UNIVERSITY OF CAPE COAST

LEADERSHIP STYLE AND STUDENT PERFORMANCE: EVIDENCE

FROM FOSU COLLEGE OF EDUCATION, GHANA

DUGBAKIE DOLI

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FROM FOSU COLLEGE OF EDUCATION, GHANA

BY:

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Dissertation submitted to the Department of Human Resource Management of the School of Business, College of Humanities and Legal Studies, University of Cape Coast in partial fulfilment of the requirements for the award of Master of Business Administration degree in Human Resource Management.

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation 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....................................

Name: Dugbakie Doli

Supervisor's Declaration

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

Supervisor's Signature.. Date....................................

Name: Dr. Nana Yaw Oppong

ABSTRACT

Leadership styles have been recognised to have immense impact on the performance and growth of subordinates including employees, students and invariably organisational performances. However, in Ghana, students' academic performances have been declining and unclear leadership styles have been found to be a major contributor. It was, therefore, relevant to examine the effect of leadership styles on student performance in Ghana focusing on Foso College of Education. The study specifically assessed perceived leadership styles at the college. Also, the study examined the effect of transactional and transformational leadership styles on student performance at the college. The study employed the quantitative approach and causal research design due to its research objectives. The stratified sampling technique was employed to solicit for information from studens at the college. Both descriptive and inferential statistical tools such as frequencies, percentages, means, standard deviations and linear regression were employed to analyse data obtained from structured questionnaires. The study found that democratic leadership style was perceived by the students as the most used leadership style by authorities at the college. Also, both transactional and transformational leadership styles were found to have positive significant effect on student performance at the college. The study, therefore, recommended that college authorities should continue to improve upon the democratic leadership style by constantly ensuring students' representativeness in decision making processes.

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KEY WORDS

Leadership styles

Transformational leadership style

Transactional leadership style

Student performance

Fosu College of Education

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DEDICATION

To my son, Mark Austen, and to all women who are daring to make it in the

business world.

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FOSCO   Foso College of Education

CHAPTER ONE

INTRODUCTION

Leadership styles have been found to largely influence on the performance and growth of students across various academic settings. These styles notably transactional and transformational leadership styles have emerged as significant functions for managing subordinates including college students. Thus, the success and failure of students at the college level could be highly dependent on the effectiveness of leadership styles. This argument has been supported by the trait theory which posits that the kind of traits exhibited by a leader could influence his or her subordinates. Foso College of Education has been tasked to produce highly skilled and knowledgeable teachers; arguably achievable by relying on relevant leadership styles. The study, therefore, examines the perceived leadership styles at the college and the extent to which they influence student performance.

Background to the Study

Leadership is one with the most dynamic effects during individual and organisational interaction (Choudhary, Akhtar & Zaheer, 2013). The ability of management to execute "collaborated effort" depends on their leadership capabilities (Obiwuru, Okwu, Akpa & Nkwankwere, 2011). Lee and Chuang (2009) explain that an excellent leader does not only inspire subordinate's potential to enhance efficiency but also meets their requirements in the process of achieving organisational goals, and this is explained by the trait theory. The trait theory suggests that every leader has certain inborn traits that enable them to lead (Germain, 2012; Malik, Saleem & Naeem, 2016). These traits have

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been found to include dependability, assertiveness, persistence, cooperativeness, self-confidence, adaptability, among others (Zaccaro, Rittman & Marks, 2001; Fleenor, 2006).

The trait theory further posits that the kind traits exhibited by management of any institution could influence the performance or behaviour of their subordinates (Sethuraman & Suresh, 2014). According to Fleenor (2006), successful leadership is achieved from interactions between a leader's traits and the situation itself. As a result, the theory argues that, leaders could exhibit different leadership styles or traits depending on the situation they find themselves. Thus, there is no one best trait for every situation as explicated by various academic scholars (Burns, 1978; Prasertwattanakul & Chan, 2007; Obiwuru *et al*., 2011). Leadership style is viewed as a set of behavioural patterns or traits that is frequently exhibited by a superior (Shirzad-Kebria & Shabani-Zanganeh, 2011).

Leadership style has been argued to significantly influence subordinates' morale and invariably their performance levels (Clark, Hartline & Jones, 2009; Alkahtani, 2015). As a result, scholars have identified leadership styles to include democratic, autocratic, transformational, transactional, charismatic and laissez-faire respectively (Clark *et al.,* 2009; Kara, Uysal, Sirgy & Lee, 2013; Alkahtani, 2015). In recent times, these leadership styles have been conceptualised under two main styles to differentiate "ordinary" from "extraordinary" leadership: transactional and transformational leadership. Transactional leadership is based on conventional exchange relationship in which followers' compliance (effort, productivity, and loyalty) is exchanged for expected rewards (Alvolio & Bass, 1995). This

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style primarily relies on contingent reward between leaders and their followers.

On the contrary, transformational (extraordinary) leaders raise followers' consciousness levels about the importance and value of designated outcomes and ways of achieving them (Bass, 1985). These kinds of leaders motivate followers to transcend their own immediate self-interest for the sake of the mission and vision of the organisation. Notable styles or traits exhibited include democracy, charismatic, inspirational motivation, intellectual simulation and individual consideration (Bass, 1985). Such total engagement (emotional, intellectual and moral) encourages followers to develop and perform beyond expectations (Burns, 1978; Bass, 1985). Burns (1978) observes that transformational leadership involves the process of influencing major changes in organisational attitudes in order to achieve the organisation's objectives and strategies.

Additionally, Bass (1985) observed that transactional leaders work their organisational cultures following existing rules and procedures, while transformational leaders change their cultures based on a new vision and a revision of shared assumptions, values and norms. Bass (1985) and Alkahtani (2015) further argued that leadership styles are exhibited in settings including academic institutions where human interactions are mandatory. In academic institutions including colleges, students' academic performances have primarily been dependent on several factors including the leadership styles exhibited by their academic leaders (Puni, Offei & Okoe, 2014; Fiaz, Su & Saqib, 2017). This is because, leadership style of academic leaders has been found to directly influence attitudes and behaviours of college students which eventually affect their performances (Puni *et al.,* 2014)

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There is, therefore, growing evidence that suggests that academic institutions are increasingly recognising the influence that leadership styles have on students' outcomes (Avolio, Walumbara & Weber, 2009; Muchiri, Cooksey, Di Milia & Walumbwa, 2011; Anyango, 2015). In developing economies including Ghana, for instance, various restructuring exercises are continuously carried out in a bid to improve her educational system; ultimately achieving the 2nd Millennium Development Goal in relation to 'achieving universal education' by 2020. Arguably, the achievement of this goal amid the various restructuring exercises could be achieved if clear and relevant leadership styles are adopted in various academic institutions including Foso College of Education (FOSCO).

Scholars have, therefore, emphasised the need for more empirical studies on leadership styles and student performance in educational settings within the sub-Saharan African countries including Ghana (Puni *et al.,* 2014; Burns & Köster, 2016; Burns & Cerna, 2016; Kinsambwe, 2016). In this view, the study seeks to examine leadership styles and student performance at Foso College of Education (FOSCO). FOSCO is a preferred institution among the committee of colleges for the training of teachers, mainly for the basic schools in Ghana. Since its establishment in 1965, the college has contributed immensely to Ghana's educational system by developing over 5600 highly skilled teachers, many of whom occupy prestigious positions in various spheres of life.

The vision of FOSCO is, "to become a centre of excellence for training quality teachers whose orientation is holistic and consistent with national aspirations and development" (Foso College of Education Report, 2018). Arguably, this vision could only be achieved if students are highly satisfied

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with existing leadership styles and thus, perform exceptionally well in academic-related activities. Despite the continuous growth of the college, it could be argued that, adopting clear and relevant leadership styles acceptable by students could fast-track it development. The study, therefore, seeks to identify students' perception of leadership style and the extent to which the two major leadership styles comprising transactional and transformational leadership styles influence students' performance levels at the college.

Statement of the Problem

Educational institutions in most developing economies including those within the sub-Saharan Africa (SSA) face major problems such as poor students' attitudes, poor innovativeness, poor managerial skills, low staff productivity, among others (Day, Gu & Sammons, 2016; Hitt & Tucker, 2016). These challenges continuously lead to decline in students' performance levels; exposing SSA countries to the risks of failing to meet the Millennium Development Goal 2020 on education. Arguably, the continuous decline in SSA countries' educational systems could be attributed to lack of strategic interventions of specific leadership styles to solve particular situations (Aragon-Correa, Garcia-Morales & Cordon-Pozo, 2007); exposing students to excessive stresses associated with academic activities.

Ghana's colleges of education including Foso College of Education have been regarded among the least performing colleges in the world. Evidently, none of the colleges in Ghana have been found among the best 100 colleges in the world for decades; a situation which is continuously escalating. Despite the recent restructuring exercises in Ghana's educational system, the performances of students in most of its colleges have still been

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underwhelming. This has forced stakeholders including government and academic scholars to increasingly find innovative and strategic means of overcoming this unhealthy situation in order to improve the educational system among the colleges (Puni *et al*., 2014; Hitt & Tucker, 2016).

Although Foso College of Education (FOSCO) is regarded among the traditional colleges in Ghana, its contribution to Ghana's educational system has not met expectations. This is because, among Ghana's 43 education colleges, FOSCO is not ranked among the best 10 in the country as of 2018. More precisely, FOSCO is currently the 14th best education college in Ghana (Ghana Statistical Service, 2018); a situation which could be improved dramatically. Arguably, the adoption of unclear and or poor leadership styles could be a major contributory factor to the college's appalling performances. As such, the study focuses on addressing the college's current poor performance by examining the effect of perceived leadership styles on the performances of their students.

Although literature abound on leadership style and performance in organisations across the globe including those in developing economies, majority of them have focused on employees (Choudhary *et al*. 2013; Iqbal, Anwar & Haider, 2015; Anyango, 2017; Githuka, 2017; Lumbasi, K'Aol & Ouma, 2016; Mohiuddin, 2017). However, studies focusing on academic institutions have largely centred on how leadership styles affect staff performances (Hmieleski, Cole, & Baron, 2012; Yahaya, Osman, Mohammed, Gibrilla & Issah, 2014; Puni *et al*., 2014); with little focus on student performance. This could be because, the continuous decline in educational systems in various countries have largely being attributed to inconsistent

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performance levels of both teaching and non-teaching staff with minimal focus on students.

In Ghana, for instance, none of the existing studies on leadership style and performance have focused on student performance levels in education colleges specifically Foso College of Education. This gap in existing literature has made it difficult for policy makers in the educational sector to clearly identify the extent to which a particular leadership style (transformational or transactional) affect the performance levels of students. The study, therefore, addresses this gap by examining leadership styles and student performance focusing on education colleges specifically Foso College of Education.

