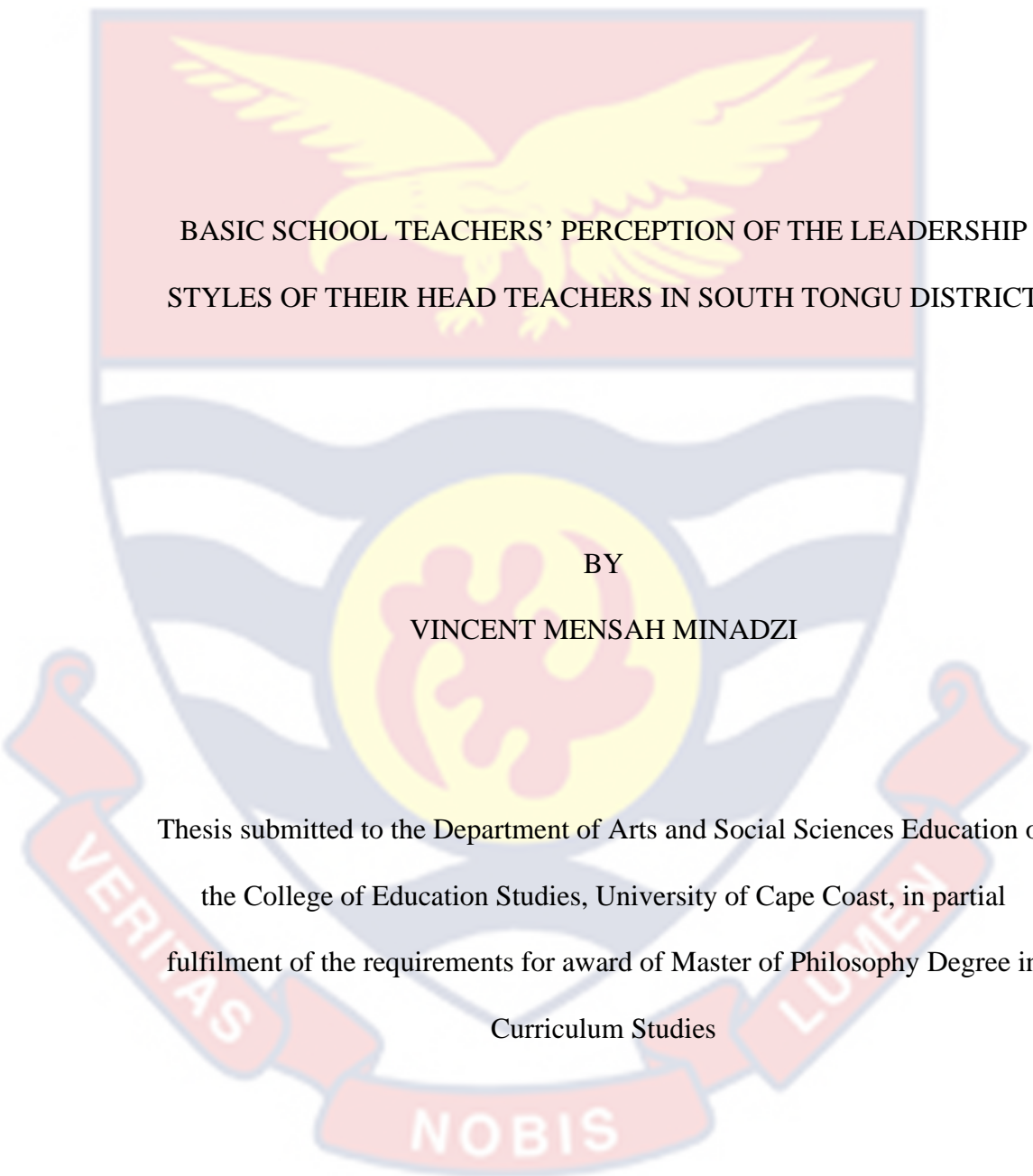UNIVERSITY OF CAPE COAST

BASIC SCHOOL TEACHERS' PERCEPTION OF THE LEADERSHIP

STYLES OF THEIR HEAD TEACHERS IN SOUTH TONGU DISTRICT

BY

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the College of Education Studies, University of Cape Coast, in partial

fulfilment of the requirements for award of Master of Philosophy Degree in

Curriculum Studies

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DECLARATION

Candidate's Declaration

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

Name: Vincent Mensah Minadzi

Candidate's Signature............................. Date...............................
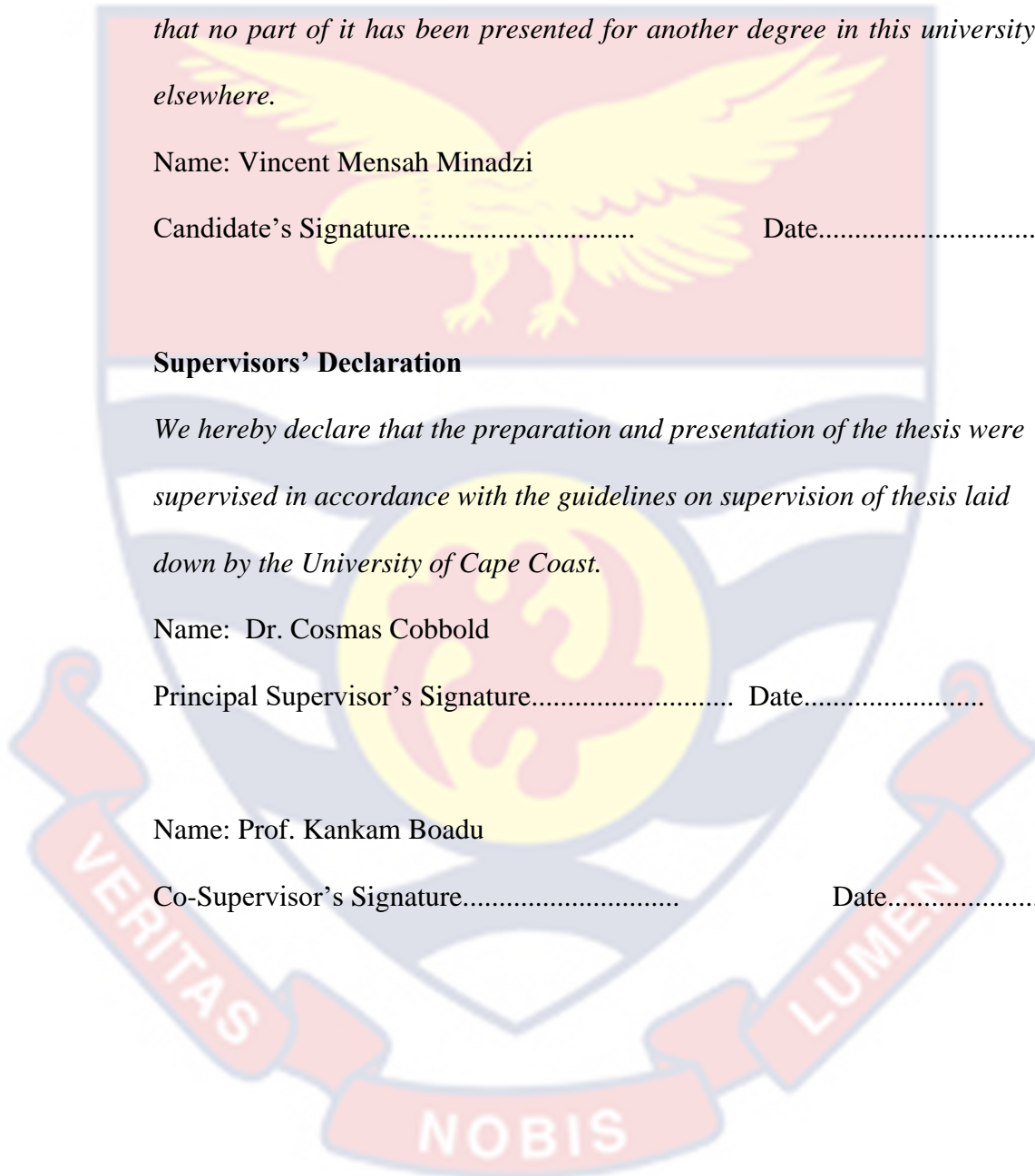
Supervisors' Declaration

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

Name: Dr. Cosmas Cobbold

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

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ABSTRACT

The important roles played by head teachers as the leaders of their respective schools cannot be over-emphasized as they are deemed by some people as the chief executive officers in their schools. It is indeed significant, therefore, to determine whether the leadership styles exhibited by head teachers as seen through teachers' lenses influence their classroom activities. This largely was the purpose of the study. It was a descriptive survey and stratified random sampling procedure was employed to sample 269 (179 males and 90 females) public basic school teachers in the South Tongu District. Questionnaire was used to collect data from respondents. The reliability coefficient of the questionnaire was .85 which was deemed to be reliable. The data was analysed using frequency and percentage counts, means and independent t-test with Predictive Analytical Software (PASW) version 18.

Among other things, the study revealed that basic public school teachers have positive image about their head teachers in the South Tongu District. It was also indicated that there was no significant difference between male and female perception of the leadership styles of their head teachers. Moreover, the study found out that the kind of leadership exhibited by a head teacher has some influence on the performance of teacher classroom activities. Teachers were inclined to democratic, transformational, inspirational and distributed leadership styles. Per the findings of the study, it was recommended that all head teachers practice a mixture of leadership styles since no style is absolute.

In conclusions, our educational institutions need dynamic and sensitive leaders to man these institutions. It was evident that leadership is very crucial if the educational enterprise is to achieve its purpose.

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Acknowledging those who have in diverse ways contributed to the success of any academic pursuits is in order. It is in this vain that the foregoing individuals will forever remain in the annals of this work for their meritorious and indeed their immense contribution to the timely completion of the thesis.

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Again, the name of Mr. Albert Kobina Koomson, the former Director of the Centre for Continuing Education (CCE), now College of Distance Education (CoDE) and the entire CCE of the University of Cape Coast will never be forgotten having extended a sponsorship package for me to pursue my master's degree. Truly, without this gesture, it would be very difficult to embark on this academic journey. Moreover, I also thank my roommate, Felix Senyametor for his suggestions and encouragement in the course of the work. Brother, I say Ayekoo.

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DEDICATION

To my children Sedinam Fafa and Carl Kobla.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Education in Ghana plays a major role in our quest for economic and social development as a middle income country. As a result, governments since independence in 1957 have allocated huge proportion of the annual budget to the educational sector. For instance, since 1996 about 40% of budgetary allocation had gone to the education sector. This large budgetary allocation is in recognition of the fact that education is the life-blood of the economy of the country (Entsuah, 2005).

Despite the huge investment made by governments, the education sector is plagued with myriad of problems resulting in low performance of students especially at the basic level. Several factors have been assigned as the cause, including pupil-teacher ratio, lack of motivation on the part of teachers, parents' attitudes, students' attitudes towards learning and many others. It is as a result of this that a number of programmes (Bridge to English, Bridge to Language, Quality Education for All and National Literacy Acceleration Programme) were introduced into the basic school curriculum in the South Tongu District. However, these well thought-out initiatives did not yield the expected result as one would

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have wished. It is time we took a look at another area which could be a possible cause of low performance at the basic level, that is, "leadership of head teachers".

Leadership in every human institution is very important in that where there is no leader, there is likelihood of chaotic situation; everybody does what he or she likes. Leading people is of course, a tremendous challenge, a great deal of opportunity, and a serious responsibility (Nahavandi, 2006). According to him, today's world, more than ever, needs leaders who are effective and can understand the complex nature of our ever-changing global environment, who will have the intelligence to face the complex problems and be sensitive as well as the ability to empathize with their followers in order to challenge them to strive for excellence. Pierce and Newstrom (2000) could not have put it better when they asserted that being a leader is a very difficult job – a great deal of information has to be gathered and processed, a constant series of problems must be solved and decision made, followers have to be convinced to pursue specific course of action, set backs have to be overcome, competing interests have to be satisfied and finally risks have to be taken in the face of uncertainty.

Educational institutions like any other institutions need leaders with substance who know what to do and how best to do it. Around the world, education is viewed as the most important strategy for the development of society especially in a resource-deficit country like Ghana (Aikaman & Unterhalter, 2005). Studies have shown that it is the human capital that determines the development of a country and not the natural resources a country has (Nsubuga,

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2003). He argued that the principal institution mechanism by which human capital is developed is through formal educational systems.

In Ghana, the formal education system comprises basic school (kindergarten, primary and junior high school), senior high school and tertiary, comprising colleges of education, polytechnics and the universities. The concern of the study however, is the basic level which is the bedrock of formal education in Ghana.

The growing nature of school enrolment at the basic level as a result of free and Compulsory Universal Basic Education (fCUBE), introduction of capitation grants, and school feeding programmes in 2005 and 2006 respectively, as well as high demand for better improvement in education delivery, call for a second look at those at the helm of affairs and who are supposed to render account. This is so because a study conducted by EdQual in Ghana and Tanzania in the late 2000s indicated that 25 per cent and 40 per cent of head teachers respectively, did not take part in any leadership training. This means that most of them rely on try and error in the discharge of their legitimate duties (Oduro & Dachi, 2010). The study also indicated that majority of head teachers of primary schools in the study area did not recognize themselves as leaders who must adopt strategies as change agents in their schools. On the contrary, they see their positions as administrators whose main responsibility is to take custody of school property, attend meetings and implement directives from the district office. It is said these head teachers lack the courage to take initiatives in their various schools as leaders who are entrusted the human, capital and physical resources to achieve the desired goals.

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This definitely does not sound good if the head teachers are expected to manage the human capitals at their disposal for the improvement of quality education in Ghana.

Leadership at work in educational institutions is a dynamic process where the individual is not only responsible for the group's tasks, but also actively seeks collaboration and commitment of all members in attaining the objective of the group (Cole, 2002). Maicibi (2005) says that without proper leadership style of principals, effective teaching and learning cannot be achieved in schools. He concludes that even if a school has all the required institutional materials and financial resources, they will not be effectively used if the teachers are not motivated by the leadership style of the principal. The literature on leadership reveals that effective leadership is an important component of securing and sustaining school achievement. There is enough evidence that consistently show that effective leaders can exercise a strong influence on students' performance (Liethwood, Jantzi & Steinbach, 1999).

It is believed that for a school to achieve effectiveness and improvement, school leadership should no longer reside in a single person or certain administrators; it needs to be distributed among the major educational players across all levels (Jackson, 2002; Day et al., 2006; Fullan, 2001, 2006; Gronn, 2002; Harris, 2003; Lambert, 2003; Marks & Printy, 2003; Spillane, 2006). This implies that the head teacher who is the leader of the school should not be the sole figure who wields a lot of power to effect policies and programmes in the school. It is in agreement of this that Fullan (2001) says that the teacher is the key to

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change in a school. Again, Pellicer and Anderson (1995) found that in most effective schools, leadership is a shared responsibility between teachers and head teachers. Other researchers (Jenkins, Zimmerman, & Jenkins, 2001) believe that when that happens the school can continually be transformed and improved through nurturing the leadership capacities of teachers.

Schools are complex organizations (Hoy, Gage, & Tarter, 2006) and as a consequence, principals are expected to develop, maintain and improve standards within the environment in which they operate. Some writers like Shum and Cheng (1997) are of the view that leadership is critical in determining organizational performance and effectiveness. As educational administration becomes more complex with high expectations for performance and professional accountability, principals must be able to assess and if possible, adjust their leadership behaviour to meet the needs of the people with whom they work. Good principals appreciate the fact that leadership does not take place in a vacuum (Barnett, McCormick & Conners, 1999).

Statement of the Problem

It is believed that the kind of relationship that exists between the leader and the follower affects the institution, more especially if the leader is perceived as being a dictator. Lord, Brown and Freiberg (1999) wrote, "the interpersonal relation of the superiors to subordinates affects subordinates' identification and self-concepts, which in turn, are critical determinants of social and organizational process" (p. 170). Put into the language of schools, the relationship between principal and teacher affects how the teachers perceive their roles in the school

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and that perception, in turn helps to influence the success or failure of the school. Other researchers have also supported this view by saying that leader- follower relationship from the point of view of the follower is a major determinant of the effectiveness of the leader (Blasé, 1988; Liethwood & Jantzi, 1997; Lord et al 1999; Shum & Cheng, 1997). Again in the language of education, how teachers perceive the relationship they have with their principals influence the effectiveness of principal leadership.

Leadership problems in schools affect teaching and learning seriously. If teachers are not motivated by the styles of their heads, they cannot deliver the curriculum in the class. The school leader's ability to manage the financial and human capital is a great asset if the school is to function well. In the words of Atta (as cited in Entsuah, 2005), the head master/mistress is the chief executive officer of the school and for the school to succeed or fail depends on him/her. This means that the ways teachers perceive the environment in which they are operating affect how they deliver the curriculum.

One wonders which leadership styles are the best for our educational institutions especially at the basic school level. Again, it is important to know which leadership style is preferred by teachers. Thus, it is important to find out basic school teachers' perception of the leadership style of their head teachers and how it affects teaching and learning.

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Purpose of the Study

The general purpose of the study was to find out how basic school teachers' perceive the leadership styles of their head teachers. In specific terms, it was to find out;

1.   How basic school teachers perceive the leadership styles of their head teachers.

2.   How male and female basic school teachers differ in their perception of the leadership styles of their head teachers.

3.   How basic school teachers perceive the effect of the leadership styles of their head teachers on teaching and learning.

4.   The leadership styles that are preferred by basic school teachers in the South Tongu District.

Research Questions

1.   How do basic school teachers perceive the leadership styles of their head teachers?

2.   How do male and female basic school teachers differ in their perception of the leadership styles of their head teachers?

3.   How do basic school teachers perceive the effect of the leadership styles of their head teachers on teaching and learning?

4.   Which leadership styles are preferred by basic school teachers in the South Tongu District?

Significance of the Study

The outcome of the study will serve as a blueprint for policy makers to address the leadership problems at the basic school level. Also, the study will add significantly to knowledge in the educational sector as well as other organizations as the findings will help them come out with proactive strategies to assist the heads of the institutions in carrying out their duties. The study will be of immense help to the Ministry of Education Youth and Sports in that the study could be used to plan and develop professional training programmes for head teachers and their assistants so that they can effectively lead their schools into the future. Again, apart from helping organizations and the education ministry, the head teachers themselves can use it in their line of duties as the chief executives of their respective schools since it affords them the opportunity to be abreast with the findings of the current leadership practices.

Delimitation of the Study

Leadership styles have so many aspects and as a result the study did not cover all. The study covered the teachers' perceptions of the leadership styles of their head teachers and how that influences teaching and learning in the South Tongu District.

Limitations of the Study

The first limitation has to do with the closed-ended type of questionnaire which did not allow respondents to express their opinion on certain aspects of the information I was interested in. It is significant to point out that the use of only one instrument in the data collection process could be a limitation. My inability to

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use other instruments like interview to enrich the work is also another limitation. Again, the fact that some respondents filled the questionnaire in my absence could affect the findings because some of the might have communicated among themselves.   Another limitation was the small sample size used in the study and the fact that only one district was used in the study. These would not allow for the generalization of the findings to a wider population. Again, the study relied upon the teachers' perception of their head teachers' leadership styles. The teachers may be limited by their understanding of the scope of the head teachers' duties.

Definition of Terms

Principal: Is used in the study to refer to head teachers in the basic schools in Ghana.

Behaviour: The actions or reactions of persons or things towards external or internal stimuli.

Basic school: Schools with grades one to the ninth.

Leader: Is used in this work mostly to refer to basic school head teachers.

Leadership styles: A process in which an individual influences the thoughts and the actions and the behaviours of another (Northouse, 2007)

Subordinates: Used in this sense to refer to basic school teachers.

Organisation of the Rest of the Study

Chapter Two reviewed literature related to leadership. Specifically, it looked at concepts of leadership, leadership paradigms, theories of leadership, as well as leadership styles. Again, there was review of empirical works that are related to the current study.

