KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

INSTITUTE OF DISTANCE LEARNING

THE EFFECTS OF LEADERSHIP STYLES OF HEADS OF SENIOR HIGH SCHOOLS ON TEACHERS' JOB PERFORMANCE IN SELECTED SCHOOLS IN THE KUMASI METROPOLIS

BY

MARY ANOKYE ASARE SEC./MGT. (B.ed))

A THESIS SUBMITTED TO THE INSTITUTE OF DISTANCE LEARNING, KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF COMMONWEALTH EXECUTIVE MASTERS IN BUSINESS ADMINISTRATION DEGREE

AUGUST 2011

DECLARATION

I solemnly declare that this piece of work is my personal research toward the M B A. Truly it contains no material previously published by another person except the books from which I got the necessary information to support my work.

Mary Anokye Asare (PG3038209) ………………… ……………………..
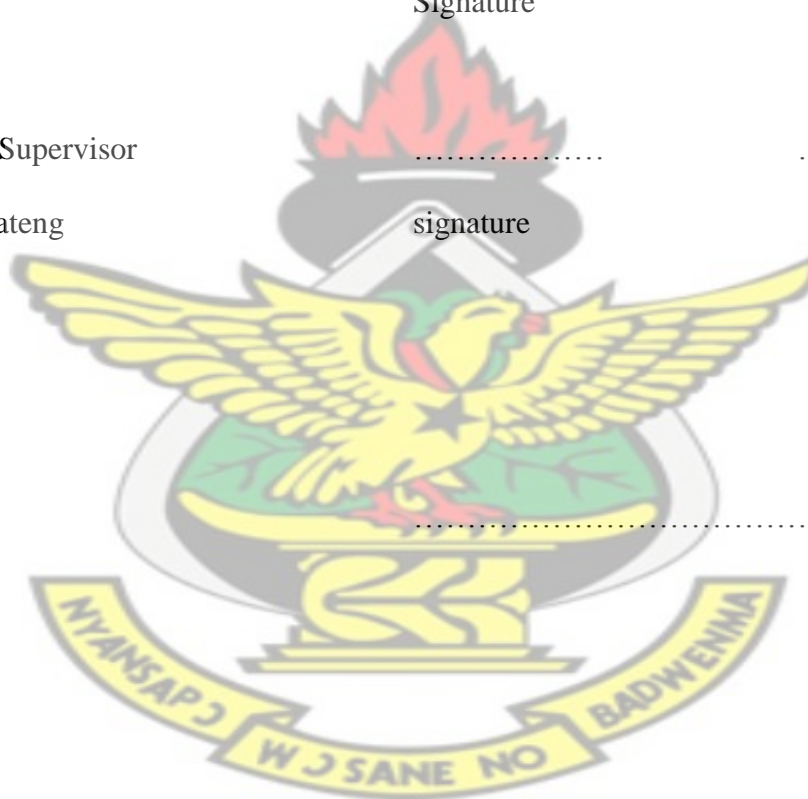
                                                        Signature   Date

Certified by Supervisor ……………… …………………

Mr. Kyeremateng   signature   Date

Certify by   ………………………………………….

DEDICATION

I dedicate this booklet to my son Eugene Boakye Darboh and my beloved brother Anthony Asare.

ACKNOWLEDGEMENT

I gratefully acknowledge and express my appreciation to all those who made this work possible. I render my heartfelt thanks to Mr. Kyeremateng for his time and suggestions and constructive criticisms which helped to make this work presentable.

I would also like to thank the Heads and teacher of the selected schools in the Kumasi Metropolis. My massive appreciation goes to Mr. Anthony Asare who encouraged and supported me throughout the process. My sincere thanks goes to all the lecturers and Administration Staff of school of business, Kwame Nkrumah University of Science and Technology for their assistance during my studies.

ABSTRACT

Leadership is a process by which a person exerts influence over other people, inspires, motivates and directs their activities to help achieve group or organizational goals. Many heads of senior high schools do not know that their styles of leadership are the determinant of teachers' job performance in their school. The problem is that poor leadership style has negatively affected teachers in terms of low productivity, which reflect in the abysmal performance of students, high turn over rate among others. It is in the light of this that a research is conducted with the main objective of unveiling the leadership style and their effects on heads of senior high school vis–a–vis the teachers performance level of output in selected senior high schools within the Kumasi metropolis. The population of the study is made up of headmaster, supervisors, tutors and administrators of all the ten selected schools and the G.E.S in the Kumasi metropolis. The data collection instrument used for the study was questionnaire and the data was further.lo09 analyzed into tables, charts and graphs using Microsoft excel software. The study revealed the following findings: leadership style influence, help colleague and superior authority to work as a team, they use their knowledge and share ideas as well as suggestion. However, teachers are coerced, and fill suffocated on the job schedule and many at times pressurized into situations they do not fit. Some headmasters of selected schools are autocratic; others are democratic as well as laissez faire. Base on these findings the following recommendations were given: that there should be a well enticing reward system to propel them to go extra mile in delivering their duties. Stress management and counseling sections should be organized for teachers who are coerced to ascertain their problems. There should be an appropriate leadership style at the right time to suit the circumstances, needs and aspirations of teachers so as to bring the best out of them.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Page

LIST OF ABBREVIATION

SHS   -   Senior High School

GES   -   Ghana Education Service

KMA   -   Kumasi Metropolitan Authority

KNUST   -   Kwame Nkrumah University of Science and Technology

HRMD   -   Human Resource Management Development

CHAPTER ONE

GENERAL INTRODUCTION

1.0   Introduction

In Ghana, the most effective instrument that facilitates educational development in the Senior

high School is the provision of effective leadership style, thereby enhancing better job

performance among teachers. The effectiveness of principals of schools are of much concern to

many educationalists (Aghenta, 2000; Ige 2001). Many heads of Senior High Schools do not

know that their styles of leadership are the determinant of teachers' job performance in their

schools. A leadership style occupies an important position in school management such as

effective use of productive human resources, teaching and learning activities or roles and

responsibilities. Therefore, school heads are made aware of the vital position they occupied to

ensure effective administration of the school. The study is to assist the head of schools to select

the best leadership style that will help to achieve the objective of the Ghana education Service

as a whole.

1.1   Background to the study

Aikaman & Unterhalter, (2005) indicated that globally, educating a nation remains the most

vital strategy for the development of the society throughout the developing world. Several

studies on human capital development agree that it is the human resources of a nation and not

its capital or natural resources that ultimately determine the pace of its economic and social

development. The principal institutional mechanism for developing human capital is the formal

education system of primary, secondary, and tertiary training (Nsubuga, 2003). Since education

is an investment, there is a significant positive correlation between education and economic-social productivity.

When people are educated, their standards of living are likely to improve, since they are empowered to access productive ventures, which will ultimately lead to an improvement in their livelihoods. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society, but also to impart values, ideas, attitudes and aspirations important for natural development. Leadership, a complex phenomenon, conceived as a process where one or more persons influence a group of persons to move in a certain direction, can have and often a strong impact on the social climate in the group through the way leadership is executed, i.e. leadership style (Bryman, 1993).

Day (2000) also states that leadership is creating and maintaining a sense of vision, culture, and interpersonal relationships. However, management is coordinating, supporting, and monitoring the activities of an organization. Hersey and Blanchard (1969) claim that leadership is a broader concept than management. Management is a sub-skill of leadership in which achieving organizational goals is of paramount importance. Leadership involves working with and through people so as to accomplish goals but not necessarily organizational goals.

Bolman and Deal (1991) categorized leadership into four frames: the structural, human resource, political and symbolic frames. Firstly, the structural frame focuses on the importance of formal roles and relationships. The main issue is how to divide the work, and how to assign

people to different works and units. Secondly, the human resource frame suggests that organizations are made up of people who have different needs, feelings and interests. The main issue is to make the organization fit its people. Thirdly, the political frame views organizations as political arenas in which resources are scarce and people compete for power. The main issue is to form coalitions and build negotiation. Lastly, the symbolic frame treats organizations as unique cultures which have rituals, ceremonies, stories, heroes, and myths. The main issue is to focus on meaning, belief, and faith.

Bolman and Deal (1991) suggest that the essence of effective leadership lies in knowing which frame to apply in a particular situation. A structural frame will be helpful in organizations with clear goals, strong technologies and stable authority whereas a human resource frame will work in an organization where employee morale and motivation is low. A political frame will be prominent where resources are scarce, conflict and diversity are high. A symbolic frame will be of particular importance where goals are unclear and ambiguity is high. When referring to the tasks and functions of the principals, educators prefer the term administration rather than management on the basis that management is associated with business and industry while administration is better applied to educational enterprise (Rebore, 1985).

1.2   Statement of the problem

Principals who are regarded as effective by both staff and school board members focus on both organizational goals and staff members' needs (Lunenburg & Ornstein, 1996). The first characteristics can be labeled as ''initiating structure'' which endeavours to create a well-defined organization with clear tasks. At the other end of the continuum, there is

''consideration'' which entails sustaining a friendly relationship between the leader and the group, building mutual trust, respect and teamwork. For school administrators both types of leadership are essential. They should have the initiative and consideration for others at the same time (Halpin, 1966).

Davis (1998), states that two important elements of effective school leadership are establishing a school vision and fostering positive interpersonal relationships. He also acknowledges that developing a school vision takes time and the principal should have the ability to determine the status of the school, identify important aspects of improvement and have a contingency plan to solve problems. In addition to this, they should be knowledgeable about theory and especially those focusing on organizational behavior and leadership. They should possess technical skills needed for managerial responsibilities and the ability to reflect upon their practices in which they skillfully integrate knowledge and skills with experience (Kowalski, 1995).

The statement of the problem is that poor leadership style has negatively affected teachers in terms of low productivity, which reflects in the abysmal performance of students, high turnover rate among others. According to Cruz (1995), effective principals should communicate with parents, teachers and students and be team builders by building coalitions between these stakeholders. Furthermore, effective Heads of SHS are well aware that there is a turbulent environment and they should address the needs of the outside groups that are too numerous. They should also encourage a risk taking environment by urging their employees to assume responsibility for a task. Besides, effective principals should possess certain skills in conflict management, active listening, problem solving and consensus building. They should consult

teachers and parents in case of conflict. Moreover, they should adopt norms and attitudes that are in harmony with the school's culture. Most importantly they should establish credibility and prove that they are people of integrity.

A review of literature has revealed that a small number of studies have compared the leadership styles of school administrators changing in scope and focus. Therefore, the study attempts to explore the leadership styles by heads of Senior High School on teachers' job performance of selected schools within the Kumasi Metropolis a cursory look at the huge investments in infrastructure, human capital, and other essential resources governments have made over the years in education.

1.3 Objective of the Study

The purpose of this study is to unveil the leadership styles and their effects on Heads of Senior High Schools vis-à-vis on the teachers' performance level of output in selected SHS within the Kumasi Metropolis.

Specific objectives are:

1. To determine the kind of leadership styles being adopted by the individual Heads of SHS of the selected schools.
2. To verify whether the leadership styles differ in relation to the Heads of SHS' and the teachers' experience in the field.
3. To determine the extent of impact the leadership style of Heads of SHS of the selected schools on their respective teachers performances on the job.
4. To make recommendations to improve the leadership role of the various Heads of SHS in the Kumasi Metropolis so as to maximize the performance output teachers.

1.4   Research questions

In order to achieve the set objectives of the study the following research questions were posed:

1. What kind of leadership styles are used by the individual Heads of SHS of the selected schools?

2. Does the leadership styles differ in relation to that of other Heads of SHS' and the teachers' experience in the field?

3. What is the extent of impact of the leadership style of Heads of SHS of the selected schools on their respective teachers' performances on the job?

4. What recommendations will improve the leadership role of the various Heads of SHS in the Kumasi Metropolis so as to maximize the performance output teachers?

1.5   Significance of the Research.

The study will impact on leadership analysts and experts, management of education sector, academia and the general public.

Academia

The outcome of this study is to augment the existing store of knowledge on the subject and serve as a catalyst for further research on innovative ways of exploring leadership style for prudent management in the schools for the overall well-being of the nation. In addition, the research and its findings are expected to help inform decision making in the area of education. The study will be very useful to other researchers interested in the area, that is, the outcome of this study will serve as a base for academicians who want to conduct further studies in leadership styles.

Management of Educational Institutions

To the management of High Schools and the Ghana Education Service, the findings and results that will be reported in this study will provide a more reliable scientific measure and perspective for describing and to ascertain the impact of leadership style on the output of teachers. It will also serve as an invaluable source of information that brings to lime light the leadership styles of the targeted headmasters at the selected Senior high Schools. This will provide empirical support for management strategic decisions in several critical areas of their operations, and above all, provide a justifiably valid and reliable guide to designing workable leadership practices improvement strategies for creating and delivering value, achieving teacher satisfaction and loyalty, building long-term mutually beneficial relationship with the teachers and achieve sustainable educational growth in Ghana.

Policy Makers

To policy makers like government agencies such as the Ministry of Education and the Ghana Education Service, the findings and results of this study will provide invaluable insights and a more reliable guide to monitoring the impact of leadership styles on teachers' performance. It will also be a yardstick for measuring partly their respective policy goals and objectives. Particularly, it will facilitate immensely the Ministry of Education in achieving some of its policy goals, which include: enhancing the reliability and efficiency in the teachers and officials.

Educationists

To stakeholders like headmasters, supervisors, teachers and other school administrators etc., the study will provide invaluable information that will allow them to provide useful

suggestions to the improvement in leadership style by headmasters and further improvement in the performance of teachers and students alike in Ghana.

1.6   Scope of the study

The study was conducted within the framework of evaluating the leadership styles of Heads of SHS on the performance of teachers within the Kumasi Metropolis: A case study of selected Seniors High School in the Kumasi Metropolis. The study was carried out at ten (10) schools namely, St. Louis College, Prempeh College, Opoku Ware Senior High, Asanteman Senior High, Yaa Asantewaa Senior High, Kumasi Senior High, T.I Ahamadiyha Senior High, KNUST Senior High, Kumasi Anglican Senior High and Kumasi Academy. As mentioned earlier, it is a case study approach of ten selected Senior High Schools and would not cover others to reflect the entire industry response to issues worth investigating on leadership style of Heads of SHS on teachers' performances on the job. Hence the result will not be generalized but its findings would be placed in the relevant context of the individual Senior High Schools studied.