Purpose of the Study

The purpose of the study is to examine the effect of leadership styles on student performance at Foso College of Education within the Central Region of Ghana.

Research Objectives

The following research objectives were developed to:

1. assess the perceived leadership styles exhibited at the college;

2. examine the influence of transactional leadership style on student performance at the college;

3. examine the influence of transformational leadership style on student performance at the college.

Research Questions

The following research questions were considered:

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1. What are the perceived leadership styles exhibited at the college?

2. What is the effect of transactional leadership style on student performance at the college?

3. What is the effect of transformational leadership style on student performance at the college?

Significance of the Study

Studying leadership style and student performance at Foso College of Education is crucial because it will help in identifying the preferred leadership styles among students. The finding would also help to show the extent to which common leadership styles could affect the performance of students at Foso College of Education. Therefore, the result of this study would provide relevant information to policy makers and local development planners working on the development of students at various colleges of education notably FOSCO. The study would also provide additional information on the effect of leadership style and student performance for interested researchers, prospective entrepreneurs, and business consulting firms.

Delimitations

The study is a single case involving only Foso College of Education (FOSCO) in the Central Region of Ghana. More precisely, the study was delimited to students at the college. As such, the study excluded both academic and non-academic staff of the college. It also excluded other colleges of education in Central Region and Ghana as a whole including Ola Training College, Akatsi College of Education, Wesley College of Education, among others. Also, the study was centred on selected leadership styles:

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transactional and transformational styles. The study primarily focused on these two variables and in addition to student performance. Therefore, the various leadership styles other than transactional and transformational leadership styles were excluded in the study.

Limitation

The study has some limitations and this is basically because the study places emphasis on leadership style and student performance at Foso College of Education (FOSCO) in the Central Region of Ghana. Thus, the study's results are limited to the views and opinions of the students at the college. Also, the study was limited to the types of variables and methods employed. For instance, this study employed the quantitative method and as such it was limited to the assumptions of this method other than the qualitative or mixed methods

Definition of Terms

Leadership style: It describes the various traits and or styles adopted by leaders to persuade or induce a group of people to pursue the objectives of a leader and or organisation.

Transactional leadership style: This is where leaders encourage their followers to carry out and construe their work in terms of strategic means stressing rules, responsibilities, expectations, stability, avoiding errors, and a concrete, short-term plan.

Transformational leadership style: This is where leaders ensure their followers' involvement by envisioning attractive future states, displaying

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optimism and enthusiasm, empowering them to achieve the vision, and providing the resource necessary for developing their personal potential

Student performance: It is the behaviour or what students do to produce academic results or outcomes

Organisation of the Study

This study was organised into five main chapters. Chapter One presented the study's introduction and it specifically discussed the background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance, delimitations, limitations, definition of terms and organisation of the study. Chapter two reviewed previous literature relevant to this research. Chapter three described the research method comprising research design, study area, population and sampling procedure, data collection instrument, ethical consideration, data collection procedures, data processing and analysis respectively. Chapter four presented the study's results and discussion, while chapter five finalised the study with its summary, conclusions and recommendations.

Chapter Summary

The importance of education in our 21st century can never be over-emphasised. Education is considered as the bedrock of both developing and developed economies. Formal educational systems are carried out in institutions including colleges. Leaders (principals) are then appointed to oversee to the smooth running of these institutions. As a result, these principals may require unique leadership styles in order to achieve expected

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goals notably produce productive work force. This chapter, therefore, discussed the introduction to the study by presenting major issues under background to the study, statement of the problem, purpose, objectives, significance as well as organisation of the study. The next chapter presented the literature review of the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter generally covers theoretical review, conceptual review, empirical review, and conceptual framework. The literature review explains various types of leadership styles and how they influence student performance. Then, the conceptual review describes the various concepts and variables used in the study. Subsequently, empirical review documents the results of other studies that are closely related to leadership style and performance in developing and developed countries as well as identifying the similarities, contradictions and gap in such studies. Last, but the least, the conceptual framework shows the researchers' idea on how leadership style and student performance at Foso College of Education is examined.

Theoretical Review

The study was underpinned by the trait theory due to its direct relatedness to the study's research objectives.

Trait Theory

The trait theory of leadership was propounded by Gordon Allport in 1960 to provide a complete picture of human complexity (Allport, 1966). According to Allport (1966), traits are some aspects of personality that relatively stable over time but differ across individuals; are relatively consistent over situations and influences one's behaviour. Traits are based on the characteristics of many leaders - both successful and unsuccessful - and are

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used to predict leadership effectiveness. The resulting lists of traits are then compared to those of potential leaders to assess their likelihood of success or failure.

Scholars taking the trait approach attempted to identify physiological (appearance, height, and weight), demographic (age, education and socioeconomic background), personality (self-confidence and aggressiveness), intellective (intelligence, decisiveness, judgment and knowledge), task-related (achievement drive, initiative and persistence) and social characteristics (sociability and cooperativeness) with leader emergence and leader effectiveness (Allport, 1966; Weiner, 2012). Successful leaders definitely have interests, abilities, and personality traits that are different from those of the less effective leaders. Through many studies conducted in the last three decades of the 20th century, a set of core traits of successful leaders have been identified.

These traits are not responsible solely to identify whether a person will be a successful leader or not, but they are essentially seen as preconditions that endow people with leadership potential. Among the core traits identified have been found to include achievement drive (high level of effort, high levels of ambition, energy and initiative); leadership motivation (an intense desire to lead others to reach shared goals); honesty and integrity (trustworthy, reliable, and openness); self-confidence (belief in one's self, ideas, and ability); cognitive ability (capable of exercising good judgment, strong analytical abilities, and conceptually skilled); knowledge of business (knowledge of industry and other technical matters) and emotional maturity (well adjusted, does not suffer from severe psychological disorders). Other traits could

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include charisma, creativity and flexibility (Marsella, Dubanoski, Hamada & Morse, 2000).

According to Allport (1966), the trait theory serves as a yardstick against which the leadership traits of an individual can be assessed. It also gives a detailed knowledge and understanding of the leader element in the leadership process. However, some limitations drawn against the theory have been found to include subjective judgment in determining who is regarded as a 'good' or 'successful' leader; there is a disagreement over which traits are the most important for an effective leader (Furnham & Petrides, 2003). Also, the theory relates physical traits such as, height and weight to effective leadership. Most of these factors relate to situational factors. For example, a minimum weight and height might be necessary to perform the tasks efficiently in a military leadership position. In business and academic organisations, these are not the requirements to be an effective leader.

In relation to the study, the trait theory gives constructive information about leadership. It can, therefore, be applied by leaders at academic institutions including Foso College of Education. As such, authorities (principals) at the college can utilise the theory to evaluate their positions and assess how their positions can be improved. The theory exposes college authorities to the need to rely on relevant traits which could help drive student performance levels. This is because, the theory assumes that traits of leaders are tied to situations, thus the environment within which leaders find themselves at the college could determine the kind of traits to exhibit. The theory, therefore, makes college authorities aware of their strengths and weaknesses and get understanding of how they can develop their leadership qualities in order to consequently improve students' performance levels.

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Concept of Leadership

Leadership is crucial to improving students' academic performance levels since it significantly influences their satisfaction and behavioural outcomes (Fry, 2003). According to Hamidifar (2010), leadership deals with the active use of one's ability and talent to influence others to subsequently achieve an expected goal. Leadership is also a means of identifying strategy to offer inspiring motive and to enhance the individuals including students' potential for growth and development (Amankwaa & Anku-Tsede, 2015). Leadership could also be defined as the ability to see a need for change and making it happen (Boxall & Purcell, 2011). It is described as a process of persuading, motivating or inducing a group of people to pursue the objectives of a leader and the organisation (Shah & Kamal, 2015). These are clear indications that there is no one best definition for leadership due to its wide recognition.

Leadership is largely dependent on the styles adopted by leaders (Newstrom & Davis, 1993). According to Newstrom and Davis (1993), leadership style refers to the approach of giving directions, implementing plan and inducing people. They include the total pattern of implicit and explicit actions carried out by a leader (Woods, 2010). Leadership style is also a leader's characteristic traits or behaviours that are exhibited when directing, guiding and managing a group of people (Bhaskar, 2009). According to Taiwo (2013), leaders exhibit diverse styles in order to effectively and efficiently manage resources including subordinates. The next section discussed the various leadership styles as found in existing studies.

Types of Leadership Styles

Previous studies have revealed common leadership styles that leaders can adopt to influence their subordinates including students (Sadeghi & Pihie, 2013). Sadeghi and Pihie (2013), for instance, identified three (3) primary leadership styles to include authoritative or autocratic, consultative or laissez faire and participative or democratic leadership styles. He added that many of these styles have been found in most organisations across the globe. Other scholars have identified other leadership styles to include bureaucratic, laissez faire, transformational and transactional leadership styles respectively (Yahaya *et al*., 2014; Avolio *et al*., 2009; Chandra, 2016; Iqbal *et al*., 2015; Khan & Nawaz, 2017). This section discusses the major leadership styles as revealed by literature.

Autocratic Leadership Style

The autocratic leadership style is also known as the authoritative style. This style is regarded as an extreme form of transactional leadership (Yahaya *et al.*, 2014). With this style, the leader has absolute power over his/her subordinate; the latter has little or no chance to make suggestions, regardless of their benefits to the organisation. It is characterised by high individual control over all decisions with little or no contributions from group members or subordinates (Iqbal *et al.*, 2015; Hitt & Tucker, 2016). An autocratic leader typically makes choices in relation to his/her ideas and rarely accepts followers' advices. This style is suitable for routine and unskilled jobs which require high levels of supervision (Odumeru & Ogbonna, 2013; Chandra, 2016). These situations require the leader to make all major decisions on his/her own and invariably have absolute control over the work.

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Laissez Faire Leadership Style

This leadership style is also referred to as consultative leadership style; it describes leaders who leave their subordinates to carry out activities with minimal supervision and control (Shafie, Baghersalimi & Barghi, 2013). It is usually effective if leaders are able to monitor what their subordinates and provide relevant feedbacks regularly. It is effective when group members or individuals are experienced and skilled enough to carry out expected duties without the presence of their leader(s) (Hassan, Bashir, Abrar, Baig & Zubair, 2015; Sougui, Bon, Mahamat & Hassan, 2016). It is usually adopted in situations where the leader has partial knowledge and experience about a given situation and thus requires the opinions and contributions of his/her subordinates. A laissez faire leader gives total freedom to employees to carry out duties on their own (Wojtara-Perry, 2016).

Democratic Leadership Style

Democratic leadership style is one of the most widely used leadership style in several institutions across the globe (Huey Yiing & Zaman Bin Ahmad, 2009). It is also referred to as participative leadership and it allows subordinates to fully participate in decision making processes. According to Udoh and Agu (2012), this style is one of the most effective styles which usually leads to higher productivity, better contributions from subordinates and also enhance group morale. Democratic leaders generally increase group members' job satisfaction through involvement. They also enable employees to feel in control of their own destiny and thus motivate them to work harder. It is therefore suitable when quality is more important and also when employees are required to work as a team (Yahaya *et al.*, 2014).