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Chapter Three explained the methodology used in investigating how head teachers leadership styles influence basic school teachers. It also includes the design, population, sample and sampling procedure, instruments, data collection procedure and data analysis.

Chapter Four outlines the results and the discussions of the findings. Again, it talked about the analysis and the interpretation and discussions of the findings taking into consideration the research questions. Finally, Chapter Five looked at the summary and conclusions of the study. It also touched on the recommendations for future study on the basic school teachers' perception of the leadership styles of their head teachers and its implication for curriculum implementation in the South Tongu District.
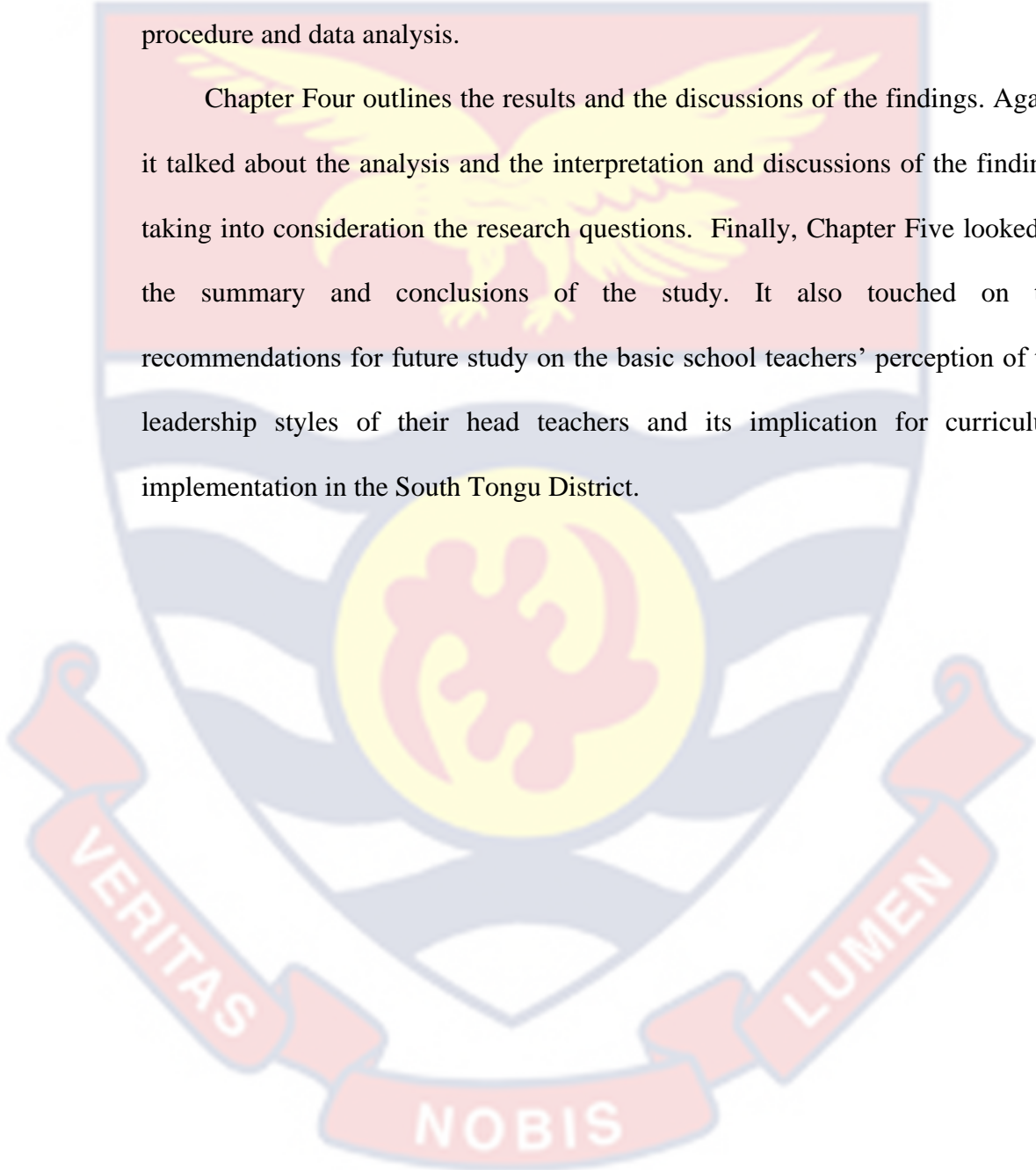
CHAPTER TWO

REVIEW OF RELATED LITERATURE

Overview

This chapter looks at the definitions of leadership from the view point of scholars and researchers, leadership and management, leadership models, leadership theories. Also, attention was given to communication and leadership, decision-making and leadership as well as instructional leadership of head teachers as they relate to some of the research questions. Finally, the empirical studies of some researchers in the field of leadership were addressed.

Concept of leadership

Leadership has chameleon-like characteristics and as a result very difficult if not impossible to define since those who try to define the term do it from their own perspectives. Owing to this, leadership does not lend itself to a universal definition. Despite the challenges and difficulties over what one considers to be appropriate definition of the term, some scholars and intellectuals have attempted to give some definitions which are worth looking at.

Bass (1990) posits that leadership is a process of interaction among individuals and groups that includes a structured or unstructured situation, members' expectations and perceptions. On their part, Go, Monachello and Baum (1996) explain leadership as the ability of an individual to have power that focuses on how to establish directions by adapting forces. From the two

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definitions, it is clear that leadership is a group phenomenon – a leader and the follower(s). Without a leader, there is no follower and without a follower there is no leader.

From organizational perspectives, Schermerhorn (1990) believes that leading people is a process used to motivate and influence others to work hard in order to realize and support organisational goals. Sharing the same thought Hersey, Blanchard and Johnson (2001) are also of the opinion that leadership influences individuals' behaviour based on both individuals and organisational goals. In support of the earlier researchers, Robbins (2001) said that leadership is the ability of an individual to influence the behaviour of a group to achieve organisational goals.

Again, defining it from the organisational perspective, leadership has an element of 'influence' which the proponents believe will help attain group or organisational goals. It implies that leadership does not involve the use of coercion or force so as to achieve the objectives of the institution. In other words, members or subordinates have to be motivated so that they can give off their best. Armstrong (2004) in pursuit of giving appropriate definition to the concept of leadership, points out leadership as influence, power and legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of human resources that are the most important organisational asset, leading to achievement of desired purpose. The Armstrong's definition aptly fits the kind of leadership that pertains in Ghanaian educational institutions because the school leaders have legitimate authority that are required to transform the

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institutions through human resources in order to achieve the desirable goals. This can be achieved through the articulation of the vision and the mission of the organization at every moment and influence the staff to define their power to share this vision.

On the other hand, Northouse (2001) says that leadership is a process whereby an individual influences a group of individuals in order to achieve common goals. Taking Ghanaian school system into consideration, Omulayo (2000) and Aghenta (2001) mention that leadership is the ability to get things done with the support and cooperation of other people within the school system. It is evident from this that head teachers or leaders are not to lord it over their subordinates and that they need the assistance and collaboration from their subordinate before they can achieve the goals of the institutions in which they are leaders.

In the same sense, several scholars have also agreed that leadership is a social process that depends on both the leaders and the followers (Barker, 1997; Bass, 1990; Hersey & Blanchard, 1993; Lord, Brown, & Freiberg, 1999). Again, this concept of leadership tends to fit the school setting. School is admittedly a social phenomenon where the principal is recognised as the leader while the teachers assumed the role of followers.

For the purpose of this work, leadership is perceived through the eyes of the followers. As such, the definition that accommodates this purpose is that of Kouzes and Posner (1995). They define leadership as "the art of mobilising others to want to struggle for shared aspirations" (p. 30). The aspects of the definition

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that exactly fit the head teacher-teacher relationship are; first, invites one to look at leadership as a whole process by which the leader convinces the followers to accomplish goals. Second, it emphasises the importance of the followers' perception of the leader's ability to lead them. Finally, it differentiates between managers, who coerce subordinates' compliance with rules, and leaders, who through creativity and awareness, inspire the cooperation of their followers.

The definitions of leadership for the purpose of this work will not be complete without the researcher's opinion of what the concept means. Leadership in my view is the strategy used by a leader to assist a group of people to arrive at the goals of the group for the betterment of the group as well as the larger society. It implies that leadership is not a fit-all kind of thing but ways that the leader involves the followers in manner that they will appreciate the need to improve upon their lots so as to attain the objective of the institution. From all the definitions so far looked at, there are some common elements of the concept. These elements according to Lussier and Achua (2001) are presented as follows:

Leader-follower: From the definitions the influencing process is between the leaders and followers, that is to say that the leader influences followers and the followers also influence the leader behaviour. Kelly (1998) believes that the qualities needed to be effective leader are the same as those needed to be effective follower. It is believed that when you know how to lead and develop leadership skills, it makes you a better leader and follower. A follower is a person who is being influenced by a leader (Lussier & Achua, 2001).

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Influence: It is the process of a leader communicating ideas, gaining acceptance of them, and motivating followers to support and implement the ideas through change. The essence of a leader is the influence. However, effective followers also influence the leader. Leaders gain the commitment and enthusiasm of followers who are willing to be influenced. Most of the leadership research is concerned with the relationship between leaders and followers (House & Aditya 1997). Effective leaders know when to lead and when to follow. Generally, it is believed that effective leaders teach leadership skills to their staff (Cullen, as cited in Achua & Lussier, 2001).

Organisational objective: This element explains that leaders who are effective influence followers or subordinates not to place their interest alone but also consider the interest of the organisation. Leadership exists when followers are influenced to do what is ethically good for the organisation and the group at large. Leadership is not taking advantage of the followers for selfish gains. Leaders need to provide direction; with the input of the followers, they set challenging objectives and lead the charge ahead to achieve them (Purser, as cited in Achua & Lussier, 2001). Setting specific, difficult objectives leads to high levels of performance (Klein & Kim, 1998).

Change: Influencing and setting objectives is about change and organizations and institutions need to continually change in order to meet the changing global environment. Effective leaders accept the need for continual change. This would help improve the performance of the organisation. All the

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leader has to do is to bring along his or her followers so as to effect the necessary change toward achieving the desired results.

People: This element though not explicitly mentioned in the definitions, it can be inferred that leadership is about leading people. Effective leaders and followers enjoy working with people by assisting them to succeed in their endeavours. Research and experience point to the fact that the success of an organisation has a direct relationship between the leader and the people as an asset. There is little evidence to show that managers or leaders who are mean or tough are successful (Ellerman, 1999).

Distinction between leadership and management

Having looked at the concept of leadership, it is of utmost importance to briefly explain "management" which is difficult to divorce from leadership. Henry Fayol (as cited in Sivalingam, 2005) the father of management says that, to manage is "to forecast and plan, to organise, to command, to coordinate, and to control. On their part, Burton and Thaker (2009) define management as the "process of planning, organising, leading, and controlling the resources of an organisation in the efficient and effective pursuit of specified organisational goals" (p. 4). They say that a manager is the person who plans, organises, leads, and controls human, financial, physical, and information resources in the efficient and effective pursuit of specified organisational goals.

Griffin (2002) defines management as a set of activities (including planning and decision making, organising, leading, and controlling) directed at an organisation's resources (human, financial, physical, and information) with the

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aim of achieving organisational goals in an efficient and effective manner. In sharing the same thought, Daft (2003) says that management is the attainment of organisational goals in an effective and efficient manner through planning, organising, leading, and controlling organisational resources. According to Kotter (1990) management is about coping with complexity. Looking at the definitions from that of Fayol to Daft, it can be concluded that management involves four basic activities – planning and decision making, organising, leading, and controlling (Grifin, 2002).

There is a continuing controversy about the difference between leadership and management. It is obvious that a person can be a leader without being a manager (Grifin, 2002). Some writers (Bennis & Nanus, 1985; Zaleznik, 1990; Nicholson, 1998) contend that leadership and management are qualitatively different and mutually exclusive. In comparing the two concepts, Shani and Lau (2000) said:

> Management is carrying out the traditional management functions as planning, staffing, budgeting, problem-solving and control hence, the manager assumes roles such as interpersonal roles of symbolic figure heads (liaising with key people, supervisors, and employees) and informal roles such as (information monitoring, information dissemination and spokesman ship, disturbance handler), within the unit, allocator and distributor. Whereas, leadership plays roles such as challenging status-quo, development of vision and setting direction, developing strategies, producing changes towards the new vision, communicating the new direction and getting people involved, motivating and inspiring others (p. 45).

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The most extreme distinction of leaders involves the assumption that management and leadership cannot take place in the same person. In other words some people are managers and other people are leaders. Other scholars (Bass, 1990; Hackman, 1990; Mintzberg, 1973) view leading and managing as distinct process but do not assume that leaders and managers are different types of people.

The relationship between leadership and management are ambiguous. The literature on the terms continues to prompt debate, and sometimes the terms are used interchangeably. Some writers (Marquis & Houston, 1994; Marquis & Houston, 2009; Northouse, 2007) define the differences of the terms whilst recognising one part of the management function is to lead or provide leadership to others. Kotter (2001) disputes that leadership and management are interchangeable functions; although agrees that one cannot function without the other; regardless of the fact that management is a formally appointed position with appointed authority. In a bid to give reason to the controversy, Northouse (2007) explains that the overlapping leadership and management functions are centred on how they both involve influencing a group, in one way or another, in order to achieve specific goals.

In all, management is viewed as implementation of the leader's vision and changes introduced by leaders, and the maintenance and administration of organisational infrastructures, focusing on the tasks, planning, organising and staffing and controlling. On the other hand, leadership is viewed as involving the articulation of an organisational vision and introduction of major organisational change (House & Aditya, 1997) focusing on the interpersonal relationships,

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establishing direction, innovating and allowing employees to do the job any way they want, motivating and inspiring employees to accomplish the vision in creative ways, making innovative and quick changes (Kotter, 1990). Finally, while managers do things right, leaders do the right thing (Bennis & Nanus, 1985).

Leadership Models

Leadership models help us to understand what makes leaders act the way they do. In explaining what makes leaders do what they do, Bolman and Deal (1994) suggest that leaders display leadership behaviours in one of the four types of framework: structural, human resource, political or symbolic. The leader's style can either be effective or ineffective depending on the chosen behaviour in certain situation.

The structural leadership is based on a number of core assumptions. The first assumption is that, organisations exist primarily to achieve established goals. Secondly, organisations work most effectively when their choices and individual preferences are restructured by norms of rationality. Structure stipulates that people focus on getting the job done rather than doing what pleases them. Thirdly, specialisation entails higher levels of individual expertise and performance. Fourthly, coordination and control are of prime importance for organisational effectiveness. And finally, the problems of organisation are typically as a result of inappropriate structures or inadequate systems and can be dealt with through restructuring or devising new system. Structural leaders value analysis and data, focus on the lower levels, set clear directions, hold people accountable for

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outcomes, and attempt is being made to solve organisational problems with new policies and rules or through restructuring (Bolman & Deal, 1994).

The human resource leadership frame, maintains that an organisation's most important resource are people's skills, insights, ideas, energy, and commitment. This leadership frame works on the assumptions that, one; organisations serve human needs - physiological, social, self-esteem and self-actualisation. Second, organisations and people need each other; organisations need skill, energy and ideas. Third, either the organisation or people will suffer when the fit between the people and the organisation is poor. As a result, organisations will exploit people or people will find ways to exploit the organisation. In the last place, both parties will benefit from a good fit between people and the organisation, people will find meaningful and satisfying work, and organisations get the human skills and energy that they need. Human resource leaders value relationships, feelings of individuals and try to lead through facilitation and empowerment (Bolman & Deal, 1994).

In political leadership frame, leaders view organisations as political arenas that accommodate a complex variety of individual and group interests. The political leadership is premised on the assumptions – first, organisations are coalitions made up of different individuals and interest groups for instance hierarchical levels, departments, professional groups, gender and ethnic subgroups. Second, there are deep rooted difference among individuals and groups in their values, preference, beliefs information and perception of reality.

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Third allocation of scarce resources, which continues decisions about who gets what, is vital decisions in organisation.

Fourth, power is the most important resources and conflict is inevitable for resources are scarce and there are enduring differences between people. Finally, organisational goals and decisions emerge from negotiation and competition for position among members of different coalitions. Political leaders are advocates and negotiators who focus on processes such as networking, building coalition and power bases and negotiating compromises (Bolman & Deal, 1994).

In symbolic leadership frame, the aim is to interpret and elaborate on the basic issue of meaning and faith that make symbols very powerful in every aspect of human experience, including organisations. Again, this frame has a number of assumptions. First, the importance of any event lies in its meaning. Second, many of the most significant events and processes in organisations are difficult to interpret. Third, it makes it harder to use rational approaches to analysis, problem solving, and decision making when the ambiguity and uncertainty is greater. Four, human beings create symbols to overcome confusion, predict events and provide direction when attempting to cope with uncertainty. Finally, many organisational events are processes which are more important for what they represent and for what they cause: they are myths, rituals ceremonies that aid people find meaning and order in their experiences. There is relationship between these models and the current work because it is seeking to find out whether teachers will perceive their head teachers within any of the frames.

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Theories of Leadership

This section of literature review looks at the various theories and models of leadership by some scholars and proponents in the field of leadership. The theories were categorised and discussed according to how people become leaders (trait theory), leadership styles or behaviours (behavioural theory, contingency theory, situational theory, path-goal theory, functional theory, interactive theory and normative leadership theory) and types of leaders (social power theory, transformational theory and transactional theory)

Trait Leadership Theory

The trait theory attempts to define the types of behaviour personality features associated with effective leaders. It is generally believed that the trait theory was probably the first leadership theory to be studied empirically. Heifetz as cited in Lussier and Achua, (2001) traces the trait theory approach as far back as the nineteenth- century tradition of associating history of society to the history of great man. Thomas Carlyle was believed to be one of the pioneers of the trait theory (Heifetz, 1994). Proponents of the trait theory were convinced that certain qualities, traits and characteristics lend itself to effective leadership. For example Kirkpatrick and Locke (1991) identify drive (achievement, motivation, ambition, energy, tenacity and initiative), leadership motivation (the desire to lead but not to seek power as an end in itself), honesty, integrity, self-confidence (which is associated with emotional stability), cognitive ability and knowledge of the task as some features that effective leaders possess.

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Others (Busenitz, 1999; Kecharananta & Baker, 1999; Littunen, 2000; McCarthy, 2000; Osborne, 1995; Stewart & Roth, 2001; Thomas, Dickson & Bliese, 2001; Wooten, Timmerman & Folge, 1999) assert that traits such as integrity, confidence, extraversion, determination, resilience, the relentless pursuit of goals, the ability to take risks, inventiveness, consciousness, the readiness to face uncertainty, adaptability, knowledge of the market and the ability to learn from adversity enable one to become a leader.

In his review, Bass (1990) suggested that the findings of early research showed that individual factors related to leadership can be categorised into six covering a broad range of personality traits and the individual characteristics as capacity (intelligence, alertness, verbal facility, originality, and judgement), achievement (scholarship, knowledge, athletic accomplishment), responsibility (dependability, initiative, persistence, self-confidence), participation (activity, sociability, cooperation), status (socioeconomic position, popularity) and situation (mental level, interest in followers, objective).

More than 40years of research provided little evidence to justify the claim that leaders are born rather than made. As a result of inconsistency in the findings, the commonly shared belief in the research fraternity in the 1930s and 1940s was that, although traits play a role in determining leadership ability and effectiveness, the role is minimal, and that leadership should be viewed as a group phenomenon that cannot be studied outside the situation (Ackerson, 1942; Bird, 1940; Jenkins, 1947; Newstetter, Feldstein & Newcomb, 1938; Stogdill, 1948).

