Influence of Head Teachers' Management Styles on Teacher Motivation in Selected Senior High Schools in the Sunyani Municipality of Ghana

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Abstract. Senior High School administration in Ghana is bedeviled with a lot of problems most of which emanate from deficiencies in management styles of heads of these institutions. There have been times when teachers had to stage open protests to register their displeasure about head teachers' management styles which they often described as administrative and managerial incompetency. This situation has often led to low morale among teachers and therefore this study focuses on finding out the effects of head teachers' management styles on teachers' motivation in SHSs in Ghana. The study also attempts to look at and explain how head teachers' informal relationship with teachers serves as a motivation for teachers to work to achieve institutional goals. The study sampled 100 senior high school teachers and 10 head teachers in the Sunyani Metropolis. These were sampled using the quota and simple random sampling procedures. The study, among other things, revealed that most teachers see their heads as bosses and not as friends. Again, it was revealed that though teachers were involved in decision making, the actual setting of objectives for a school were left in the hands of the heads and the school management team. It was therefore recommended for head teachers to adopt the Management by Walking About and Management by Objective so as to get closer to their teachers in the running of schools.

Key words: Management by Objective; Management by Walking About; Motivation

Introduction

In every organisation for which the school is not an exception, management is expected to produce results. These results do not just happen overnight. They demand great efforts by the leaders who in turn, are to spearhead the affairs of the organisation. A high degree of workplace spirituality and spiritual leadership, as a driver of organizational commitment and productivity, is important to enhancing organizational performance (Fry & Matherly, 2006).The person at the helm of affairs is usually the manager (Ekeland, 2005). The

managers of various organisations were seen as not sociable and distant people who are seen once in a while either at a meeting or for specific programmes. Also, the norm was that the communication process was a downward one whereby decisions are taken by managers and pushed down to the subordinates. However, for the objective of an organisation to be achieved, it demands the collective efforts of both managers and employees. This case is not different when it comes to school management. If the management of any school will achieve results, the efforts of the teachers must be appreciated. For managers to achieve their organizational targets, services of people are imperative which in the school setting will be teachers (Thomson, 1998). Managers can only use this tool (people) effectively when they instill in them a sense of commitment and the desire to accomplish organizational goals. Again, if this tool can be used well, their efforts should be controlled and coordinated toward goal accomplishment. The manager in all these should give subordinates the opportunity to increase their skills and abilities in contributing to achieving the organization's aspirations. The individual's style will be use based on a combination of their beliefs, values and preferences, as well as the organizational culture and norms which will encourage some styles and discourage others (Almansour, 2012).

Teacher Motivation
Aacha, (2010) in a study alluded to the fact that teacher motivation has become an important issue since teachers' preoccupation is to transmit skills, knowledge and attitudes to learners. Teachers who are satisfied with their job tend to give off their best and can go a long way to influence students' performance (Mertler, 1992). Motivation guide people's actions and behaviours toward achievement of some goals (Analoui, 2000). In the world work and the school setting, motivation can be perceived in two distinct contexts: intrinsic and extrinsic motivation (Sansone & Harackiewicz, 2000). The former emanates from within the individual and positively influences their behavior, achievement (Ryan & Deci, 2000). The latter on the contrary, comes as result of influences from the external environment which acts as stimulus. Thousands of studies have been conducted following Thorndike's (1911). On such study was the Emery Air Freight study carried out by Hamner and Hamner (1976) and Komaki (1982) on how behaviors change by the manipulation of extrinsic factors.

With intrinsic motivation, one performs an act for its own sake rather than being urged by an external factor. The issue of intrinsic motivation is a vital concept which has been amply dealt by White (1959), Maslow (1943) and Alderfer (1969). A research paper on extrinsic and intrinsic motivation of teachers that was measured in terms of teaching work satisfaction alluded to a number of intrinsic motivational variables. Some of these included satisfaction derived from teaching, setbacks in teaching, the competition in teaching, recognition, career advancement and, control over others. The paper also viewed the extrinsic motivation of teachers in terms of salaries, free accommodation, free meals, weekly duty allowances and extra teaching load allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

Teachers, per their job make or unmake a society and this is why their work output is of great interest to everybody in society. Oxford Advanced Learner's Dictionary defines performance as - the act or process of carrying out something or execution of an action or a repetitive act or fulfillment or implementation (Hornby, 2000). In this respect, teacher performance connotes the teachers' role of teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counseling. Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom. Teacher performance in this study was measured by regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others.