Bureaucratic Leadership Style

Bureaucratic leadership is where the leader leads his or her subordinates "by the book¨and as such, everything is done according to well established procedures or policies (Khan & Nawaz, 2016). If it isn't covered by the book, the manager refers to the next level above him or her. This type of leader enforces the rules and it is considered effective in situations where subordinates are performing routine tasks over and over; subordinates need to understand certain standards or procedures; subordinates are working with dangerous or delicate equipment that need a definite set of procedures to operate; subordinates are performing tasks that require specific procedures to accomplish and it is also used when there are safety and security concerns (Kerr, Kerr & Miller, 2014).

Transformational Leadership Style

Transformational leadership is viewed as the most prominent topic in current research and theories of leadership (Bass, 1998, 1999). The difference between transformational and transactional leadership lies in the way of motivating others. A transformational leader's behaviour originates in the personal values and beliefs of the leader and motivates subordinates to do more than they are expected (Bass, 1985). Burns (1978, p. 20) identified transformational leadership as a process where, "one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality". With a transformational leader, the follower feels trust, admiration, loyalty and respect towards the leader, therefore, the follower is motivated to do more than what he/she was originally expected to do (Bass, 1985; Katz & Kahn, 1978).

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A transformational leader motivates by making followers more aware of the importance of task outcomes, inducing to transcend their own self-interest for the sake of the organisation or team and activating their higher-order needs. He also encourages followers to think critically and seek new ways to approach their jobs, resulting in intellectual stimulation (Bass, 1995). As a result, there is an increase in their level of performance and commitment to the goals of their organisation (Podsakoff, McKenzie & Bommer, 1996). A leader who rates high in transformational behaviour can achieve maximum performance from his followers because he or she is able to inspire followers to raise their criteria for success and develop innovative problem-solving skills (Bass, 1985; Yammarino & Bass, 1990).

Burns (1978) observes that transformational leadership involves the process of influencing major changes in organisational attitudes in order to achieve the organisation's objectives and strategies. The operations from a transformational leader that are considered to be effective in any situation or culture are deeply held personal value systems that include things like justice and integrity. Burns (1978) refer to these as end values that cannot be negotiated or exchanged between individuals. Support for transformational leadership can also be found in the writings of many of the early management pioneers. Frederick Taylor, known for his system of scientific management, is considered by many to be the antithesis of a transformational leader (Humphreys & Einstein, 2003). Drucker (1976), however, demonstrated that glimpses of transformational leadership factors were beginning to emerge.

Components of Transformational Leadership Style

Transformational leadership results in achievement of higher level of performance among followers than previously thought possible. Bass (1990)

proposed four behaviours: (a) charisma (idealized influence or attributes), (b) inspirational motivation, (c) intellectual stimulation, and (d) individual consideration. Attaining charisma in the eyes of followers is a critical step in becoming a transformational leader (Bass, 1990). Although ambiguity exists in the use of the term 'charisma' and transformational leadership (Behling & McFillen, 1996), Bass (1985) views charisma as forming part of transformational leadership. Charisma theory was strongly influenced by the ideas of an early sociologist named Max Weber.

Weber (1947) described charisma as belonging to extraordinarily gifted people who can gain the respect, pride, trust, and confidence of followers by transmitting a strong sense of vision and mission (Gardner & Avolio, 1998; Yammarino, Dubinsky, Comer, & Jolson, 1997). This charisma, or idealised influence or attributes dimension of transformational leadership, is characterized by providing vision and a sense of mission, instilling pride in and among the group, and gaining respect and trust (Humphreys & Einstein, 2003).

Moreover, the charisma behaviour also relates to inducing followers to go beyond self-interest for the good of the group, providing reassurance that obstacles will be overcome, and promoting confidence in the achievement and execution of goals and tasks (Avolio & Bass, 1995). Charismatic leaders exert an enormous amount of influence (Conger & Kanungo, 1998; Howell & Frost, 1989) and followers place an inordinate amount of confidence and trust in charismatic leaders (Howell & Avolio, 1992). These leaders are admired, respected, and trusted. Followers identify with and want to emulate their leaders. Among the things the leader does to earn credit with followers is to consider followers' needs over his or her needs. The leader shares risks with

followers and is consistent in conduct with underlying ethics, principles, and values (Bass, Avolio, Jung & Berson, 2003).

Inspirational motivation is usually a companion of charisma and concerned with a leader setting higher standards, thus becoming a sign of reference. According to Bass (1985), followers look up to their inspirational leader as one providing emotional appeal to increase awareness and understanding of mutually desirable goals. This is characterized by the communication of high expectations, using symbols to focus efforts, and expressing important purpose in simple ways. The leader usually talks optimistically about the future, articulating a compelling vision for the future and providing an exciting image of organisational change (Bass & Avolio, 1994). The motivation occurs by providing meaning and challenge to the follower's work. Individual and team spirit are aroused. The leader encourages followers to envision attractive future states, which they can ultimately envision for themselves (Bass *et al*., 2003; Avolio & Luthans, 2006).

Intellectual stimulation provides followers with challenging new ideas and encourages them to break away from the old ways of thinking (Bass, 1985). The leader is characterized as one promoting intelligence, rationality, logical thinking, and careful problem solving. Behaviours related to intellectual stimulation include seeking differing perspectives when solving problems, suggesting new ways of examining how to complete assignments and encouraging re-thinking of ideas that have not been questioned in the past (Bass & Avolio, 1994). The leader encourages the followers to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. There is no ridicule or public criticism of individual member's mistakes. New ideas and creative solutions

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to problems are solicited from followers, who are included in the process of addressing problems and finding solutions (Bass *et al*., 2003).

Finally, the fourth dimension of transformational leadership is "individual consideration" which is concerned with developing followers by coaching and mentoring (Bass, 1985; Bass & Avolio, 1990). The leader will pay close attention to the inter-individual differences among the followers and act as mentor to the follower. The leader will be involved in coaching and advising followers with individual personal attention. Related behaviours include teaching, helping others develop their strengths and listening attentively to others' concerns (Bass & Avolio, 1990).

Followers are treated individually in order to raise their levels of maturity and to enhance effective ways of addressing their goals and challenges (Bass, 1985). Leaders pay attention to each individual's need for achievement and growth by acting as a coach or mentor. Followers are developed to successively higher levels of potential. New learning opportunities are created along with a supportive climate in which to grow. Individual differences in terms of needs and desires are recognized (Bass *et al*., 2003).

Transactional Leadership Style

Prior to the introduction of charismatic-transformational leadership theory, many researchers refer to transactional contingent reinforcement as the core component of effective leadership behaviour in organisations (Bass *et al*., 2003). Transactional leadership is based on conventional exchange relationship in which followers' compliance (effort, productivity, and loyalty) is exchanged for expected rewards. In contrast, transformational

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(extraordinary) leaders raise followers' consciousness levels about the importance and value of designated outcomes and ways of achieving them. They also motivate followers to transcend their own immediate self-interest for the sake of the mission and vision of the organisation (Yukl, 2002).

Studies usually contrast transformational with transactional leadership styles. However, this comparison does not imply that the two leadership styles are unrelated (Hater & Bass, 1988). Yukl (2002) showed that transactional leadership motivates followers by appealing to their self-interest. This may involve values, but they are values relevant to the exchange process. Transactional leadership involves an exchange process that results in follower compliance with leader request but not likely to generate enthusiasm and commitment to task objective.

Based on transactional leadership theory, a leader focuses on having internal actors perform the tasks required for the organisation to reach its desired goals (Boehnke, Bontis, Distefano & Distefano, 2003). In doing this, the objective of the transactional leader is to ensure that the path to goal attainment is clearly understood by the internal actors, to remove potential barrier within the system, and to motivate the actors to achieve the predetermined goals (House, 1971).

Components of Transactional Leadership Style

Transactional leaders display behaviours associated with both constructive and corrective aspects. The constructive behaviour style is labelled contingent reward and the corrective style is labelled management-by-exception. Contingent reward involves the clarification of the work required to obtain rewards and the use of incentives and contingent reward to exert influence. It considers follower expectations and offers recognition when

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goals are achieved. The clarification of goals and objectives and providing of recognition once goals are achieved should result in individuals and groups achieving expected levels of performance (Bass, 1985). Active management by exception refers to the leader setting the standards for compliance as well as for what constitutes ineffective performance, and may include punishing followers for being out of compliance with those standards. This style of leadership implies close monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur (Prasertwattanakul & Chan, 2007).

Concept of Performance

Performance is about behaviour or what people do and not what they produce or the results of their work (Aguinis, 2009). According to Aguinis (2009), performance is an effort along with the ability to put efforts supported with the organisational policies in order to achieve certain objectives. Twalib and Karuiki (2016) also added that, people especially subordinates are impacted by a variety of forces both internal and external as they seek to perform their duties. Employers or authorities who are mindful of these forces and are focused on resolving them can increase productivity, loyalty and eventually organisational performance. Mathis and Jackson (2011) stressed that, performance is associated with quantity of output, timeliness of output, quality of output, work efficiency, effectiveness of completed work and attendance on the job.

Agarwal, Datta, Blake-Beard and Bhargava (2012) stressed that, organisational performance consists of actual output of an organisation which are measured against given objectives. In an educational setting, students, they

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primarily compare their goals and objectives with actual performance. Student performance determines how well they are performing to achieve academic excellence and subsequently attain the vision, mission and goals of their institutions (Jenatabadi, 2015). Student performance is also regarded as traits or behaviours exhibited by students to achieve academic excellence and goals (Tehseen & Hadi, 2015). It is, therefore, regarded as the ultimate goal of every academic institution including FOSCO to ensure that their students meet expected academic goals.

Student performance has been measured using indicators including successful accomplishment of assignments, exhibiting positive attitudes towards class attendance, allocation of enough time for my personal studies and spending extra hours reading and preparing personal notes (Tehseen & Hadi, 2015). Also, other studies have measured student performance on the basis of spending time at the library to gain additional insight on the areas taught in class, performing better than last semester in my Grade Point Average (GPA), being punctual in class, completing homework before the due date, participating actively in class work and examinations and also seeking further explanation from the clever students in my class in cases where I have difficulties understanding some topics (Pursglove & Simpson, 2007). These measurement indicators were adapted in the study.

Relationship between Leadership Styles and Performance

Ogbonna and Harris (2000) assessed leadership style, organisational culture and performance with empirical evidence from U.K Companies. The study employed a descriptive research design and a multi-industry sample of one thousand units was drawn from the Financial Analysis Made Easy

(FAME) database of registered U.K firms. Medium-and large-sized firms were selected via the utilisation of a systematic random selection procedure with appropriate units selected on a variety of criteria, including company turnover, date of registration, and number of employees.