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Behavioural Leadership Theory

Because of the inability of the trait approach to yield the expected results in the mid 40s to early 70s and coupled with the need for identification and training of leaders during the World War II, research shifted to behaviours, rather than the traits to determine leader effectiveness. The attempt to consider behaviour was triggered partly by dominance of behaviourist theories during this era especially in US and the Great Britain (Nahavandi, 2006) and the fact that traits such as honesty, integrity, loyalty and diligence are difficult to measure. Instead of determining who would be an effective leader, the behaviour approach focuses on what an effective leader does. The behaviour approach according to its proponents has the following advantage over the trait approach: behaviours can be observed more objectively than traits, behaviours can be measured more precisely and more accurately than traits and as opposed to traits, which are either innate or develop early in life, behaviours can be taught. Again, the assumptions of the behaviourists were that, leaders can be made, rather than being born and that successful leadership is based on definable and learnable behaviours.

The early work of Lewin and his associates (Lewin & Lippit, 1938; Lewin, Lippit & White, 1939) concerning democratic, autocratic and laissez-faire leadership laid the foundation for the behaviour approach to leadership. Overall, the behaviour approach in no doubt increased our understanding of leadership by successfully identifying several groups of behaviours. Particularly, task-and relationship-oriented behaviours are well established as the primary leadership behaviour (Casmir, 2001). Similar to the trait approach, the behaviour approach to

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leadership, by concentrating only on behaviours and disregarding powerful situational elements, provides a simplistic view of a highly complex process, and therefore, fails to provide a thorough understanding of the leadership phenomenon.

After the publication of the late Douglas McGregor's classic book "The Human Side of Enterprise" in 1960, attention shifted to behavioural theories. McGregor's work being described as "on the cutting edge" of managing people, influenced all the behavioural theories which focus on human relationships along with input and performance.

McGregor's Theory X and Theory Y (McGregor, 1960)

Though McGregor's theory may not be considered as leadership theory, research has it that it had enormous impact on manager's or leader's styles. The most publicised concept in his study was that leadership strategies are influenced by a leader's assumption about human make-up. People with Theory X attitudes assume that people by their nature dislike work and must be closely monitored in order to do their work. In another development, managers with Theory Y attitudes hold the view that people like to work and do not need to be closely supervised in order to do their work.

Managers with Theory X attitudes tend to have a negative, pessimistic view of employees and as a result display more coercive, autocratic leadership styles using external measures such as threats and punishment. Also, managers with Theory Y tend to have a positive, optimistic view of employees.

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The conclusion one can draw from the framework is that Theory X managers prefer autocratic leadership style whereas Theory Y managers are inclined towards democratic or participative leadership style.

Blake and Mouton's Managerial Grid

The managerial grid developed by Blake and Mouton (1985) focuses on task (production) and employee (people) orientations of managers or leaders in addition to combinations of concern between the two extremes. A grid with concern for production on the horizontal axis while concern for people on the vertical axis and plots five basic leadership styles. The first number refers to a leader's production or task orientation; the second, to people or employee orientation as shown below:
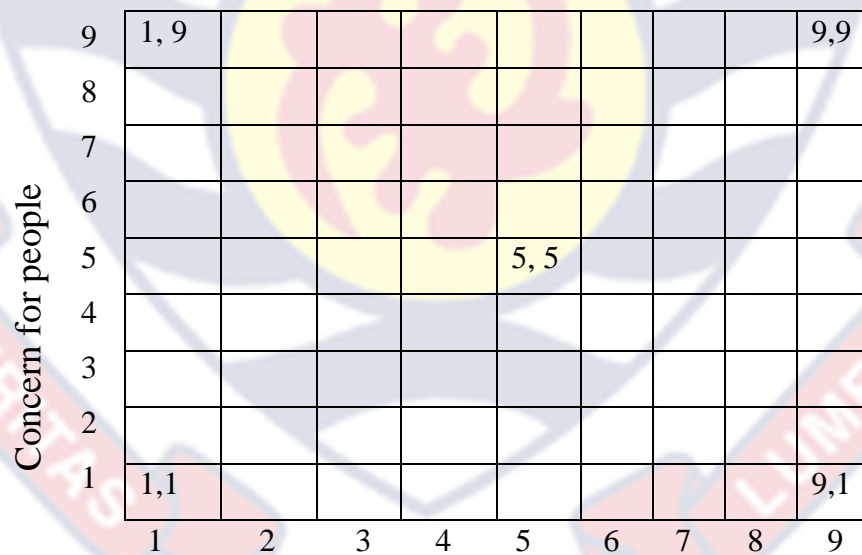
Concern for production (Blake & Mouton, 1964)

(1, 1) style reflects a low concern for both people and production. It is termed impoverished or laissez-faire management since the leader exerts

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minimum efforts to accomplish the task in the organisation. The leader finds this style appropriate so long as membership of the organisation is sustained.

(1, 9) here, careful attention is given by the leader to the needs of the people in order to maintain satisfactory relationship with the subordinates. Subordinates feel comfortable; friendly atmosphere prevails in the organisation.

(5, 5) involves management that ensures adequate performance is achieved through balancing the necessity to get the best results while maintaining morale in the organisation.

(9, 1) this style emphasise a high concern for production efficiency and low concern for employees' morale and development.

(9, 9) this leadership style is also termed team or democratic management judging from the fact that it involves quality achievement from committed people, and interdependence through a "common stake" which leads to mission of trust and respect. In academic circles, (9, 9) leaders are considered to be ideal leaders. Blake and Mouton (1985) believe the (9, 9) leaders as the most effective of all because they show high concern for people and high concern for work. This assertion is similar to the Ohio State University work, which considers high initiating structure and high consideration as the most effective leadership approach. The current study will establish whether teachers perceive their head teachers' style in any of the grid and what the implication can be drawn from it.

Contingency Leadership Theory

Even before the behaviour approach's failure in explaining and predicting leadership effectiveness became evident, a number of researchers and

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practitioners were calling for a more comprehensive approach to understanding leadership (Stogdill, 1948). In particular, researchers recommended that situational factors such as the task and the type of work group be taken into account. It was not until 1960s that this recommendation was applied by Fred Fieldler (Nahavandi, 2006).

Fieldler developed the first situational leadership theory (Nahavandi, 2006). It was the first theory to explain how situational variables interact with leader personality and behaviour. He named his theory "Contingency Theory of Leader Effectiveness" (House & Adtya, 1997). Fieldler believes that leadership style is a clear manifestation of personality (trait theory oriented) and behaviour (behavioural theory oriented), and that leadership styles are basically constant. He was of the conviction that, leaders do not change style, they change the situation. His contingency leadership theory is used to determine whether a person's leadership orientation is task or relationship oriented, and if the situation (leader-member relationship, task structure, and position power) matches the leader's style to maximise performance. The contingency approach was based on a number of assumptions. Firstly, there is no one best way to lead and different leadership traits, styles, or behaviours can be effective. Secondly, the situation and the various relevant contextual factors determine which style or behaviour is most effective. Thirdly, people can learn to become good leaders. Fourthly, leadership make a difference in effectiveness of groups and organisations.

Leadership Style and LPC

Fiedler believed that although one can change one's behaviour with different followers, one has a dominant leadership style. The first major factor in using Fiedler's model is to find out your dominant leadership style as being task-oriented or relationship-oriented. He said that leaders primarily gain satisfaction from task accomplishment or from forming cordial relationship with followers. To determine leadership style using Fiedler's model, you must complete the least preferred co-worker (LPC) scales. The LPC basically answers the question "are you task- oriented or relationship- oriented?"

Situational Favourableness

When a leader determines his/ her leadership style, s/he now determines the situational favourableness. Situation favourableness means the degree to which a situation enables the leader to exert influence over the follower. The more controlled the leader over the followers, the more favourable the situation is for the leader (Lssier & Achua, 2001). The three variables in the situation are presented in order of importance below:

Leader- member relations: This is the most powerful determinant of over- all situational favourableness. Is the relationship cordial (cooperative and friendly) or poor (antagonistic and difficult)? Do the followers have trust, respect, accept and confidence in the leader (good)? Is there much tension (poor)? It was found out that leaders with good relationship have more influence and the better the relations, the more favourable the situation.

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Task structure: Second in importance is the task structure. Is the task structured or unstructured? Do employees perform repetitive routine, ambiguous, standard tasks that are easily comprehensible? It was discovered that leaders in a structured situation have more influence and the more structured the job, the more favourable the situation.

Position power: The weakest factor; is the position power strong or weak? Does the leader have the power to assign task, reward and punish, hire and fire, give praises and promotions? The leader with position power has more influence and the more a leader's power, the more favourable the situation.

Changing the Situation

In this respect, if the leadership style does not fit the position, the leader may be changed rather than their leadership styles. According to Lusseir and Achua (2001), Fieldler gave few examples of how to change the situation variables to match the leader's style;

1. The leader generally would not want to change the relationship from good to poor, but rather the task structure or position power. If the relationship is poor, the leader can work to improve them by showing concern and interest in followers, listening to them and spending more time getting to know them personally.

2. The task can be more or less structured by stating or less specific standards and procedures for completing the task, and giving or not giving clear deadlines.

3. A leader with strong position power does not have to use it; downplay it.

Leaders with weak power can try to get more power from their manager and play up the power by being more autocratic.

Despite its ground breaking start to contingency theory, Fieldler's theory was criticised in the 1970s for conceptual weaknesses, inconsistencies in the empirical findings and inability to account for substantial variance in group performance. With a particular reference to the meaning and the validity of the LPC scale (Schreisheim & Kerr, 1974) the predictive value of the model (Schreisheim, Tepper & Tetrault, 1994; Vecchio, 1983) and the lack of research about the middle – LPC leaders (Kennedy, 1982) have come under serious attack.

However, the good news is that, the thirty years of research has addressed majority, although not all of the concerns (Nahavandi, 2006). Overall, the direction of the research findings is as Fieldler predicted. Based on the shortcomings of the contingency leadership model, Fieldler teamed up with Garcia to develop cognitive resources theory (Fieldler & Garcia, 1987).

Situational Leadership Theory

Situational theory was developed as a result of the criticisms levelled against the trait theory approach to leadership survey. The social scientists agreed that history was more than the mere result of interaction of great man as Carlyle purported to suggest. Herbert (1884) was of the view that times produce the person and not the other way round. The fundamental assumption of this theory is that, different situations call for different characteristics on the part of the leader. According to the theory, what an individual actually does when in the leadership

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position is in large part dependent upon the characteristics of the situation in which the leader functions.

Hersey and Blanchard (1977) developed a situational model. They did not call the model a theory because they said that the model was not to explain why things happen. However, other authors call the model a theory. The primary contingency variable of the situational leadership theory is the maturity level of the followers. The situational leadership model is used to determine which of the four leadership styles (telling, selling, participating and delegating) matches the situation (followers' maturity level to complete a specific task) to increase performance of the organisation (Lussier & Achua, 2001). In order to use the situational leadership model, you first determine the maturity level of the follower(s) and then follow by choosing the leadership style that matches the maturity level.

Follower maturity is measured on a continuum from low (M1) to high (M4) and one selects the capability level that best describes the follower's ability and willingness or confidences to complete the specific task. For example, when dealing with low (M1) followers (unable and unwilling or insecure) the leadership style that matches this situation therefore is 'telling' (S1). Also, when dealing with low to moderate (M2) followers (unable but willing or confident), the leader must use the 'selling' (S2) leadership style. Moreover, in dealing with (M3) followers (able but unwilling or insecure), the leadership style that matches this situation is 'participating' (S3). Also, in a situation where the followers are high

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(M4) that is, they are able and willing or confident; the leadership style should be 'delegating' (S4).

Even though situational leadership theory is widely used in leadership training, it suffers from serious flaws. Some of these are that it does not include a number of situational variables, such as task structure, even though they are likely to have more impact than follower maturity. The concept of maturity is not well defined (Nahavandi, 2006). Furthermore, the components that were emphasised change from one situation to another without clarification (Nicholls, 1985). More so, it is not clear how a leader is to assess the followers' maturity levels, and once maturity is assessed, the matching leader behaviours are not defined consistently from one situation to another (Graeff, 1983). Several of the predictions of the model are inconsistent with widely supported work on motivation and leadership. In the last place, the questionnaire that is used to assess leader behaviour in this model suffers from significant methodological flaws and biases (Nahavandi, 2006).

The Path-Goal Theory

The path-goal theory of leadership was developed by House (1971) and was based on motivation theories of goal-setting and the expectancy theory of Victor Vroom (Durbrin, 1998). House formulated a more elaborate version of Evans's theory, one that included situational variables (Lussier & Achua, 2001). House intended reconciling prior conflicting findings with regard to the findings concerning task-and relationship-oriented leader behaviour. His theory identified a number of situational moderators of relationships between task- and person-

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oriented leadership and their effects (House & Aditya, 1997). House attempted to explain how the behaviour of a leader can have influence on the performance and the satisfaction of followers.

According to House as cited in Lussier and Achua (2001), the premise of the theory is the meta proposition that for leaders to be effective, they must engage in behaviour that complement subordinates environments and abilities in a way that compensates for deficiencies and is instrumental to subordinates satisfaction. The leader is responsible for increasing followers' motivation to attain personal and organisational goals. Motivation is increased by (1) clarifying the follower's path to the rewards that are available or (2) increasing the rewards that the follower values and desires. Path clarification means that the leader works with the followers to help them identify and learn the behaviours that will lead to successful task accomplishment and organisational rewards (Lussier & Achua, 2001). This theory identifies four leadership behaviours; achievement-oriented, directive, participative and supportive, that are contingent to the environmental factors and followers characteristics.

Despite several supportive research findings (Schreisheim & Kerr, 1974), the empirical support for the path-goal theory remains mixed (Szilagyi & Sims, 1974). The model is generally under researched, although researchers have proposed several new potential applications (Elkins & Keller, 2003). Many reviews (Podsakoff et al. 1996; Wofford & Liska, 1993) reveal inconsistent support for the theory. For instance in some situations, consideration for employees lead to higher employees' satisfaction regardless of the task (Johns,

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1978). In other cases, contrary to path-goal theory predictions, leaders successfully use structuring behaviour in structured situations.

Recent additions to the theory clarify some of the shortcomings related to the definitions of leader behaviour (House, 1996); however, several of the methodological practices used in testing the model are questionable and require further explanation (Villa, Howel, Dorfman & Daniel, 2003). Notwithstanding the contradictory findings, the path-goal theory significantly contributes to our understanding of leadership by paying attention once to the behaviour of providing guidance and support to followers.

Functional Leadership Theory

Functional leadership theory by Hackman and Walton (1986), Mcgrath (1962), Adair (1988), Kouzes and Posner (1995) is especially useful theory that try to find out specific leader behaviour expected to contribute significantly to organisational effectiveness. This theory makes the case that the leader's main job is to see to it that whatever is necessary to group needs is taken care of, thus, a leader can be said to have done their job well when they lead to group effectiveness and cohesion (Fleishman, Mumford, Zaccaro, Levin, Korokin, & Hein, 1991; Hackman & Wageman, 2005; Hackman & Walton, 1986). Zaccaro (2001) believes that functional leadership theory is mostly applied to team leaders and also it has been effectively applied to broader organisational leadership as well. To improve organisation's effectiveness under functional theory, Zaccaro (2001), Hackman and Wageman (2005), Morgeson (2005), Klein, Knight, Ziegert and Xiao (2006) observed five broad functions of a leader. These are

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environmental monitoring, organising subordinates' activities, teaching and coaching subordinates, motivating subordinates and intervening actively in group's work.

In the initial work to identify leader behaviour, Fleishman (1953) observed that subordinates perceived their leader's behaviour in terms of two broad categories which he referred to as 'considering' and 'initiating' structure. Consideration involves behaviour aimed at fostering effective relationship between the leader and his or her followers. Examples of considering behaviour include showing concern for subordinates. In initiating structure, the action of the leader is specifically focused on task accomplishment. The action includes role definition, setting performance standards, and holding of subordinates accountable to those standards set.

Interactive Leadership Theory

Interactive leadership has its roots in participative management approaches in transformational leadership theories and in situation-contingent models of leadership. According to Rosener (1990), the interactive leadership theory has the following characteristics; encouragement of participation in all aspects of work, wide-spread sharing of information and power, efforts to enhance self-worth of employees and energising them for the task. Rosener also linked the interactive leadership to transformational leadership theories of Bass (1985). Stanham (1987) on her part links the interactive theory to social structure theories of symbolic interaction (Stryker, 1980) which holds that social structure and interaction mutually influence each other. It can be realised from Stanham

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assertion that the kind of social environment and the communication between the leader and followers have an influence on both leader and the follower.

Klenke (1996) speaks of a "complex pattern of interactions among leaders, followers and situation" all of which played out within a broader framework of gender role expectations (Cantor & Barnay, 1992; Rosener, 1990; Sagaria, 1985), organisational contexts and cultures. For Klenke, context culture, gender, leadership-followership and tasks, the specific organisational structures and personalities are all put in the social construction of leadership. According to him, the interactive leader champions the value of participation in decision making, reciprocity in leader – follower relations and consensus building.

Normative Leadership Theory

Some researchers such as Vroom and Yetton (1993) have attempted to find out answers to the questions "when should the leader take charge and when a leader should let the group make the decision?" The perplexed questions led Vroom and Jargo refined expanded the model to four in 1988. They based the four models on two variable factors; individual or group decisions and time-dimension or development- driven decisions.

They are of the view that normative leadership model uses four decision trees that enable users to determine the leadership style (autocratic, AI-AII, Consultative, CI-CII; and Group, GII) appropriate to the situation to examine decision. Vroom and Yetton (1993) identified five leadership styles within the model. Two are autocratic (AI-AII), two are consultative (CI-CII), and one is group- oriented (GII).

1. AI: In this category, the leader makes the decision alone, using information available to him/her without input from the subordinates.

2. AII: In this case, the leader gets information from followers but the final decision rests with the leader. Sometimes, the subordinates may or may be told the problem. The leader only asks of their opinion but not be used after all.

3. CI: The leader meets with the subordinates with the intent of collating the views of the followers so that decision could be taken. After seeking the subordinates', views the leader alone takes the decision sometimes ignoring the subordinates' input.

4. CII: In this type, the leader with the followers come together and shares the information. After the meeting, the leader alone takes the final decision.

5. CIII: The leader in the group meets with the subordinates, explain the problem and the group come to a consensus. The leader does not impose decision on subordinates and as a result, members willingly cooperate. This result in the group taking collective responsibility of their actions or decisions.

 Several researcher studies support the normative model in a variety of settings (Crouch & Yetton, 1987; Jago & Vroom, 1980; Tjosvold, Wedley, Field, 1986) including evaluating historical decisions (Duncan, La France, & Ginter, 2003). The model has also been applied in not-profit settings with some success (Lawrence, Deagen & Debbie, 2001).

Even though the normative leadership theory has contributed to the understanding of leadership, some practitioners and theorists argue, however, that the model contains two main weaknesses (Nahavandi, 2006). The first one is that, the model is too complex to provide practical value. Few managers have the time to work their way through the decision tree to conclude which style to use in a given situation. Second, the assumption that leaders have the ability to use any decision styles equally well might be flawed. Not all leaders can be automatic for one decision, consultative for another and group-oriented for still others. Although this capability might constitute an ideal for leadership effectiveness, it might not be possible given differences in personality and personal style preferences, as well as each person's behavioural range. Additionally, because the model relies on a manager's self-report, it may be subject to some bias (Parker, 1999).

Power and Influence Theories

There are two types of power and influence theories, namely;

1. Theories that consider leadership in terms of influence or effects that leaders may have on the followers (social power theory and transformational leadership theory) and

2. Theories that consider leadership in terms of mutual influence and reciprocal relationship between leaders and followers (social exchange theory and transactional leadership theory).

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Social Power Theory

This theory is premised upon the assumption that effective leaders are those who can use their power to influence the activities of their subordinates. The most probable sources of their power for academic leaders are expert and referent power over legitimate, coercive, or reward power (Bensimon, Neuman & Birnbaum, 2000). For instance, college principals can exert influence over their campuses through charismatic power. The theory maintains that academic leaders can cultivate charismatic power by maintaining distant or remote from constituents by attending to their personal appearance and style, and by exhibiting self-confidence. Similarly, head teachers of schools exert influence over their subordinate through the legitimate powers placed on them by the force of the law together with the financial clout they wield.