1.7   Limitation of the Study

This research has identified among others the following limitations that the study encountered:
The unwillingness of management of the selected Heads of SHS and teachers to release information which will enrich the study and also establish a strong validity and reliability.
Lack of database on management strategies on the impact of leadership style of Heads of SHS on the teachers' job performance. A nationwide study would have been more appropriate but for constraints of financial resources and unavailability of data as well as materials which will

20

not make it possible to undertake such nationwide project. In addition, the researcher has to combine academic work with this study as well as her regular profession. Moreover, costs in terms of printing, photocopying, binding as well as opportunity cost were incurred without the requisite bursary from government.

Some of the respondents considered the exercise as a waste of time and for that matter were not prepared to spend a few minutes of the precious time to answer the questions. The researcher was also handicapped in getting approval for some background information about the service. It took more than three months to get the approval and a further delay caused by the department in charge of the information was also worth mentioning. It was also with difficulty and a lot of effort in getting back the questionnaire that was given to the staff. The average teacher is always busy and excuses such as "I am busy were some of the comment from the respondents.

1.8   Organization of the Study

The study is structured into five main chapters: Chapter One: It captures the background of the study, the problem statement, objectives, and research questions and the significant of the study. Chapter Two: This examines the review of both the theoretical and empirical literature. Chapter Three: This section looks at how the research is going to be conducted by looking at the research methodology. Chapter Four: It looks at the analysis and discussion of the data. Chapter Five: The chapter five which is the final chapter looks at summary of the findings, conclusions, recommendations and areas for further research.

KNUST

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

Bass (1990) declares that the appearance of the word ''leader'' in the English language goes back as early as the year 1300 and the word ''leadership'' did not appear until the first half of the nineteenth century. Furthermore, he claims that it did not reveal itself in the most other modern languages until recent times.

Leadership has been a complex phenomenon about which many theories have been developed. There are numerous definitions about what it is and under what conditions it reveals itself. As Tead (1935) describes, it is an ''… activity of influencing people to cooperate towards same goal which they come to find desirable.'' As it can be understood from that statement it necessitates an interaction between the two constituents: those who lead and those who follow. Leaders cannot exist without followers and vice versa (Slater, 1995).

For ages people have been looking for direction, purpose and meaning to guide their collective activities. Leadership is needed to foster purpose, direction, imagination, and passion, especially in times of crisis or rapid change. At such times people look to leaders for hope, inspiration, and a pathway which will lead them to somewhere more desirable (Bolman & Deal, 1994).

As leadership has had a great impact on the culture, history, and civilization of humankind, theoretical explanations for it have been proffered throughout history. Although the term leadership is mostly associated with industry and business, it is of great importance to education as well. Firstly, this section provides a historical background to theories of leadership as rooted in business and industry. Secondly, it focuses on the recent approaches to leadership and end by elaborating on educational leadership.

A great number of definitions have been offered over the years. The literature suggests that there is an important distinction between the two terms: ''leader'' and ''manager''. According to Squires (2001), leaders are concerned with the spiritual aspect of their work, that is, they have followers who deeply believe in them and they possess a latent power in organizations.

However, managers deal with mundane tasks such as allocation of roles, tasks and resources needed to achieve organizational goals, coordination of the allocated activities and processes and monitoring the everyday operation of the organization. Managers are associated with periods of stability; leaders with periods of turbulence (Bryman, 1993). When people are at peace, happy and satisfied there is hardly any need for leadership. On the other hand, when the human condition is at stake and the situation urges someone to step forward and initiate change, the need for leadership is high (English, 1992). In addition to this, leaders have a vision of the future and they develop strategies that are necessary to bring about changes needed to achieve that vision. However, managers take incremental steps and create timetables to achieve those results (Carlson, 1996).

2.1   Leadership Theories

The influential theories for leadership have been developed within the past century. The Trait Approach that endured up to the late 1940s claimed that leadership ability is inborn. In the late 1940s to late 1960s Behavioral Approach became dominant advocating that effectiveness in leadership has to do with how the leader behaves. In the late 1960s to the early 1980s the Contingency Approach became popular suggesting that effective leadership is dependent upon

the situation (Bryman, 1993). Recent approaches to leadership focus on vision and charisma, the term used by sociologist Max Weber to describe leaders who can lead but who do not hold a ''sanctioned office'' (English, 1992). Later, Burns (cited in Deluga, 1995) introduced the concepts of transactional and transformational leadership. In 1991, Bolman and Deal categorized leadership into four frames: the structural, human resource, political and symbolic.

2.1.1   Trait Theories of Leadership

The study of special traits of leaders emerged from the belief that leadership and abilities such as intelligence were inherited. In addition to intelligence, other factors such as birth order, status and liberal parents highly correlate with leadership abilities (Carlson, 1996). This approach dominated the study of leadership up to the 1950s. It tried to define any distinguishing physical or psychological characteristics of the individual that explains the behaviour of leaders (Hoy & Miskel, 1991). It claims that leadership ability is inborn. As the distinguished philosopher Aristotle (cited in Hoy & Miskel, 1991) enunciates that ''from the hour of birth, some are marked out for subjection, others for rule.'' However, some shortcomings of this approach were identified. Firstly, it is not clarified which of the traits are most important and which are not. Secondly, some traits overlap. For example, tact, judgment, and common sense are listed as separate traits but the last one covers the preceding ones. Thirdly, trait studies do not distinguish between traits helping to become a leader and those enabling it to be maintained.

Fourthly, most trait studies are descriptive. There is an assumption that the leader's traits existed prior to leadership and most of them have failed to approach the study of personality as an organized whole (Gouldner, 1965). Several studies were conducted to identify leader traits.

Mann's later reviews suggested 750 findings about the personality traits of the leaders. However, many of the traits found in one study undermined or were found to be unimportant in others. Gibb (cited in Campell, Corbally & Ramseyer, 1966) argues that failure to outline leadership traits should not be accounted for their absence, but for lack of measurement and comparability of data from different kinds of research.

Recent trait studies utilized measurement procedures focusing on managers and administrators and emphasized leader effectiveness rather than leader traits based on the assumption that becoming a leader and becoming an effective leader are different tasks (Hoy and Miskel, 1991).

2.1.2   Behavioral Theories of Leadership

The failure of tracing ''gold'' in the trait ''mines'' urged researchers to examine the behaviors that specific leaders exhibited. Behavioral studies of leadership aim to identify behaviors that differentiate leaders from non-leaders (Robbins, 1998). Behavioral theories of leadership support that a set of particular behaviors can be named as a style of leadership. Leadership style refers to a distinctive behavior adopted by persons in formal positions of leadership and several studies were conducted to identify those.

1.   The Hawthorne Studies

The Hawthorne studies were carried out between 1927 and 1932 at the Hawthorne Works of the Western Electric Plant in the United States. In one of these studies a group of women

workers who were assembling relay switches for telephones was moved to a special room and a series of changes were introduced whose impact on productivity was investigated. The researchers concluded that every change increased production. Employees inferred that management cared about them and responded by working more productively. The ''Hawthorne effect'' is named after this phenomenon of working harder because of feelings of participation in something important (Roberts & Hunt, 1991).

2.   The Iowa Studies

An attempt to identify different styles of leader behavior on the group was conducted at the University of Iowa by a group of scientists. According to Lunenburg & Ornstein (1996), the researchers came up with three leadership styles to determine their effect on the attitudes and productivity of the subordinates. Authoritarian leaders were very directive and did not allow any participation in the decision-making process. They assume full authority and responsibility from initiation to task completion. Democratic leaders promoted group discussion and decision-making. They encouraged subordinates to express their ideas and make suggestions. Laissez-faire leaders let the group decide on their own and gave them complete freedom. In other words, they do not provide any leadership at all. Some of the implications of the research were that of the three styles of leadership, subordinates preferred democratic style the best. They also preferred laissez-faire leadership style over the authoritarian one. Authoritarian leaders receive aggressive or apathetic behavior from their subordinates. Productivity was slightly higher under the authoritarian leader than under the democratic one. However, it turned out to be the lowest under the laissez-faire leader's supervision (Lunenburg & Ornstein, 1996).

3.   The Ohio State Studies

The Ohio State Leadership studies represent an interdisciplinary undertaking. Psychologists, sociologists and economists were the major contributors. Not all projects used the same methods to measure leadership behavior, but The Leader Behavior Description Questionnaire (LBDQ). This questionnaire has been used in order to study the leadership behaviors of commanders, and crew members of bomber crews in the Department of the Air Force, commissioned officers, non-commissioned personnel and civilian administrators in the Department of the Navy, foremen in a manufacturing plant, executives in regional cooperative associations, college administrators, school superintendents, principals and teachers, leaders in a wide variety of student and civilian groups and organizations (Stodgill & Coons, 1997).

The question of how a leader behaves was an important motive which urged the researchers to develop a method. The way a leader carries out activities had become the major core of interest common to all individual research activities of the staff members. Therefore, it was decided to make the development of a leader description instrument which aimed at identifying the methods and strategies of a leader (Hemphill & Coons, 1997).

After an extensive factor analyses of all the items in The Leader Behavior Description Questionnaire, two scores were obtained: Consideration refers to behavior on the part of a leader which is characterized by warm and friendly relations with the group members and concern for the welfare of the group. Initiating structure also refers to activities on the part of a leader that introduce new ways of doing things, and new procedures for solving group problems (Hemphil, 1997).

Halpin (cited in Hoy & Miskel, 1991) contends that initiating structure represents any leader behavior that clearly outlines the relationship between the leader and the subordinates establishing defined patterns of the organization, channels of communication, and procedures at the same time. However, consideration reflects leader behavior that shows friendship, trust, warmth, interest, and respect.

4. University of Michigan Studies

Katz and Kahn (1996) consider leadership to be over and above mechanical compliance with the routine directives of the organization as an organization consists of human beings in positions of authority and power rather than computers. In terms of the differences between the cognitive orientation and affective style of the leader, there are two basic dimensions of the leader follower relationship which are task direction and socio-economic supportiveness.

There are two distinct styles of leadership: Production-oriented and Employee-centered which are at opposite ends of the same continuum. Production-oriented leaders valued mission or task accomplishment and the technical aspects of the job. Employee-centered leaders delegated decision-making and assist followers in satisfying their needs in a supportive work environment. (Hoy & Miskel, 1991).

In terms of effectiveness, a leader who successfully integrates primary and secondary relationships within the organization is the best. Primary relationships refer to face to face interaction and tend to be person specific such as relationships in the families or among friends whereas secondary relations refer to interpersonal relationships required by organizational role

29

such as in the case of division of labor. Thus, a successful leader integrates organizational requirements with the needs of persons and he does this in ways which are not damaging to the organization, but enhancing it. The leader achieves this through promoting group loyalty and showing care for persons as persons (Katz & Kahn, 1996).

5.   The Managerial Grid

According to DuBrin (1997), the Managerial Grid or recently called as The Leadership Grid is a framework to classify leadership styles that focus on a leader's concern for task accomplishment and people at the same time. Concern for production involves results, the bottom line, performance, mission, and profits. Concern for people involves group members and co-workers. Each of these concerns are in varying degrees along a continuum from 1 to 9. Leaders can integrate their concerns for people with production to be opportunistic or paternalistic/maternalistic.

The opportunistic leader moves to any Grid style needed to achieve personal gain and self-promotion, but the paternalistic/maternalistic adopts the high 9 level of concern from 9,1 and 1,9 in order to create a combined style of monitoring parent-like behavior. On the Grid, a 9,9 style (team management) is desirable in that it results in high productivity, satisfaction, and creativity (DuBrin, 1997).

2.1.3 Contingency Theories of Leadership

The contingency view of leadership emerged from systems theory and its impact on organizational and administrative theory. According to this model, specific leader behaviors relate to group performance and satisfaction. In order to achieve this, certain variables interact

30

with each other such as the leader himself, the position he holds, group members, internal, and external environment of the organization. A successful match between the leader and the group's performance and satisfaction is ''contingent'' upon these variables. Three situational variables intervene between the leader's style and effectiveness which are leader-member relations, task structure, and power position. Groups are classified as either favorable or unfavorable based on the criteria (Monahan & Hengst, 1982).

a)   Fiedler's Contingency Model

Fiedler (1997) claims that if organizational performance is to be improved, we must cope not only with the leader's style but also with the situational factors which influence him/her. Organizational performance can be improved either by the leader's fit to the situation or the situation's fit to the leader. Fiedler (1961) also states that leadership traits, if exist at all, would be exposed to many outside effects. Therefore, they are difficult to identify. He argues that a variety of causes may force a man to become a leader, many of which are totally unrelated to personality attributes one of which is inheritance of leadership. He suggests that dealing with leadership effectiveness would be more logical and beneficial on the grounds that the ability to motivate other people may well be dependent upon one or more personality traits. A leader is effective to the extent to which he renders his group more productive.

Thus, a leadership effectiveness trait can be termed as a consistent and measurable personality attribute which separates effective leaders from ineffective ones. However, the behavior related with these traits will reveal itself only under appropriate conditions.

Fiedler also developed a semantic differentiating instrument through which the leader rated the co-worker with whom he worked least well called Least Preferred Co-worker Questionnaire (LPC). Leaders who rated their least preferred co-worker positively and favorably were classified as ''relationship motivated'' and those who rated their least preferred co-worker negatively and unfavorably were defined as ''task motivated'' (Monahan & Hengst, 1982).