Specifically, the study examined the nature of this relationship and presented empirical evidence which suggests that the relationship between leadership style and performance is mediated by the form of organisational culture that is present. Despite the study's contributions to literature, the study disregarded performance of students in academic institutions. Rather, it concentrated on the performance of medium-and large-sized firms in U.K's commerce sector.

Likewise, Aragón-Correa *et al.* (2007) assessed leadership and organisational learning's role on innovation and performance with lessons from Spain. The researchers proposed that leadership style, an individual feature, and organisational learning, a collective process, simultaneously and positively affect firm innovation. Drawing on their interviews with five managers and six academics interested in their topic and familiar with the Spanish market, Aragon-Correa *et al.* (2007) developed a structured questionnaire to investigate how organisations face learning and innovation issues. These developmental interviewees did not provide data for the empirical investigation.

In another study, Ensley and Hmieleski (2005) examined the importance of vertical and shared leadership within new venture top management teams, and their implications for the performance of start-ups in America. Specifically, their study investigated the relative influence of vertical versus shared leadership within new venture top management teams on the

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performance of start-ups using two different samples. Vertical leadership stems from an appointed or formal leader of a team (for instance, the CEO), whereas shared leadership is a form of distributed leadership stemming from within a team. Transformational, transactional, empowering, and directive dimensions of both vertical and shared leadership were examined. New venture performance was considered in terms of revenue growth and employee growth.

The first sample was comprised of 66 top management teams of firms drawn from Inc. Magazine's annual list of America's 500 fastest growing start-ups. Because the Inc. 500 typically consists of small firms, in relatively early stages of their development, they saw considered it an appropriate population for the study. Firms such as those are still highly dependent upon the vision and direction of their top management teams. The seconded sample consisted of 154 top management teams of start-ups randomly drawn from Dun and Bradstreet, which compiles the most extensive database available for identifying relatively young American-based ventures.

Regarding their findings, both vertical and shared leadership were found to be highly significant predictors of new venture performance. Further, hierarchical regression analysis found the shared leadership variables to account for a significant amount of variance in new venture performance beyond the vertical leadership variables. These results were consistent across both samples, thus providing robust evidence for the value of shared leadership, in addition to the more traditional concept of vertical leadership (Ensley & Hmieleski, 2005). In spite of the contributions of their study, it was limited to performance of start-ups mainly composed of small firms in the

commerce sector. Their study disregarded student academic performance in financial institutions.

In Nigeria, Obiwuru *et al*. (2011) assessed the effects of leadership style on organisational performance using a survey of selected small-scale enterprises in Ikosi-Ketu Council Development Area of Lagos State. Transformational and transactional leadership styles were considered in their study. Transformational leadership behaviours and performance/outcome considered relevant in their study were charisma, inspirational motivation and intellectual stimulation/individual consideration; and effectiveness, extra effort and satisfaction, respectively. Transactional leadership behaviours and performance/outcome variables were constructive/contingent reward and corrective/management by exception; and effort, productivity and loyalty/commitment, respectively (Bass, 1990). Their study followed a survey design, and they employed the evaluative quantitative analysis method.

Analysis was based on primary data generated through a structured Multifactor Leadership Questionnaire (MLQ) developed by Bass (1985) in his study 'Leadership and Performance beyond Expectations'. This instrument is by far the most widely used instrument for measuring leadership styles and outcomes or effects. It comes in several different versions. The version used by Obiwuru *et al*. (2011) is the popular MLQ Form 5x-Short. In MLQ, each independent variable is equal in weighting. Each research instrument has five potential responses, ranging from "not at all" to "all the times" and is scaled from '0' to '4'.

Three small-scale enterprises were initially selected through stratified random sampling technique, from a total of 18 subjectively identified small scale enterprises in area. The enterprises were stratified according to their

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respective industries or activities – water packaging, restaurant/food canteen services, and wood finish production. Five respondents were randomly selected from each of these three enterprises for a sample size of fifteen (15) respondents. A pilot test they conducted on the sample revealed two leadership styles (transactional, transformational styles). Since none was laissez-faire leadership style, their study concentrated on the two leadership styles, and sample size was reduced to ten (Obiwuru *et al.*, 2011).

Copies of the questionnaire were distributed to the respondents with instructions on how to fill them out. Altogether, 10 survey forms were distributed, all were returned filled out, giving a return rate of 100%. According to them, the reason for the high return rate was that they personally visited the enterprises, explained and convinced the participants on the purpose of the research and the need for participation (Obiwuru *et al.*, 2011).

Correlations and ordinary least squares (OLS) multiple regression analysis models were used to analyse the hypotheses regarding the relationship between the respective leadership styles and each of the performance measures of the small-scale enterprises. The OLS fits multiple response variables in a single model that captures the responses in a multivariate way such that results may differ significantly from those calculated for the responses individually. The hypotheses are analysed via evaluation of relevant statistics associated with the numerical values of model parameters vis-à-vis their critical values contained in the tables (Obiwuru *et al.*, 2011).

Their result showed that while transactional leadership style had significant positive effect on performance, transformational leadership style had positive but insignificant effect on performance. The study concluded that transactional leadership style was more appropriate in inducing performance

in small scale enterprises than transformational leadership style and, therefore, recommended transactional leadership style for the small enterprises with inbuilt strategies for transition to transformational leadership style as the enterprises developed, grew and matured (Obiwuru *et al*., 2011). Irrespective of their contributions to knowledge, their study was restricted to the performance of small-scale enterprises and did not consider student performance in academic institutions.

Later, Hmieleski *et al*. (2012) applied affective events theory (AET) as a framework for understanding the relationship between the shared authentic leadership of new venture top management teams (TMTs) and the performance of their firms. They drew a national (United States) stratified random sample of 2,000 new ventures from Dun and Bradstreet's Market Identifiers Database. To be included in their sample, identified firms were required to have been in business for three years or less and employ four or more persons. Dun and Bradstreet compiles what is considered to be the most exhaustive database of young firms founded in the United States.

Unless otherwise noted, a 5-point response scale was used for all measures, with responses ranging from 1 (strongly disagree) to 5 (strongly agree). With respect to Shared authentic leadership ($\alpha = .90$), ten items were adapted, with permission, from the work of Avolio and Luthans (2006). Although Avolio and Luthans created an initial measure of vertical authentic leadership at the Gallup Leadership Institute, it was later revised and published by Walumbwa, Avolio, Gardener, Wernsing and Peterson (2008). Hmieleski *et al*. (2012) modified items so as to apply a referent-shift composition model (Chan, 1998) that captures authentic leadership behaviours stemming from the team (as a whole), as opposed to a single individual (Pearce & Sims, 2002).

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Regarding positive team affective tone (α = .91), three items were adapted from the Job-Related Affective Well-being Scale (Van Katwyk, Fox, Spector & Kelloway, 2000). Again, Hmieleski *et al*. (2012) modified the referent to reflect the team as a whole. The three items reflect pleasant high arousal emotions. An example item is, "Team members feel inspired at work." High scores represent the degree to which team members consistently experienced positive emotional reactions.

Regarding firm performance, lagged (one-year) performance data were obtained from Dun and Bradstreet. Recognising that new venture growth is commonly treated as the most critical indicator of performance for young firms (Brush & Vanderwerf, 1992; Danson, 1999), Hmieleski *et al*. (2012) collected data on two growth metrics namely revenue growth and employment growth. Both indices were calculated as the average annual revenue and employment growth over the one-year period immediately following collection of the survey data; this strategy was believed to enhance their ability to draw causal inferences from the results.

Furthermore, they followed previous work (Baum & Wally, 2003; Hmieleski & Baron, 2008) and created an overall firm performance measure by standardizing and then summing the revenue and employment growth metrics for each firm. This approach provided a more parsimonious presentation of their findings. And, notably, the statistical significance and pattern of results were equivalent when treating each growth outcome as a separate indicator of performance (Hmieleski *et al*., 2012).

With reference to control variables, data relating to several potential firm and team covariates were collected. Firm-level covariates included firm age, firm size, prior firm growth, and industry environmental uncertainty. Firm

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age was assessed by the number of years since the firm had been incorporated. Firm size was measured by standardising and adding firms' total revenue and number of employees from the most recent year. Both variables are common controls, as older firms are likely to have accumulated greater resources and larger firms are able to capitalise on advantages such as economies of scale (Keats & Hitt, 1988). Prior firm growth was assessed as the average revenue and employment growth rates for the year prior to our administering of the key informant survey. The inclusion of this variable as a covariate allowed them to control the effects of past growth on the relationships between the focal independent variables and the lagged measure of firm performance (Hmieleski & Baron, 2009). Data for these three firm-level covariates were acquired from Dun and Bradstreet (Hmieleski *et al*., 2012).

Finally, environmental uncertainty (α = .77) was assessed by Hmieleski *et al*. (2012) using five items from Miller and Friesen (1983), which were included as part of the key informant survey. This is an important variable to consider because industry environmental uncertainty can be an important obstacle to achieving high growth (Markides & Geroski, 2004). Team-level covariates included team interdependence, team conflict, negative team affective tone, and team size. Team interdependence (α =.75) was assessed using six items from Van der Vegt and Janssen (2003). Team interdependence is of central importance to team structure, process, and effectiveness (Mathieu, Maynard, Rapp, & Gilson, 2008).

Indeed, Kozlowski and Bell (2003, p. 363) have argued that "given its demonstrated importance, new research that fails to consider the effects of task interdependence for the team phenomenon in question has little relevance to building knowledge in the work groups and teams literature." Hmieleski *et al*.

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(2012) assessed team conflict (α = .92), which research has shown to affect TMT functioning (Ensley & Hmieleski, 2005; Ensley, Pearson & Amason, 2002), using nine items developed by Jehn and Mannix (2001). Given the importance of negative emotions for survival situations and their detrimental impact on team performance (Cole, Walter & Bruch, 2008), the researchers gauged negative team affective tone (α = .83) by adapting three items (reflecting unpleasant high-arousal emotions) from the JAWS (Van Katwyk *et al*., 2000). Team size was assessed because larger teams may have access to more resources (for instance, funding, expertise), which could facilitate higher performance (Avolio *et al*., 2009). Data for these team covariates were reported by key informants.

Results demonstrated a positive indirect effect of shared authentic leadership behaviour on firm performance, an effect that operated through TMTs' positive affective tone. These findings contribute to entrepreneurship and strategic management literatures by illustrating that AET (a micro-level theory) is a conceptually relevant framework for understanding the impact of TMTs on firm performance (for example, upper echelons theory and research). With respect to the leadership and organisational behaviour literatures, the authors' results indicated that authentic leadership may be particularly beneficial when shared among team members (Hmieleski *et al*., 2012). Though their study makes a lot of contributions to new venture firms in especially in the United States, the researchers did not consider student performance in academic institutions. Their study only focused on the performance of new venture firms in the commerce industry.