Transformational Theory

As a way of responding to shortcomings of the traditional theories, an alternative perspective that emphasizes transformational leadership emerged. In this regard, a leader in an educational institution is one who not only adapts his or her behaviour to the situation, but also transforms it (Cheng & Cheng, 2002). Transformational theory suggests that effective leaders create and promote a desirable vision or image of the institution. The transformational leader must encourage the college community to accept a vision created by his or her symbolic actions (Bensimon, Neumann, & Birnbaum, 2000). Cheng and Chan (2002) in agreement said that a transformational leader must be proactive about the organisational vision and mission, shaping members beliefs, values, and

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attitudes as well as developing options for the future, while a transactional leader is reactive about the organisational goals, using a transaction approach to motivate followers. Norris, Barnett, Bason and Yerkes as cited by Oyetunyi (2006) said that transformational leadership focuses on a different kind of influence that enhances followers to emerge as leaders.

Transactional Leadership Theory

Transactional leadership is basically based upon exchanges between a leader and group members, such as using rewards and punishments in order to control behaviour (Bass, as cited in Oyetunyi, 2006). Bass explains that each party enters the transaction because of the expectation to fulfil self-interests and the leader is expected to maintain the status quo through meeting the needs of the followers. The leader focuses on the process in which he defines needs, assigns tasks, and gives rewards to followers for good performance or punishment for mistakes (Ubben, Hughes & Norris, 2001). In the school context, the head teacher observes what the teachers want from the work they do and be able to provide them with their needs. In this instance, he exchanges rewards for their attempts and response to their immediate self-interest. As a matter of fact, Cunningham and Cordeiro (2000) opine that a transactional leader has command and control mentality.

Leadership Styles

This sub-section looks the various leadership styles that a leader can exhibit in a particular situation. The following leadership styles have been

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addressed: autocratic, laissez-faire, democratic, transformational, transactional, transcendental, inspirational, task-oriented, people-oriented, and charismatic.

Autocratic Leadership Style

Autocratic leader (Lewin, Lippit & White, 1939) is the leader who wields a lot of power and makes decision alone. This leadership style is appropriate for employee who need close supervision. It is important to point out that autocratic leadership style has some good aspects; decisions are quickly taken without the usual delay tendency associated with democratic style. Productivity most at times is high since the leader does not tolerate any flimsy excuses from the subordinates. The disadvantages of this style are that; one, power is centralised in one person, two, it does not result in creativity since the leader is a dominant figure and finally, group morale is affected.

Laissez-Faire Leadership Style

Bass and Avolio (1997) conceptualised that laissez-faire occur when there is an absence or avoidance of leadership. In this case decisions are delayed and reward for involvement absent. No attempt is made to motivate followers, or to recognise and satisfy their needs (Bass & Avolio, 1997). The good things about laissez-fair leadership style are that, mature people feel free to operate what they want to do. Another one is that, decisions are easily accepted since the leader does not subject issues to critical analysis. However, in laissez-fair atmosphere, there is no control. Also, chaos and conflict are the marks of the organisation because the leader is simply not in charge (Entsuah, 2005).

Democratic Leadership Style

According to Lewin et al. (1939), democratic leader is the type of leader who involves subordinates or employees in decision making process (determining what to do and how to do it). However, the final decision rests with the leader. It should be pointed out that, democratic style is not a sign of weakness on the part of the leader but a sign of strength that your subordinates will respect. In a democratic style, morale is high; cooperation exists between the leader and followers. It also promotes freedom and creativity in an organisation. On the other hand, democratic leadership style may lead subordinates to be lazy and take things for granted. Decision making may take too much time since the leader has to seek the consent of the whole group.

Transformational Leadership Style

The transformational leadership is said to occur when leaders and followers unite in pursuit of higher order common goals, when "one or more persons engage with others in such a way that leaders and followers raise one another to a higher levels of motivation and morality" (Burns, 1978, p. 20). This therefore implies that the leader-follower relationship is one in which the purpose of both become fused, creating unity and collective purpose (Barker, 1990). The leader motivates followers to "work for transcendental goals instead of immediate self-interest, for achievement and self-actualisation rather than safety and security" (Murray & Feitler, 1989, p. 3), and creates within followers a capacity to develop higher level commitment to organisational goals (Leithwood & Jantzi, 2000).

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Transformational leadership model emphasise that "transformational leaders are able to alter their environments" to meet their desired goal (Kirby, King & Paradise, 1992 p. 303). It said that transformational leaders use communication as the basis for goal attainment focusing on the final desirable result. Expressing the importance of communication, Newcomb and Ashkanasy (2002) indicates that how a leader delivers a message can be more important than the content of the message. In a school setting, transformational school leaders do the right thing by promoting educational restructuring and innovation, focusing on building vision, encouraging collaborative participation and raising the role of followers to that of leaders (Silins, 1994).

Transactional Leadership Style

Transactional leadership is hypothesised to occur when there is a simple exchange of one thing for another. Burns (1978 p. 19) argued that transactional leadership occurs "when one person takes initiative in making contact with others for the purpose of exchange of valued things". In this relationship the leader and the led exchange needs and services in order to accomplish independent objectives (Barker, 1990; Kirby, Paradise & King, 1992).

In comparing transactional leadership to transformational leadership, it is said that the transactional leadership is being augmented by transformational leadership to predict higher followers' or employees' performance, satisfaction, and perceived leader effectiveness beyond what could be accounted by transactional alone (Lowe, Kroeck & Sivasubramaniam, 1996; Waldman, Ramirez, House & Puranam, 2001; Sosik, Avolio & Kahai, 1997).

Inspirational Leadership Style

The inspirational leader (Cobbold, 2012) is the leader who raises people's motivation in order that they achieve more by aligning their goals and values with that of the organisation. Inspirational leaders also encourage people to carry out the task at hand because they want to and not because of reward from the leader.

Task-Oriented Leadership

A task oriented leader (Fieldler, 1967) is the leader who focuses on the job, concentrates on the specific tasks assigned to subordinates in order to reach the goal. The task-oriented leadership style suffers the same motivation issues as autocratic leadership style showing no involvement of the group members. It requires close supervision and control from the leader to achieve the expected results. Rowley and Rosener (2007) call this type of leadership style as a deal maker.

Distributed Leadership Style

Distributed leadership is explained as a form of leadership that includes all the different forms of collaboration experienced by the principal, teachers, and members of the school's improvement team in leading the school's development (Heck, & Hallinger, 2009). On his part, Fullan (2001) opines that for sustainable change to take place in schools, it is dependent upon distributed leadership among the school staff. Other researchers have also admitted that distributed leadership must result in changes that are embraced and owned by the teachers who are in charge of implementing those changes in classroom (Fullan, 2006; Hall, & Hord, 2001; Heck & Hallinger, 2009). On their part, Harris (2004) and Muijs (2005)

assert that distributed leadership focuses on employing expertise within the organisation rather than searching through formal position or role. This implies that members of the organisation contribute their ideas, knowledge, skills and experience towards running of the organisation. Believing this, Cobbold (2012) stated that distributed leadership is not concentrated in any heroic and charismatic figure who leads while others follow dutifully.

Due to the current wave of leadership which demands that there be collaboration among the players in the school enterprise, the approaches to leadership should not be exclusive to principals alone, instead it should be shared among all (Donaldson, 2001) since in their opinion (Hall & Hord, 2001) principals alone cannot do it. Obviously, distributed leadership certainly contributes to school improvement and creates an internal capacity for school development (Harris, 2004). This was supported empirically by Firas, Jinan and Paiman (2011) who found out that teachers perceived the distributed leadership style as improving school performance even though others thought otherwise.

Communication and Leadership

Communication is the process of conveying information and meaning (Lussier & Achua, 2001). They say that true communication takes place only when all parties understand the message (information) from the same perspective. At all organisational or institutional levels, it has been estimated that at least 75 percent of each working day is consumed in communication. Communication is a major powerful tool for leaders because effective communication is part of leadership style. Empirical research proves the statement that effective leaders are

also effective communicators; there is a positive relationship between communication competency and leadership performance (Pheng & Lee, 1997; Bass, 1999).

Good interpersonal as well as communication skills drive effective leadership (Cullen, 1999; Mitchell & Winkleman, as cited in Lussier & Achua, 2001). Organisations or institutions with effective communication systems are more likely to be successful. This implies that institutions or organisations with poor communication channels are more prone to failures. One important aspect of organisational communisations is to convey the mission, vision and the values so that all the members understand the big picture of what the group is trying to attain. However, a research conducted in 10,000 firms indicates that leaders are not doing effective job in that area (Lussier & Achua, 2001).

In leadership, how well you give instructions directly affects your ability to motivate your subordinates as well as their job satisfaction with your supervisory leadership (Klimoski & Hayes, 1980).

Decision Making and Leadership

The uncertainty, ambiguity, and the ever-changing circumstances of today's world means that head of institutions have the guts to make difficult decisions (Lussier & Achua, 2001) that positively affect the institutions. Decision making are of two types; individual and group (team) decision making. Some people relied on both individual and group (team) decision making when it comes to solving problems. It is evident that group decision making is preferred over individuals when; one, relevant information and expertise are scattered among

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different people; two, when participation is needed to obtain necessary commitment; three, when concentrating power in a single individual hurts group cohesion and finally, when controversial decision need to be made (Lussier & Achua, 2001).

It is important to note that group decision making improves decision quality, allowed responsibility to be diffused among several people, help people appreciate the nature of the problems and the reasons for the final choice of solution, and it is likely to result in higher commitment by all in the group. However, group decision making usually takes a longer time than decision taken by the leader alone. It may also end up being a poor compromise rather than an optimal solution, when team or group members cannot agree among themselves about the group's objectives and priorities. Several factors have been associated with effective team decisions. Some of these factors are; group size and composition, members' status, group cohesiveness, traits and values of group members and quality of leadership (McGath, 1999).

Instructional Leadership

As instructional leader, the principal is the pivotal point within the school who affects the quality of individual teacher instruction, the height of students' achievement, and the degree of efficiency in the school functions. According to Findley and Findley (1992) "if a school is to be an effective one, it will be because of instructional leadership of the principal" (p. 102). Research on effective school showed that the principal plays an essential role in bringing about conditions that characterise effective schools (Flath, 1989).

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In the study of instructional leadership, (Kroeze, as cited in Flath, 1989) has identified some qualities such as; goal emphasis (set instructional goals, high expectations and focus on students achievement), coordination and organisation, power and discretionary decision making and human relation. Moreover, Anderson and Pigford (1987) have identified five qualities of effective instructional leadership. These qualities are:

1. Have vision: Work toward a shared understanding of the goals, progress toward their achievement and coordinate curriculum, instrument and assessment.

2. Translate the vision into action: Work as a team, emphasise school wide goals and expectation.

3. Create supportive environment: Promote an academically-oriented, orderly, and purposeful school climate.

4. Know what is going on in the school: Find out what teachers and students are doing and how well they are doing it.

5. Act on knowledge: Intervene as necessary accommodating different teacher personalities, styles, and teaching strategies (p. 67–68)

Giving credence to this, Fulan (1991) in his studies also found out that schools operated by principals who were perceived by their teachers to be strong instructional leaders exhibited significantly great gain scores in achievement in reading and mathematics than did school operated by average and weak instructional leaders. Thus, perception could be included as a strong determinant of effectiveness.

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Empirical Review

This section of the review of the related literature deals with the various studies and works that have been done by scholars and researchers as they relate to the field of leadership. Those reviewed have been presented below;

Perceived Leadership Style

The first work looked at is that of Entsuah (2005). The work was carried out in Shama Ahanta East Metropolis of the Western region of Ghana. It was to determine the differences in leadership behaviours of head teachers of basic schools in the study area. The main focus was to look at how effective the leadership style of the head teachers are in terms of achievements in both curricular and co. curricular activities.

Descriptive design was employed and the sampling technique used was purposive. It would have been appropriate if random or systematic sampling method were used because it would give each teacher an equal chance of being selected in the study (Fraenkel & Wallen, 2006) and this would make it representative. In all 250 out of 2,229 teachers in the metropolis took part in the survey. The 250 teachers according Krejcie and Morgan (1970) did not make the sample representative enough. The acceptable sample to make the respondents representative should have been 333.

The major limitation to the work is that, the result of the findings cannot be generalised to secondary schools because the study was done in basic schools. Also, the method (purposive) could be fraud with serious challenges such as bias

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in the selection of respondents. Nevertheless the following findings were arrived at;

1. That most teachers consider their head teachers as instructional leaders.

2. That male and female teacher showed some differences in their perception of their head teachers' leadership behaviour in terms of decision-making, supervision, school community relations, material and financial resources and maintenance of interpersonal relations. For example 53.44% and 44.54% females and males respectively consider their head teachers to be promoting good interpersonal relationships.

3. That teachers perceived their head teachers as possessing personal leadership attributes which make them effective. This was in agreement of trait theory leadership by Kirkpatrick and Locke (1991). These findings are crucial to the work since it touched on some of the questions the researcher will be finding answers to.

The following recommendations are worth noting; first, there should be regular workshops for head teachers based on good practices for effective administration as suggested by the Ghana Education Service (GES) hand book. Second, there should be transfer of head teachers from time to time but should be done properly. For example effective head teachers could be sent to low performing schools to help raise the status of such schools.

In 2007, related work in the field of leadership was conducted by Arku (2007) in the Ga District of the Greater Accra Region of Ghana. The purpose of the study was to investigate the perception of teachers and students of the leadership

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effectiveness of their head masters. In all, 100 out of 300 teachers and 300 out of 6,699 students were involved in the study. Clearly, it could be realised that the respondents used fall below the number suggested by Krejcie and Morgan (1970) which say that with the population of 300 and 6,699, the sample should be 168 and 361 respectively.

The study was limited due to the fact that, only six senior high schools out of the numerous schools in the region were used. Thus, there is lack of representativeness of the sample in the study. Again, the use of only one instrument (questionnaire) is a disadvantage since respondents did not have the chance to be tested in any other ways. The addition of an interview or observation to the questionnaire in the study could have made the result of the findings more comprehensive.

Despite the shortcomings, some revelations were made by the study. First, it was indicated that 77% (24% teachers and 53% students) were satisfied with their involvement in the decision- making process of their head masters. This view was in tandem with the work of Musazi (1982) which say that, democratic leadership assumes that all members of a group or their representatives are involved in policy formulation. However, this was in contrast to the earlier work by Gyansah (2000) who found out that teachers were not involved in decision-making. Second, it was disclosed that most head teachers relates well with their subordinates and students as it was evident in the report 79% and 67% of teachers and students respectively attested to it implying that head teachers show concern for both teachers and students. This was also supported by Yorke (2001) when he

also found out that most tutors admitted that their principals show concern to them These behaviours are labelled "consideration or concern for people". It also demonstrates the open climate that should exist in a school (Musazi, 1982).

These results are significant for the purpose of this study in that it is intended to find out the perceived leadership of head teachers in terms of the concern for teachers, instructional leadership, decision-making and communication. The recommendations however, were that; first, proper professional training for educational administrators should be a pre-requisite for appoint to all positions in GES. Second, since effective use of time, resources, teaching and learning out-puts hinge on effective supervision, the supervisory units of the GES must of necessity, be revamped and staffed with professional graduate teachers trained in administration and supervision. Third, heads of senior high schools be agents of change in their respective institutions to serve as models for students and teachers to emulate. Last but not least, head masters should not be managers of only students, teachers and non-teaching staff but also of parents, teaching and learning materials, structures and financial resources.

Another work related to how teachers perceived the leadership styles of their head teachers was investigated by Bampoh-Addo (2006) in the Central region of Ghana. The purpose was to find out how teachers are treated as far as communication is concerned in the administration of senior high schools.

The study design used was descriptive survey. The design was appropriate since the researcher wanted to determine the current status of teachers' perception of their head teachers' leadership styles. In terms of the sample, 132 respondents

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comprising 123 teachers and 9 administrators were selected. Data collection instrument employed was questionnaire.

There are some limitations I will like to point out in the methodology. In the first place, the use of one data collection instrument would not make the findings very comprehensive as has been suggested by some researchers such as Gall, et al (1996) that it is advisable to use more data collection instruments. Again, the target population was not mentioned hence; it is difficult to determine whether the sample was representative enough. Finally, the findings were limited to senior high schools.

Despite these shortcomings, the following revelations were made; one, the majority of respondents (87.5%) was dissatisfied with the communication styles that exist in their schools. They indicated that important information do not get to them as they would have expected. The researcher was convinced that the kind of communication that exists between staff and the administrators was not the best considering the importance of communication.

Moreover, the report has it that most of the respondents (81.7%) believed that their administrators take unilateral decisions. The respondents pointed out that they have not been involved in decision making and that when even contacted, their suggestions are not carried out. This finding however was in contrast to the later one by Arku (2010) who found out that most teachers were involved in decision making process and that head teachers do not take unilateral decisions.

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Bampoh-Addo (2006) recommended that teachers be made part of school based communication process to ensure communication richness in schools. Also, administrators should organise frequent staff meetings since it will serve as a platform for staff to interact with administrators. Occasionally, administrators should invite teachers for informal interaction on some aspects of school matters.

Gender Differences in Perceiving Leadership

The work of Brailsford (2001) was reviewed as it relates to my work in leadership. The work was to find out middle school teachers' perception of school principals' leadership styles. The data collection instrument used was questionnaire. The use of only one instrument in the work made the researcher restricted since he did not have the opportunity to assess the other aspects of the respondents. According to Cohen, et al. (2007), the use of one-single instrument would make the result of the findings holistic. It would have been better if other instruments like observation or interview was added to the questionnaire. The sample size of 1500 respondents was quite good as it was in line with the recommendation by Krejcie and Morgan (1970). This made the sample representative in the study area. However, it would be difficult to generalise the findings to cover wider area because of geographical differences.

The following was the results of the study and their implications. One of the finding was that school size and the teachers' level of education was influential in the teachers' perception of middle school principals' leadership than any other variables. It was evident that the perception of principals' leadership behaviour was largely in disregard to any unique characteristics of the principal

(Jantzi & Liethwood, 1996). In addition, teachers' gender, age and level of education have a significant influence on their perception of the kind of leadership of the principals as it was reported in the study of Lee (1995). The relevance of these findings cannot be over emphasised since the current work under study will be addressing gender and perception of leadership.

Effects of Leadership Styles

To contribute to filling the gap in the leadership field, Nsubuga (2008) conducted his research in some selected senior secondary schools in Uganda. The study was aimed to find out how leadership styles adopted by school head teachers influence the school overall performance in secondary schools in Uganda.

Correlation survey design was used. 625 respondents were selected using the Krejcie's and Morgan's (1970) table. From the population, the following samples were chosen; 24 head teachers, 200 teachers, 351 students, 49 parents and 10 officers were selected. It was difficult to determine the appropriateness or otherwise of the sample since it was not mentioned. The researcher used purposive and random sampling techniques to select head teachers, teachers, parents and official from Ministry of Education and Sports (MoES) while systematic sampling was used to select students. In using the purposive sampling method, Cohen, et al (2007) pointed out that while the method may satisfy the researcher's needs to use it, it does not represent the wider population, saying that it is deliberately and unashamedly selective and biased.

The data collection instruments were questionnaire, observation, interview and documentary analysis. This in no doubt made the study very holistic since it used a lot of instruments in collecting data from respondents. According to Cohen, et al (20070, the use of more than one instruments is good because the researcher has the opportunity to assess many aspects of the respondents. Again, the analysis and the computation of the figures if not properly done could affect the findings.

The study established that there is a significant perceived leadership effect not only on the students' learning, but also an array of school conditions for that matter. This finding was also supported by Allan (1981), and Darko (2008), when they stated that principal has great impact on the administration and performance of a school. Contrarily, some earlier researchers found no perceived influence of a leader in an organisation (Brown, 1982; Meindl & Ehrlick, 1987; Salancik & Pfeffer, 1977). The study established the pivotal role of leadership in education.