Cognitive Resource Theory is an updated version of Fiedler's contingency theory. According to this theory, cognitive resources are abilities and a leader's directive or non-directive behavior. Directiveness is most helpful when the leader is competent, relaxed, and supported. When the leader is under stress, experience is more important than ability. There is less leader impact when the group support is low. When the leader is non-directive, group member ability becomes the most important component and there is strong support from the group members (Schermerhorn, Hunt & Osborn, 1994).

b)   Hersey and Blanchard's Situational Theory

According to this approach, leadership is the process of influencing an individual's or a group's activities in their efforts to goal achievement in a given situation. From this definition of leadership, it can be understood that the leadership process is a function of the leader, the follower, and the situation which can be formulated as follows: L= f (l, f, s).

The focus of the situational approach to leadership is on observed behavior, not on any hypothetical inborn or acquired ability or potential for leadership. Utmost importance is attached to the behavior of leaders, their group members (followers) and various situations. Thus, training individuals in adapting styles of leader behavior to varying situations is of prime

32

importance. Therefore, through education, training and development most people can increase their effectiveness in leadership roles. By observing frequency or infrequency of certain leader behavior in numerous types of situations, theoretical models can be developed so as to aid a leader to adopt the most appropriate leader behavior for the present situation (Hersey & Blanchard, 1999). This model claims that the most effective leadership style is contingent upon the readiness level of the group members. It has two components: Ability refers to the skill, knowledge and experience an individual or group brings to a particular task and willingness refers to confidence, motivation, and commitment an individual or group has in order to achieve a specific task.

The crucial aspect of situational leadership theory is that a leader should depend more on relationship behavior and less on task behavior as readiness level of the group members increases. Minimum of task and relationship behavior is required when a group member is very ready (DuBrin, 1995).
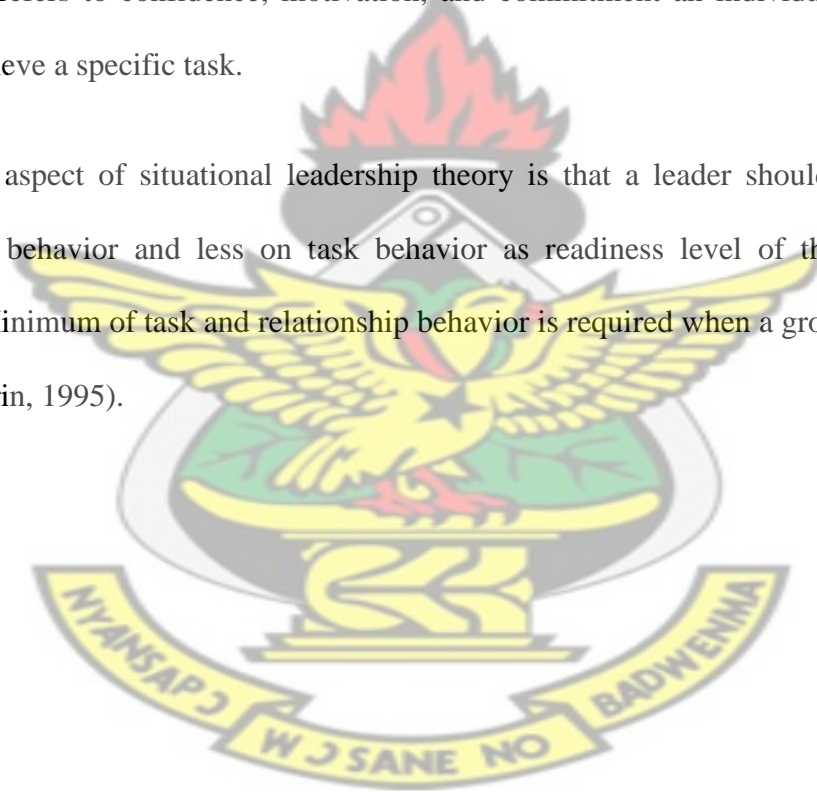
c) **Leader Member Exchange Model (Vertical Dyad Exchange Model)**

This model developed by George Graen and his followers challenges the well-established assumption that leadership behavior is consistent. It proposes that a leader might be caring and considerate toward a team member yet uncaring and strict toward another (DuBrin, 1997).

Each of these pairs of relationships or dyads must be evaluated in terms of whether the group member is ''in'' or ''out'' with the leader. The leader's first impression of a group member's competency has a strong impact of the group member's belonging to the in-group or the out-group. In-group members have similar values and attitudes with the leader. However, out-group members do not have much in common with the leader and act somewhat detached from him. In-group members can become a part of a smooth functioning team whereas out-group members are unlikely to achieve good teamwork (DuBrin, 1997).

d)   House's Path-Goal Theory

Path-goal theory focuses on how leaders influence followers' expectations. Robert House, the originator of the theory, proposes a model in which leader behavior is acceptable when employees regard it as a source of satisfaction (Kreitner & Kinicki, 1995). In addition to this, leader behavior is motivational when it eliminates factors that hinder goal accomplishment; provides guidance and support to the employees, and grants meaningful rewards in return for success. House claims that the leader should stay on the right path to achieve challenging goals. In contrast to Fiedler, who supports that leaders have one dominant leadership style, House believes that leaders can display more than one.

Directive leadership is providing guidance to employees about the task to be accomplished and ways to do it. Supportive leadership is being friendly, approachable, and concerned for the well-being and needs of the employees. Participative leadership is collaborating with the employees and taking their ideas into consideration during the decision-making process.

34

Achievement-oriented leadership is setting high standards and challenging goals for the employees by encouraging them to perform at their highest level (Kreitner & Kinicki, 1995).

e)   Leader Participation Model

Leader Participation Model is based on five modes of decision-making, which ranged from highly autocratic to fully consultative. The effectiveness of a mode depended upon several contingent factors which can be summed up as information sufficiency, structure of the problem, and subordinate attitudes and relationship with the leader (Sinha, 1995).

This theory is normative in nature as it prescribes a set of rules to determine the form and amount of participative decision making in different situations. The model was composed of a complex decision making tree involving seven contingencies whose relevance can be assessed by answering ''Yes'' or ''No'' questions and five alternative leadership styles. The model was revised by expanding the contingency variables to twelve, ten of which are answered along a five-point scale.

This model indicates that leadership studies should be geared towards the situation not the leader. It is probably more sensible to talk about participative and autocratic situations than leaders who possess these characteristics as leader behavior alters depending on the situation and a leader can adjust his or her style to different situations (Robbins, 1998).

2.1.4   Recent Approaches to Leadership

In this section, the theories developed to understand leadership put aside all the complex and sophisticated explanations about leadership behavior and attempted to examine leadership from the point of view of ordinary and simple people (Robbins, 1998).

a) Attribution Theory of Leadership

According to this theory, people have hidden leadership theories in their minds about what makes a good leader or, in another words, they have a leadership prototype; an image of a model leader. These implicit theories or prototypes refer to a mix of specific and more general characteristics. The leader is favorable provided that he or she appeals to the implicit theories of the followers.

Leadership is regarded as something to be largely symbolic and in ''the eye of the beholder'' (Schermerhorn et. al., 1994). One of the most interesting aspects of this theory is that effective leaders are associated with consistency in the decision making phase (Robbins, 1998).

b) Charismatic Leadership Theory

Sinha (1995) defines charisma as a ''magical aura'' which only a few leader may be granted. Max Weber (cited in Sinha, 1995) maintains that there are three bases of authority which are traditions, rights and privileges and charisma which is synonymous with heroism and an exemplary character of a person. Owing to his character, strength and skill, super human qualities are attributed to a leader who saves his followers from a crisis or a catastrophic event and becomes an idol providing direction and inspiration to his followers.

The charismatic leader attaches utmost importance to his vision, speech, capacity to take risks and above all the emotions of his subordinates (Sinha, 1995). Robert J. House (as cited in DuBrin, 1995) identified nine effects which charismatic leaders have on their followers such as group member's trust in the correctness of the leader's beliefs, congruence between the

leader's and the group's beliefs, acceptance of the leader, affection for the leader, willing obedience to the leader, identification with and admiration for the leader, emotional involvement of the group member in the mission, challenging goals of the group member and belief in the accomplishment of the mission.

Later, these nine effects were statistically clustered into three dimensions: referent power refers to the ability of the leader to influence others with the help of his desirable traits and characteristics; expert power refers to the ability of the leader to influence others through his specialized knowledge and skills; job involvement refers to the ability of the leader to encourage group members toward the accomplishment of the job (DuBrin, 1995).

Bass (1990) categorized charismatic leaders into five types: Socialized charismatics: a leader who is in pursuit of fulfilling the needs of the group members and providing intellectual stimulation to them; Personalized charismatics: a leader who offers consideration, help, and support to group members only when it helps to achieve their own goals; Office holder charismatics: a leader who owns respect and recognition through the office or status he holds not because of his personal characteristics; Personal charismatics: a leader who exerts influence on others owing to his personal traits and skills not his high status or position; and Divine charismatics: a leader who is believed to be endowed with a gift or divine grace.

c)   **Transactional and Transformational Approaches**

If one attempts to examine transformational leadership theory, it can be clearly seen that it is epistemologically based on positivist/empiricist foundation on which traditional conceptualizations of leadership have been formulated (Allix, 2000). Burns (cited in Deluga,

1995) holds that leadership cannot be separated from followers' needs and goals. Its essence lies in the interaction between the follower and the leader. This interaction takes fundamentally two different forms: transactional and transformational leadership. Transactional leadership occurs when there is an exchange between people which can be economic, political or psychological in nature. The relationship between the leader and the follower is purely based on bargaining and it does not go beyond this.

However, transformational leadership occurs when the leader and the follower elevates one another to higher levels of motivation and morality. Carlson (1996) points out that Burns felt that leadership theories developed up to the mid-seventies were lacking ethical/moral dimensions so he elaborated on his exchange theory which maintains that followers play a crucial role in the definition of leadership. This theory is made up of power relations and entails bargaining, trading and compromise among leaders and followers.

This transactional model has a political basis and emphasizes the need to look closely at socio-cultural aspects that have an impact on the leader-follower relationships. According to Stodgill (1997) these can be external factors such as the availability or scarcity of resources, changes in the society, and a competitive environment that influences an organization which also in return affects the leadership of the group as well. Transactional leaders encourage subordinates by appealing to their self interest and offering rewards in exchange of work effort which are contingent reward and management by exception.

The former urges the leader to tell the followers what to do in order to achieve a desired reward for their efforts, whereas the latter one allows the leader to interfere with the subordinates'

work only when specifications or standards are not met (Hunt, 1991). Bass (1961) also maintains that individuals form a group for getting reward or avoiding punishment. They are more attracted to the group if they expect more reward or reinforcement from grouping together. Some members will try to change the behavior of others if there are hindrances to rewards or avoidance of punishments.

Transformational leaders urge followers to go beyond their self-interests and be concerned about their organization. They help followers to realize and develop their potential. These leaders identify the needs of their followers and then consider those needs to enhance development. They gather their followers around a common purpose, mission or vision and provide a sense of purpose and future direction.

Furthermore, they act as role models for their followers and encourage them to question problems that underlie basic assumptions from different perspectives. They want their followers to regard challenges as opportunities and they cooperate with them to elevate expectations, needs, abilities, and moral character (Bass & Avolio, 1997).

In the 1990s Bass and Avolio developed the Multi-factor Leadership Questionnaire (MLQ) so as to identify four distinct characteristics of transformational leaders, which are called as ''4Is'': Idealized influence or charisma: Based on follower reactions and leader behavior. Followers identify with and admire these leaders. Such leaders are deeply respected, have referent power, set high standards and challenging goals for their followers. Inspirational motivation: Depends on how much followers wish to identify with the leader. The leader makes use of symbols and images to raise awareness of shared and desired goals. Intellectual

stimulation: Followers let go of their past. They are encouraged to question their own beliefs, values, and expectations, as well as those of the leader and the organization itself. Individualized consideration: Different but equal treatment of the followers. The leader delegates assignments to followers to provide learning opportunities and coaches them if they need it (Bass & Avolio, 1997).

Leithwood (1994) suggests that transformational school leaders adopt a widely shared vision for the school and clarify its meaning in terms of its practical implications and instruction. In addition to this, they make use of all available resources and opportunities to communicate the school's vision to staff, students, parents and others. They also focus on teachers' professional goals and if possible align these goals with those of the school.

Moreover, they make use of the school goals in the decision making process. They encourage their staff to be innovative, hardworking and professional and they also search for these qualities when they recruit staff. In terms of administrative processes, they delegate responsibility and power for leadership widely throughout the school by providing teachers with autonomy in their decisions. DuBrin (1995), states that charismatic and transformational leadership are closely related with each other in literature, but reminds the reader that not all leaders are transformational until they bring about a change in their organizations.

d)   Visionary Leadership

Visionary leadership is the ability to create and express a realistic, attainable, and attractive vision of the future for organizations which grow continuously. Visionary leaders should create inspiring and innovative visions for their organizations rendering them credible in the eyes of

the people in the organization at the same time. Visionary leaders have three qualities, which are related to their effectiveness. First, is the ability to explain and articulate the vision to the others. Second, is to express the vision not just verbally but through the leader's behavior. Third, is to communicate the vision to different leadership contexts. For example, the vision of the organization should appeal to employees in different departments (Robbins, 1998).

e)   Educational Leadership Theory

Sergiovanni (1994), claims that educational administration borrows its fundamental concepts for thinking about the structure and coordination of schools; rules and regulations within a school; leadership and how it works from organizational theory which itself derived from management theory. It adopted such terms as quality, productivity and efficiency and its strategies to achieve them. Moreover, it has borrowed its theories of human nature and motivation from economics which asserts that human beings rely on self interest and seek to maximize their gains and minimize their losses.

Furthermore, he declares that the ways in which we understand schools and view leadership depends upon whether we regard them as communities or societies. In a community individuals relate to each other by intrinsic meaning and significance. There is no expectation of a reward or benefit. However, in a society individuals relate to each other in order to reach some goal or gain benefit. By adopting community as a theory, schools should be restructured not by brick and mortar but by ideas and relationships.