Teaching is a mass occupation, which accounts for one-half to two-thirds of public sector employment in most developing countries (Bennell, 2004). While other professions (engineers, medical doctors and lawyers) enjoy a high degree of self-regulation and are successful in maintaining high barriers to entry in terms of qualification requirements and registration, teachers on the other hand, tend to have weak, state-dominated professional organizations with several trade unions. In addition, public sector recruitment freezes in many countries during the 1990s have seriously constrained the growth of the number of teachers in government or government-aided schools. Although such events are expected to have affected the morale of teachers to perform, detailed studies examining the effect of motivation on performance of teachers are still scanty. Available evidence, however, reveals that the teaching force has expanded rapidly in only a relatively few countries (most notably Bangladesh, Malawi, Ethiopia, Eritrea, Mozambique and Uganda). Bennell (2004) indicates that teaching has become employment of the last resort among university graduates and secondary school leavers. About one-half of junior secondary school leavers in Malawi and Tanzania who finished school in 1990 were employed as teachers in 2001. The corresponding figure for Uganda is a staggering 81 per cent (Al-Samarrai & Bennell, 2003). Consequently, teachers often lack a strong, long term commitment to teaching as a vocation. Besides, the status and pay of primary school teachers compared to secondary school teachers is generally much lower in developing countries. Thus, in the absence of alternative employment opportunities, becoming a secondary school teacher is the main avenue for social and economic advancement for the most able primary school teachers. This has had important implications for intrinsic motivation of primary school teachers.

Literature have reviewed various management styles adopted by management but this study sought to look at how head teachers as managers of schools are able to adopt the management by objective and management by walking about style in their management practices and its effects on teacher motivation. Management by walking/wandering about, according to Peters and Waterman

(1982) "is an unstructured approach to hands on, direct participation by the managers in the work-related affairs of their subordinates, in contrast to rigid and distant management".

For teachers to be motivated extrinsically to give off their best, the heads' management style contribute immensely (Holten, Dent & Rabbett, 2009; Aacha, 2010). The issue of management style and employee performance has gained so much ground especially the western world. Many researches conducted in the field of Business world have proven that the management styles of managers greatly influence the motivation of subordinates. However, when it comes to the teaching field it remains unclear how the styles of management of heads have effects on teacher motivation. The output of the Ghanaian teacher is said to be going down in recent years. Most of these teachers are now performing below expectation just because people claim that their incomes are low but this problem could be due to so many factors and one such factor could be the management styles adopted by their heads. Management styles which are adopted by head teachers usually affect the performance of teachers in that they either positively or negatively on teacher motivation to give off their best. Also most research work on management styles based on the popular management styles as the democratic, autocractic, laissez-faire etc. but much has not been done when it comes to the management by objective and management by walking about.

If head teachers as school managers, sit jointly together with their teacher to set specific institutional objectives to be accomplished within a certain specific time frame, all players buy into the vision, hands are put on deck, objectives are attained. The emphasis of this management style is that goals jointly set by teachers and heads within the school boosts teacher morale. Also, the informal relationship of head teachers' informal towards their teachers serves as a motivation for teachers to work to achieve institutional goals. The normal style of the heads is seeing them in their offices performing their role. The teachers see their heads only on formal grounds like meetings or being summoned to see the head in his or her office. Again, what normally happens is that objectives are set by the management board and the heads normally bring them to staff meetings for discussion. The question therefore is "are the heads aware there is a management technique like these and are the head teachers actually using the management style of walking/wandering around or management by walking about and what effects have these styles on teacher motivation?. Also do the head teachers actually involve their teachers in setting objectives? To help unfold these issues this research is aimed at finding the effects of the heads management style on teacher motivation. The purpose of the study was to identify the management styles of head teachers and their effects on teacher motivation.