In more recent years, Choudhary *et al*. (2013) assessed the impact of transformational and servant leadership on organisational performance by

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making a comparative analysis. A sample of 155 participants was taken from profit-oriented service sector such as hotels, telecommunication, and banking sector of Pakistan. Using quantitative method and a personally administered structured questionnaire and descriptive research study, responses were evaluated on a five-point Likert scale (in an order of '1' for Strongly Agree and '5' for Strongly Disagree) from organisations. The scale for measuring transformational leadership, organisational learning, and organisational performance, consisted of four items were taken from Morales, Montes and Jover (2008). Scale for servant leadership consisted of nine items was taken from Jacobs (2006).

Respondents were mainly the line managers of service sector organisations with few top executives also included in the survey. Analysis of Moment Structures (AMOS) and SPSS are used for statistical analysis. Instrument used for the study was checked for reliability. SPSS was used for this purpose. In transformational leadership Cronbach Alpha is 0.720 for 4 items. In servant leadership Cronbach Alpha is 0.842 for 9 items. Cronbach alpha for organisation learning is 0.709 and for organisation performance it was 0.763, reliable range for Cronbach Alpha ranges from 0.7 to 1, so the scale is reliable in that case (Choudhary *et al*., 2013).

Their result showed that, transformational leadership has more impact on organisational learning than servant leadership. Furthermore, organisational learning enhances organisational performance. According to them, managers and leaders of corporate sector can get benefited from this study by choose leadership style which polishes their abilities and helps them to achieve profit maximisation (Choudhary *et al*., 2013). Though their study provides benefits to managers and leaders in the corporate service sector, their study was limited

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to company performance rather than not student performance in academic institutions.

In Ethiopia, Abdilahi (2016) conducted a study on the effects of leadership style on employee performance in Dashen Bank, Addis Ababa. The study employed the quantitative method and descriptive design. The study had a population of 159 employees who were all used in the study using the census technique. questionnaires were used to obtain data and analysed using correlation and regression statistical tools. The study revealed that, transactional leadership style has a weak positive relationship with employee performance since it had a weak significance value of (0.165) at 5 percent significant level. They concluded that, transactional leadership are not very vital for employee performance.

Veliu, Manxhari, Demiri and Jahaj (2017) did a study on the influence of leadership styles on employee's performance to understand the effect of different leadership styles: autocratic, bureaucratic, charismatic, democratic, laissez-faire, transformational and transactional on employee performance in Kosovo. The study employed the quantitative approach but failed to indicate the research design and theory employed. It sampled 150 private enterprise managers in Kosovo using convenient sampling technique. Out of this, data was obtained from 110 respondents using the structured questionnaire. Using correlation and multiple regression techniques, the coefficient result indicated that, transactional leadership style (0.638) has no significant relationship (p>0.05) with employee performance.

It could, therefore, be deduced from the reviews that, leadership styles are correlated with employee performance, however, these relationships from various studies were found to be weak (Abdilahi, 2016; Brahim *et al.,* 2015;

Sithole & Sudha, 2014). Also, other studies reviewed cut across several fields but few of them are directly related to educational fields (academic institutions). It was, therefore, relevant to conduct a study focusing on students in order to compare the results obtained in the other fields. Also, none of the literature reviewed were related to education colleges in Ghana especially Foso College of Education despite the adoption of various leadership styles among authorities. It deemed relevant to carry out a study in Ghana focusing on education colleges in order to examine whether leadership styles affect student performance at the college.

Conceptual Framework

The study constructed a framework in a bid to provide a pictorial view of the purpose of the study, that's leadership styles and student performance at Foso College of Education. Figure 1 illustrates the relationship between leadership styles and student performance, where leadership style is seen as independent variable and student performance as a dependent variable. It also shows how both variables (leadership styles, student performance) emanate from the trait theory of leadership.

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┌──────────────────────────────────────┐
│  Transformational-Transactional Theory │
│           Of Leadership                │
└──────────────────────────────────────┘

┌──────────────────────────────┐   ┌──────────────────────────────┐
│  Transformational leadership  │   │  Transactional leader-        │
│  (charisma, inspirational     │   │  ship (constructive/          │
│  motiva-tion, intellectual    │   │  contingent reward, cor-      │
│  stimulation, individual      │   │  rective/management by        │
│  consideration)               │   │  exception)                   │
└──────────────────────────────┘   └──────────────────────────────┘

        ┌────────────────────────────────────────┐
        │  Performance of students (attitude      │
        │  towards attendance in class, time      │
        │  allocated for personal studies, stu-   │
        │  dents' grade point average…)           │
        └────────────────────────────────────────┘
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Figure 1: Conceptual framework of the Study
Source: Author's construct (2019)

Leadership style is measured by transactional leadership and transformational leadership (Obiwuru *et al*., 2011; Prasertwattanakul & Chan, 2007), whilst attitude towards attendance in class, time allocated for personal studies, student's grade point average among others were used to measure student performance (Abdullah, 2011; Mlambo, 2011; Harb & El-Shaarawi, 2006; Mushtaq & Khan, 2012; Salem *et al*., 2013; Thomas, Raynor, & Al-Marzooqi, 2012). The framework is based on the detailed review of literature in the areas of leadership style and student performance (Figure 1).

It could be seen from Figure 1 that; student performance is influenced by transactional and transformational leadership styles. This is because, studies have revealed that, student performance is dependent on leadership styles in order to change (increase or decrease). From Figure 1, a change

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(positive or negative) in transactional leadership style or transformational leadership style directly impacts on or affects student performance. As such, the choice of a leadership style directly influences the performance of students in organisations including academic institutions such as FOSCO.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presented the research design, study area, population, sampling procedure, data collection instrument, validity and reliability of research instrument, data collection procedure, ethical consideration and data processing and analysis.

Research Approach

All the previously discussed literature favours the positivist line of reasoning (Ensley & Hmieleski, 2005; Aragon-Correa *et al.*, 2007; Obiwuru *et al*., 2011; Hmieleski *et al*., 2012; Choudhary *et al*. 2013). This suggests that, leadership style and performance constructs are well described in literature. Therefore, the quantitative research approach, which is in line with the positivism tradition, is adopted for this study. Among the many advantages of quantitative research approach is its ability to enhance speed of conducting a research. Further, it offers a broader coverage of a series of events where statistics are combined from a larger sample (Amarantunga & Baldry, 2002).

Also, quantitative approach enhances the use of statistical data analysis methods, thus, making it easier to generalise the findings from the study. The approach takes the guesswork to a more concrete conclusion. This is because, the results are usually based on quantitative measures rather than mere interpretation and therefore enables future application and comparison with other works (Bryman & Bell, 2015). It should be noted that, this approach

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lacks flexibility and, thus, makes it very challenging to apply same in assessing or gauging human behaviour (Crotty, 1998). Therefore, given the purpose and nature of this study where the variables (leadership style and student performance) are well described, the quantitative approach (the deductive approach) is deemed the most appropriate and therefore adopted.

Research Design

A research design is seen as a blueprint for carrying out a study with maximum control over factors that may interfere with the validity of the finding (Grove, Burns & Gray, 2012). According to Grove *et al.* (2012), the choice of a design is dependent on the nature, purpose and approach to the study. As such, due to the purpose and quantitative approach to the study, the causal research design was employed. This is because, this design allows the study to examine cause and effect relationships between variables using inferential statistical tools including linear regression (Saunders, Lewis, Thornhill & Bristow, 2015), as required in objectives two and three. This design also allows the use of descriptive tools in analysing data as in the case of objective one. In this regard, the study employed this design due to its relevance in achieving the study's objectives.

Study Area

Foso College of Education (FOSCO) is a preferred institution among the committee of colleges for the training of teachers, mainly for the basic schools in Ghana. It was incorporated as a co-educational teacher training college by the first republican administration of Dr. Kwame Nkrumah on the 15th of November, 1965 under the headship of the late Mr. R.R. Essah. As a

college that believes in holistic development and nurturing of high calibre of teachers, FOSCO intermingle academic work with character training through allied activities, role-modelling and mentorship. Also, strong, positive religious and cultural values as well as talent development are rigorously enforced.

FOSCO has the vision of aspiring to become the centre of excellence for training quality teachers whose orientation is holistic and consistent with the College's motto; that is, character, knowledge and wisdom. The mission statement of the college is to train teachers for the Basic schools in Ghana (Foso College of Education Report, 2018). Additionally, the college has an enviable record of academic performance among the committee of colleges. It is the only college among the then four colleges of Education in Ghana to record First Class Honours for the first time ever since the inception of the Diploma in Basic Education Programme in basic teacher training. It has since produced over twenty First Class Honours, with the current group of graduants sweeping eight first class honours. These and many other unique attributes place FOSCO in a pedigree that makes it 'first among equals.

Population

A population is made up of all the units of the group that the research emphasizes on. Malhotra (1996) opines that the members or units of the group should possess information relevant to addressing the issues in the study. According to Rubin and Babbie (2001, p. 12), target population is "the theoretically specified aggregation of study elements". Therefore, all students at Foso College of Education numbering 1,129 constitute the target population for this study (Table 1). It is to note, the college currently runs only General

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Arts and Science programmes from level 100 to 300. Therefore, the study's target population consisted of students from level 100 to 300 who are currently enrolled on these programmes (Foso College of Education Report, 2018).

Table 1: Student Enrolment (2017/2018 Academic Year)

Programme	Level 100	Level 200	Level 300	Total
General Arts	301	330	278	909
Science	98	67	55	220
Total	399	397	333	1129

Source: Foso College of Education Report (2018)

Sampling Procedure

According to Evans, Hastings and Peacock (2000), sample size is the number of observations in a sample. It is commonly denoted by n or N. The study adopts the sample size formula for finite population proposed by Krejcie and Morgan (1970). With a population proportion of 50% and a confidence level of 95%, a sample size of 285 is appropriate for a finite or known target population of 1,129 (approximately 1,100). Krejcie and Morgan (1970) argue that there is no need of using sample size determination formula for 'known' population since the table has all the provisions one requires to arrive at the required sample size (Appendix A).

With respect to sampling method, the study adopted the proportional stratified sampling method of the probability sampling technique to show how the 285 students (teacher trainees) were selected from the target population of 1,129. This method was chosen due to the varied characteristics of subjects within the population as seen in Table 1. Stratified sampling technique is a method of dividing the population into two or more segments called strata

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(plural) (Saunders *et al*., 2015). Afterwards, simple random sampling was used to draw from each stratum (singular) and these sub-samples were put together to form the complete stratified sample. This sampling technique allowed for teacher trainees to have equal and independent chance of being selected, making it more accurate and representative. This is shown in Table 2.