On the other hand Slater, (1995) declares that leadership is rooted in sociology and it has four social paradigms, which are a) structural functionalist, b) political conflict, c) constructivist, and d) critical humanist perspective. From the structural-functionalist perspective leadership comprises a set of measurable skills. Science can aid us to explore leadership and improve our understanding of how it works and how it can be used to promote group performance (Bolman et.al., 1994). From the political-conflict perspective, leadership is seen as a power relationship between those who are dominant and those who are subordinate. Some people always have more power than others do. Moreover, subordinates think that their superior's power is legitimate. The study of leadership those who adopt the political-conflict perspective is not simply interpreting power structures in society but also studying how educational administration and the organization of schooling relate to these power structures (Bolman et. al., 1994).

From the constructivist perspective, prescriptions about leader behavior are nonsense as any behavior can qualify as a leadership behavior if it meets certain conditions and conveys meaning (Slater, 1995). As opposed to structural functionalist which holds that there is a single reality, a nature which can be discovered and analyzed in terms of its parts, and working relationships, constructivists claim that realities are multiple, constructed, and holistic (Bolman et. al., 1994).

From the critical humanist perspective, leadership is symbolic and values shape the decision making process (Slater, 1995). Critical humanists are committed to social change. They do not support, like structural-functionalists do, that educational administration research is exempt from values (Bolman et.al., 1994).

Moreover, there are other subcategories of the aforementioned theories. Reductionist leadership theory can be examined under structural functionalism. It holds that there are substitutes for leadership, some of which are outcomes of the socialization process such as experience, education, professional orientation, and incentives. Others have to do with group task and organizational structure such as rules and regulations, division of labor, centralization and decentralization, and spatial arrangements (Slater, 1995).

Attribution theory which is a subcategory of constructivism maintains that leadership, in essence, is not effective but people need to believe in it anyway because they need to believe in something (Bolman et.al., 1994). Actually, it is an anti-leadership theory in that leaders do not actually have so much to do with solving problems for they are themselves surrounded by history, politics, protocol, and their environment. However, people need to feel secure and create meaning in their lives. That is when leaders come in for they provide an explanation for why things happen or fail to happen (Slater, 1995).

Duke (1998) develops a normative perspective about leadership which supports that leadership cannot be fully understood unless it is studied within the immediate context in which it is perceived to exist. Furthermore, he asserts that growing interest in how leaders and leadership are perceived urged him to develop an aesthetic theory of leadership which holds that leadership should be thought of as a perception. It has no existence until an observer perceives it.

Therefore, a leader's declaration of leadership by itself is of little value. Meaning should be attached to what a leader does or does not do, who a leader is or not, or what a leader does or does not symbolize. Ethical leadership, similar to aesthetic leadership theory, also has a normative content and it forms a subcategory of critical-humanism (Bolman et.al., 1994). Calabrese (cited in Slater, 1995) states that effective schools are synonymous with ethical leadership which is concerned with fairness, equity, commitment, responsibility, and obligation. He maintains that the principals' actions should be regulated by traditional ethical guidelines and integrated with the values of a democratic society. Starrat (cited in Slater, 1994) asserts that school leaders should commit themselves to three ethics: the ethic of critique, caring, and justice.

Feminist theory of leadership can be considered as a sub-category of political conflict theory for it is concerned with power relationships and social change. Advocates of this theory argue that gender is the single criterion for determining superiority and subordination. They claim that women are recruited to lower positions and relegated to lower echelons than men simply because they are women. They suffer gender oppression as leader-follower relationship has always been patriarchal (Slater, 1995).

To some critical-humanists, leadership plays a unique and crucial symbolic role in democracy. That is why democracies are more dependent upon symbolic leadership than are other types of sociopolitical systems (Bolman et. al., 1994). A democracy necessitates citizens with tastes, sentiments, and values, that is why schools should provide the children with a set of experiences that they can both practice and observe democracy (Maxcy, 1995).

Maxcy (1995) contends that contemporary leadership theory is deteriorating and that even experts cannot tell the difference between leadership and pure luck. People are undergoing a societal and cultural change so newer metaphors, words, problem solving techniques are needed as the old ones have become futile. Furthermore, Maxcy criticizes such efforts to frame and label leadership by urging framework thinkers to question the validity of frame working itself. There are difficulties with the framework thinking and one is the assumption that leadership can be described objectively. Next is the belief that leadership is a single real phenomenon about which there are different and contradictory views.

Gronn and Ribbins (1996) support Maxcy's criticism against framework thinkers and they suggest that leadership should be studied with the help of a holistic approach. They put forward three types of leadership contexts which are categorical, interpretive and relational.

Categorical conceptions of contexts view leadership phenomena as singular and plural entities like ''leader'' and ''followers'', ''super ordinate'' and ''subordinate''. By the effect of the leader followers change their behaviors and this is expressed in numerical measures as increased level of worker satisfaction, enhanced performance, and the like. Similar to the normative and instrumental approaches of which transformational leadership is a representative of.

By contrast, the interpretive or constructivist approach to context focuses on the lived experience of a situationally real world actor. This perspective regards organization members as dynamic and active entities who interact with time and space through meaningful negotiation. This is reflected in follower centered approaches and attributions of leadership. A relational conception of context tries to dwell on the particular institutional forms or patterns of

leadership dominant in any one culture. It endeavors to provide an explanation for why those forms persist or change through time.

Bolman and Deal (1994) suggest that leadership is inevitably political as the power to get things done is very significant. When various individuals struggle for power to realize special interests, conflict is inescapable. However, political leaders view conflict as a means of acquiring cohesion and unity. Moreover, when public school sector is concerned, Cronin (cited in Bolman and Deal, 1994) states that the public school leader has to be political and creative by building coalitions, negotiating with forces and constituencies of greater power.

Furthermore, Bolman and Deal (1994) claim that leadership is inherently symbolic for leadership is contextual and leaders should have a deep understanding of the cultures with which they are integrated. Effective leaders value symbols and recognize the importance of articulating a vision that provides purpose, direction and meaning to an organization.

Slater (1994) also supports symbolic leadership and develops a counter argument to Maxcy's democracy. Slater thinks that symbolic leadership can remedy two weaknesses of democracy which are bearing a tendency to favor conformity of thought; discouraging critical thinking, and underestimating the power of symbols. He states that symbolic leadership is necessary to articulate values and choices that most people find convenient.

Hallinger and Murphy (1985) also acknowledge the importance of a school's vision. They introduced the concept of instructional leadership which contends that instructional leaders have a vision of a school's desired goals. They articulate this vision through creating a sense of

46

a shared school mission which they communicate to teachers and students. They should emphasize the important aspects of the school's mission when they meet with students, teachers and parents and strive towards building an ownership of it. Furthermore, they should periodically go over and discuss the rationale behind it during the meetings with the school board and other members of the school.

2.2   Relationship between the leadership style and the organizational performance

Relationship between leadership style and organizational performance has been discussed often. Most research results showed that the leadership style has a significant relation with the organizational performance, and different leadership styles may have a positive correlation or negative correlation with the organizational performance, depending on the variables used by researchers. Sun (2002) compared the leadership style with the leadership performance in schools and enterprises, and showed that the leadership style has a significantly positive correlation with the organizational performance in both schools and enterprises. Broadly speaking, the leadership performance is identical with the organizational performance. The transformational leadership has a positive correlation with the organizational performance, higher than the exchange leadership (Huang, 2006).

Business management attributes their successes to the leadership efficiency, that is, the leadership style of administrative supervisors has a considerable effect on the organizational performance (Terry, 1990). The leadership style of a leader has a considerable influence on the work performance of employees. It further indicates that the leadership style also affects the organizational performance. The leadership style determines the organizational performance that subordinates need realize, and gives suggestions and feedback to execution. In this course,

47

subordinates can know the requirements of their role and executives can know demands of subordinates at the same time. Thus under the leadership style of executives, subordinates can make organizational requested performance and get their rewards. Research results showed that the leadership style has a significantly positive correlation with the organizational performance. Therefore, the leadership style should be properly and carefully used to guide and motivate subordinates (Elenkov, 2002).

Campbell (1977) thought that when executives use their leadership style to concern, care and respect for employees, it would increase self-interests of employees in work as well as organizational promises, enable them to make better performance in work place and affect their job satisfaction. Howell and Frost (1989) and Bryman (1992) also presented that there is a positive relation between the leadership style and the organizational performance.
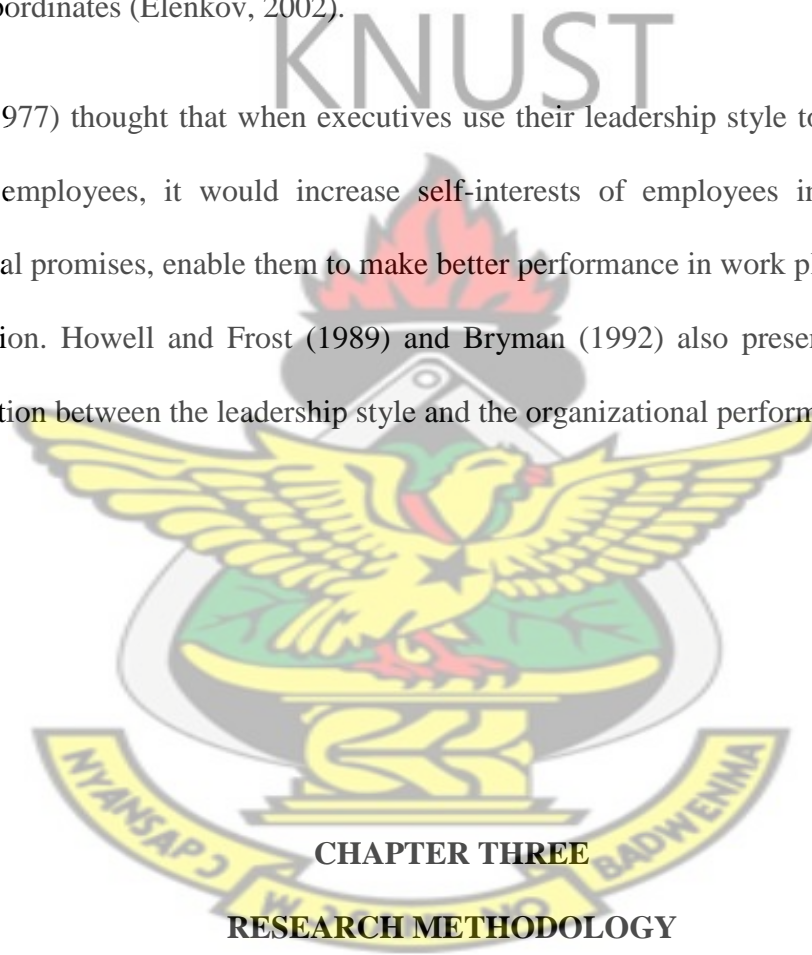
CHAPTER THREE
RESEARCH METHODOLOGY

3.0   Introduction

In this chapter an attempt is made to look at the research design, target population, data sources, sampling procedures (size and technique), data collection instruments, fieldwork/ data collection and data analysis.

3.1 Research Design

The research design includes an outline of what the researcher is writing on including their operational implications to the final analysis of the data. This study adopted the case study strategy. Among the various research designs, case studies are frequently regarded as using both quantitative and qualitative research and a combination of both approaches (Bryman, 2004). The researcher used both primary and secondary data sources, which were considered to be more appropriate for this study.

3.2 Data Sources

The study made an extensive use of both primary and secondary sources of information from all the ten selected schools and the GES.

3.2.1 Primary Data

The primary sources of data include information that was gathered from the questionnaires that were administered to the respondents of the selected schools and at the metro and regional head office. The advantage of using primary data is that, they are more reliable since they come from the original sources and are collected especially for the purpose of the study.

3.2.2 Secondary Data

The secondary sources of data included annual reports, brochures and manuals. A number of both published and unpublished materials on teachers and education in general from journals and articles as much as possible were used. Readings was be made from libraries of the British Council, Baptist University (BU) via online, the internet and libraries of universities such as Kwame Nkrumah University of Science and Technology and the University of Ghana Business

School. Data collected from the secondary sources significantly complemented primary data and enhanced the interpretation of the results (Batsa, 2008).

3.2.3 Target Population

The population of the study is made up of headmasters, supervisors, tutors and administrators of all the ten (10) selected schools and the Ghana Education Service at the Kumasi Metropolis. Primary data was collected from staff of the service. Since such an individual study could cover all the staff, the actual target population was based on a sample of the staff. Thus, the study used selected schools from senior high levels within the metropolis as samples drawn. The estimate number was Seven hundred and fifty (750)

3.4 Sampling Procedure and Sample Size

Since all the staff of the service were scattered all over the metropolis and could be covered in the study, sampling techniques were mainly used to determine the sample size. According to Punch (1998), one cannot study everyone, everywhere, doing everything and so sampling decisions are required not only about which people to interview or which events to observe, but also about settings and processes. In view of this, randomly selected schools within the Kumasi Metropolis were opted for the study. A sample size of seventy (70) was chosen for the study. Purposive sampling was adopted since the intention was to gain an insight into the phenomena hence, the need to choose personnel who were well versed with the history and development of the service and in the education sector for that matter. As a result of this, top ranking members of staff were approached and questioned. Basically the selected respondents in the managerial roles involved with decision making in the service at the metropolis level were identified and questioned.

Table 1 Guide: sample size and technique for selecting respondents

	Sample Method Required		
Target Group	**Estimated Number**	**Sample Selected**	**Technique used**
Supervisors	50	5	
Headmasters/Headmistresses	150	10	Questionnaire
Tutors/Teachers	500	45	
Administrators	50	10	
Total	**750**	**70**	

Source: Fieldwork Survey, 2011

Again, Purposive sampling was used to select the schools within the targeted area for the study. This was guided by the fact that even though schools in the metropolis had been chosen for the study all of them could not be used for the study. Again the numbers of schools in the metropolis were chosen by the use of the quota sampling technique. At the schools, stratified random sampling technique was used to select staff for the study. This method of sampling therefore ensured that staff in the classrooms, supervisory and managerial categories were equally represented and questioned. Prior to the administration of the questionnaire, headmasters of the schools who were chosen for the study were contacted for permission and staff list of their respective schools was obtained. Names of staff were randomly selected from the various levels.