The research will therefore bring to light the importance of these two vital management styles that can be adopted by managers of schools to increase teacher motivation. The study focused only Senior High Schools in Brong Ahafo and not the entire country; hence the generalization of the result might not be

easy since the condition pertaining to one region might not be the same for another region. The study was confined to only Brong Ahafo Region and not the entire country. Again, the study did not address other management styles adopted by managers in their day-to-day activities.

Research Questions
To what extent does head teachers' management style (MBO and MBWA) influence teachers' motivation to perform?

Research Hypotheses
H_0: Head teachers' management style has no significant effect on teacher motivation to perform.

Overview of Literature

This chapter sought to review literature on the two management styles (Management by Objective and Management by walking/wandering around and motivation.

Management by objective (MBO)
Management By Objective theory was introduced to the business science in the mid of 1950s by Peter Drucker, a prominent management scientist. Drucker's (1954) concept of the MBOs introduction was the apparent importance of businesses' clear objectives to their profitability, productivity, share market increase and concurring reputation. According to Drucker (1954), the procedure of objectives' setting and progress' monitoring are determining factors towards the function of organizations, thus these factor should permeate the entire organization, from top to bottom. To achieve this, it is important for top level management to jointly set organizational targets with their subordinates. Management by objective is a system whereby the superior and subordinates of an organisation jointly identify its common goals, define individual's responsibility in terms of expected results. It makes a demand on every manager to set targets to be achieved in the future and inspires subordinates to persistently ask what can be done (Thomson, 1998). He went further to assert that organizations do not exist for their own sake but for a purpose. And to achieve this purpose, higher level managers should set attainable and specific objectives by involving subordinates at all levels of decision making in attaining targets. Organizations which do not adopt the MBO strategy normally risk having a downward decision-making approach. That is, the goals are set by top management and are handed down to subordinates for implementation. The lack of participation by subordinates which is usually manifested by non-commitment in the decision-making process hampers the full realization of organizational goals and objects. According to Thomson this does not encourage commitment on the part of the subordinates. MBO gained attention because it focuses on objectives and results which a manager wants to achieve in specific time as well as focusing on participative management

MBO is a result centered managerial approach for the effective utilization of material, physical and human resources of the organization. MBO tries to combine long term goals of organization with short term goals. MBO does not only focus on goals but also on effective performance. It also focuses of the participation of employees in goal setting process. In the school Management by Objective could be applied. The head can adopt the participative management approach where formulation of objective becomes a shared activity between the head and the teachers. This could be exhibited in the nature of decision making in the schools. Staff members involved decision making generally develop a high level of satisfaction. Teachers must be recognised and respected by the administration for their expertise (Conley, Schmidle, & Shedd, 1988). Teachers are empowered to act as leaders in concert with the principal. Liontos (1993) suggested that a shared decision-making strategy has the potency to improve the quality of decisions thereby increasing decision acceptance rates, boost staff morale , increase staff efficiency, staff commitment and teamwork; build trust among staff; help staff acquire new skills and increase overall school effectiveness.

Management by Wandering About/ walking Around
The term 'Management by Walking' (MBWA) was defined by Peters and Waterman (1982) as a style of management whereby managers wander around in an unstructured manner at the workplace randomly with a view to checking with employees, equipment, about the status of ongoing work. This definition emphasizes 'wandering' as a random movement in a workplace rather than a carefully plan visits by managers to employees at a more systematic and pre-arranged times and venue. The advantage with this style of management is that a manager is more likely to increase productivity and total quality in the management of the organization in contrast to staying glued in a specific office and waiting for employees, or the delivery of feedback reports on what goes on in the organization.