Table 2: Proportional Stratified Sampling Method

Categories of Students	No. of Students	Workings	Sample Size
General Arts (L100)	301	(301/1,129)*285	76
General Arts (L200)	330	(330/1,129)*285	83
General Arts (L300)	278	(278/1,129)*285	70
Science (L100)	98	(98/1,129)*285	25
Science (L200)	67	(67/1,129)*285	17
Science (L300)	55	(55/1,129)*285	14
Total	1,129		285

Source: Foso College of Education Report, 2018

Data Collection Instrument

A questionnaire is the main research instrument used for data collection in quantitative studies (Polit & Beck, 2008). It is a type of survey method that makes use of a uniform set of questions that are given to respondents (Polit & Beck, 2008). Some advantages associated with the use of a questionnaire include: it is useful in reaching a large number of respondents, lower costs than interviewing, reduces biases by interviewers, quick and easy to (Plano Clark, 2010). However, this instrument also comes with some drawbacks such as; clarity issues, low response rates and possible literacy issues (Kaplan & Saccuzzo, 2017).

The questionnaire (Appendix B) has been designed in a way so as to provide specific responses to answer the research objectives. The questionnaire consists of 43 items which are divided into four sections: 'Section A' focused on the demographic characteristics of respondents (four items); 'Section B' looked at leadership style(s) exhibited at Foso College of Education (9 items); 'Section C' collected data on transactional (10 items) and transformational (10 items) leadership styles, while 'Section D' obtained data on students' performance at Foso College of Education (10 items); Statements that made up 'Sections B to D' on the questionnaire were measured on a five-point Likert-like scale with '1' indicating '*Least Agreement*' and '5' indicating '*Strong Agreement*' with statements provided, as used in prior studies (Ogbonna & Harris, 2000; Obiwuru *et al*., 2011; Hmieleski *et al*., 2012).

Validity and Reliability

Validity and reliability of a study are two key elements in ensuring that the study is valid and scientific (Creswell, 2014). This was achieved by carrying out a pre-test to test the validity of the instrument so as to ensure the reliability of the results. A pre-test to establish the instrument's validity was carried out on 35 respondents with an aim to improve the use of the primary data. All 35 questionnaires issued to the respondents were recovered. This improved the validity, which made the quality of research trustworthy and scientific.

As explained by Mugenda and Mugenda (2003), pre-test study allows errors to be discovered enabling effective revision as it results in determination of participants' interest, discovering if the questions have meaning for the participants, checking for the participants' modification of the

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questions' intent and whether what the researcher is measuring is what was intended to be measured. The instruments were found to measure what the study intended to measure and the questions were clear and easily understood by the respondents. Additionally, the research tool is verified by a supervisor in the form of expert judgement.

In order to validate internal consistency of the research constructs, the researcher used IBM SPSS version 24 to generate Cronbach's alpha co-efficient for the constructs on the pre-test data. The reliability co-efficient for the pre-test data was shown in Table 3. According to Pallant (2007), scales with Cronbach's alpha co-efficient of 0.70 or more are considered reliable. Results from the pre-test as indicated in the Table 3 shows Cronbach's Alpha of 0.711 and 0.825 for each construct (Section B and C) respectively. This, therefore, suggests that all the two constructs of the study have good internal consistency reliability.

Table 3: Computed Reliability Co-efficient for Pre-Test Data Collected

Construct	No. of Items	Sample Size	Cronbach's Alpha
Transactional style	10	35	0.711
Transformational style	10	35	0.812
Student performance	10	35	0.825

Source: Field survey (2019)

Data Collection Procedure

Prior to the data collection exercise, a permission letter signed by the Head of the Human Resource Department, University of Cape Coast, was attached to the questionnaire. This was done in order to formally sought for permission from appropriate authorities in the college. After being granted

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permission from appropriate authorities, the questionnaires were then randomly distributed to the respondents. To ensure maximum and timely response rate, a period of ten days was allocated for the data collection exercise. Since the time required for filling the questionnaire were mutually agreed between the respondents and the researcher, the questionnaires were left with them and collected later, hence the adoption of a self-administered questionnaire process (Lavrakas, 2008).

The major difficulty encountered during the exercise was the unwillingness of some students to partake in the data collection exercise due to various reasons such as inflexible schedules, confidentiality issues and fear of being exposed to their principals due to issues related to perceived leadership styles. However, this difficulty was minimised by addressing respondents' grievances and for instance, the students were assured that the study was under strict adherence to ethical issues which included confidentiality and anonymity.

Ethical Consideration

In order to ensure strict compliance with ethical standards of research, a clause has been introduced at the introductory paragraph of the questionnaire which assures respondents of anonymity and confidentiality. Specifically, the respondents were informed that in the event that anything is published from this research no information supplied will be identifiable to them since only aggregated data will be reported in this study. In addition, respondents were given outmost freedom to choose whether or not to participate in the data collection exercise to avoid breach of freedom. Respondents who also clearly understood the questionnaire and thus didn't want any interferences were

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allowed to fill the questionnaires on their own so as to ensure right to privacy. In view of these, the study and its associated methods adhered to possible ethical issues in other to get reliable data from respondents.

Data Processing and Analysis

Quantitative techniques were used in analysing and presenting the data. Data obtained from the questionnaires were coded and processed with the help of IBM SPSS Statistics version 24 software. Each of the questions was coded in variable view of the SPSS and the responses from the respondents were entered at data view of the SPSS. Data were analysed based on the stated objectives of the study. Descriptive statistics (mean scores and their associated standard deviations) was used for research objective one. For categorical data, specifically the demographic characteristics of respondents, the frequency tables with their associated percentages were used. Finally, inferential statistics notably linear regression was used to analyse research objectives two and three in order to establish the cause and effect relationship among them.

Chapter Summary

This chapter presented the research approach, design, study area, population, sampling procedure, data collection instrument and procedure, validity and reliability of instrument, ethical issues and data processing and analysis. The study adopted the quantitative research approach as well as the causal research design. The study organisation was Fosu College of Education. Krejcie and Morgan's (1970) formula was used to obtain 285 students for the study. The proportional stratified sampling technique was then used randomly sample the 285 students from the target population of 1,129. A structured

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questionnaire was used for data collection. The next chapter presented the results and discussion in relation to the study's objectives.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

In this chapter, the result and discussion were presented in relation to the study's research objectives. on data collected. The chapter specifically presented the socio-demographic characteristics of respondents, assessed the perceived leadership styles at Foso College of Education and examined the effect of transactional and transformational leadership styles on student performance at the college.

Socio-demographic Characteristics of Respondents

Table 4 presented of the socio-demographics of the respondents in relation to sex, age, level of education and programme of study. In relation to sex, 173 (61.0%) males and 112 (39.0%) females participated in the exercise. This means that, majority of the students at FOSCO are males and as such, the college should implement strategies in order to increase female enrolment in the college. Doing so would help reduce students' gender-inequality gap in the college thus helping to produce more female teachers for Ghana's basic schools.

In relation to age, majority, 127 (44.6%) of the respondents are between the ages of 25 - 34 years. The result is followed by 75 (26.3%) of the respondents within the ages of 18 – 24 years; 54 (18.9%) of them are within the ages of 35 – 45 years and finally, 29 (10.2%) of them are over 45 years. This means that, majority of the students at FOSCO are young and energetic

and as such have more working years ahead of them. FOSCO is, therefore, tasked provide continuous training packages to help these young students contribute positively to the development of Ghana's educational system.

Table 4: Socio-demographics of Respondents

Background Information	Frequency	Percent (%)
Sex		
Male	173	61.0
Female	112	39.0
Total	285	100.0
Age:		
18 – 24	75	26.3
25 – 34	127	44.6
35 – 45	54	18.9
Over 45	29	10.2
Total	285	100.0
Level of Education		
Level 100	101	35.4
Level 200	100	35.1
Level 300	84	29.5
Total	285	100.0
Programme Studied		
General Arts	229	80.4
Science	56	19.6
Total	285	100.0

Source: Field Data, 2019

From Table 4, 101 (35.4%) of the respondents were in Level 100. This was followed by 100 (35.1%) of the total sampled students in Level 200. Level 300 has a representation of approximately 84 (29.5%) students. The number, from Level 100 to Level 300, shows a decrease in number of students

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at each level. However, the difference between Level 100 and Level 200 numbers is not that significant but the difference between that of Level 200 and Level 300 is quite significant. This may be due to the fact that some students left the school along the line, or the enrolment for that particular year was not great. In all, considering the sampling method used, each level has a fair representation.

From Table 4, it is obvious that majority of the respondents are General Arts students (229, 80.4%) of the total number whilst Science students represented (56, 19.6%) of the total number. The result could be because of the perceived difficulty associated with Science subjects, thereby inducing students to enrol on the General Arts programme. Also, most of the students did not read science related courses during high school level, therefore, denying them the opportunity of pursuing Science in the college even if they wish to.

Perceived Leadership Styles at Foso College of Education

This section presented the results and discussion of the study's objective one in relation to the perceived leadership styles that exist FOSCO. The assessment was done using the mean and standard deviation scores to rank the perceived leadership styles comprising autocratic, democratic, laissez faire, transactional, transformational and bureaucratic leadership styles respectively. On a mean scale of 1 to 5 with 1 to 2.9 indicating low levels and 3 to 5 indicating high levels (Anning-Dorson, Odoom, Acheampong & Tweneboah-Koduah, 2017). Table 5 presented the results of the perceived leadership styles.

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Table 5: perceived Leadership Styles at Foso College of Education

Perceived Leadership styles	Mean	Std. Deviation
Democratic style	3.83	1.003
Transformational style	3.66	1.294
Bureaucratic style	3.24	1.279
Laissez-faire style	3.03	1.343
Transactional style	3.01	1.201
Autocratic style	2.33	1.355

Source: Field Data, 2019.

From Table 5, majority of the students at FOSCO agreed that leaders in their college majorly adopt the democratic leadership style with a mean score of 3.83 and a standard deviation of 1.003. This means that, management of FOSCO largely allow their staff and students to participate in decision making processes. This style is seen as a most effective style which usually leads to higher productivity, better contributions from subordinates and it also enhances group morale (Udoh & Agu, 2012). As such, having students perceive this style as the most used is beneficial to the college. According to Yahaya *et al.* (2014), democratic leadership style allows subordinates including students to feel in control of their own destiny and thus motivate them to work harder.

The result was followed by students who agreed that some of their leaders had transformational leadership style. The result had a mean score of 3.66 with a standard deviation score of 1.294. This means that, some of the students perceive that their leaders focus on their development coupled with addressing their needs. According to Ismail *et al.* (2009), leaders with this leadership style concentrates on the development of the value systems, moralities and inspirational levels of their subordinates. Puni *et al.* (2014)

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added that, this style is aimed at transforming subordinates by altering them in the heart and mind which in turn gives them more insight and brings about permanent changes, momentum building and self-perpetuating.