3.5 Data Collection Instrument

The main instrument that was used to collect information for the study was questionnaire. The questionnaire was structured to consist mainly of closed ended type of questions in order to elicit feedback from officers. Other information collected included how long respondents had worked with the service among others. These were the main areas around which data gathered from clients were analyzed. Questionnaires were administered to staff at the selected schools and supervisors from the Education Office. Responses categories mainly ranged from strongly disagree, disagree, neutral, agree to strongly agree. Personal observations were also made throughout the data collection period. Care was taken in order not to be biased but to come out with objective interpretations of what was questioned

3.6   Data Analysis

The raw data obtained from a study is useless unless it is transformed into information for the purpose of decision making (Emery and Couper, 2003). The data analysis involved reducing the raw data into a manageable size, developing summaries and applying statistical inferences. Consequently, the following steps were taken to analyze the data for the study. The data was edited to detect and correct, possible errors and omissions that were likely to occur, to ensure consistency across respondents.
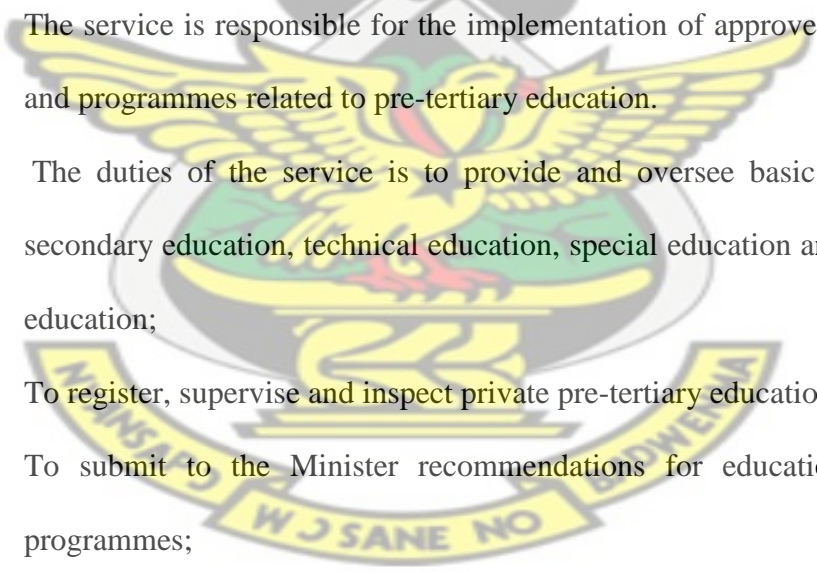
The data was then coded to enable the respondents to be grouped into limited number of categories.   The Microsoft Excel software was used for this analysis. Data was presented in tabular form, graphical and narrative forms. In analyzing the data, descriptive statistical tools such as bar graph, pie charts complemented with mean, median and standard deviations were used.

The research was limited by financial constraints taking cognizance of the extent of the scope of the study and period of investigation. The research among other things was confronted with the situation whereby officials were reluctant to give out information. Another area of limitation to this study came from the inability of respondents to complete and submit questionnaire on time for data to be analyzed.

3.7   Profile of Ghana Education Service/Ashanti Regional Office

The Ghana Education Service until 1974 was known as Ghana Teaching Service that was established by NRCD 247 and the name of the service was changed by the NRCD 357. The GES Act 1995 (Act506) consolidated with amendments to the law relating to the establishment of the GES provided the functions of the service to include that:

i)   The service is responsible for the implementation of approved national policies and programmes related to pre-tertiary education.

ii)   The duties of the service is to provide and oversee basic education, senior secondary education, technical education, special education and teacher training education;

iii)   To register, supervise and inspect private pre-tertiary educational institutions;

iv)   To submit to the Minister recommendations for educational policies and programmes;

v)   To promote the efficiency and the full development of talents among its members;

vi)   To register teachers and keep an up-to-date register of all teachers in the public system and

vii)   To maintain professional standards and the conduct of its personnel.

The GES has got ten Regional Education Offices in the country at every political Regional capital. There are Human Resource Management and Development (HRMD) sections in every GES offices. The Personnel Manpower management gave way to HRMD in the GES as it have evolved from the goals of eliminating waste, inefficiency and human suffering to human resource management, focusing on the organizational perspective and performance enhancement.

The HRMD in the GES and Ashanti Regional Education Office in particular has grown and evolved since the introduction of the 1987 Educational Reforms and the governments focusing on human resource development as a strategy .It therefore requires that the impact of the workplace learning on the human resource management development is assessed. The impact of workplace learning in the Regional Education Office, Kumasi, if proved to be positive, it would promise a forward match to achieving results at the attitude, skill and relationship levels of the organizational development It also draws management attention to compare the acquisition of human capital and results.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.0   Introduction

The chapter presents the data gathered from the field. The data were represented by graphs, charts and tables. Data were also presented in relation to the literature review and compared to the data collected from the field.

4.1   Data Presentation and Analysis

The researcher selected samples based on targeted units by using the non-probability sampling method of random sampling, specifically the purposive sampling technique. This method ensured that representative samples of all the known elements of the population were covered in the sample.

A sample size of seventy (70), comprising five (5) Supervisors, ten (10) Headmasters, forty-five (45) Tutors and ten (10) Administrators of the target population of the selected ten (10) Senior High School (SHS) within the Kumasi Metropolis responded to the administered questionnaire. Questionairre were give to the executives, particularly, the inspectorate unit of the Regional Education Office who were deeply involved with the day to day operations of the targeted units were also conducted for assessment of the subject matter of leadership style. The distribution in simple terms revealed 7.14% representation for Supervisors, 14.29% for Headmasters, 64.29% for Tutors, and 14.29% for Administrators of the respondents all from the targeted schools within the KMA.

Table 4.1: Respondents Distribution

Occupation	Male		Female		Total	
	Freq	**Percent (%)**	**Freq**	**Percent (%)**	**Freq**	**Percent (%)**
Supervisor	3	4.29%	2	2.86%	5	7.14%
Headmaster	6	8.57%	4	5.71%	10	14.29%
Tutor	20	28.57%	25	35.71%	45	64.29%
Administrator	4	5.71%	6	8.57%	10	14.29%
Total	**33**	**47.14%**	**37**	**52.86%**	**70**	**100.00%**

Source: Fieldwork Survey, 2011

Figure 4.1.1: Respondents Distribution
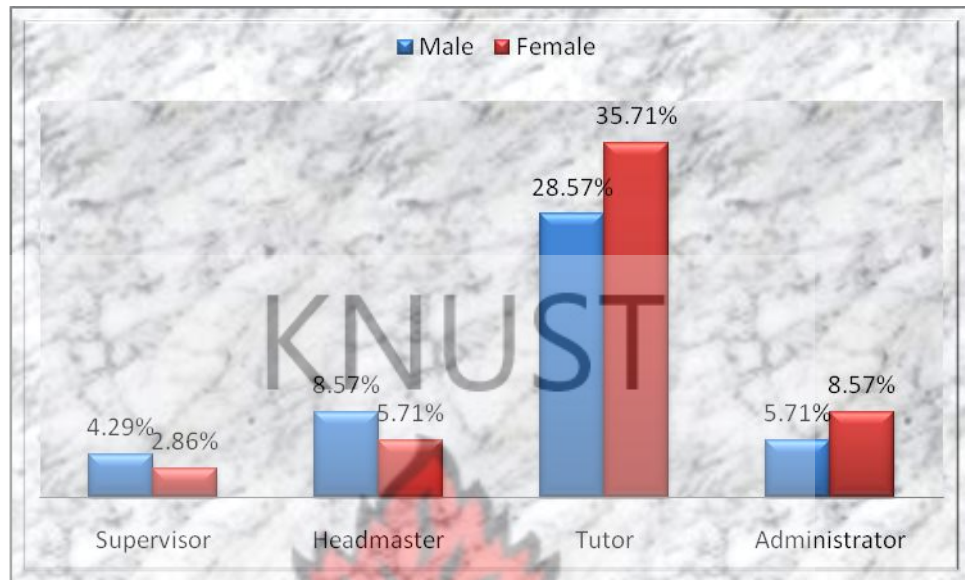
Source: Fieldwork Survey, 2011

The study indicated as illustrated in Table 4.1 and Figure 4.1.1 and Figure 4.1.2, depicted a ratio of 1:1.12 with regard to male and female. The slight excess of the Female number of respondents over the Male is a true representation of the total female dominance in the teaching profession within the KMA. A cursory look at the distribution showed that the female dominance came about by the large number of female tutors which stood at 7.14% of the distribution, albeit, the strong showing of the male among the Headmasters (8.57% male; 5.71% female).

Figure 4.1.2: Sex Ratio
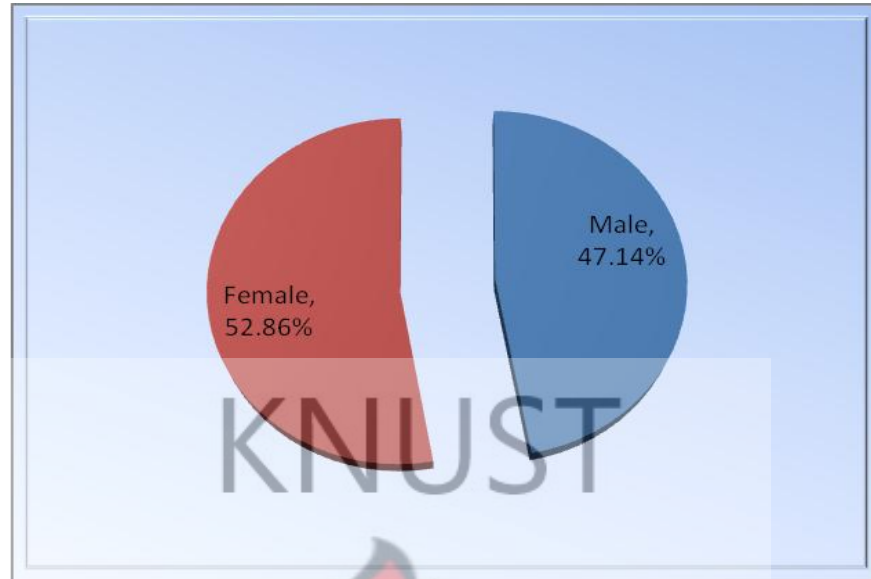
Summarily, as illustrated in the above graphical representations, there is an indication of enough evidence of the marginal female dominance mainly caused by the tutors; which lays credence to the assertion that women naturally exhibit patience, empathy and the care for mankind, hence the field of teaching, especially among the tutors; even though the male could not be left out, thus their strong showing in the other professions within the education sector.

4.2   The Ages of Respondents

The ages of the respondents were within the range of 21 to 55 years. The study portrayed that 37.14% (26 persons in absolute terms) of the respondents' ages fell within 41 - 50 years; which is also the modal age group. Twenty-one (21) respondents, resulting to 30% were between the ages of 31 and 40 years; closely followed by 50+ years (i.e. 22.86%) and 21 – 30 years had 10% as shown in Table 4.2 and Figure 4.2 below.

57

Table 4.2: Ages of Respondents

Ages	Supervisor		Headmaster		Tutor		Administrator		Total	
	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)
21 - 30 years	0	0.0%	0	0.0%	7	10.0%	0	0.0%	7	10.00%
31 - 40 years	0	0.0%	0	0.0%	18	25.7%	3	4.3%	21	30.00%
41 - 50 years	1	1.4%	2	2.9%	17	24.3%	6	8.6%	26	37.14%
51+ years	4	5.7%	8	11.4%	3	4.3%	1	1.4%	16	22.86%
Total	**5**	**7.1%**	**10**	**14.3%**	**45**	**64.3%**	**10**	**14.3%**	**70**	**100.00%**

Source: Fieldwork Survey, 2011

Figure 4.2: Ages of Respondents
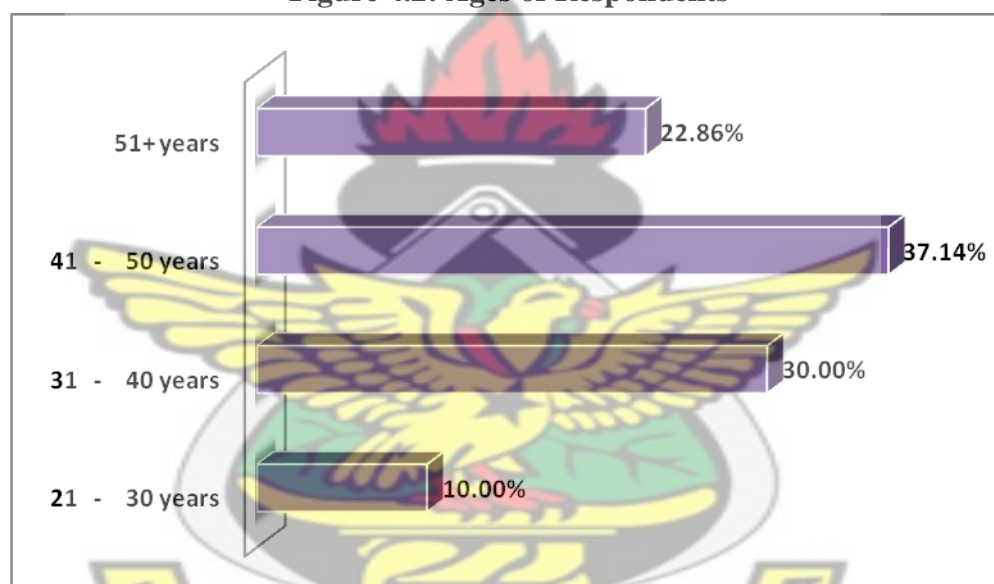
Source: Fieldwork Survey, 2011

Aggregately, the study indicated that the GES of KMA could boast of over 77% youthful workforce; and an aggregate percentage of 23% comprising the middle aged and the elderly; exhibiting a good and healthy blend of majority young energetic and enterprising personnel with the more experience and skillful old folks. Nevertheless, management would need young, energetic, courteous and more adventurous and enterprising young professionals, especially

58

among the tutors, to fill the place of 3.5% of respondents nearing their pension and needed to be replaced.