Other findings were that, most of the schools did not have strategic plans with clearly articulated vision and mission statements; that for the few schools which had vision, mission and strategic plans did not involve teachers and other stakeholders in developing them; it was also evident that there is strong positive relationship between the leadership style and school performance; the autocratic style of school head teachers has a negative effect on school performance; there was no relationship between the head teachers' number of years in service and school performance and finally, there is strong positive relationship between democratic leadership style and school performance. These findings are important

to the current study due to the fact that it will seek to determine whether leadership of head teachers have some influence on teachers' performance.

Preference for Leadership by Teachers

In 2008, a study was conducted by Oruremi in Nigeria to investigate in the effect of principals' leadership behaviour on school learning culture in some selected secondary schools in Ado – Ekiti State. A descriptive survey design was employed. The population constituted all the secondary schools in the state. Out of the 161 secondary schools, 65 (40%) were randomly selected. This percentage falls below what was suggested by Krejcie and Morgan (1970) that with the population above, the sample should be around 97 schools which will make the sampled schools representative.

The hypotheses formulated (there is no relationship between the leadership of principals and school leaning culture) were all rejected by the findings implying that there is significant relationship between leadership style and school learning culture. This stands to reason that the kind of atmosphere created by the leader of the institution has a tremendous influence on academic work of the school (Sheppard, 1996; Quinn, 2002; Waters, Marzona, & MacNulty, 2004; Liethwood & Jantzi, 1999)

The result showed that laissez-fare leadership style negatively influence learning and record has it that is not likely to motivate staff to give of their best. It was indeed grounded in research as it was earlier on reported by Liethwood et al. (1997). It was also reported that transformational leadership was perceived by teachers to have important indirect relationship with task focus goals, and

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excellence in teaching and learning. In effect, the teachers were in favour of transformational leadership since they believe that it is crucial in the helping them to improve the activities in the school. This finding is related to the study under review because it seeks to find out leadership endorsed by teachers.

Moreover, it was revealed that teachers differ in their perception of the principals' leadership styles. Each teacher perceived his or her principal's style uniquely. This was not an isolated finding as it was consistent with those discovered by Hall and Lord (1995) when they contended that leadership is implicit in nature and is based on information processing of the individuals. They explained that individuals differ in their perception of leadership and that leaders have different implicit theories about leadership and they believed this could be the reason for the differences. Again, this finding shares some relations with my study since I seek to determine whether there is difference between female and male perception of their head teachers.

Meanwhile, he recommended that practicing principals need thorough understanding of vision in school to achieve school goals and objectives. It is said that principals should recognise that vision can assist to attain goals and in the same way vision can help displace goals (Barnett, McCormick & Conners, 1999). Also, selection of principals should be based on the history of exhibiting good interpersonal skills. He advised against the selection of principals primarily on mass promotion or year of certification.

A research by Lartey (2006) in the area of leadership got my attention. The study area was central region of Ghana. The aim of the study was to investigate

how the staffs of schools headed by females perceive the leadership styles of their heads.

Descriptive survey design was chosen for the study and it should be indicated that the design was good since the study was seeking the present status of teachers' perception of their head mistress. Out of the 1,248 population, 250 (20%) were sampled from 17 senior high schools for the survey. Questionnaire made up of close-ended and open-ended items were employed.

Some loopholes however were that the findings were limited to only senior high schools in the region. Also, considering the target population, it would have been better if a sample of 291 were used for the purpose of representativeness as highlighted by Krejcie and Morgan (1970) that 1,248 should go with 291. Again, Lartey (2006) should have added one or two data collection instruments to the questionnaire so as to make the study holistic (Cohen, et al, 2006).

The following results were significant to the work under study. The respondents were given choices in terms of leadership they preferred to be practiced in their schools. In the first choice, most respondents 83(40%) preferred democratic leadership style and no respondent preferred laissez-faire style. This finding was consistent with the work of Gyansah (2000), and Darko (2008), who revealed that most teachers endorsed democratic leadership style. Those who preferred autocratic style were 54 (25%) and 34 (62%) out of them were females. This confirmed the long held notion that women in general want to be dominated by those in authority. In the second choice, 36% of respondents preferred motivational style; and 23% and 20% chose democratic and transactional styles

respectively. Lastly, majority of respondents (36%) preferred transactional style and for the last time no respondent opted for laissez-faire style.

This affirmed the earlier suggestion by scholars that laissez-faire leadership style should not be practiced in institutions and organisations at all.

In general, majority of the staff (78.9%) perceived their head mistress to be doing well in the administration of their institutions. Only 17.8% (who were all females) considered their head mistress as not doing well in the administration of their schools. The following recommendations were made; that females be encouraged by all stakeholders in education upgrade themselves in order to take up positions in administrations. Women who qualify should be given positions since they are considered to be caring and can manage change. Finally, traditional and District Assemblies should set up scholarship schemes for brilliant girls and women so as to help them attain higher education thereby building their capacity for leadership positions.

A very current research related to my work was that from Musera, Achoka and Mugasia (2012) in the Kakamega district of Kenya. The study was to investigate the perception of secondary school teachers on the principals' styles in school management and its implication for vision 2030. Descriptive survey design was used. The sample for the study was 65 (deputy head teachers and teachers). The sample was arrived at using the purposive sampling technique. Looking at the sample size for the study, one is left with no option than to conclude that, the sample was too small to be representative though the target population was not mention. Again, the use of purposive sampling was not good enough since it lacks

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the randomisation of the respondents that would give each and every one the chance to be included in the study (Gay, 1996). Questionnaire was used to collect data from the respondents. The use of questionnaire was appropriate as it addresses the issue of neutrality, confidentiality and anonymity (Cohen, et al. 2006, Fraenkel & Wallen, 2006; Gall, et al., 1996) however, the uses of other data collection instruments like interviews and observation would have made the work very comprehensive. The study was limited in scope because it was carried out only in one district in Kenya and hence the findings can only be generalised in that district.

The study among other things has revealed that, the authority in school management in the district was dominated by males (61.5%) as compared to their female counterparts (38.5%). They said that 67.69% males dominated in leadership at all levels in the sampled schools. They attributed this to the disproportional academic achievement of males and females where boys tend to do better than girls in the primary and secondary education. It was said that another reason could be the attitudes of females towards responsibilities as a result of traditional roles of females.

Also, the study contrary to the long held perception of principals being autocratic revealed that most of the principals sampled practiced transformational leadership style. This was indicated by a mean response of 78.89% in favour of the transformational leadership. It means that most teachers in the sampled schools considered their principal as practising their favourite leadership – transformational leadership style. A low (21.11%) perceive their principals as

transactional leaders. When put in the context of the current study, means that teachers did not favour transactional leadership. The large percentage of the responses in favour of transformational leadership is indicative of the leadership needed in organisation in this 21st century (Bass, 1985, 1990b; Bennis & Nanus, 1985; Conger & Kanungo, 1998).

The implication of the findings is that most schools have established a school culture that is collective in nature and was believed to be the driving force in school performance. This was evident in large response (91.7%) where teachers admitted they worked together to develop and articulate common purpose and clear educational vision focused on learning.

Their recommendations were that, principals or head teachers should adopt transformational leadership style in school management. They also expressed the need to organise workshops and seminars for teachers and principals to update their knowledge on the best practice in school. Besides, it was suggested that teachers and principal be engaged in curriculum training in school management in order to adopt practices that would strategically enhance teaching and learning.

Conclusion

Leadership is critical in every human institution. Our educational institutions need leaders who are dynamic and sensitive to the needs of the institution as well as the subordinates. Successful implementation of any programme depends on the effective nature of the head teacher who is the leader of the institution since his or her action or inaction is a determinant of success of the programme.

Having gone through the conceptual background, theoretical background, and the empirical reviews, it was evident that leadership is very important if the educational enterprise is to achieve its desirable objectives. The literature also inadvertently revealed that a lot of works have been done in the field of leadership. Despite this, it appears there had not been any study of the sort known to the researcher in the South Tongu District with regards to basic school teachers' perception of the leadership style of their head teachers. The vacuum is what my study seeks to fill.

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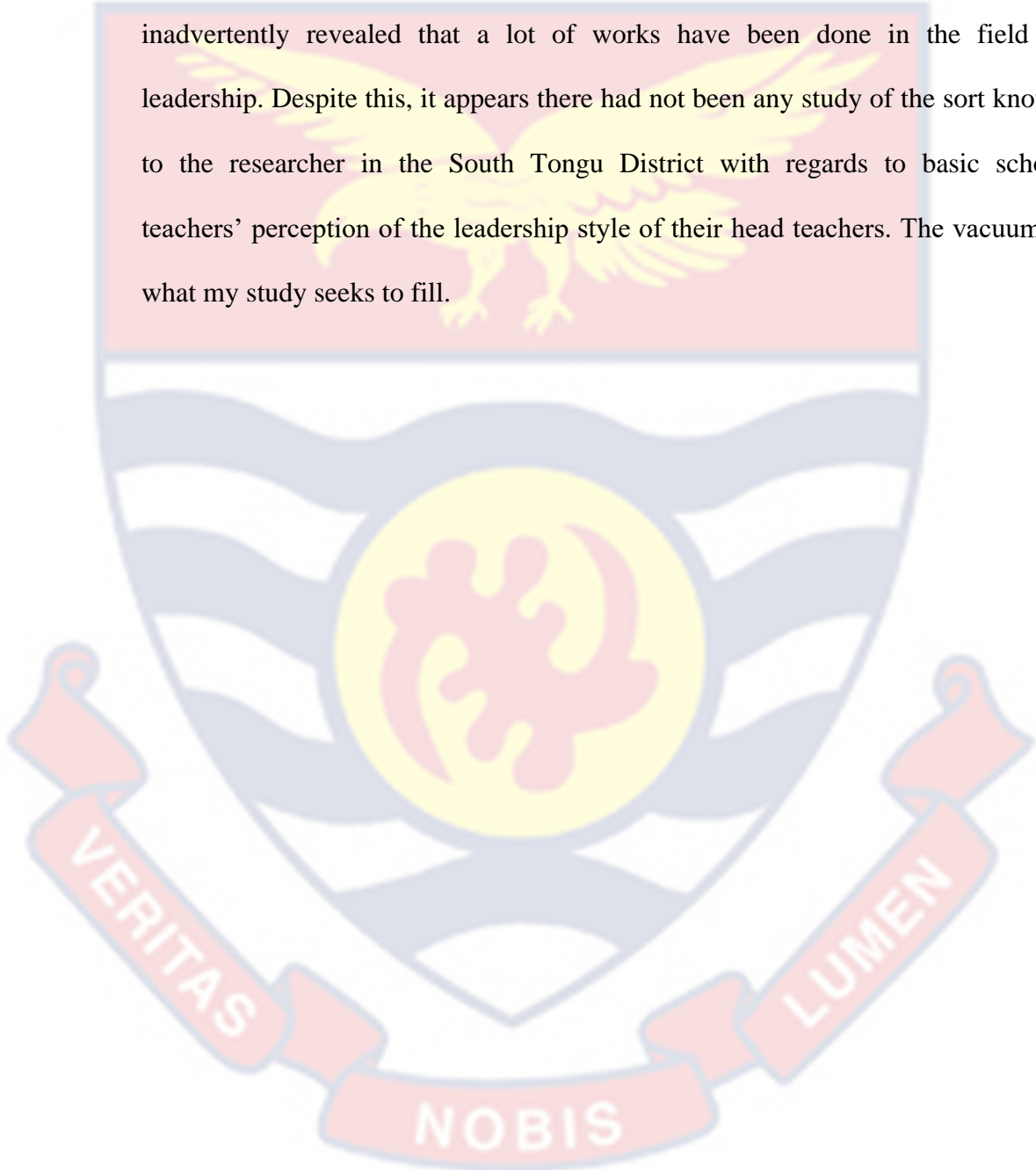
CHAPTER THREE

METHODOLOGY

Overview

This chapter outlines the approach used to gather relevant data for the study. In particular, the following sub-headings were looked at; study design, population, sample and sampling procedure, instrumentation, data collection and data analysis.

Research Design

Broadly speaking, a study design refers to the plan and schedule of work, or a process of creating an empirical test to support or reject a knowledge claim (Gall, Borg & Gall, 1996). In short, study design guides the researcher on how to proceed in a research endeavour. On his part, Nconco (2006) defines study design as:

> "Blueprint or detailed plan for how a research study is to be conducted – operationalizing variables so that they can be measured, selecting a sample of interest to study; collecting data to be used as a basis for testing hypothesis, and analyzing results" (p. 63).

It is clear therefore, that the study design is a programme that guides an investigator on the process of collecting, analyzing and interpreting data. Thus, the researcher chose descriptive survey design.

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The descriptive survey is the design which specifies the nature of a phenomenon and finds answers to research questions. Since my study involves collecting data in order to test research questions concerning the current status of the teachers' perception of their head teachers' leadership style, descriptive survey design was appropriate (Gay, 1992). For the purpose of this study, cross-sectional survey type was used. A cross-sectional survey collects information from a sample that has been drawn from predetermined population (Fraenkel & Wallen, 2006). In cross-sectional survey, information is collected at just one point in time, although the time it takes to collect all the data may take few days or weeks. Cross-sectional survey according to Cohen, Manion and Morrison (2006) are comparatively easy to conduct. They are also cheap to administer and there is the likelihood of higher participation as it is for a single time. However, they can be time-consuming as background information of each sample has to be collected each time. The researcher chose this design because it provides clear definition of the problems or question to be answered. The disadvantage of the design is that it is susceptible or easily influenced by distortions through the introduction of biases in the measuring instruments (Amedahe, 2000). The instrument was painstakingly designed to address the biases that might occur.

Population

The larger group to which one hopes to apply the results of a study is the population (Fraenkel & Wallen, 2006). There are two types of population for research purposes (Gall, et al, 1996). One is the target population which includes all the members of a real or hypothesized set of people, events, or objects to

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which researcher wishes to generalize the results of the study. There are about 122 schools in the South Tongu District. Teachers in these schools constituted the target population. Ninety-four schools with teacher population of 919 (accessible population) out which samples were selected for the study.

Sample and Sampling Procedure

The target population is large and as such not quite easy to manage. As a result, not all was used for the study. According to Sanders, Lewis and Thornhill (2007) it is always best to use part of a population when it is relatively large. In this case, to arrive at a scientific understanding of the study, the researcher pegged the sample size at 269 which is 30% of the population (Krejcie & Morgan, 1970).

A proportional stratified random sampling technique was employed to select the sample for the male and female. This was because I was interested in the differences in the perception of male and female basic school teachers' of their heads, so it was necessary to have their representation in the sample. I selected 179 males (30% of 611) and 90 females (30% of 308) in the 94 basic schools (63 primary and 31 J.H.S) Krejcie and Morgan (1970). The proportional stratified random sampling is a technique in which certain subgroups, or strata, are selected for the sample in the same proportion as they exist in the population (Gay, 1996). The advantage of stratified random sampling is that it increases the likelihood of representativeness, especially if one's sample is not very large. It virtually ensures that key characteristics of individuals in the population are included in the same proportions in the sample. The problem of proportional stratified random sampling is that, it requires more effort on the part of the researcher (Fraenkel &

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Wallen, 2006; Gall, et al, 1996). The larger a random sample is in size, the more likely it is to represent the population. In order to ensure that each and every member of the population had an equal chance of being selected, a table of random numbers was used.

One advantage of random sampling is that, if large enough, it is very likely to produce a representative sample. Its biggest disadvantage is that it is not easy to use (Fraenkel & Wallen, 2006).

The teachers were sampled and presented in the table (see Appendix B) using the formula:

Access = *Sample size*

M/F   x

Where *M* and *F* represent male and female teachers in each school and *x* represents the number of teacher(s) to be selected (see Appendix A)

Instrument

The research instrument that was used was the questionnaire adapted from Gary (2007) which was meant to identify factors that contribute to the differences in the teachers' and principals' perception of principal's leadership behaviour. Questionnaire was chosen over other instruments due to the fact that the respondents were literates who could read and understand. Questionnaire according to Gall, et al (1996) are documents that ask the same questions of all individuals in the sample. Respondents are required to read a written response to each questionnaire item.

Closed-ended type of questionnaire was used. Highly structured closed-ended items are useful in that they can generate frequencies of response amenable to

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statistical treatment and analysis. They also enable comparisons to be made across groups in the sample (Oppenheim, 1992). In general, closed-ended items (dichotomous, multiple choice, construct sum and rating scale) are quick to complete and straightforward to code (e.g. computer analysis), and do not discriminate unduly on the basis of how articulate the respondents are (Wilson & McLean, 1994). The disadvantage of closed- ended questions are that they do not enable respondents to add any remarks, qualifications and explanations to the categories and there is a risk that the categories might not be exhaustive and there might be bias in them (Oppenheim, 1992). To solve this problem, Cohen, et al (2007) suggests that every issue be exhaustively and comprehensively explored. The contents of the questionnaire items were developed in line with the research questions. The questionnaire had four sections. Section "A" of the questionnaire involved six items which demanded that respondents provide their demographic data. Included in these items were gender, marital status, age, highest educational qualification, teaching experience and gender of respondents' head teachers.

Section "B" of the questionnaire was developed to solicit respondents' perceptions of the leadership styles of their head teachers in terms of communication, concern for the people and the work, instructional leadership and decision-making. There were twenty items in this section constructed along four-point Likert type scale (summated) of strongly agree (1), agree (2), disagree (3) and strongly disagree (4).

Section "C" was designed to solicit the perceived effects of leadership styles of respondents' head teachers. Six items were constructed along four-point

Likert type scale. It ranges from strongly agree (1), agree (2), disagree (3) and strongly disagree (4).

Section "D" was designed to find out the type of leadership styles preferred by respondents taking into consideration democratic, autocratic, laissez-faire, transformational, transactional, inspirational and distributed styles. Fourteen items were included in this section along four-point Likert type scale of strongly agree (1), agree (2), disagree (3) and strongly disagree (4).

Pretesting

The questionnaire was pretested before used for the study. The content validity was done through expert judgement. The questionnaire was given to the two supervisors for them to vet and give their comments in order to improve upon the validity of the items. The reliability of the pilot study was 0.854 indicating that the instrument was reliable and valid to be used for the main work. Thirty teachers were used from three schools in the North Tongu District. The pilot was done in the North Tongu District because this district shares similar characteristics with the South Tongu District. And also, it was chosen due to its proximity to the study area. The pre-test enabled me to make ambiguous questions clear because the respondents were given the opportunity to make comments on the items. This was done through giving the respondents an A-4 sheet to write their comments. Oppeinhem (1992), Morrison (1993), Wilson and McLean (1996) believe that pre-test is principally to increase the reliability, validity and practicability of the questionnaire.

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Data Collection Procedure

With regard to ethical considerations, the researcher collected an introduction letter from Department of Arts and Social Science Education (see appendix B). The letter was sent to the South Tongu District Education office for permission. Data on teachers was collected so that they could be sampled for the study. To get the respondents to fill the questionnaire, the researcher introduced himself to the head teachers of the respective sampled schools. The cover letter (see appendix C) from the education office was made available to them so that they could allow their subordinates respond to the questionnaires. The purpose of the study was made known to the respondents on the day of data collection and assurance for anonymity and confidentiality was given. In each of the sampled schools, the researcher used the table of simple random sampling techniques to sampled teachers accordingly after which they filled the questionnaire.

The data was collected within three weeks. The questionnaire was self-administered. The two types of self-administration of questionnaire were employed. The first type was where the respondent filled the questionnaire in my presence. My presence was helpful in that it afforded me the opportunity to clear any doubts or uncertainties that came up. Moreover, it ensured good response rate (Cohen, et al. 2007). However, the presence of the researcher could be threatening and may exert a kind of compulsion leading to respondents feeling uncomfortable in the completion of the questionnaire.

The second type of self-administered questionnaire is where the respondents completed the questionnaire in the absence of the researcher devoid of any undue

pressure that may occur as a result of my presence. The problem of this technique is that the researcher was not there to address any problems that the respondents might face (Cohen, et al, 2007). The researcher used the first method on those who were ready to fill the questionnaire in his presence and the second method on those who due to time constraints requested to answer in his absence.