This term was first used by executives of Hewlett-Packard company, in the 1970s (Mears, 2009). MBWA was used by the above company executives in boosting morale within the company. Following success in its usage, the style was embedded into the culture of the organization. However, Hewlett-Packard company was not the only company in those days that adopted this style of management where managers made unstructured visits to subordinates in the workplace. For instance, Tom Peters and Robert H. Waterman have earlier used this term in their book: 'In Search of Excellence: lessons from America's best-run companies' in 1982. According to Hinners (2009) management by walking about connotes a sense of purposeful random visit by a manager to learn at first hand, the working conditions which have beneficial and fruitful consequences for organizational growth. He explained how he adopted the MBWA in his managerial role when he was appointed the director for Smithsonian National Air and Space Museum. He commented on how MBWA has served as an eye-opener in his career. He explained that by walking around the working sites and asking questions he was able to get vital information he believes would never had come at a formal meeting. Roaming about at the work site helps the

manager to learn on a daily basis procedures and processes in the organization. He explained that subordinates see you (manager) as a superior; they will be more willing to open up to tell you (the manager) the happenings and problems within the organization before some of them become problems. Furthermore, as subordinates gets to know their boss better, they tend trust him/her more. Another advantage of adopting MBWA is that subordinates will be ready to share more vital information with the manager and this can help break down barriers to communication. Again, visits by the manager to different departments can help him/her discover and fix problems earlier in efficient manner. According to Hinners (2009), communication in MBWA thus becomes spontaneous and symbiotic and also gives room for on-the-job mentoring. These features described earlier differentiate MBWA from other management styles. This approach guarantees a fantastic multiplier effect as far as information diffusion is concerned. Word gets around rapidly and potentially makes people (workers or subordinates) feel comfortable coming unannounced to offices of their bosses (heads) to get some tidbit off their chest. Another dimension of this approach is the use of norm, a most unusual leadership style which makes use of profound technical skills, and an ability to analyze audience using appropriate humor and presentation skills. It enables subordinates to put on a "can do" spirit attitude: after all, nothing is impossible and challenging "what we do".

It is a wander why many managers do not adopt this style (ie MBWA). Nonetheless, MBWA is not a panacea to all managerial problems. To make MBWA successful, other management tools and styles must be adopted concurrently. As is true of any individual management tool, it must be augmented and complemented by a host of other proven techniques. Management by Walking About can easily be adopted by heads of schools where they could pay random visit to classrooms to interact with the teachers and be able to get hands on information about the activities that go on in the classrooms. The two approaches are expected, when used properly to motivate teachers to function effectively and efficiently as teachers. Figure 1 gives a diagrammatic representation of the two styles opined by Oates (1977) and Hinners (2009).
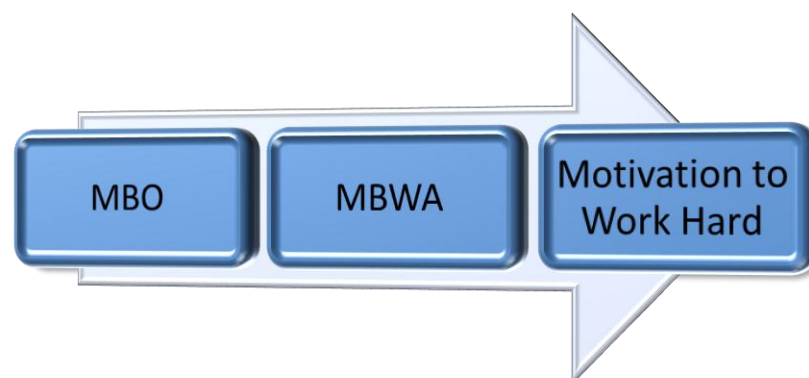

Figure 1. The process and impact of MBO and MBWA in an organization (Author derived)

Methodology

Research Design
The cross sectional survey design of the descriptive design was adopted for this study. The cross sectional survey design was employed in carrying out the study. This design was adopted because it affords the researcher the opportunity to observe, assess and describe the extent to which the management styles of head teachers in the Senior High Schools in the Brong Ahafo Region motivate the teachers to perform.

Population of the Study
The population comprised 10 senior high school head teachers and 633 teachers in the Sunyani Municipality. The sample for this study comprised 100 teachers who were randomly selected from all the public senior high schools in the Sunyani Municipality. The census survey was used to select 10 head teachers from all the selected senior high schools in the Sunyani municipality.

Instrument for Data Collection
According to Gay (1992), all research studies involve data collection with the help of research instruments. For this reason the researchers decided to use questionnaire for both the head teachers and the teachers. The questionnaire was divided into three sections. Section A was the introductory section containing an item on teachers' education zones. Section B comprised 7 items on the relevance of MBO and teacher motivation, while section C had 12 items on the benefits of MBO to school management. The items in the questionnaire were both closed ended and open ended questions.