4.3   Marital Status

The study detected that 40% (28 in absolute terms) of the respondents are married and 35.71% (25 in absolute terms) are singles with the least represented being widow/widower which registers 4.29%. Details are shown in Table 4.3 and Figure 4.3 below.

Table 4.3: Marital Status

Status	Freq	Percent (%)
Married	28	40.00%
Single	25	35.71%
Divorced	6	8.57%
Separated	8	11.43%
Widow/Widower	3	4.29%
Total	**70**	**100.00%**

Source: Fieldwork Survey, 2011

Figure 4.3: Marital Status
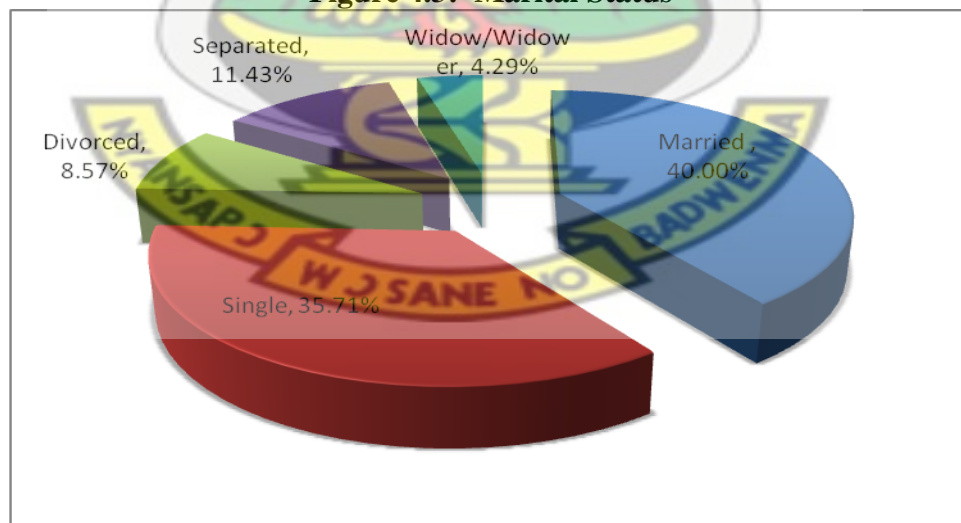
Source: Fieldwork Survey, 2011

4.4   Educational Level

The researcher detected that all respondents to the study are educated and have perfect understanding of issues concerning leadership styles. Howbeit, 37% (26 in absolute terms) of the respondents are first degree certificate holders, which was the modal class, Diploma holders make up 27%, 21% had Post-graduate certificate holders, Certificate 'A' holders of teaching colleges were 11% and the least represented, professionals registered marginal value of 3%. Details are shown in Table 4.4 and Figure 4.4 below.

Table 4.4: Educational Level

Level	Freq	Percent (%)
Professional	2	3%
Postgraduate	15	21%
First Degree	26	37%
Diploma	19	27%
Cert. 'A'	8	11%
Total	**70**	**100%**

Source: Fieldwork Survey, 2011

Figure 4.4: Educational Level
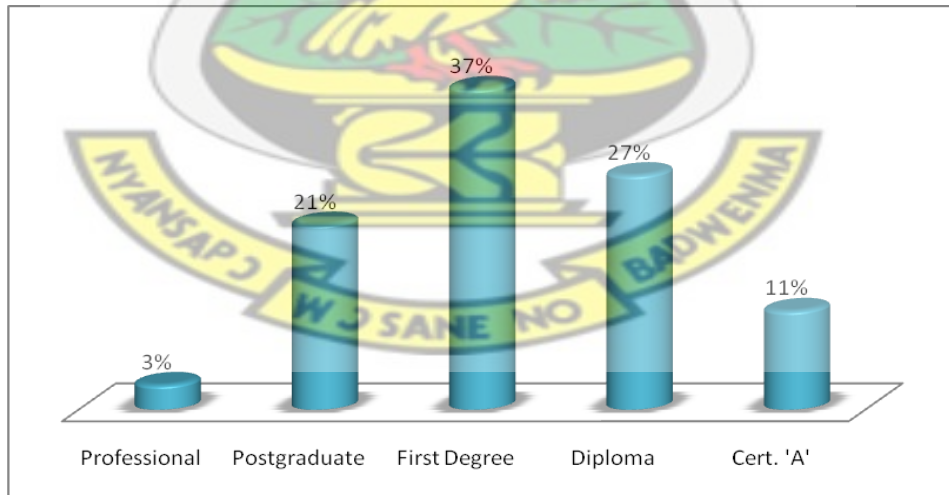
Source: Fieldwork Survey, 2011

4.5   Selected Schools

The study was carried out at ten (10) schools namely, St. Louis College, Prempeh College, Opoku Ware Senior High, Asanteman Senior High, Yaa Asantewaa Senior High, Kumasi Senior High, T.I Ahamadiyha Senior High, KNUST Senior High, Kumasi Anglican Senior High and Kumasi Academy.

Furthermore, it was also discovered that the tutor respondents cut-across all the approved curriculum of the Ghana Education Service and the Ministry of Education.

4.6   Years associated with school

This survey disclosed that 40 respondents (representing 57% of the distribution) were associated to their respective schools for more than 10 years; 33% were recorded in respect of 'Between 6 and 10 years' while 10% had been there 'Less than 5 years'. Summarily, 90% aggregately had been with the system for more than five (5) years; laying credit to the issue that GES has more experienced professionals in their respective field of work as demonstrated by Table 4 and Figure 4 below.

Table 4.6: Number of years in service

Years	Frequency	Percent (%)
Less than 5 years	7	10%
Between 6 - 10 years	23	33%
More than 10 years	40	57%
Totals	**70**	**100%**

Source: Fieldwork Survey, 2011

Figure 4.6: Number of years in service
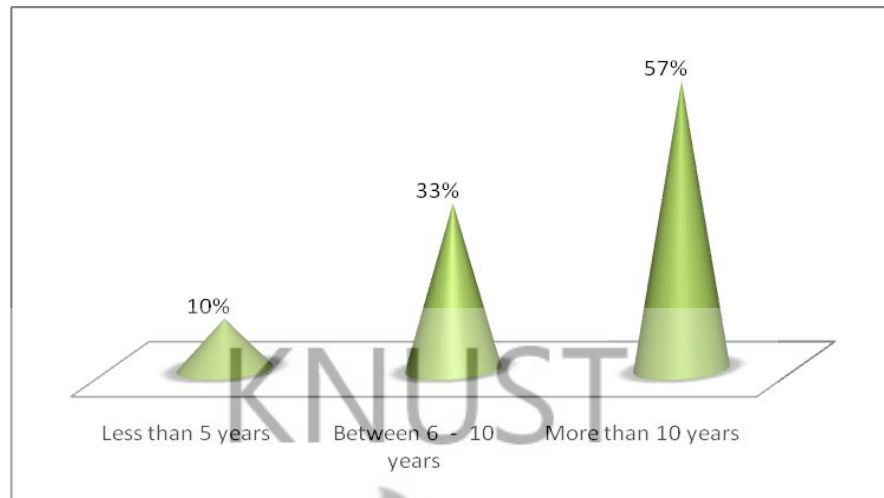
Source: Fieldwork Survey, 2011

4.7   Response of Teachers, Administrators and Supervisors

All analysis under this section was done with all the respondents of the study except the headmasters who were ten (10); thereby causing the researcher to use 60 respondents.

4.7.1   Work Satisfaction Issues

The study identified three major parameters that encouraged staff statisfaction based on the leardership style of headmasters at the workplace. These parameters are 'Leadership style influence on staff behaviour', 'Maximize use of resources' and 'Continue with job because of leadership style of Headmaster' as expatiated in the subsequent paragraphs below.

4.7.1.1 Leadership style influence on behaviour of staff

In order to ascertain the extent of influence of leadership style on the behaviour of the staff, the researcher used three variables as in 'work as a team and share a very good rapport', 'very unpredictable', and 'attitude is negative and demoralizes'.

The study revealed a 65% respondents (39 in absolute terms) indicating their positive response to 'work as a team and share a very good rapport'; 18% chose 'very unpredictable', while 17% were for 'Negative and demoralizing attitude'. It could be deduced that strong teamwork and good rapport among colleagues, subordinates and superior authority has tremendous influence on staff due to the leadership style of their respective headmasters.

Table 4.7.1.1: Leadership style influence on behaviour of staff

Leadership style influence on behaviour of staff	A1 Strong Team work and good rapport		A2 Unpredictable		A3 Negative and demoralizing attitude		Total	
	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)
	39	65%	11	18%	10	17%	60	100%

Source: Fieldwork Survey, 2011

Figure 4.7.1.1: Leadership style influence on behaviour of staff
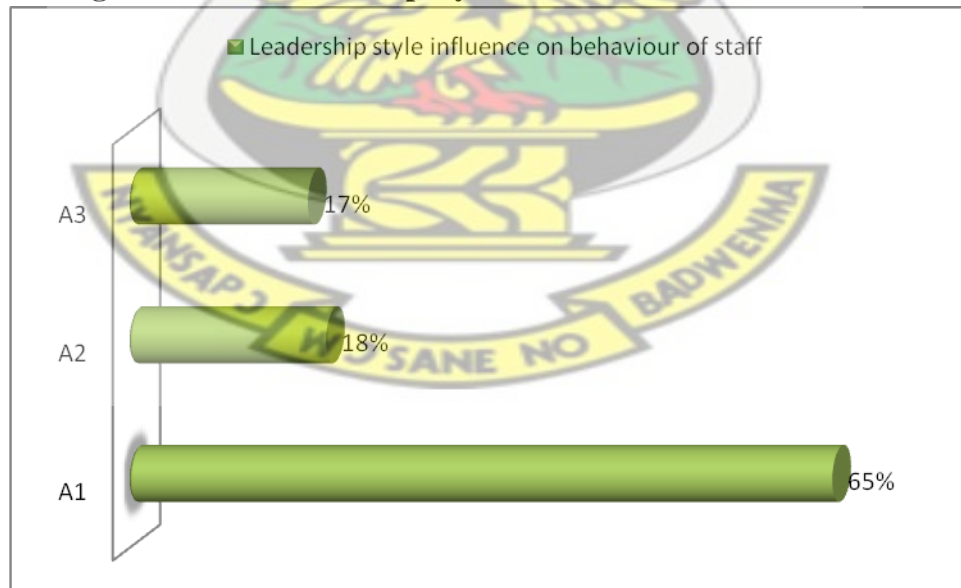
Source: Fieldwork Survey, 2011

4.7.1.2 Maximize use of resources

On the issue of maximizing the use of resources as an influence to staff behaviour through leadership style, three variables were again used here too. These variable were coded A4: Implementation of knowledge; A5: Knowledge and experience used; and A6: Sometimes appreciated and some other times treated in a demeaning way.

The study elucidated that 75% responded in favour of A4 as the most preferred element as in the implementation of knowledge serves as the maximization of resources mostly influenced by the leadership style of the headmasters as illustrated in Table 4.7.1.2 and Figure 4.7.1.2 below.

Table 4.7.1.2: Maximize use of resources

Maximize use of resources	A4 Implementation of knowledge		A5 Knowledge and experience used		A6 Sometimes appreciated and some other times treated in a demeaning way		Total	
	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)
	45	75%	5	8%	10	17%	60	100%

Source: Fieldwork Survey, 2011

64

Figure 4.7.2: Maximize use of resources
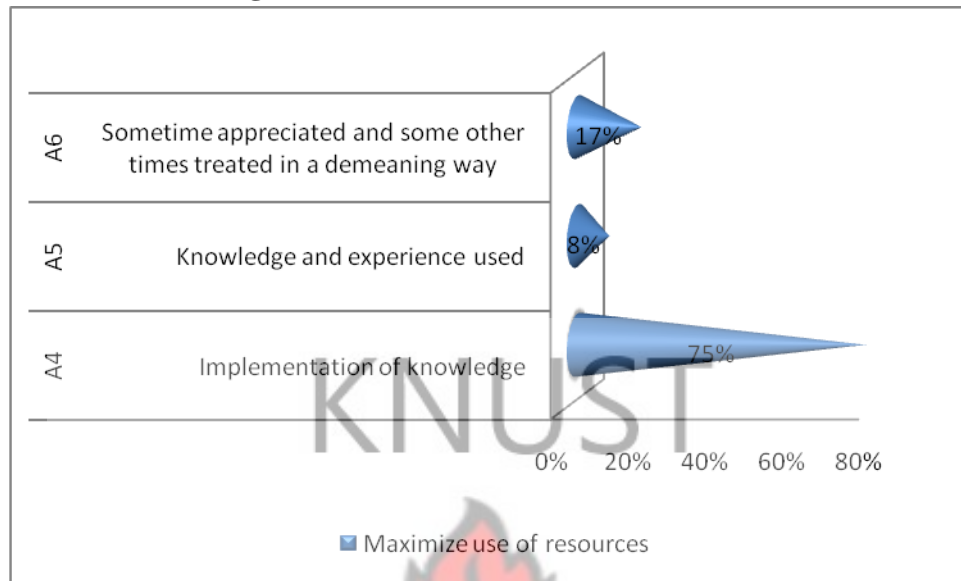
Source: Fieldwork Survey, 2011

4.7.3 Continue with job because of leadership style of Headmaster

Variables such as 'No plans to change now', coded A7, 'Wants to change job desperately', coded A8 and 'Will never change job', coded A9 were used to assess the extent of leadership influence which is the causative factor for either changing jobs among colleagues, sub-ordinates and superior authority.