The bureaucratic leadership style was revealed by the students as another major style adopted by authorities of the college. This result had a high mean score of 3.24 with standard deviation score of 1.279. This means that, the students perceived that some of their leaders at the college lead by strictly adhering to well established policies, procedures and systems. This implies that, some of the college authorities enforce laid down rules on the students and as such, does not make room for students' opinions and or perceptions. According to Tripathi and Agrawal (2014), this type of leader is considered effective in situations where subordinates are performing routine tasks and also in instances where subordinates need to understand certain standards or procedures.

Also, the students perceived that some of their leaders used the laissez faire leadership style with a mean score of 3.03 with standard deviation score of 1.343. This means that, some of the students perceived that their leaders allow them to carry out academic activities with minimal supervision and control. Although, this style is not widely used at the college, Shafie *et al*. (2013) suggested that, the style is usually effective if leaders are able to monitor what their subordinates are doing and regularly communicate to them. Abdilahi (2016) added that, the laissez faire leadership style gives total freedom to subordinates to carry out duties on their own.

Additionally, the students perceived the transactional leadership style among the styles adopted by their authorities. This style had a mean score of 3.01 with standard deviation score of 1.201. The result implies that, some of

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the students perceive that their authorities have established reward packages including award for best performing students in order to induce them to produce better performances. On the other hand, there exist some punishment packages including rustication for bad conducts and outright sack for poor academic performances in order to enable students achieve expected academic excellence. Bass and Avolio (2008) suggested that, transactional leaders induce their subordinates through the use of contingent rewards, rule enforcement and corrective actions.

However, the autocratic leadership style was revealed by the students as the least adopted leadership style with a mean score of 2.33 with standard deviation score of 1.355. The result implies that, the students perceive that authorities of the college do not exercise their absolute power and as such do not have absolute control over all organisational decisions as expected of autocratic leaders. This also means that, the authorities do not make choices in relation to their own ideas and judgments but they rather accept the contributions of their subordinates including teachers and students. According to Hitt and Tucker (2016), autocratic leaders have absolute power over his/her employees and thus, the latter have little or no chance to make suggestions, regardless of their benefits to the organisation.

From the discussion, it could be concluded that the students perceive major existing leadership styles adopted by the college to include democratic and transformational leadership styles. These leadership styles have been found among the most used styles as they predominantly allow students to participate in decision making processes through open forum, Student Representative Council meetings, among others. Also, these styles help in the

growth and development of students. However, the autocratic style was found as the least used style at the college.

Effect of Transactional Leadership Style on Student Performance

This section presented the results and discussion of the objective two of the study in relation to examining the effect of transactional leadership style on student performance at FOSCO. The data was analysed using linear regression in a bid to establish cause and effect relationship between the variables understudy. The independent variable was presented by transactional leadership style while the dependent variable was presented by student performance. The regression analysis was discussed using three tables comprising model summary, ANOVA and coefficient.

Table 6 gave the model summary of the output by displaying the R, R squared, adjusted R squared, and the standard error. R is the Pearson product moment correlation coefficient which indicates the strength and direction of the linear relationship between the dependent variable (student performance at FOSCO) and the independent variable (Transactional leadership style). Hence from Table 6, transactional leadership style and student performance were positively correlated, and the strength of the relationship is moderate at .690.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.690[a]	.476	.469	.62315

a. Predictors: (Constant), TLS
Source: Field Data, 2019

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Regarding the relationship between transactional leadership style and student performance, the correlation shows a moderate positive and significant relationship between the two variables. The R Square explains the amount of variation that exists in the dependent variable caused by the independent variable. Therefore, the result further indicates that 47.6% variation in student performance (as dependent variable) at FOSCO is explained by the independent variable (transactional leadership style). The implication is that, any increase in transactional leadership style would result in an increase in student performance at the college.

Table 7 presented the ANOVA result which provides the test significance for R and R^2 using the F-statistic. The F statistic is the regression mean square (MSR) divided by the residual mean square (MSE). If the significance value of the F statistic is small (smaller than 0.05) then the independent variable does a good job in explaining the variation in the dependent variable. In this analysis, the ρ-value is well below .05 ($\rho < .001$). Therefore, it can be concluded that the R and R^2 between transactional leadership style and student performance FOSCO is statistically significant, and transactional leadership style can significantly affect student performance.

Table 7: ANOVAa

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29.594	1	29.594	76.212	.000[b]
	Residual	32.619	84	.388		
	Total	62.213	85			

a. Dependent Variable: SP
b. Predictors: (Constant), TLS
Source: Field Data, 2019.

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Table 8 represented the SPSS output labelled coefficients to provide information that is useful for understanding the regression equation. Under the column marked unstandardized coefficient and sub-column B, the numerical value for the first row, labelled (constant), is the value for the intercept (a) in the regression equation. The numerical value on the second row, labelled as TLS (transactional leadership style) in this case (representing the independent variable), is the value for the slope (b) for the regression equation. Based on these results, the study reported the following regression equation, predicting student performance FOSCO based on transactional leadership style.

Y (student performance) = 1.208 + 0.763TLS

From Table 8, the relationship between the variables can be seen in the column named 'beta'.

Table 8: Coefficientsa

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.208	.291		4.156	.000
	TLS	.763	.087	.690	8.730	.000

a. Dependent Variable: SP
Source: Field Data, 2019.

Hence, taking the values for the slope and the intercept in the resulting regression equation, the following assertions were hereby made: According to the intercept, when there is no use of transactional leadership style in the college, student performance is constant at 120.8%. According to the slope, for any improvement made in transactional leadership style, student performance will increase by 76.3%. Therefore, transactional leadership style

has a significant positive effect on the student performance at FOCSO. The standard coefficient was used for prediction purposes. The result implies that, transactional leadership style can predict about 69% of change in student performance. This means that, leaders of the college can adopt this leadership style depending on the situation within which they find themselves.

This finding is in line with a study by Islam, Aamir, Ahmed and Muhammad (2012) who stressed that transactional leaders implement rules and regulations, propose writ of authority, establish and focus on certain goals, and also direct subordinates to attain pre-determined objectives. Udoh and Agu (2012) added that, the transactional leader focuses on short term tasks and as such, practicing "management by exception" is preferable to rewarding better work. The leader could also take corrective actions if expected standards are unmet by employees or group members.

Effect of Transformational Leadership Style on Student Performance

The section presented the third research objective of the study by examining the effect of transformational leadership style on student performance at Foso College of Education. This objective was achieved by analysing data using linear regression. With transformational leadership style as the independent variable and student performance as the dependent variable, the study presented the model summary, ANOVA and Coefficients of the regression analysis.

Table 9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.688[a]	.474	.468	.62477

a. Predictors: (Constant), TFL
Source: Field Data, 2019

Table 9 gave the model summary of the output. The table displayed the R, R squared, adjusted R squared, and the standard error. R is the Pearson product moment correlation coefficient which indicates the strength and direction of the linear relationship between the dependent variable (student performance of FOSCO) and the independent variable (Transformational leadership style). Hence from Table 9, transformational leadership style and student performance are positively correlated, and the strength of the relationship was moderate at .688. This means that, this leadership style is effective in contributing about 68.8% change in student performance.

The R Square explains the amount of variation that exists in the dependent variables caused by the independent variable. Therefore, the result further indicates that 47.4% variation in student performance (dependent variables) at FOSCO is explained by the independent variable (transformational leadership style). The implication is that an improvement in transformational leadership style would result in an increase in staff performance.

Table 10 presented the ANOVA result which provides the test significance for R and R^2 using the F-statistic. The F statistic is the regression mean square (MSR) divided by the residual mean square (MSE). If the significance value of the F statistic is small (smaller than say 0.05) then the independent variable does a good job in explaining the variation in the dependent variable. In this analysis, the ρ-value was well below .05 ($\rho < .001$). Therefore, it can be concluded that the R and R^2 between transformational leadership style and student performance at FOSCO is statistically significant. This implies that, transformational leadership style can significantly and positively influence the student performance at FOSCO.

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Table 10: ANOVAa

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29.194	1	29.194	74.792	.000[b]
	Residual	32.398	83	.390		
	Total	61.592	84			

a. Dependent Variable: SP
b. Predictors: (Constant), TFL
Source: Field Data, 2019

Finally, Table 11 presented the coefficients which provides useful information for understanding the regression equation.

Y (student performance) = 1.535 + 0.623TFL

Table 11: Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	1.535	.259		5.929	.000
	TFL	.623	.072	.688	8.648	.000

a.   Dependent Variable: SP
Source: Field Data, 2019.

Under the column marked unstandardized coefficient and sub-column B, the numerical value for the first row, labelled (constant), is the value for the intercept (a) in the regression equation. The numerical value on the second row, labelled as TFL (transformational leadership style) in this case (representing the independent variable), is the value for the slope (b) for the regression equation. Based on these results, the researcher can report the following regression equation:

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Hence taking the values for the slope and the intercept in the resulting regression equation, the researcher can make the following accessions: According to the intercept, when there is no use of transformational leadership style in the college, student performance will be constant at 153.5%. According to the slope, for any improvement made in transformational leadership style, student performance at FOSCO will increase by 62.3%. Therefore, transformational leadership style has a significant positive effect on the student performance at FOSCO.

The section also presented the standardised coefficient score of the regression result. This coefficient score is used for prediction purposes and it can be reported that, transformational leadership style predicts about 68.8% of change in student performance levels at FOSCO. This implies that, adopting the transformational leadership style is effective for improving student performance levels at FOSCO as it contributes about 68.8% of student performances. The finding was in line with a study by Keller (1992) who found out that transformational leadership style is clearly related with student performances.

Also, the study's finding has been supported by other contemporary studies by Long and Mao (2008) and Ojokuku, Odetayoo and Sajuyigbe (2012). Also, according to Eisenbeiß and Boerner (2013), this style is aimed at transforming employees or group members by altering them in the heart and mind. Puni *et al.* (2014) added that, a transformational leadership style occurs when a leader in tends to uphold the interest of his/her subordinates, once they accept the purpose and assignment given to them.

Chapter Summary

The chapter presented the results and discussion of the study in relation to its research objectives. The results show that, democratic leadership style was the most preferred leadership style used at the college. Both transactional and transformational leadership styles were found to have positive significant influence on student performance at FOSCO. This could be because, there is no one best leadership style to adopt, thus, the choice of any given style has been found to largely depend on the situation or working environment within which leaders find themselves. The next chapter presented the summary, conclusions and recommendations of the study based on results discussed.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the main findings, conclusions drawn from the findings and recommendations for policy consideration and suggestions for further research.

Summary

The purpose of the study was to examine the effect of leadership styles on student performance Foso College of Education, Central Region of Ghana. Specifically, the following objectives were developed to:

1. assess the perceived leadership styles exhibited at the college;

2. examine the influence of transactional leadership style on student performance at the college;

3. examine the influence of transformational leadership style on student performance at the college.