Validity and Reliability of Instrument
The instrument was given to expert to ascertain its content and face validity. Changes were effected to improve upon the instrument. The instrument was pilot tested thereafter. The purpose of the pilot testing according to Brown (2012) was to gain an insight into the relative strengths and weakness of the research instrument in order to make possible improvement prior to the main study. One hundred and ten (110) questionnaires were administered to both head teachers and teachers in the Sunyani Municipality. This area was chosen because the researchers believe that the head teachers and teachers in this district bore similar characteristics in terms of qualification and experience with other teachers. The data gathered were analysed and the Cronbach's alpha was established for each of the items. Both questionnaires had a Cronbach's alpha value of 0.80 which was respectably reliable in every sense.

Results and Discussion

Data Analysis
The outcome of the study has been presented and discussed in the following section. The study examined the extent to which head teachers management style (MBO and MBWA) influenced teachers' motivation to perform and whether head teachers' management style had any significant effect on teacher motivation to perform.

Table 1: Management by Objective

Statement	Strongly Agree No. (%)	Agree No. (%)	Disagree No. (%)	Strongly Disagree No. (%)	Mean
My head teacher brings specific goals and measures for discussion during staff meetings and this motivates me to give off my best	13(13)	72(72)	15(15)	0(0)	2.98
I am liable for the accomplishment of goals	55(55)	17(17)	15(15)	13(13)	3.22
My head rewards for the accomplishment of goals and this serves as a motivation for me	0(0)	17(17)	28(28)	55(55)	1.62
I have been involved in establishing disciplinary policies and so I am motivated	0(0)	13(13)	87(87)	0(0)	2.13
I have been involved in planning structural facilities for the school and this is an incentive to work hard.	0(0)	13(13)	32(32)	55(55)	1.58
I have been involved in planning new projects for the school and so I give off my best	27(27)	13(13)	32(32)	28(28)	2.39
I have been involved in resolving staff disputes and this encourages me to give off my best	44(44)	41(41)	15(15)	0(0)	3.29
Total					**2.46**

It could be deduced from table 1 that the heads bring specific goals to staff meeting for discussion because majority, 72(72%) agreed to that statements. Again it could be observed that 55(55%) of the responded agreed that their heads hold them responsible for the accomplishment of those goals brought for discussion. However, issues concerned with disciplinary policies, a clear majority disagreed that they are involved in such decisions and this clearly discouraged a lot of them. Also, on the issues on planning of structural facilities and new projects, a greater number of the respondents disagreed with those issues. This is a clear indication that most of the decisions taking in the schools are solely taken by the head teachers. Again, on the issue of whether the respondents were involved in planning disciplinary policies, majority, 87(87%) indicated that they were not involved. Drucker's (1954) who introduced the concept of Management By Objective was of the view that for an organisation such as the school to be able to achieve its objectives successfully it is important that top level management (head teachers) jointly set organisational objective

with their subordinates (teachers). Liontos (1993) stated that a shared decision-making strategy has the potency to improve the quality of decisions thereby increasing decision acceptance rates, boost staff morale , increase staff efficiency, staff commitment and teamwork; build trust among staff; help staff acquire new skills and increase overall school effectiveness.

Table 2: Management by walking about

Statement	Strongly Agree No. (%)	Agree No. (%)	Disagree No. (%)	Strongly Disagree No. (%)	Mean
My head frequently visits my class	44(44)	13(13)	43(43)	0(0)	3.01
I feel intimidated when I see my head around my class	0(0)	31(31)	41(41)	28(28)	2.03
I feel relaxed when my head comes to my class to visit me	30(30)	42(42)	0(0)	28(28)	3.02
I am able to share problems with my head more when he/she comes to visit me in my class	27(27)	30(30)	43(43)	0(0)	2.84
My head is often curious to know how some topics are taught when he/she visits my class.	0(0)	30(30)	70(70)	0(0)	2.30
My head often uses informal visits to discuss formal issues with me	0(0)	44(44)	56(56)	0(0)	2.88
I am able to share personal issues during informal discussions with my head	45(45)	26(26)	29(29)	0(0)	3.16
My head's informal visits approach reduces the cumbersome bureaucratic procedures.	24(24)	41(41)	29(29)	6(6)	2.83
Total					**2.75**