Table 4.7.3: Continue with job because of leadership style of Headmaster

	A7		A8		A9		Total	
	No plans to change now		Wants to change job desperately		Will never change job			
Continue with job because of leadership style of Headmaster	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)
	31	52%	9	15%	20	33%	60	100%

65

Figure 4.7.3: Continue with job because of leadership style of Headmaster
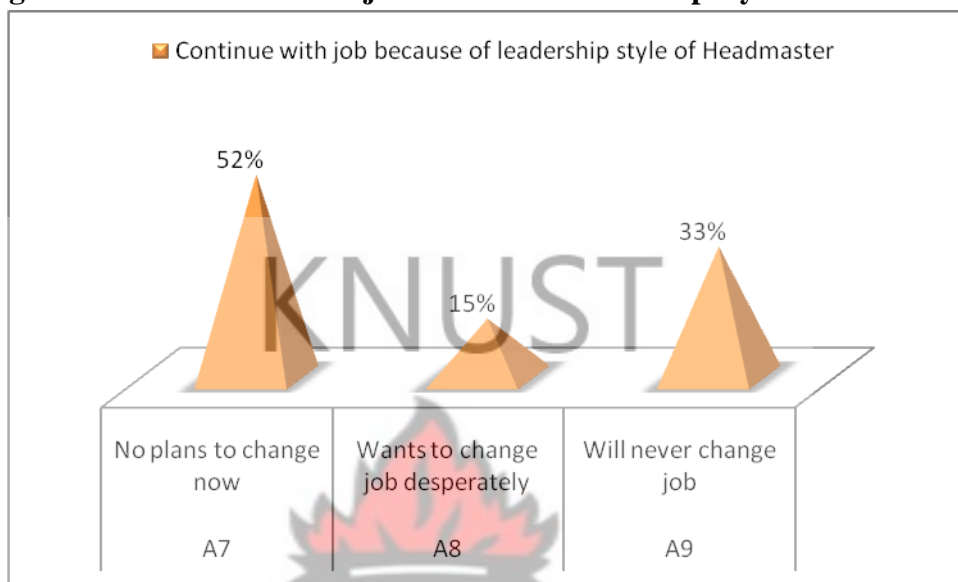
Source: Fieldwork Survey, 2011

As indicated above by the Table 4.7.3 and Figure 4.7.3, due to the leadership style influence, respondents were opted for 'no plans to change now' by 52% response to continue with their respective jobs.

4.8   Motivational Issues

4.8.1   Current Schedule of Work

In the quest to ascertain whether respondents like their current schedule of work as teachers, administrators and supervisors, 46.67% of the respondents maintained their likeness of their current schedule of work, although, 31.67% dissented and 21.67% were indifferent.

Table 4.8.1: Current Schedule of Work

	Freq	(%)
Yes	28	46.67%
No	19	31.67%
Indifferent	13	21.67%
Total	**60**	**100.00%**

Source: Fieldwork Survey, 2011

Figure 4.8.1: Current Schedule of Work
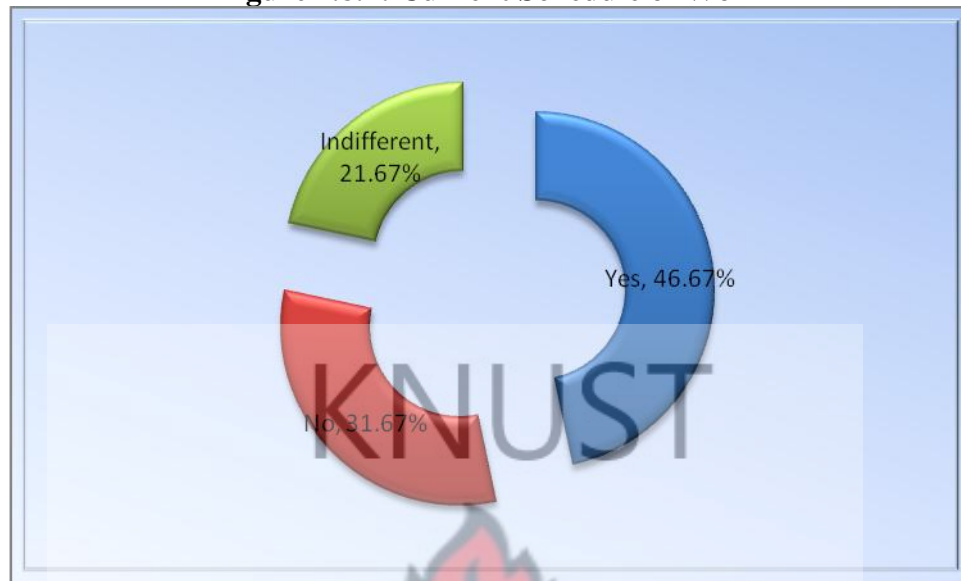
Source: Fieldwork Survey, 2011

Respondents who indicated likeness to their current job schedule provided reasons, notably among them are:

- The school is a good one.

- There is always enough time to indulge in other extra curricula activities such engaging in long distance education and business which bring some money to them.

- 'I have nowhere to go', was the response of one of them.

4.8.2 Factors that bring the best out of staff at work

Ensuring the maximization of employees' performance (output) through the leadership style of headmasters, the study identified three (3) major techniques that are normally applied to exact the optimum performance of the staff. As many as 65% favourable response of 'Freewill' was registered while 12% indicated that they had to be 'pampered' and 15% needed to be 'coerced' to bring the best out of them at the workplace.

Table 4.8.2: Factors that bring the best out of staff at work

Factors	Frequency	Percent (%)
Free will	39	65.00%
Coerced	9	15.00%
Pampered	12	20.00%
Total	**60**	**100.00%**

Source: Fieldwork Survey, 2011

Figure 4.8.2: Factors that bring the best out of staff at work
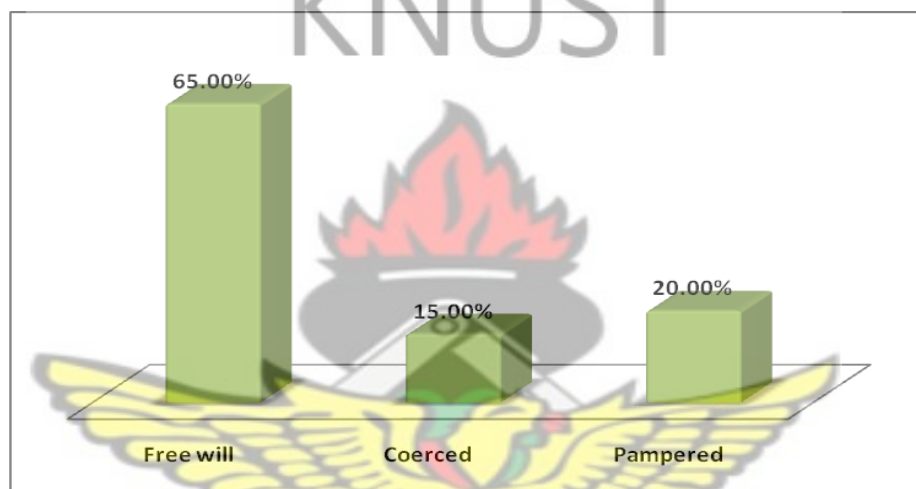
Source: Fieldwork Survey, 2011

The 'free will' respondents explained that they did not need to be pushed into working because they love what they do and the kind of exposure it gives them and advancement it brings professionally. Almost all the respondent tutors intimated that their joy of teaching and molding the youth and relief that suffering of patience brings an inner satisfaction. The marginal 12% coerced also indicated that they fill suffocated on the job schedule and many at times are pressurized into a situation they do not fit.

4.8.3   Well Motivated by Leadership Style

It was detected that on the issue of whether teaching professionals at the selected ten (10) schools at the Kumasi Metropolis are well motivated during the discharge of their duties with minimum supervision, 68.33% of (41 in absolute terms) responded in the affirmative in that they are well motivated under the current workplace environment; 10% felt not well motivated and 21.67% were indifferent to the assertion.

Table 4.8.3: Well Motivated

	Freq	Percent (%)
Yes	41	68.33%
No	6	10.00%
Indifferent	13	21.67%
Total	**60**	**100.00%**

Source: Fieldwork Survey, 2011

Figure 4.8.3: Well Motivated

Source: Fieldwork Survey, 2011

69
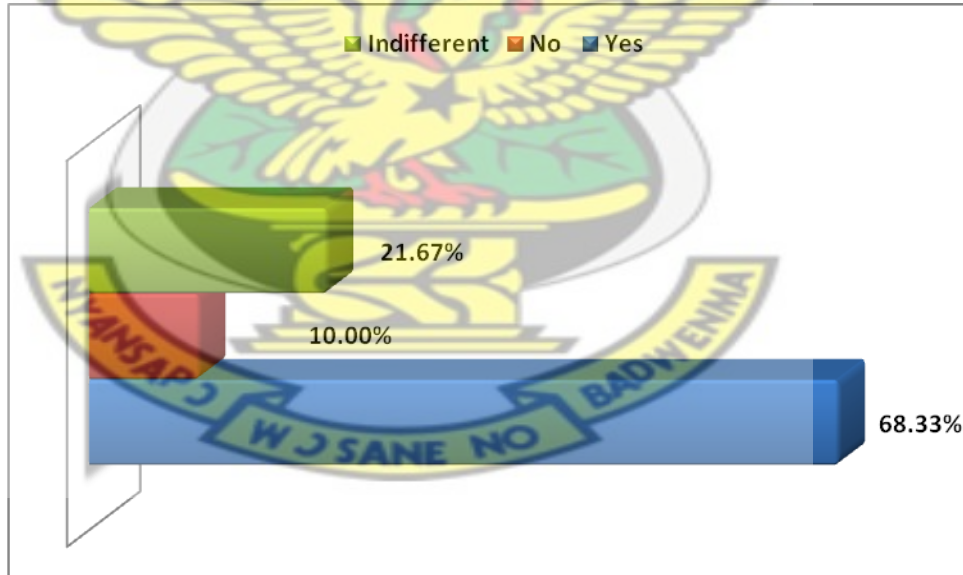
Generally, there was consensus on the several reasons that demotivated staff leading to the 10% not been well motivated. Notable reasons are: 'Inadequate resources and equipments', 'overcrowding at the classrooms makes work unpleasant and uncomfortable', 'non-functional laboratories and equipments' among others. Respondents who explicitly indicated their indifference to motivation reiterated that they had to make sacrifices on daily basis, yet they had nothing to show for. It was also detected that the most influential factors pursued by the headmasters are hard work and honesty, good relationship with staff and motivation among others.

4.9 Encouraging factors to perform

The study identified six major factors that encourages staff to maximize their respective performances at the workplace, particularly the classroom. These factors are Growth prospects, Job Advancement, Responsibility, Challenges, Recognition and Achievements as shown in Table 4.9 and picturesquely represented in Figure 4.9 below.

In general terms, 'Growth prospects' as an encouraging factor to motivation was highly favoured among the six with 47%; followed by the 20% registered in respect of 'Achievements','Responsibility' had 12%; while 'Recognitions' recorded 10%, 'Challenges' 5% and 'Job Advancement' registering 7%. Management is therefore encouraged to adopt reward systems which will open up more doors for staff to receive achivements as forms of encouragement.

Table 4.9: Encouraging Factors to perform

Factors	Freq	Percent (%)
Growth Prospects	28	47%
Job Advancement	4	7%
Responsibility	7	12%
Challenges	3	5%
Recognition	6	10%
Achievements	12	20%
Total	**60**	**100%**

Source: Fieldwork Survey, 2011

Figure 4.9: Encouraging Factors to perform
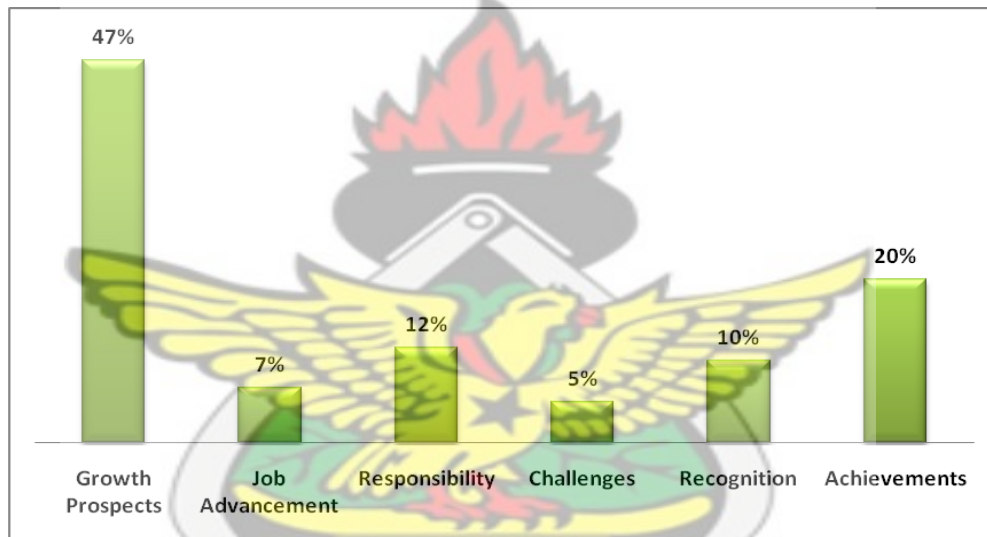
Source: Fieldwork Survey, 2011

Furthermore, most teachers intimated that the provision of free meals, especially, lunch, and accommodation has played major role in motivating them more to maximize output.

4.10   Leadership Issues

The study used fourteen (14) parameters to assess the type of leadership style being pursued by the 10 Headmasters of the selected Senior High Schools as illustrated by Table 4.10 and picturesquely represented by Figures 4.10.1, 4.10.2 and 4.10.3 below.

71

The study revealed that respondents were of the view that communication strategies used by heads of schools are clear and consistent as evidenced by the 62% agreed. On the issue of 'teachers are given the chance to offer feedback to headmaster, the study showed 60% agree, 15% strongly agree and 25% neutral; and collectively 92% agree and 8% neutral as indicated in Figure 4.10.1 below.