To ensure high response rate, Fogelman (2002) believes that the design, layout and presentation of the questionnaire survey may also exert an influence. He is also of the opinion that it is important to include a brief covering letter that explains the research clearly and introduces the researcher. The timing of the questionnaire administration should also be considered. In response to these suggestions, the researcher did not administer the questionnaire when schools were about to vacate or go on Christmas holidays since the respondents might be seriously engaged in activities that might prevent them from responding to the questionnaire.

Fogelman (2002) finally concludes that it is appropriate to plan a follow-up to questionnaire surveys in order to ensure non- respondents are reminded of the request to complete the questionnaire. With regard to these suggestions, questionnaire was properly laid-out and follow-up was done for the questionnaires that were filled in my absence. In his opinion, Punch (2003, as cited in Hall & Hall, 2004) says that, a response rate of 60% is preferable. Even de Vaus (1996, as cited in Hall & Hall, 2004,) suggested a response rate of 75% is a good target. The response rate for the questionnaire however, was 96% (258 out of 269 respondents).

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Data Analysis

A software known as Statistical Package for Service Solution (SPSS) was used to analyze and show results of the study. Each research question was analyzed using the statistical tools as follows;

Question 1: How do basic school teachers perceive the leadership styles of their head teachers? This question was analyzed using Statistical Package for Service Solution (SPSS) computer software to run the frequency distribution because I wanted to find out how teachers perceived the leadership styles of their head teachers.

Question 2: How male and female basic school teachers differ in their perception of the leadership styles of their head teachers? This question was analyzed using independent sample t-test since the researcher wanted to find out the differences in the perception of males and females with regard to the leadership styles of their head teachers and the fact that the variables are nominal. The demographic data was used in computing the differences in the perceptions of male and female respondents. This was also done with the help of SPSS.

Question 3: How do basic school teachers perceive the effect of leadership styles of their head teachers on teaching and learning? SPSS was employed to run the descriptive statistics such as frequency distribution to determine the extent to which leadership styles of the head teachers have influence on the performance of respondents.

Question 4: Which leadership styles are preferred by basic school teachers in the South Tongu District? Again, SPSS was used to run descriptive statistics such

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as frequencies and percentages. Frequencies and percentages were used because I wanted to sample the views of respondents about which leadership styles they preferred.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

This chapter presents findings emanating from the data collected from the questionnaires. The discussion includes the interpretation of the findings with reference to previous research findings and theories. Through logical deduction each finding was evaluated and its implications were examined with respect to the current theoretical position on basic school teachers' perception of the leadership styles of their head teachers.

The purpose of the study was to find out how basic school teachers perceive the leadership styles of their head teachers, how male and female basic school teachers differ in their perception of the leadership styles of their head teachers and how basic school teachers perceive the effect of the leadership styles of their head teachers on teaching and learning. The study further looked at the leadership styles that were preferred by basic school teachers in the South Tongu District.

The chapter is organised into two main parts. The first part deals with the demographic data of the respondents and covers areas such as respondents' gender, marital status, age, highest educational qualification and teaching experience. The second part is devoted to responses given by the respondents in

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accordance with the research questions. It must be noted that at the end of data collection, 258 basic school teachers were captured for the administering of the questionnaires.

Background Characteristics of Respondents

This section being the first, deals mainly with the distributions of the sample by gender, marital status, age, highest educational qualification and teaching experience. The results are presented as follow:

Table 1: Gender Distribution of Teachers by the Gender of their Head teachers

Gender of Teachers	Gender of the Head teachers				Total	
	Male		Female			
	No.	%	No.	%	No.	%
Male	136	68.0	31	53.4	167	64.7
Female	64	32.0	27	46.6	91	35.3
Total	**200**	**100**	**58**	**100**	**258**	**100**
% of Sample Size	**77.5%**		**22.5%**			**100%**

Source: Field Data, 2013.

As contained in Table 1, majority (77.5%) of the head teachers were males while 22.5% were females. In relation to the gender of the respondents, majority (64.7%) of the basic school teachers captured for the study were males while 35.3% were females. However, the table further indicates that majority (68.0%) of

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the male teachers' head teachers were males while majority (46.6%) of the female teachers' head teachers were females. Based on the percentage distribution of the respondents, it is clear that females are grossly under-represented among basic school teachers in the study area. Also, most of the head teachers that were males had more male teachers in their schools while most of the head teachers that were females had more female teachers in their respective schools.

Table 2: Distribution of Teachers by their Marital Status and Gender of their Head teachers

Marital Status of Respondents	Gender of the Head teachers				Total	
	Male		Female			
	No.	%	No.	%	No.	%
Single	84	42.0	20	34.5	104	40.3
Married	115	57.5	37	63.8	152	58.9
Separated	1	0.5	1	1.7	2	0.8
Total	**200**	**100**	**58**	**100**	**258**	**100**

Source: Field Data, 2013.

Table 2 contains results on the distribution of teachers by their marital status and gender of their head teachers. As contained in the table, majority (58.9%) of the teachers were married. More (42.0%) of the basic school teachers who were single head teachers were males while majority (63.8%) of the basic school teachers that were married had head teachers that were females. Based on

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percentage distribution of the teachers, it is clear that female head teachers had more teachers that were married than male head teachers in the South Tongu District.

Table 3: Distribution of Teachers by their Age and Gender of their Head teachers

Age Group of Teachers	Gender of the Head teachers				Total	
	Male		Female			
	No.	%	No.	%	No.	%
Under 21 years	3	1.5	1	1.7	4	1.6
21 – 30 years	96	48.0	22	37.9	118	45.7
31 – 40 years	57	28.5	23	39.7	80	31.0
41 years and above	44	22.0	12	20.7	56	21.7
Total	**200**	**100**	**58**	**100**	**258**	**100**

Source: Field Data, 2013.

Table 3 depicts the age distribution of basic school teachers. As contained in the table, more (45.7%) of the teachers were within the age group of 21 – 30 years. However, more (48.0%) of the teachers whose head teachers were males were within the age group of 21 – 30 years while more (39.7%) of the teachers whose head teachers were females were within the age group of 31 – 40 years. Only 1.6% of the basic school teachers were under 21 years. Generally, the combined percentage shows that majority (76.7%) of the basic schools teachers

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were within the age group of 21 – 40 years. The results show that the teachers in the study area were relatively young which suggest that the future of the teaching profession in the schools in terms of teacher strength may be bright since most of the teachers were relatively young.

Table 4: Distribution of Teachers by their Highest Educational Qualification and Gender of their Head teachers

Highest Educational Qualification	Gender of the Head teachers				Total	
	Male		Female			
	No.	%	No.	%	No.	%
SSSCE	13	6.5	2	3.4	15	5.8
Teachers' Certificate 'A'	34	17.0	6	10.3	40	15.5
DBE	104	52.0	33	56.9	137	53.1
Bachelor's Degree	48	24.0	17	29.4	65	25.2
Master's Degree	1	0.5	0	0.0	1	0.4
Total	**200**	**100**	**58**	**100**	**258**	**100**

Source: Field Data, 2013.

Table 4 contains findings on respondents' highest educational qualification. The table shows that majority (53.1%) of the respondents had Diploma in Basic Education (DBE) while 25.2% had Bachelor's degree. However, only 0.4% of the basic school teachers had Master's degree. The results show that majority (78.7%) of the basic school teachers in the study area had

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diploma of higher credentials. This may mean that the future of the teaching profession is bright in the study area since majority of the teachers had higher credentials that are linked with high level skills required for effective teaching in schools.

Table 5: Distribution of Teachers by their Teaching Experience and Gender of their Head teachers

| Length of Service | Gender of the Head teachers | | | | Total | |
| | Male | | Female | | | |
	No.	%	No.	%	No.	%
1 – 10 years	141	70.5	40	69.1	181	70.2
11 – 20 years	35	17.5	10	17.2	45	17.4
21 – 30 years	19	9.5	6	10.3	25	9.7
31 years and above	5	2.5	2	3.4	7	2.7
Total	**200**	**100**	**58**	**100**	**258**	**100**

Source: Field Data, 2013.

Table 5 contains findings on respondents' length of service in the teaching profession. The table depicts that majority (70.2%) of the basic school teachers have been teaching for about 1 – 10 years while 17.4% of the teachers indicate that they have been teaching for about 11 – 20 years. Only 2.7% of the teachers indicated that they had taught for more than 30 years. This clearly shows that majority of the teachers had been working in the teaching profession for not quite long. This means that teaching and learning would be enhanced since there are lot of young blood in the service full of innovative and new ideas for the profession.

Analysis Pertaining to Research Questions

This section presents the results pertaining to the research questions. Both descriptive and inferential statistics were used to analyse the research questions. The first research question was analysed using mean, median, standard deviation and skewness while the second research question was analysed using independent sample t-test. Again, research questions three and four were examined using frequency, percentage, mean and standard deviation. The results are presented as follows:

Research Question 1: How do basic school teachers perceive the leadership styles of their head teachers?

The first substantive research question focused on the basic school teachers' perception of the leadership styles of their head teachers. Leadership styles examined include communication, concern, instructional leadership and decision making. Items were formulated for each of the leadership styles. Communication, concern, instructional leadership and decision making were made up of four, seven, six and three items respectively. These items were pulled together to form each of the leadership styles. The items for each of the leadership styles were measured on a four-point scale of one to four with one showing the least agreement and five showing strong agreement to the issues.

The analysis was done first by determining the normality of the data distribution. According to Ary et al. (2006) in a normal distribution the mean and the median are approximately equal. The skewness values must have a threshold

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of -0.5 to 0.5. The skewness values were closer to each other and were within an acceptable threshold of a normal distribution.

The standard deviations were also moderate, indicating the non dispersion in a widely-spread distribution. The moderateness of the standard deviations of the types of leadership styles means that the views of the basic school teachers were coming from a moderate homogeneous group that is, a group with similar characteristics. That means basic school teachers view on the types of leadership styles in the South Tongu district was an approximation to a normal distribution.

Based on the four-point scale, a theoretical mean ranges based on the recommendation of Cohen (1988) were derived and used to segregate respondents into strongly agree (3.5 – 4), agree (2.5 – 3.4), disagree (1.5 – 2.4) and strongly disagree (1 – 1.4). The relevant mean values are presented in Table 6. They were calculated with the help of Test Analytics for Surveys (TAfS), a tool of Predictive Analytic Software (PASW) Version 18.0, which is used for coding data and analysing verbatim responses to close and open-ended questionnaire and produces tables and charts directly to enable data interpretation.

Table 6: Basic School Teachers' Perceptions of the Leadership Styles of their Head teachers (N = 258)

Leadership Styles	Mean	Median	Std. Dev.	Skewness
Communication	3.195	3.250	.608	-.265
Concern	3.107	3.143	.465	-.145
Instructional leadership	3.107	3.143	.465	-.145
Decision making	2.671	2.833	.803	-.179

Source: Field Data, 2013.

As contained in Table 6, basic school teachers agreed (mean > 2.4) to all the leadership styles used for the study. In other words, they perceived the four leadership styles positively and that their head teachers used these styles. However, the basic school teachers perceived communication (Mean = 3.195, Std. Dev. = .608) more positively than any of the leadership styles followed by concern (Mean = 3.107, Std. Dev. = .465) and instructional leadership (Mean = 3.107, Std. Dev. = .465). The table further depicts that decision making (Mean = 2.671, Std. Dev. = .803) was the least leadership style that the basic school teachers indicated that their head teachers practiced. The work of Gyansah (2000) is consistent with this finding that respondents were not comfortable with decision-making style of their head teachers. However, it is inconsistent with the earlier finding of Arku (2007) who found out that most (77%) respondents were satisfied with the decision-making style in their respective schools. This aspect of the finding is not good for the purpose of teaching and learning. Curricular activities would suffer if everybody is not brought on board in the management of schools. It is therefore appropriate for everybody to be involved in the decision-making process.

Communication is a major powerful tool for leaders because effective communication is part of leadership style. The finding that teachers perceived their head teachers to be using communication in their style of leadership is consistent with the submission of Bass (1999) who indicated that effective leaders are also effective communicators and that there is a positive association between communication competency and leadership performance. This result is a good

sign for the country's quest for quality education because according to Mitchell and Winkleman (1999) good interpersonal as well as communication skills drive effective leadership. Mitchell and Winkleman further posited that schools with effective communication systems are more likely to be successful. This implies that schools with poor communication channels are more prone to failures.

The finding further corroborate the views of Achua and Lussier (2001) who commented that one important aspect of leaders effective use of communication is to convey the mission, vision and the values so that all the members understand the big picture of what the group is trying to attain. However, a research conducted by Achua and Lussier in 10,000 firms indicates that leaders are not doing effective job in that area of communication. Similar finding was made by Bampo-Addo (2006) who said that majority (87.5%) of respondents were dissatisfied with the communication style of their leaders. The findings of Achua and Lussier as well as Bampo-Addo are incongruent with the results of the current study.

The finding that basic school teachers perceived the instructional leadership style of their head teachers positively support the views of Findley and Findley (1992) who commented that as instructional leader, the principals or head teachers are the pivotal points within the school who affect the quality of individual teacher instruction, the height of students' achievement, and the degree of efficiency in the school functions. According to Findley and Findley, if a school is to be an effective one, it will be because of instructional leadership of the principal. The finding of Entsuah (2005) also gave evidence to the fact that

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teachers perceived their head teachers as instructional leaders. Research on effective school showed that the principal plays an essential role in bringing about conditions that characterise effective schools (Flath, 1989). This finding implies that any curriculum implementation would succeed since the head teachers are seen to be leading the change in that direction. It is highly a good sign that need to be encouraged in all educational endeavours.

Research Question 2: How do male and female basic school teachers differ in their perception of the leadership styles of their head teachers?

The second line of investigation focused on the gender differences among basic school teachers regarding their perception of the leadership styles adopted by the head teachers. In order to achieve this objective, an independent sample t-test was conducted to compare the perception of basic school teachers regarding the leadership styles adopted by their head teachers. Four dimensions of leadership styles were used. Each of the styles was made up of many items. These items were pulled together to form each of the styles. The styles or variables used were communication, concern, instructional leadership and decision making. The descriptions of the measurement of these variables have been done in the preceding discussion. As discussed earlier, these items were pulled together with the help of Test Analytics for Surveys (TAfS), a tool of Predictive Analytic Software (PASW) Version 18.0. The results are presented in Table 7.

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Table 7: Differences in the Perception of Male and Female Basic School Teachers regarding the Leadership Styles of their Head teachers (N = 258)

Leadership Styles	Gender	N	Mean	Std. Dev.	t-values	p-values
Communication	Male	167	3.190	.605	-.166	.868
	Female	91	3.203	.617		
Concern	Male	167	3.093	.469	-.663	.508
	Female	91	3.133	.459		
Instructional	Male	167	3.093	.469	-.663	.508
leadership	Female	91	3.133	.459		
Decision making	Male	167	2.661	.797	-.267	.790
	Female	91	2.689	.819		

Source: Field Data, 2013.

Table 7 contains finding on the gender differences regarding basic school teachers' perception of their head teachers leadership styles used in their respective schools. The results in the table show that there were no statistically significant gender difference in the perception of basic school teachers regarding the use of communication by their head teachers as leadership style for male teachers (Mean = 3.190, SD = .605) and female teachers (Mean = 3.203, SD = .617), [t = -.166, df = 256, p = .868]. Even though there was no statistically significant gender difference regarding basic school teachers' perception on the communication style used by their head teachers as leadership style, female teachers seem to perceive it more positively than male teachers.

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The finding that both male and female teachers perceive the communication leadership style adopted by the head teachers supports the views of Newcomb and Ashkanasy (2002) who posited that leaders use communication as the basis for goal attainment focusing on the final desirable result. Expressing the importance of communication, Newcomb and Ashkanasy further indicate that how a leader delivers a message can be more important than the content of the message. In a school setting, school leaders do the right thing by promoting educational restructuring and innovation, focusing on building vision, encouraging collaborative participation and raising the role of followers to that of leaders.

Similarly, the results in the table show that there were no statistically significant gender difference in the perception of basic school teachers with regard to show of concern by their head teachers as leadership style for male teachers (Mean = 3.093, SD = .469) and female teachers (Mean = 3.133, SD = .459), [t = -.663, df = 256, p = .508]. The results again indicate that there were no statistically significant gender differences regarding basic school teachers' perception of the instructional leadership and decision making styles used by their respective head teachers in the various schools. Even though there were no statistical significant gender difference regarding basic school teachers' perception of the concern, instructional leadership and decision making styles used by their head teachers as leadership styles, female teachers seemed to perceive them more positively than male teachers.

The findings that teachers perceived concern, instructional leadership and decision making leadership style positively regarding the adoption of these styles by their head teachers are in line with the comments of Fulan (1991) who indicated in his studies that schools operated by principals who were perceived by their teachers to be strong instructional leaders, decision makers, communicators and show concern to their fellow workers exhibited significant gain scores in achievement than school operated by average and weak instructional leaders, decision makers nor weak communicators. However, the findings are incongruent with the work of Brailsford (2001) who found that teachers' gender, age and level of education had a significant influence on their perception of the kind of leadership styles of their principals. The same findings were reported in the study of Lee (1995).

The findings that there are no statistically significant gender difference regarding teachers perception of the kind of leadership styles used by their head teachers contradicts the work of Entsuah (2005) that was carried out in Shama Ahanta East Metropolis of the Western region of Ghana. The findings of Entsuah was that male and female teachers showed some differences in their perception of their head teachers' leadership style and behaviour in terms of decision-making, supervision, school community relations, material and financial resources and maintenance of interpersonal relations.

Research Question 3: How do basic school teachers perceive the effect of the leadership styles of their head teachers on teaching and learning?

The third research question focused on basic school teachers' perception of the leadership styles of their head teachers on teaching and learning. Issues examined include the encouragement of head teachers' leadership style on teachers' performance in the classroom, the manner in which head teachers approach or treat teachers and the effect of leadership style of the head teachers on teachers' implementation of new ideas. Opinions on the issues were measured on a four-point scale of one to four with one showing the least agreement and four showing strong agreement.

The four-point scale was transformed into two-point scale. Strongly agree and agree were pulled together to form agree while strongly disagree and disagree were also pulled together to form disagree. Based on the initial scale used for the instrument, a theoretical mean of ranges were derived and used to segregate respondents into strongly agree (3.5 – 4), agree (2.5 – 3.4), disagree (1.5 – 2.4) and strongly disagree (1.0 – 1.4). The relevant percentage and mean values are presented in Table 8. These values were obtained with the help of Test Analytics for Surveys (TAfS), a tool of Predictive Analytic Software (PASW) Version 18.o, which is used for coding data and analysing responses to close and open-ended questionnaire and produces tables and charts directly to enable data interpretation.

Table 8: Basic School Teachers Perception on the Effect of the Leadership Styles of their Head teachers on Teaching and Learning (N = 258)

Statements on the effects of head teachers leadership styles	Disagree		Agree		Mean	SD
	No.	%	No.	%		
My head teacher's leadership style encourages me to perform well in the classroom	83	32.2	175	67.8	2.833	1.028
The way my head teacher treats me influences my performance negatively in classroom	175	67.8	83	32.2	2.221	.991
It does matter how my head teacher approaches me in the school	123	47.7	135	52.3	2.605	1.101
The leadership style of my head teacher boosts my morale in the performance of my classroom activities	71	27.5	187	72.5	2.775	.889
The leadership style of my head teacher impedes implementing new ideas	102	39.5	156	60.5	2.965	.922
I am happy and more productive because my head teacher always includes me in almost all decision making processes in the school	71	27.5	187	72.5	2.876	.851
Mean of means					2.713	

Source: Field Data, 2013.