Out of the 100 teachers employed in this study only 44(44%) indicated that their heads frequently visit them in their class. Again, on the issue of whether the head is often curious to know how some topics are taught when they visit their classes, 70(70%) respondents disagreed. However, on the issue of whether the heads informal visits reduces the cumbersome bureaucratic procedures, majority, 65 (65%) of the respondents agreed. The result in Table 2 indicates that heads were not so much involved in management by walking about. Management by walking about involves the manager visiting work sites frequently, discussing issues with subordinates. According to Hinners (2009), visits by the manager to different departments can help him/her discover and

fix problems earlier in efficient manner. According to Hinners (2009) is of the view that communication in MBWA thus becomes spontaneous and symbiotic and also gives room for on-the-job mentoring. This means that if head teachers frequently visits their teachers in their classroom they will be able identify problems and help to give coaching when it becomes necessary.

From the results, it is clear that study examined the extent to which head teachers management style (MBO and MBWA) influenced teachers' motivation to perform and whether head teachers' management style had any significant effect on teacher motivation to perform.

Table 3: Correlation between head teachers' management style and teacher motivation to perform

Variables	N	Mean	SD	*R*	*P*- value
Management style of head teachers	100	15.92	3.01	.263	0.008
Teacher motivation to perform	100	21.77	4.97		

*P<0.05

This test was conducted to determine the relationship between head teachers management style and teacher motivation to perform. Testing was done at 0.05 level of significance (95% confidence level). The hypothesis was a non-directional one (2-tailed). From Table 3, management style of head teachers, r (100) = .263, P = .008, given that ∞ = 0.05 and P = 0.23. Since $P < \infty$, the result is statistically significant. The null hypothesis is therefore rejected and a conclusion made that, there is s significant relationship between management style of head teachers and teacher motivation to perform.

This outcome confirms the suggestion by Liontos (1993) that the management style of head teachers has the ability to improve the quality of decisions; increase the decision's acceptance rate and provide avenues for learning new skills.; inspire staff, instill commitment and teamwork; build trust among staff; and increase overall school effectiveness.

Head teachers
Five head teachers were involved in this study. On the issue of whether the heads bring specific goals to staff meeting for discussion, all the five heads responded in the affirmative. Again, on the issue of whether they hold teachers responsible for the accomplishment of goal, 3 out of the 5 respondents indicated that they do hold the teachers responsible because in their view if one is involved in the decision making process then that person should be held responsible for its accomplishment. When asked whether they involve their teachers in the planning of structural facilities, and designing of new disciplinary policies, 2 indicated that those areas are managerial in nature and has got nothing to do with teachers, 2 also indicated that disciplinary policies are mostly designed by the central government and not at the school level.

On the issue of whether the heads frequently visits their heads, 3 indicated that they sometimes visit their teachers in their classes. The 2 indicated that they had more office work to perform and this makes it difficult for them to be visiting their teachers when they are teaching.

Conclusions

There is no doubt that the management style adopted by head teachers either motivates teachers to perform or demotivate them in the discharge of their duties. One cannot imagine how chaotic society would have been if there were no leaders to manage affairs of organisations. People would have been without mission and direction and development would not have been thought of. In the school setting, head teachers are seen as managers and their management style can greatly influence the performance of their teachers. The two management styles: management by objective and management by walking about are often adopted by some heads educational institutions even though these heads are not in a position to christen them as this study has done through review of literature. Head teachers do not use management by walking about as a style in the discharge of their duties. The question now is: Are the head teachers even aware there is a style of that nature and its effective implementation could yield positive outcome in the school setting? The conclusions drawn from this study indicated that management by objective as a management style was adopted by the headmasters.