The study employed the quantitative research approach and the causal research design due to the purpose of the study. The structured questionnaire, a primary data collection instrument, was used to gather data from 285 randomly sampled students in the target population. The data obtained were processed using IBM SPSS version 24 and analysed using statistical tools such as frequencies, percentages, means, standard deviations and linear regression. The results were presented in tables and discussed in Chapter four. The next section presented the summary of the study's key findings.

The study provided a general overview and relevant discussion on leadership styles and student performance within academic literature. It has brought to bear relevant information that could inform policies in relation to improving student performance among Ghanaian colleges notably Foso College of Education. Below were the key findings of the study according to the research objectives.

In relation to the first research objective on perceived leadership style at FOSCO, it was found that the democratic style was the most adopted. This implies that, college authorities involve their subordinates including course tutors and students in decision making processes and also allow them to feel in control of their own destiny. The finding was unsurprising as authorities who adopt this style have been found to perform better, thus invariably improving the performance levels of their students as well. This style is also regarded as one of the most widely used leadership style that helps to entice subordinates to remain committed and engaged with their respective academic institutions.

In terms of the study's research objective two on the effect of transactional leadership style on student performance at FOSCO, it was found that, transactional leadership style has a significant positive effect on the student performance. This implies that, students fully obey their college leaders once they are being enrolled in the college. This leadership style allows college authorities to induce their students to excel academically through the use of contingent rewards, rule enforcement and corrective actions. The use of corrective actions, for instance, enable authorities to constantly take corrective measures to correct wrong doings which help to build students' academic capacities and in turn performance.

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The study's research objective three focused on the effect of transformational leadership style on student performance at FOSCO. It was found that, this leadership style has a significant positive effect on student performance. This implies that, the use of this style by authorities at the college allows them to focus on student development coupled with addressing their needs. College authorities with this leadership style concentrate on the' growth and development of value systems, moralities and inspirational levels of their students. It is, therefore, unsurprising to find that this leadership style produces positive results on student performance levels at the college. Clearly, giving students more insight and understanding bring about permanent changes, momentum building and self-perpetuating.

Conclusions

The study aimed at investigating leadership styles and student performance at Foso College of Education (FOSCO) within the Central Region of Ghana. Three specific objectives were therefore set to help investigate the issue. These objectives have been achieved to a large extent. For instance, with regard to objective one the study concludes that, democratic leadership style is the most preferred leadership style adopted by authorities at FOSCO. This style ensures student that students actively involves in the college's activities. This style has helped college authorities to improve upon both staff and students' performances in recent years.

In relation to research objective two, the study revealed that, transactional leadership style has significant positive effect on student performance at FOSCO. As such, this style allows college authorities to implement rules and regulations, propose writ of authority, establish and focus

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on certain goals. It also direct students to attain pre-determined objectives. This result supported previous empirical studies that indicate that, for management to establish and encourage higher academic standards among students, they need to adopt transactional leadership style. Also, other studies argued that, establishing rules and standards enable management to have control over their students which in turn assist them to perform better. Based on this result, the study concludes that, student performance at FOSCO is positively and highly affected by transactional leadership style.

In relation to research objective three, the study revealed that, transformational leadership style has significant positive influence on student performance. This style allows college authorities to concentrate on their students' growth and development. This in turn help to enhance their performance levels. This result supports previous empirical studies that indicate that, college authorities need to uphold the interest of their students by adopting this leadership style. Based on this result, the study concluded that, student performance at FOSCO could be improved if authorities adopt the transformational leadership style.

Recommendations

On the strength of the research findings and conclusions made, the following recommendations are hereby made.

The problem at stake was that, the leadership style adopted by authorities of Foso College of Education (FOSCO) was not documented. The study found that, among the various leadership styles, the democratic style was perceived by students as the most prevalent among college authorities. The study recommends that, college authorities should continue to improve

upon the democratic leadership style by constantly ensuring representativeness or organisational cohesion. This can be achieved by encouraging students to continuously participate in decision making processes. This can be achieved by establishing reward systems to reward students who actively contribute to decision making processes in the college. Also, making students feel appreciated and recognised when their suggestions are considered during decision making could also help improve the democratic style of leadership.

Also, the study found transactional leadership style to have a positive significant effect on student performance at FOSCO. This style helps authorities to establish policies and standards to monitor and correct inappropriate performances through corrective measures/actions. Although this style could help improve student performance, it has been found to be associated with autocracy and laissez-faire leadership styles. The study recommended that, college authorities should take cautious efforts when adopting this study as overusing it could negatively affect their students' performance levels. However, corrective actions by authorities in instances of poor student performances should be clearly established in a fair and transparent manner so as to prevent in-house conflicts.

Finally, the study found transformational leadership style to have a positive significant effect on student performance at FOSCO. This style helps management to understand students' interests and thus provide incentives aimed at satisfying them. The study recommended that, policy makers in the educational sector including Ghana Education Service and college authorities should improve current policies geared towards student development. This could be done through implementation of innovative student development

programmes such as award schemes, scholarships (full or partial) and free employment opportunities.

Suggestions for Further Research

Although the study provides useful insight into leadership styles and student performance at Foso College of Education (FOSCO), the results cannot be generalised to all education colleges in Ghana. This is because, the study relied on the opinions and suggestions of students of a specific college. It is to note that, the leadership style implemented by a particular management team could vary, thus difficult to generalise findings. The study, therefore, recommends that, further research should focus on a broader research by including other education colleges within the country to ensure better generalisation.

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APPENDICES

Questionnaire

Leadership Style and Student Performance at Foso College of Education in Ghana

Dear Respondent,

I am writing to ask for your help with my research on the topic "Leadership Style and Student Performance at Fosu College of Education in Ghana". I would be grateful if you could spare about 30 minutes to answer a few questions on this research. Participation is voluntary. In the event that anything is published from this research no information supplied will be identifiable to you since only aggregated data will be reported in this study. It is expected that the findings of this research will have implications for strategic human resource policy formulation at Fosu College of Education in particular. Thank you for your valuable time and input.

SECTION A: Demographic Characteristics

A1. Sex: a. Male [   ] b. Female [   ]

A2. Age [years]: ………………………………………….

A3. What is your present level at the college? a. Level 100 [   ] Level 200 [   ]

   Level 300 [   ]

A4. What programme are you reading at the college?

   a. General Arts [   ] b. Science [   ]

SECTION B: Leadership Styles Exhibited at Foso College of Education

Each of the following statements relates to leadership styles exhibited at Fosu College of Education. Please indicate your level of agreement to each of the statements below using the following scale: "1: *Least Agreement* to 5: *Strongly Agree*"

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Statements	1	2	3	4	5
1. My superior has absolute power over the staff and does not allow us to make suggestions (autocratic)					
2. My superior invites all the staff to participate in decision making (democratic)					
3. My superior allows us to do everything on our own but communicates back to us when necessary (laissez-faire)					
4. My superior wants the staff to work strictly according to the rules of GES and the school (Bureaucratic)					
5. Since the day I accepted to work in this school, my superior always want me to totally agree with him/her (transactional)					
6. My superior is someone who inspires staff with constantly shared vision of the future (transformational)					

SECTION C: TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP STYLES

On a scale of 1 – 5, please rate your level of agreement to each statement.

Please tick (√) appropriately, from "1: *Least Agreement* to 5: *Strongly Agree*

Transformational Leadership Style					
B1. The Principal has a charismatic behaviour that induces me to go beyond self-interest for my good and that of the college. (*Charisma*).	1	2	3	4	5
B2. The Principal has been able to transmit a sense of vision and mission in me hence he/she has gained my respect, trust and confidence (*Charisma*).	1	2	3	4	5
B3. The Principal provides reassurance that obstacles will be overcome to ensure achievement and execution of goals and objectives (*Charisma*).	1	2	3	4	5
B4. The Principal considers the needs of students over his/her needs (*Charisma*).	1	2	3	4	5
B5. The Principal is known for setting higher standards, which become a sign of reference to me (*Inspirational Motivation*).	1	2	3	4	5
B6. The Principal communicates higher expectations, uses symbols to focus efforts, and expresses important purpose in simple ways (*Inspirational Motivation*).	1	2	3	4	5
B7. The Principal usually talks optimistically about the future, articulates a compelling vision for the	1	2	3	4	5

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future and provides an exciting image of organisational change (*Inspirational Motivation*).					
B8. The Principal encourages me to envision attractive future states (*Inspirational Motivation*).	1	2	3	4	5
B9. The principal encourages me to break away from the old ways of thinking by being innovative and creative (*Intellectual Stimulation*).	1	2	3	4	5
B10. The Principal acts as a mentor and a coach to me by teaching me to develop my strengths (*Individual Consideration*).	1	2	3	4	5
Transactional Leadership Style					
B1. The principal has classified work required to obtain rewards and he/she uses incentives and contingent reward to exert influence (*Constructive/Contingent Reward*).	1	2	3	4	5
B2. The principal sets standards for compliance as well as what constitutes ineffective performance and sometimes punishes followers for their non-compliance with those standards (*Corrective/Management by Exception*).	1	2	3	4	5
College authorities have established policies to punish any student who does not meet expected academic standards					
College authorities have established reward incentives when academic goals are achieved					
College authorities have established corrective measures to correct any student who does not meet expected standards					
My authorities have established clear rules, regulations and standards which every student is expected to follow					
My authorities direct have established measures that help students to attain pre-determined targets					
College authorities have innovative ways of informing students on the standards required of us to excel academically					
My authorities are concerned about my academic performance for a particular academic period only					
College authorities allow students to bring new ideas and					

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create new ways of doing things					

Section D: Student Performance at Foso College of Education

*Student Performance***:** Student performance refers to those behaviours that have been evaluated or measured as to their contribution to students' goals and consequently, the goals of their academic institution. Please indicate your level of agreement to each of the statements below using the following scale: "1: *Least Agreement* to 5: *Strongly Agree*"

Student Performance					
C1. I have a positive attitude towards attendance in class.	1	2	3	4	5
C2. I have allocated enough time for my personal studies.	1	2	3	4	5
C3. After college hours, I spend more hours reading my notes.	1	2	3	4	5
C4. I usually go to the library to obtain additional insight on the areas taught in class.	1	2	3	4	5
C5. I performed better than last semester in my Grade Point Average (GPA).	1	2	3	4	5
C6. I get to class on time before my lecturers arrive.	1	2	3	4	5
C7. I make sure I finish my homework before the due date.	1	2	3	4	5
C8. I perform all tasks given to me by my authorities.	1	2	3	4	5
C9. I give in my best during class participation, class work and during examinations.	1	2	3	4	5
C10. I seek further explanation from the clever students in my class in cases where I have difficulties understanding some topics.	1	2	3	4	5

Appendix B:

Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size   Source: Krejcie & Morgan, 1970

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