates ……………… 5 4 3 2 1

13.   Mixes easily with his subordinates/approachable ………   5 4 3 2 1

14.   Faces problems with much self-control ………………   5 4 3 2 1

15.   Has the ability to resolve conflicts among the staff ……   5 4 3 2 1

Section D

Leadership behaviour of your principal

(What he/she does)

Circle the number on the scale to show the extent to which you believe certain things which the principal of your college does help him/her to achieve high productivity (good results) in the college.

5… To a very great extent

4… To a great extent

3… To some extent

2… Very little

1… Not at all

16.   He/she as committed to academic goals. (Place much value upon

        success in learning) ……………   5 4 3 2 1

17.   Encourage students to have confidence in themselves and shows

        interest   in their achievement………………   5 4 3 2 1

18.   Functions well as instructional leader (not necessarily teaching but

        interests himself in the work of tutors and encourages

        them)………   5 4 3 2 1

19.   A forceful and dynamic leader. That is, he/she is active, assertive,

        quick to assume initiative but is tolerant and self-confident. 5 4 3 2 1

20. Involves tutors in decision-making (open to suggestions and

   willing to accept alternatives) ……………………   5 4 3 2 1

21. He/she is able to create order and discipline ……   5 4 3 2 1

22. Manages the available resources of the college well …   5 4 3 2 1

23. He/she uses time well. That is he/she gets out of the

   office and is often seen around the college ………   5 4 3 2 1

24. He/she evaluates results e.g. discusses student's

   performance with staff, visits classrooms ………   5 4 3 2 1

Section E

Challenges Facing Principals

Circle the number on the scale to show the extent to which you agree that each of the under listed items is a challenge or problem that principal faces:

   5… To a very great extent

   4… To a great extent

   3… To some extent

   2… Very little

   1… Not at all

25. Creating and developing team work ……………   5 4 3 2 1

26. Ensuring academic achievement of students ……   5 4 3 2 1

27. Pressure from the staff on the principal to

   conform to their views ……   5 4 3 2 1

28. Supporting individual members of staff ……   5 4 3 2 1

29. Ensuring effective delegation clearly understand by all …   5 4 3 2 1

30. Providing adequate resources for effective teaching ……   5 4 3 2 1

APPENDIX B

<u>INTERVIEW GUIDE FOR PRINCIPALS</u>

1. Do you consider creating and developing team work a challenge in your administration? If Yes, how is it a challenge? If No, why do you think it is so?

2. Do you consider ensuring academic achievement of students a challenge? If Yes, how is it a challenge? If No, why do you think it is so?

3. Do you consider pressure from the staff on you to conform to their views a challenge? If Yes, how is it a challenge? If No, why do you think it is so?

4. Do you consider supporting individual members of staff a challenge? If Yes, how is it a challenge? If No, why do you think it is so?

5. Do you consider ensuring effective delegation clearly understood by all a challenge If Yes, how is it a challenge? If No, why do you think it is so?

6. Do you consider providing adequate resources a challenge? If Yes, how is it a challenge? If No, why do you think it is so?

7. Do you consider coping with heavy demand made on your time a challenge? If Yes, how is it a challenge? If No, why do you think it is so?