Irrespective of the form the MBO takes within the school set up, it is basically a style that helps to direct head teachers' attention toward results and force teachers of a school to commit themselves to achieving specific goals and facilitating their thinking of future needs and the objectives to set. Again, the MBO approach can provide the head teachers with greater measures of the tools they need to make in the best interest of the school's progress. The head teacher, as a manager can gain maximum cooperation and desire to contribute from subordinates (teachers) by making them to feel that the objectives they are working toward were not taking by some people and just handed to them but are really part because they played a part in setting them, and also giving teachers a sense of belonging in the school setting by making clear how their objectives fit into the overall goal of the school. And, the approach helps to inject life into the school that comes with the energy produced as stakeholders strive to achieve its goals. Finally, it helps heads in the school setting gain better control and coordination toward goal attainment by having a clearer understanding of who is doing what and how the parts all fit together. It also helps when the heads have teachers who are more likely to control and coordinate their own activities because they know what will help and what will hinder their goal achievement.

MBO easily is often misused in that what is supposed to be a system that allows for dialogue and growth between head teachers and teachers with a view to achieving results often reduces into a school system in which the heads sometimes put too much pressure on the teachers to produce results forgetting

that school success comes as a result of a lot of factors. Sometimes, heads with good intentions are prone to misuse MBO due to their lack of human skills or knowledge. Finally, many heads fail to see that MBO is one out of thousand management styles that could be adopted in solving management problems in our schools. Heads of SHS must in their attempt to use this approach guard against some of the pitfalls that have created rather ravaging effects in the use of MBO. This explains why this study advocates for a blend of the styles in order to tap their full positive effects in our schools.

Recommendations

1. It is recommended that heads of schools be given in-service training to educate them on how to blend the use of the two management styles to motivate their teachers to perform. In this regard, the situational leadership style based on the interaction among the dimensions of relationship behavior and task behavior, as well as follower readiness or maturity for performing a certain task is strongly recommended during such in-service training sessions. Potential managers of schools must be made aware that their teachers are the most critical factor in ensuring leadership success in their schools.

2. Again, heads of the various schools should be able to delegate some of their duties to other assistant heads and other teachers to give them greater opportunities to walk around the schools to see for themselves what really goes on in the classrooms. Heads must first see themselves as 'first among their equals' and fully give teachers the respect they deserve. By definition, *delegation* is the transfer of authority to make decisions and complete specific tasks. Learning how to delegate is one of the most important skills for managers and leaders to possess. Strong delegation techniques can help managers save time, motivate people, and train people, as well as these techniques can enable managers to take on new opportunities. However, the lack of delegation practices often leaves people frustrated, unmotivated, and under-trained, while the manager remains overworked. Delegation is a skill that enables managers to achieve more without burning themselves out. This is one single surest way of motivating or driving a person to do something. Much of the driven are the thought of a potential reward, or a consequence of not doing something.

3. The main concepts in delegation such as authority, responsibility, and accountability for the task changes should be hammered when a head decides to delegate a task. Before delegating a task, it is important to understand how it affects these three concepts. Authority is the power given to a person or group of people to act and make decisions within designated boundaries. When delegating a task, the authority is shared between the head teacher and the teacher receiving the delegation. Also, responsibility refers to the act of carrying out the task. When delegating a task, the head teacher and the teacher receiving the delegation share the responsibility of completing the work. The head teacher has the responsibility of providing instructions on what work needs to be done,

while the teacher receiving the delegation is responsible for figuring out how the task should be completed. Accountability is the act of being liable for a person's actions and decisions. During delegation of a task, the accountability of the task transfers from the head teacher to the teacher receiving the delegation and actually completing the work. Any positive or negative consequences associated with the teacher's performance are ultimately the responsibility of the head teacher. Understanding these basic concepts would equip heads with some skills in delegating tasks in the school effectively.

4. Efforts should be made to continuously involve the teachers in the decision making process in the school to boost their motivation to perform. Heads must consciously tell their teachers after making the decision and announce it to the staff with a clear direction. Once that has been ensured, the head should attempt to gain commitment of the staff by "selling" the positive aspects of the decision. The heads should then invite input into the decision while retaining authority to make the final decision themselves. Finally, invite teachers to make inputs into the decision with. In the process, the head should consider themselves as having a voice equal to those of the subordinates.

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