As contained in Table 8, majority (67.8%) of the basic school teachers were of the view that their head teacher's leadership style encouraged them to perform well in the classroom. Averagely respondents agreed (Mean = 2.833, SD = 1.028) that their head teachers' leadership style encouraged them to perform well in the classroom. The finding is consistent with the views of Klein and Kim

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(1998) who commented that effective use of leadership style by leaders improves the performance of the employees in that organisation. Similarly, the finding confirms the submission made by Lussier and Achua (2001) that appropriate leadership styles used by leaders in any organisation increases the performance of the organisation. However, majority (67.8%) of the basic school teachers indicated that the way their head teachers treat them do influence their performance negatively in classroom. Averagely, respondents disagreed (Mean = 2.221, SD = .991) with the issue.

Majority (52.3%) of the basic school teachers indicated that it did matter how their head teacher approached them in the school. Similarly, 72.5% of the basic school teachers agreed that the leadership styles of their head teachers boost their morale in the performance of their classroom activities. The findings are in line with the submissions of Blake and Mouton (1985). According to Blake and Mouton, effective leadership style that involves management ensures that adequate performance is achieved through balancing the necessity to get the best results while maintaining morale in the organisation. Similarly, Lewin et al. (1939) also commented that effective leadership style that ensures that power is decentralised, result in creativity since the leader is not a dominant figure which finally affect the group morale of the employees and the organisation as a whole.

As depicted in the Table 8, majority (60.5%) of the basic school teachers again agreed that the leadership style of their head teachers impeded implementing new ideas in the school. The finding corroborates with the comments of Cullen (as cited in Lussier & Achua, 2001) who commented that

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the kind of leadership styles adopted by the leader to some extent hinder the process of a leader communicating ideas, gaining acceptance of subordinates and motivating followers to support and implement new ideas through change.

Similarly, 72.5% of the basic school teachers admitted that they were happy and were more productive because their head teachers always included them in almost all decision making processes in the school. The finding is consistent with the submission of Lewin et al. (1939). Lewin et al. posited that leaders that involve subordinates or employees in decision making process increase the morale of subordinates, the cooperation between the leader and followers and also promote freedom and creativity in an organisation. Participation decision-making increases productivity in an establishment, however, such involvement may lead subordinates to be lazy and take things for granted.

Generally, the mean of all means (2.713) indicates that averagely, basic school teachers were of the view that the kind of leadership styles adopted by their head teachers in the various basic schools affected their performance in the schools. The findings are incongruent with the findings of Bampoh-Addo (2006) who found out that majority of the teachers in the Central region of Ghana (87.5%) were dissatisfied with the communication styles that existed in their schools and that important information did not get to them as they would have expected. Similarly, Bampoh-Addo found out that most of the teachers (81.7%) believed that their administrators took unilateral decisions and that they had not been involved in decision making and that when even contacted; their suggestions

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were not carried out. According to Bampoh-Addo, all this challenges with regard to the leadership styles used by the head teachers affect teachers' performance in the schools within the Central region of Ghana.

Substantially, it is clear that the actions and inactions of a head teacher in one way or the other influence the performance of teachers under him. Therefore, it is advisable for head teachers in our educational institutions to be very careful and professional about their dealings with teachers under their control. It is when there is cordial relationship that everybody will be happy and do what is expected of them.

Research Question 4: Which leadership styles are preferred by basic school teachers in the South Tongu District?

The last substantive research question of the study dealt with the leadership styles that are preferred by the basic school teachers in the South Tongu district. Issues examined include the group interaction in which decisions are taken unanimously in schools, control in schools and concern of the head teachers in the schools and the vision of the head teachers. Other issue considered were head teachers encouragement and motivation of teachers in the various schools. The issues were measured on a four-point scale ranging from one to four using quantitative values. Percentage distributions of the individual issues were computed with the help of Test Analytics for Surveys (TAfS), a tool of Predictive Analytic Software (PASW) Version 18.0, which is used for coding data and analysing responses to questionnaire and produces tables and charts directly to

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enable data interpretation. The descriptive statistics of the responses are presented

in Table 9.

Table 9: Leadership Styles that are preferred by Basic School Teachers in the South Tongu District (N = 258)

Statement on the Leadership styles that are Preferred by Basic School Teachers	SD %	D %	A %	SA %
I prefer group interaction in which decisions are taken unanimously	7.8	10.0	24.8	57.4
I prefer my head teacher treats me as a co-worker	0.0	0.0	43.0	57.0
I prefer my head teacher tells me what to do in the school	9.7	21.7	58.5	10.1
I want my head teacher alone to take control of all school matters	62.0	27.9	7.8	2.3
I am very happy when my head teacher shows little concern in all school matters	26.4	18.6	17.8	37.2
I prefer group interaction in which decisions are taken unanimously	7.8	10.0	24.8	57.4
I prefer my head teacher shows concern for my professional development	0.0	7.8	48.0	44.2
I am very happy when my head teacher shares his or her vision for the school with me	0.0	5.4	57.8	36.8
I prefer to be allowed to do what pleases me in the school	60.1	22.1	15.5	2.3
I prefer my head teacher to promise me a reward before carrying out my work	50.0	27.9	15.5	6.6
I prefer my head teacher and I take decisions that will benefit the two of us	31.0	21.3	28.3	19.4

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Table 9

Statement on the Leadership styles that are Preferred by Basic School Teachers	SD %	D %	A %	SA %
It is appropriate when the authority does not reside in an individual in the school	31.4	26.7	20.5	21.4
It is good for all to be involved in the running of the school	0.0	6.6	33.3	60.1
I am inspired when my head teacher encourages me to do more	0.0	0.0	34.5	65.5
I strive for excellence when I am being motivated by my head teacher	2.3	2.4	55.0	40.3

Source: Field Data, 2012.

As depicted in Table 9, majority of the basic school teachers indicated strongly that they preferred group interaction in which decisions are taken unanimously (57.4%) and that they preferred their head teacher's treating them as co-workers (57.0%). The findings are consistent with the work of Gyansah (2000) who revealed that most teachers endorsed democratic leadership style, that is, a leadership style that makes the leader to involve subordinates or employees in decision making process and also see teachers as co-workers. Similarly, 58.5% of the basic school teachers agreed that they prefer their head teacher's telling them what to do in the school.

However, majority (62.0%) of the basic school teachers strongly disagreed that they want their head teachers alone to take control of all school matters. The

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finding supports the submission of Lewin et al. (1939) who indicated that leaders who wield a lot of power make decisions alone which are sometimes appropriate for employees who need close supervision. It is important to point out that autocratic leadership style has some good aspects; decisions are quickly taken without the usual delay tendency associated with democratic style. Productivity most at times is high since the leader does not tolerate any flimsy excuse from the subordinates. However, the bad side of autocratic style is that when power is centralised in one person, it could be abused. In the second place, it does not result in creativity since the leader is a dominant figure. Lastly, group morale could be affected.

The combined percentage shows that majority (55.0%) of the basic school teachers agreed that they were very happy when their head teacher showed little concern in all school matters. Again, majority (57.4%) of the basic school teachers strongly agreed that they preferred group interaction in which decisions were taken unanimously in the school. The finding confirms the views of Entsuah (2005) who indicated that leaders who adopt the laissez-fair leadership style create room for employees to feel free to operate what they want to do in the organisation. Also, decisions are easily accepted since the leader does not subject issues to critical analysis. However, in laissez-fair atmosphere, there is no control. Also, chaos and conflict are the marks of the organisation because the leader is simply not in charge.

With regard to transformational leadership style, the combined percentages of agreed and strongly agreed show that majority (92.2%) of the basic

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school teachers preferred their head teachers showing concern for their professional development. Similarly, 57.8% and 36.8% agreed and strongly agreed respectively that they were very happy when their head teacher shared his/her vision for the school with them. The findings support the submission of Silins (1994), that in a school setting, transformational school leaders do the right thing by promoting educational restructuring and innovation, focusing on building vision, encouraging collaborative participation and raising the role of followers to that of leaders.

The findings further confirm the views of Leithwood and Jantzi (2000). According to Leithwood and Jantzi, this form of leadership style occurs when leaders and followers unite in pursuit of higher order common goals, when 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. This therefore implies that the leader-follower relationship is one in which the purpose of both become fused, creating unity and collective purpose. The leader motivates followers to "work for transcendental goals instead of immediate self-interest, for achievement and self-actualisation rather than safety and security, and creates within followers a capacity to develop higher level commitment to organisational goals.

However, majority (60.1%) of the basic school teachers strongly disagreed that they prefered to be allowed to do what pleases them in the school. Similarly, 50.0% of the teachers strongly disagreed that they preferred their head teacher to promise them a reward before carrying out their work. Again, the combined percentages of strongly disagreed and disagree show that majority (52.3%) of the

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teachers do not prefer that their head teacher and them take decisions that will benefit only the two of them.

The findings are consistent with the views of Barker (1990) and Kirby et al. (1992). They both indicated that a leadership style that occurs when the leader makes contact with the subordinates for the purpose of exchange of valued things is seen as a transaction. In this relationship the leader and the led exchange needs and services in order to accomplish independent objectives. In comparing transactional leadership to transformational leadership, it is said that transactional leadership is being augmented by transformational leadership to predict higher followers' or employees' performance, satisfaction, and perceived leader effectiveness beyond what could be accounted by transactional alone (Brown & Dodd, 1999; Waldman et al., 2001).

However, more (31.4%) and 26.7% of the teachers strongly disagreed and disagreed respectively that it was appropriate when the authority does not reside in an individual in the school. In contrast to that, majority (60.1%) of the basic school teachers strongly agreed while 33.3% agreed that it was good for all to be involved in the running of the school. The findings are inconsistent with the comments of Heck and Hallinger (2009) that distributed leadership is a form of leadership that includes all the different forms of collaboration experienced by the principal, teachers, and members of the school's improvement team in leading the school's development. Heck and Hallinger further posited that this form of leadership style result in changes that are embraced and owned by the teachers who are in charge of implementing those changes in the classroom.

In contrast to the views of Heck and Hallinger (2009) the comments of Cobbold (2012) is in line with the findings that it is good for all to be involved in the running of the school since distributed leadership focuses on employing expertise within the organisation rather than searching through formal position or role which implies that members of the organisation contribute their ideas, knowledge, skills and experience towards running of the organisation. Believing this, Cobbold posited that distributed leadership is not concentrated in any heroic and charismatic figure who leads while others follow dutifully. Firas et al. (2011) also found out that teachers perceived the distributed leadership style as improving school performance even though others thought otherwise.

Majority (65.5%) of the basic school teachers strongly agreed that they were inspired when their head teacher encouraged them to do more. Similarly, majority (55.0%) of the teachers admitted that they strived for excellence when they were motivated by their head teacher in their various schools. The findings are in line with the submission of Cobbold (2012) who commented that inspirational leader is a leader who raises people's motivation in order that they achieve more by aligning their goals and values with that of the organisation. Inspirational leaders also encourage people to carry out the task at hand because they want to and not because of reward from the leader. These findings imply that before any school programme succeeds, it would be incumbent on the leaders of the various educational institutions to adopt a combined leadership styles in order that they can meet the behaviour challenges of their subordinates. There would be conflicts and crises if our leaders adopt the usual stereotype styles in the discharge

of their duties. When this happens, teachers would not cooperate and it can result in the falling standards of education.

   In all, the findings from Table 9 confirms the earlier work of Lewin and his associates (as cited in Casmir, 2001) concerning democratic, autocratic and laissez-faire leadership that laid the foundation for the behaviour approach to leadership. Overall, the behaviour approach in no doubt increased our understanding of leadership by successfully identifying several groups of behaviours. Particularly, task-and relationship-oriented behaviours are well established as the primary leadership behaviour (Casmir, 2001). Similar to the trait approach, the behaviour approach to leadership, by concentrating only on behaviours and disregarding powerful situational elements, provides a simplistic view of a highly complex process, and therefore, fails to provide a thorough understanding of the leadership phenomenon.
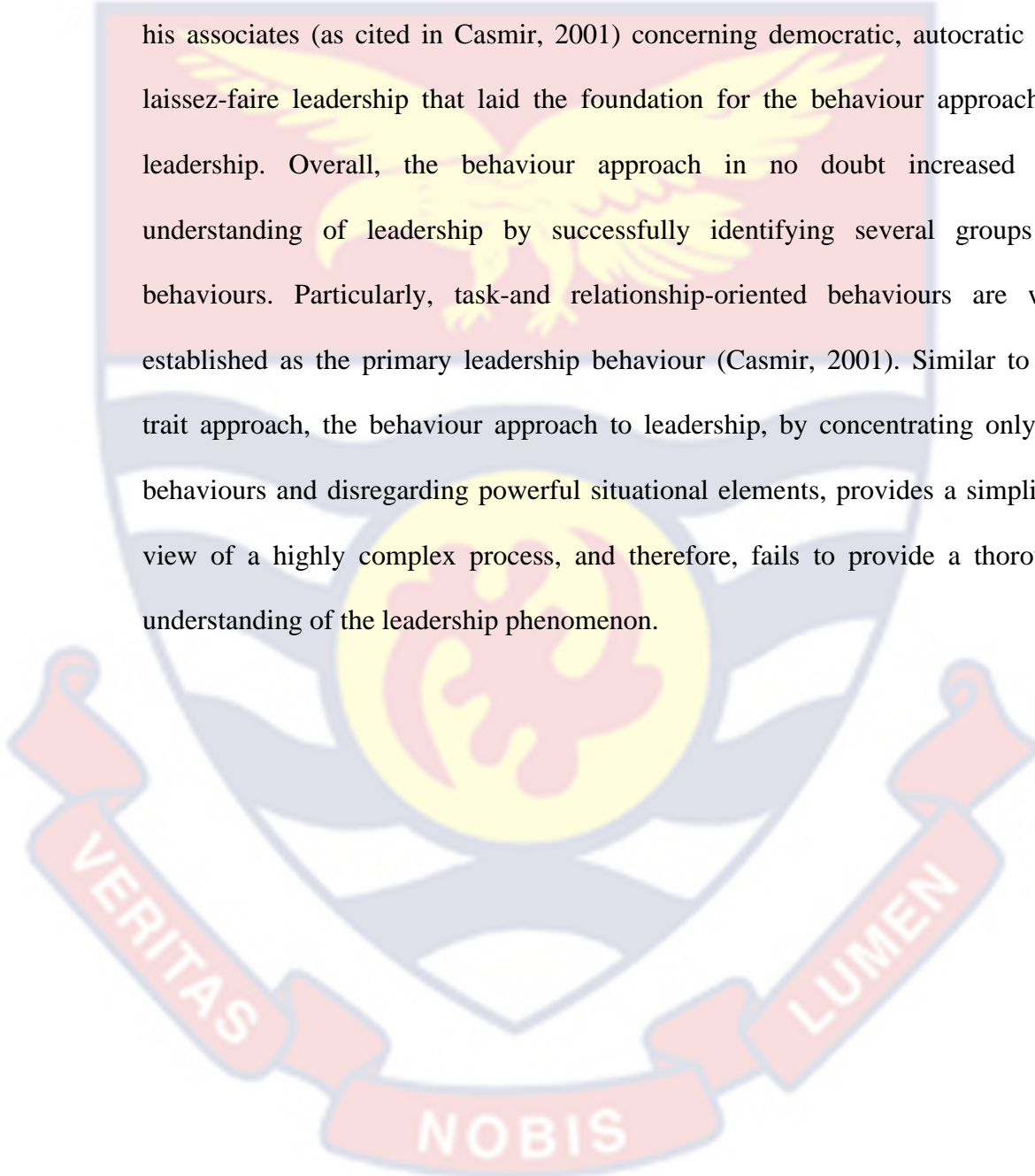
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter outlines the summary of the major findings of the study and the conclusions drawn thereupon. The major findings were based upon the research questions of the study. Conclusions and recommendations as well as suggestions for further investigations were provided.

Summary

Successful organisations as well as institutions are largely dependent upon the effectiveness of the leaders who are in charge of the physical, human and financial resources of those places. It was abundantly clear from the work that the importance of leadership cannot be overemphasized. It is for this reason that leaders are elected or appointed in organisations as well as institutions to harness resources in order to achieve the goals of the organisation in that where there is no leader, there is bound to be chaos.

The huge investments in education by various regimes would have been in vain if the leaders manning our educational institutions do not discharge their duties effectively. There was revelation in the study that even the finest curriculum would not see the light of day if those who are to implement it do not give their blessings. In order words, any curriculum implementation would

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succeed should the teachers wholeheartedly embrace it. Before this happens, there must be cordial relationship between the head teacher and their subordinates. If teachers perceive their head teacher negatively, it indirectly affects school performance since teachers would not take whatever emanates from the head seriously. For any organisation to be effective a lot depends on the kind of leadership provided in the institution. It is against this background that the study sought to find out the leadership behaviour of head teachers in terms of communication, showing concern, instructional leadership and decision-making. The study also touched on the difference between male and female perception of their head teachers, perceived effect of leadership style as well as leadership preferred by basic school teachers.

The descriptive survey was used in conducting the study among all public basic school teachers in the South Tongu District. The sample size was pegged at 269 of which 179 and 90 were males and females respectively. The stratified random sampling technique was used with the help of table of random numbers to select the sample for the survey. The data collection instrument was mainly questionnaire. The research question one was analysed using mean, median, standard deviation and skewess. The second was analysed using independent sample t-test while questions three and four were analysed using frequency, percentage, mean and standard deviation. These were computed with the help of a software known as Test Analytics for Surveys (TAfS), a tool of Predictive Analytics Software (PASW) Version 18.0.

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Key findings

The main findings that emerged from the study were that:

1. Basic school teachers in the South Tongu District perceived positively the leadership styles of their head teachers especially in terms of communication, showing concern, instructional leadership. It was revealed that head teachers were not doing well in the area of decision-making.

2. It was also revealed that there was no statistically significant difference between the perception of male and female basic school teachers in the South Tongu District with regard to their head teachers' leadership styles.

3. Basic school teachers in the South Tongu District largely agreed that the behaviour of their head teachers had some influence on their classroom performance.

4. The respondents in the study area indicated that they preferred democratic, transformational, inspirational and distributed leadership styles.

Conclusions

In conclusion, four research questions were formulated to guide the study. The outcome of the findings were important as far as teaching and learning are concerned because before any curriculum implementation could take place, teachers who are the foot soldiers on the ground must endorse it. Before that happens, there must be cordial relationship between the head teachers and the teachers in the various schools. This implies that lack of good communication systems, effective decision-making skills as well as strong instructional leadership could seriously affect teaching and learning in the Ghanaian schools.

Again, to achieve effective teaching and learning, it is important that head teachers are magnanimous in their dealings with staff since the way teachers are handled influences their classroom performance either negatively or positively. If there is strained relationship between head teachers and teachers, it could impede improvement of schools. This means that as a leader, you have to bring everybody along with you in order to attain the objectives of the institution. It is against this backdrop that institutions invest heavily in the capacity building of their leaders so as to make them rise above the challenges associated with the position.

Finally, it can be said that the issue of leadership is a dicey one because it appeared that there is no one single style that is appropriate in all situations. What it therefore means is that, different situations call for the particular leadership styles to be used. The inability of head teachers to adopt situational leadership would not augur well for the educational enterprise since it could seriously undermine the efforts by various stakeholders to improve teaching and learning.

Recommendations

Following the findings and conclusions of the study the aforementioned recommendations were made for consideration by Ghana Education Service and management of schools.

1. It is recommended that there should be frequent leadership training for head teachers so as to be abreast with the new trends in leadership styles.

2. There should be leadership training geared towards helping head teachers to develop good decision-making skills.

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3. There should be seminars and workshops for basic school teachers especially female ones so as to build their capacity to take up administrative positions since it was indicated that only 22% females are in those positions as against 78% of their male counterparts.

4. In order to improve head teachers' leadership styles, GES should encourage head teachers to peer- review their colleagues. This would help those heads who are not doing well to also catch up with their colleagues who are performing well in their institutions.

5. Head teachers are encouraged to practice situational leadership styles since no one particular leadership style is the best. This could be done through organising in-service training and workshops for them. When this is done, it would help them handle various behaviour styles of their subordinates.

6. Since leadership style has some effect on the performance of teachers, both teachers and head teachers are to be given in-service training so as to help one another in their efforts to achieve greater height in their educational institutions. This is because when there is strained relationship between the staff, it retards the progress of the institution since morale would be very low and that would result in apathy.

7. There should be performance appraisal criteria for the head teachers so that those who are found incapable of being a head are replaced with competent ones. This would put them on their toes.

Suggestions for Further Research

Basic school teachers' perception of the leadership styles of their head teachers was the focus of this work. Similar study is therefore suggested to be carried out to investigate second cycle teachers' perception of their head masters. It is further suggested that a study be conducted to compare the performance of schools head by male teacher and that of school headed by a female teacher.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATION

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

QUESTIONNAIRE ON BASIC SCHOOL TEACHERS' PERCEPTION OF

THE LEADERSHIP STYLES OF THEIR HEAD TEACHERS

This questionnaire is to seek your perception about your head teacher's leadership styles in the school. I would appreciate your candid and honest responses to the items. **Please, be assured that whatever information you give will be treated as anonymously and confidentially as possible. Hence, do not write your name. Thank you.**

SECTION A: DEMOGRAPHIC DATA

Please tick [√] one of the options in response to the items below.

1. Gender: A. male [   ]   B. female [   ]

2. Marital status: A. single [   ]   B. married [   ]   C. separated [   ]   D. divorce [   ]

3. Age: A. under 20 years [   ]   B. 21 – 30 years [   ]   C. 31- 40 years [   ]

D. 40 years and above [   ]

4. Highest educational qualification:

A. SSSCE [   ]   B. Teachers' Cert 'A' [   ]   C. DBE [   ]   D. First Degree [   ] E. Second Degree [   ]

5. Teaching experience: A. 1 – 10 years [   ]   B. 11 – 20 years [   ]

 C. 21 – 30 years [   ]   D. 31 years and above [   ]

6. Gender of your head teacher: A. male [   ]   B. female [   ]

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SECTION B: LEADERSHIP STYLE OF HEAD TEACHER

   a. Please indicate by CIRCLING the degree to which you agree or disagree with the statements using;
   a. Strongly Agree (1) b. Agree (2) c. Disagree (3) d. Strongly Disagree (4)

	STATEMENT	SA	A	D	SD
7	My head teacher clearly communicates information to all teachers.	1	2	3	4
8	My head teacher relays important information from education office to all teachers.	1	2	3	4
9	My head teacher is interested in turning situations around	1	2	3	4
10	My head teacher is not afraid to try new ideas.	1	2	3	4
11	My head teacher is interested in turning situations around.	1	2	3	4
12	My head teacher takes time to listen and explain issues well to staff.	1	2	3	4
13	My head teacher shows concern to teachers in the school.	1	2	3	4
14	In my school, there is open communication between the head teacher and teachers.	1	2	3	4
15	In my school, the head teacher shows respect to all teachers.	1	2	3	4
16	My head teacher always motivates me when I achieve great success in my work.	1	2	3	4
17	My head teacher uses motivational strategies such as awards, recommendations for promotions, and acknowledgement to get teachers serious with their work.	1	2	3	4
18	My head teacher has a mission and vision statement for the school.	1	2	3	4
19	My head teacher articulates his vision forcefully to all teachers.	1	2	3	4
20	My head teacher has high expectations for students' achievement.	1	2	3	4
21	My head teacher knows everything that goes on in the classroom.	1	2	3	4
22	My head teacher facilitates and guides teachers to adopt practices that advance students learning.	1	2	3	4
23	My head teacher allows time for and supports professional development that improves curriculum, instruction and students learning.	1	2	3	4
24	My head teacher does not take unilateral decisions without consulting the staff.	1	2	3	4
25	My head teacher implements decisions taken by the staff.	1	2	3	4
26	In my school, we share information and make decisions together.	1	2	3	4

SECTION C: EFFECT OF HEAD TEACHER'S LEADERSHIP STYLES

b. Please indicate by CIRCLING the extent to which you agree or disagree with the statements using;

a. Strongly Agree (1) b. Agree (2) c. Disagree (3) d. Strongly Disagree (4)

	STATEMENT	SA	A	D	SD
27	My head teacher's leadership style encourages me to perform well in the classroom.	1	2	3	4
28	The way my head teacher treats me influences my performance negatively in classroom.	1	2	3	4
29	It does matter how my head teacher approaches me in the school.	1	2	3	4
30	The leadership style of my head teacher boosts my morale in the performance of my classroom activities.	1	2	3	4
31	The leadership style of my head teacher impedes implementing new ideas.	1	2	3	4
32	I am happy and more productive because my head teacher always includes me in almost all decision making processes in the school.	1	2	3	4

SECTION D: PREFERENCE FOR LEADERSHIP STYLES

c. Please indicate by CIRCLING the extent to which you agree or disagree with the statements below.

a. Strongly Agree (1) b. Agree (2) c. Disagree (3) d. Strongly Disagree (4)

	STATEMENT	SA	A	D	SD
33	I prefer group interaction in which decisions are taken unanimously.	1	2	3	4
34	I prefer my head teacher treats me as a co-worker.	1	2	3	4
35	I prefer my head teacher tells me what to do in the school.	1	2	3	4
36	I want my head teacher alone to take control of all school matters.	1	2	3	4
37	I am very happy when my head teacher shows little concern in all school matters.	1	2	3	4
38	I prefer my head teacher shows concern for my professional development.	1	2	3	4
39	I am very happy when my head teacher shares his or her vision for the school with me.	1	2	3	4
40	I prefer to be allowed to do what pleases me in the school.	1	2	3	4
41	I prefer my head teacher to promise me a reward before carrying out my work.	1	2	3	4
42	I prefer my head teacher and I take decisions that will benefit the two of us.	1	2	3	4

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43	It is appropriate when the authority does not reside in an individual in the school.	1	2	3	4
44	It is good for all to be involved in the running of the school.	1	2	3	4
45	I am inspired when my head teacher encourages me to do more.	1	2	3	4
46	I strive for excellence when I am being motivated by my head teacher.	1	2	3	4
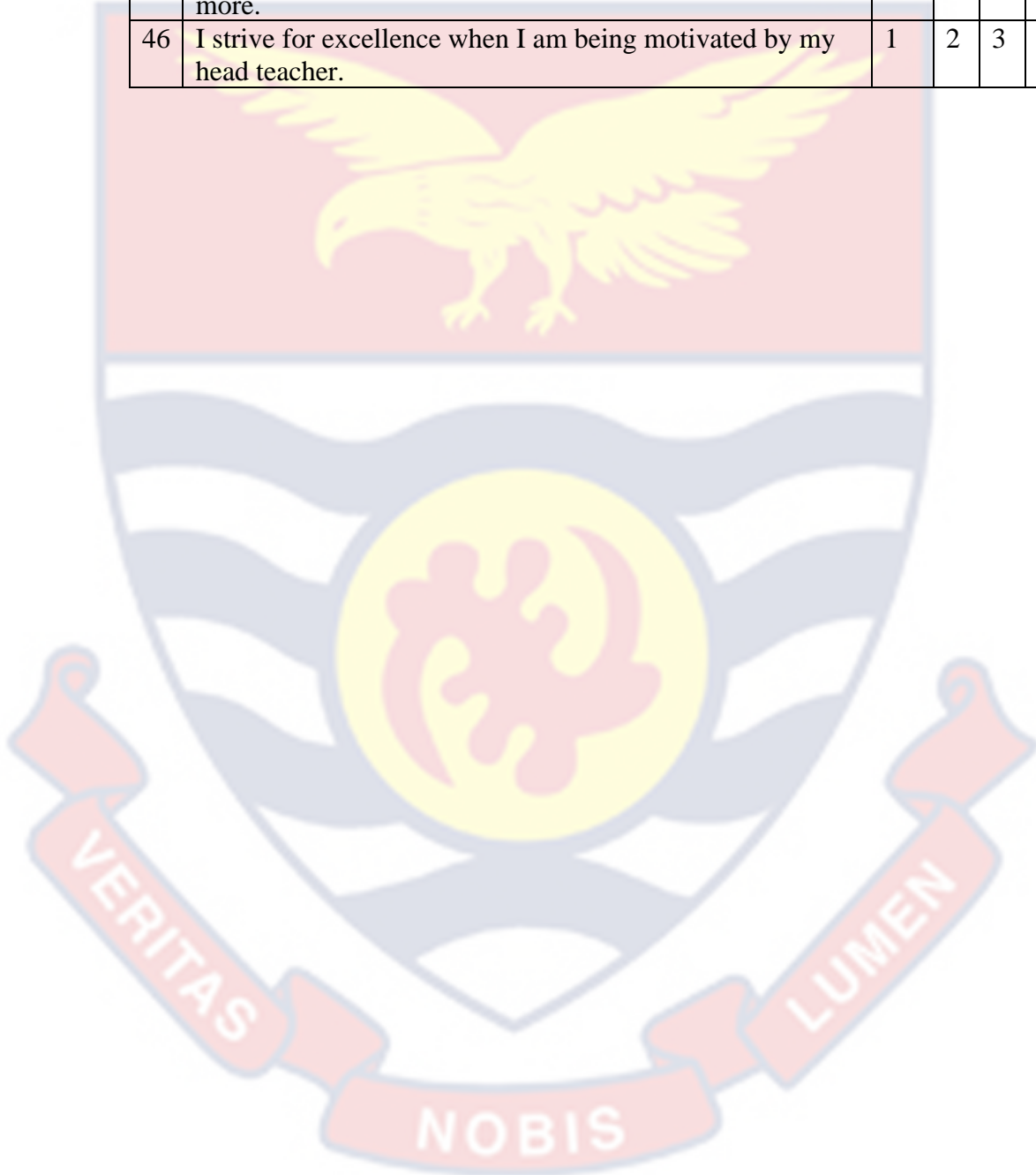
APPENDIX B

Sampled primary schools and the sampled teachers

Number	School	M	F	Total	Sampled M	Sampled F	Total
1.	Anaosukope	4	0	4	2	0	2
2.	Sokpoe	7	4	11	3	1	4
3	SokpoePresby	3	2	5	1	1	2
4	Vume R.C	5	2	7	3	1	4
5	Dedo	2	1	3	1	1	2
6	Tefle PCG	9	9	18	7	3	10
7	Agorgbe	3	1	4	1	1	2
8	Kpotame PCG	5	3	8	3	1	4
9	Dordoekope	6	1	7	3	1	4
10	Agbadzakope	5	0	5	3	0	3
11	Dzetorkoe R.C	5	0	5	3	0	3
12	Agave PCG	4	4	8	2	1	3
13	New Agave	5	0	5	3	0	3
14	Agbeve R.C	4	0	4	2	0	2
15	Detsawome	5	3	8	3	1	4
16	Agbogbla E.P	5	5	10	3	1	4
17	Tosukpo	1	4	5	1	1	2
18	Agorhome R.C	1	3	4	1	1	2
19	Dabala Comb. R.C	5	1	6	3	1	4
20	Bludo	1	0	1	1	0	1
21	Tsiveto	3	4	7	1	1	2

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22	Dabala E.P	5	11	16	3	4	7
23	Yorkutikpo	5	2	7	3	1	4
24	Dendo	2	5	7	1	1	2
25	Avorvi	2	5	7	1	1	2
26	Agorkpo R.C	3	5	8	1	1	2
27	Toklokpo	3	4	7	1	1	2
28	Sogakope 'A'	2	5	7	1	1	2
29	Sogakope R.C	2	13	15	1	4	5
30	Sogakope E.P	1	6	7	1	2	3
31	Sogakope 'C'	2	3	5	1	1	2
32	Sogakope PCG	5	8	13	3	3	6
33	Sogakope 'B'	1	8	9	1	2	3
34	Avegorme Bapt.	1	1	2	1	1	2
35	Fievie E.P	5	1	6	3	1	4
36	Gamenu	4	0	4	2	0	2
37	Amedorme	1	1	2	1	1	2
38	Galo-Sota E.P	3	1	4	1	1	2
39	Nutekpor	2	0	2	1	0	1
40	Larve	2	1	3	1	1	2
41	Agorta	4	1	5	2	1	3
42	Hlevi	3	1	4	1	1	2
43	Tordzinu	5	4	9	3	1	4
44	Agbakope R.C	7	11	18	4	3	7

45	DabalaJunct.	1	4	5	1	1	2
46	D/Junct. R.C	2	3	5	1	1	2
47	Alesikpe	1	3	4	1	1	2
48	Lakpo	2	1	3	1	1	2
49	Tsavanya	5	1	6	3	1	4
50	Agbagorme E.P	3	3	6	1	1	2
51	Xikpo	7	5	12	3	1	4
52	Kpenu	3	2	5	1	1	2
53	Gonu R.C	4	1	5	2	1	3
54	Sukladzi	4	0	4	2	0	2
55	Bekpo	5	1	6	3	1	4
56	Avuto	1	1	2	1	1	2
57	Lolito	2	2	4	1	1	2
58	Hlortorto	1	0	1	1	0	1
59	Adutor 'B'	1	4	5	1	1	2
60	Adutor 'A'	3	2	5	1	1	2
61	Dzogborve R.C	3	0	3	1	0	1
62	Tadze	1	0	1	0	0	0
63	Kua R.C	2	0	2	1	0	1
	Total				**133**	**65**	**178**

Sampled junior high schools and the sampled teachers

Number	School	M	F	Total	Sampled M	Sampled F	Total
1	Sokpoe D.A J.H.S	7	2	9	3	2	5
2	Kpotame	5	1	6	3	0	3
3	Vume	8	3	11	5	1	6
4	Tosukpo	6	3	9	2	1	3
5	Agordomi	4	1	5	2	0	2
6	Agorhome	6	2	8	3	1	4
7	Agbogbla	6	2	8	3	1	4
8	Dendo	4	1	5	2	0	2
9	Sogakope 'C'	9	3	11	5	1	6
10	Sogakope 'B'	3	8	11	1	3	4
11	Sogakope PCG	2	3	5	1	1	2
12	Sogasco	4	6	10	2	2	4
13	Gamenu	2	0	2	1	0	1
14	Nutekpor	4	0	4	2	0	2
15	Larve/Galotse	3	2	5	1	1	2
16	Dzogborve	4	0	4	2	0	2
17	Agbagorme	3	1	4	1	1	2
18	D/Junction R.C	6	2	8	3	1	4
19	Bekpo	4	0	4	2	0	2
20	Dusekpo	4	0	4	2	0	2
21	Adutor 'B'	4	4	8	2	1	3

22	Fievie	7	0	7	3	o	3
23	Adutor 'A'	3	3	6	1	1	2
24	Xikpo	3	1	4	1	1	2
25	Anyidzekpo	7	2	9	4	1	5
26	Toklokpo	3	3	6	1	1	2
27	Tsavanya	4	1	5	2	1	3
28	Agave	3	0	3	1	0	1
29	Dabala Comb.	6	3	9	3	1	4
30	Dabala E.P	2	2	4	1	1	2
31	Tefle	8	1	9	4	1	5
Total					66	25	269

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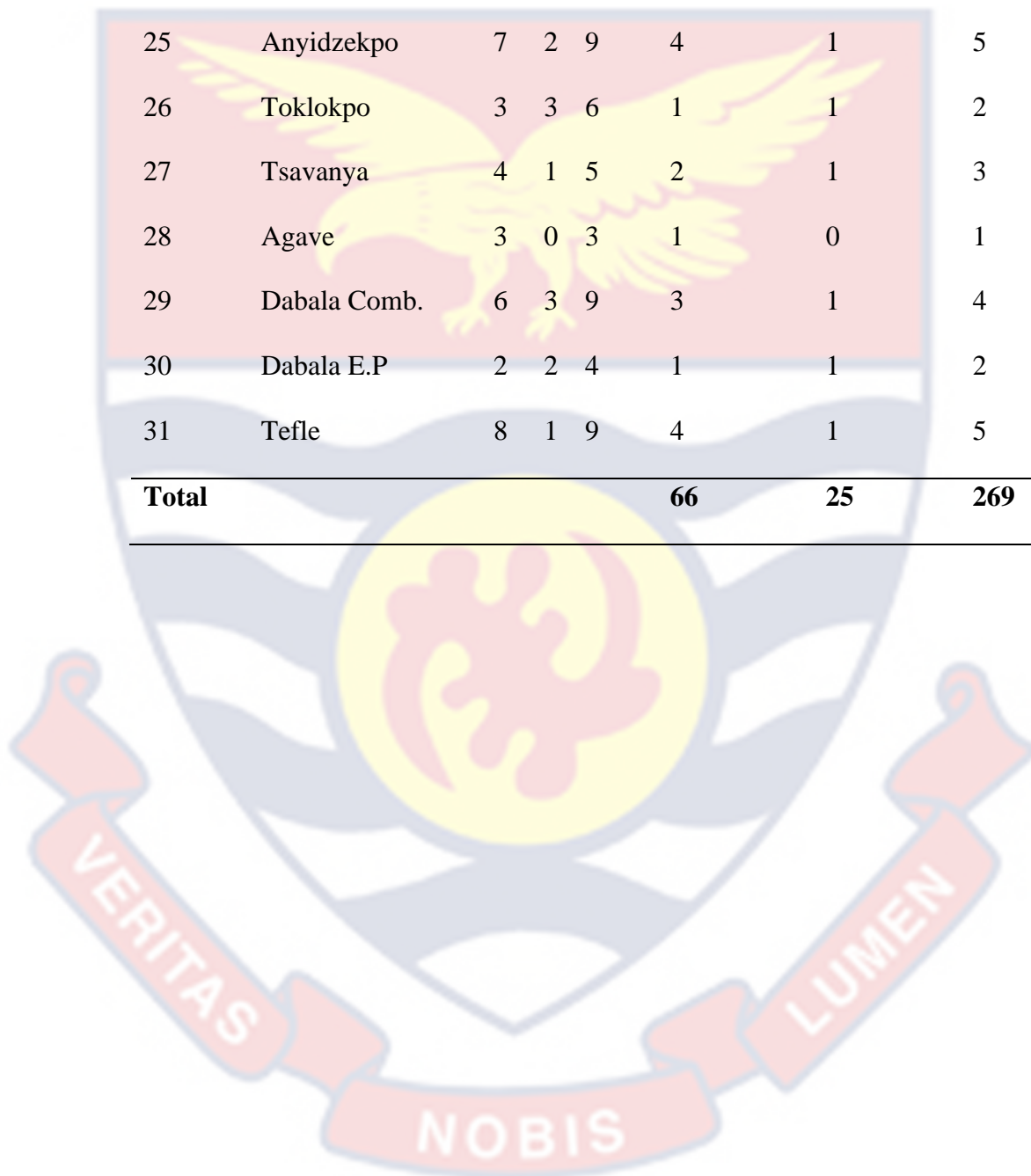
APPENDIX C

UNIVERSITY OF CAPE COAST

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University Post Office,
Cape Coast, Ghana.

Date: 19th October, 2012.

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

The bearer of this letter **Mr. Vincent Mensah Minadzi** is a graduate student of the Department of Arts and Social Sciences Education of the University of Cape Coast, Ghana.

He requires some information from your institution for the purpose of writing a thesis which is a requirement of M. Phil Degree Programme.

I would be grateful if you could kindly allow him to collect the information from your institution. Kindly give the necessary assistance.

Yours faithfully,

REV. DR. SETH ASARE-DANSO
HEAD OF DEPARTMENT

DEPARTMENT OF ARTS &
SOCIAL SCIENCES EDUCATION
UNIVERSITY OF CAPE COAST
CAPE COAST GHANA.

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APPENDIX D

UNIVERSITY OF CAPE COAST

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HEAD OF DEPARTMENT

DEPARTMENT OF ARTS &
SOCIAL SCIENCES EDUCATION
UNIVERSITY OF CAPE COAST
CAPE COAST GHANA.

Permission has been granted the bearer of this letter to collect data from Schools.

(VICTOR VORDE)
Dep. Director (Plan & Mon.)
GHANA EDUC. SERVICE
SOGAKOFE – V/R

23/10/2012

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