Figure 4.10.1: Communication/Monitoring
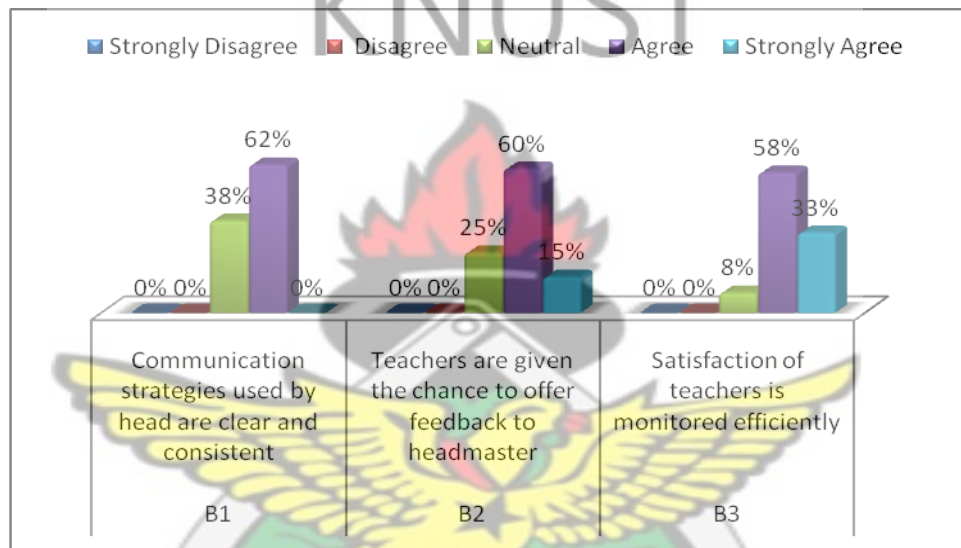
Source: Fieldwork Survey, 2011

Table 4.10   COMMUNICATIONS/MONITORING

Details	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)
Communication strategies used by head are clear and consistent	0	0%	0	0%	23	38%	37	62%	0	0%	60	100%
Teachers are given the chance to offer feedback to headmaster	0	0%	0	0%	15	25%	36	60%	9	15%	60	100%
Satisfaction of teachers is monitored efficiently	0	0%	0	0%	5	8%	35	58%	20	33%	60	100%
Teachers are encouraged to share ideas/suggestion	0	0%	0	0%	12	20%	48	80%	0	0%	60	100%
Job skills training programs provided	23	38%	25	42%	12	20%	0	0%	0	0%	60	100%
Teamwork is efficiently carried out	29	48%	10	17%	21	35%	0	0%	0	0%	60	100%
There is no favouritsm/biases against teachers	0	0%	0	0%	0	0%	48	80%	12	20%	60	100%
There are good interpersonal relationships within staff members	0	0%	0	0%	19	32%	28	47%	13	22%	60	100%
Teachers have easy access to their heads/supervisors	0	0%	10	17%	12	20%	24	40%	14	23%	60	100%
Organization practices high standards of professionalism	0	0%	9	15%	6	10%	30	50%	15	25%	60	100%

Source: Fieldwork Survey, 2011

KNUST

It was observed that 80% agree to the notion that 'teachers are encouraged to share ideas as well as suggestions; 42% disagree, 38% strongly disagree and 20% neutral for the provision of job skill training; cumulative disagree of 65% to the assertion, 'teamwork is efficiently carried out'; and by 80% disagree and 20% strongly disagree, response to the notion that there is no favouritsm or biases against teachers as shown in Figure 4.10.2 below.

Figure 4.10.2: Teamwork-Favouritsm
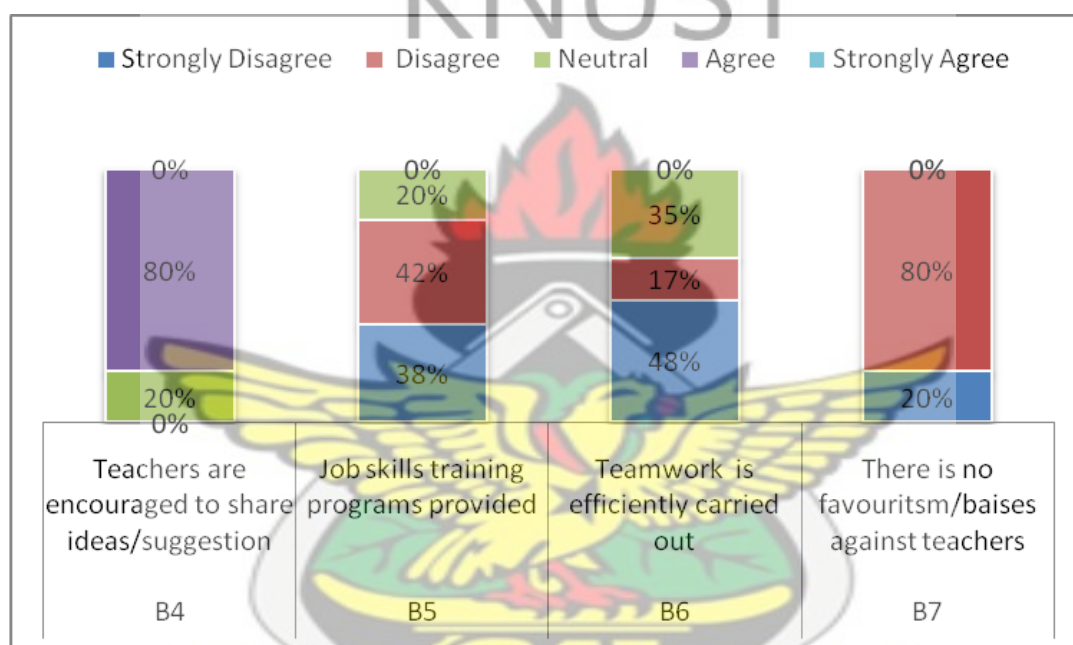
Source: Fieldwork Survey, 2011

Issues of 'There are good interpersonal relationships within the office' coded B8, 'Employees have easy access to their managers or supervisors' coded B9 and 'The organization practices high standards of professionalism', coded B10 , revealed an aggregate affirmation of over 60% on all the three afore mentioned assertions and illustrated by Figure 4.10.3.

Figure 4.10.3: Good interpersonal relationships-Professionalism
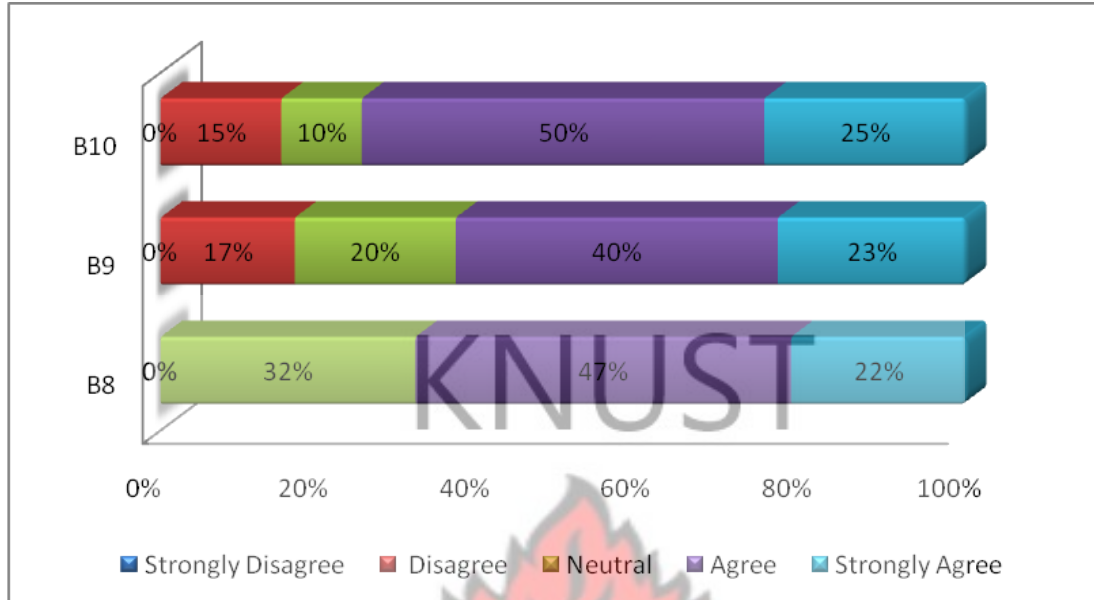
Source: Fieldwork Survey, 2011

4.11 Correlation between Leadership style and output

The study indicated that a strong correlation between leadership style and staff output by the 77% agree and 23% strongly agree response provided. Also, there was an overwhelming cumulative disagreement of 100% on the notion that 'apart from leadership style requisite resources are available; and by 53% agree response, respondents emphasized that there are channels of redress for dissatisfied staff as demonstrated by figure 4.11 below.

Figure 4.11: Correlation between Leadership style and output
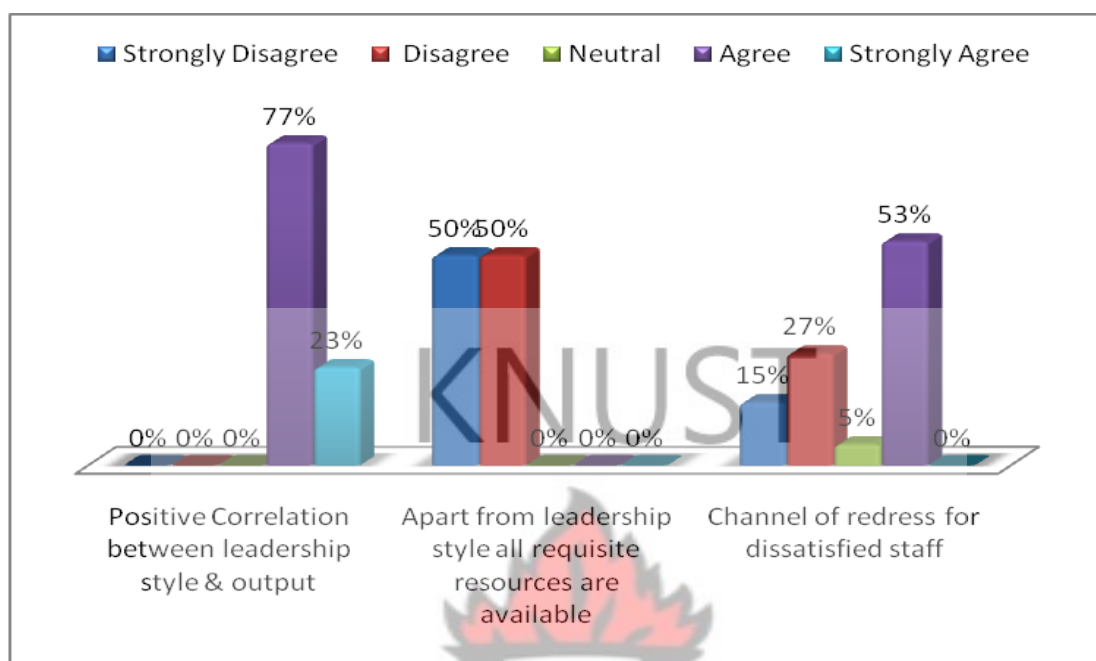
Source: Fieldwork Survey, 2011

Table 4.11 Correlation Assessment

Source: Fieldwork Survey, 2011

Details	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)
Positive Correlation between leadership style & output	0	0%	0	0%	0	0%	46	77%	14	23%	60	100%
Apart from leadership style all requisite resources are available	30	50%	30	50%	0	0%	0	0%	0	0%	60	100%
Channel of redress for dissatisfied staff	9	15%	16	27%	3	5%	32	53%	0	0%	60	100%

65
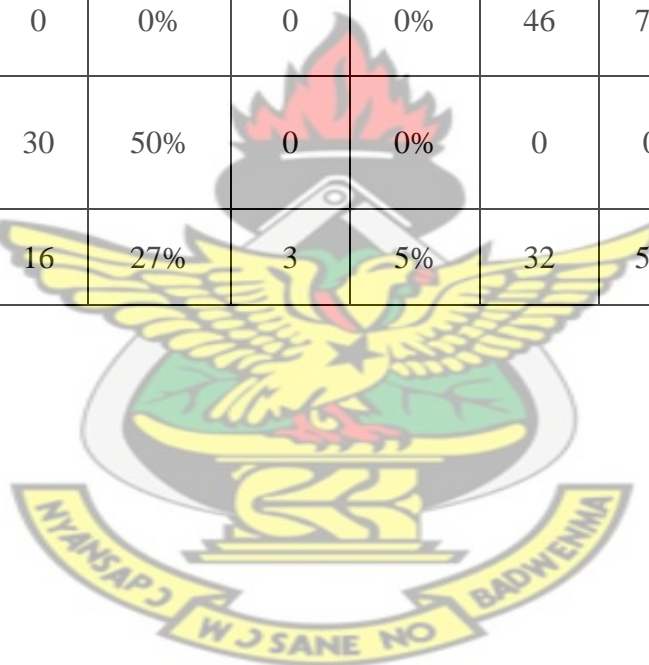
4.12   Responses of Headmasters/Headmistresses

These are responses basically from the questionnaire to the ten headmasters of the selected SHS within the Metropolis. The researcher sought to assess the leadership style of these heads of schools by adopting Lewin et al (2005) model of leadership style and the modalities of measurement are elucidated in the subsequent paragraphs.

This model was used to assess what leadership styles are normally operational. The lowest score possible for any stage is 10 (Almost never) while the highest score possible for any stage is 50 (Almost always). The highest of the three scores in the columns indicate what style of leadership respondent normally uses — Authoritarian, Participative, or Delegative. If the highest score is 40 or more, it is a strong indicator of a normal style. The lowest of the three scores is an indicator of the style was in least use. If the lowest score is 20 or less, it is a strong indicator that the respondents normally do not operate out of this mode.

If two of the scores are close to the same, the respondent might be going through a transition phase, either personally or at work, except if the respondent score high in both the participative and the delegative then respondent is probably a delegative leader. If there is only a small difference between the three scores, then this indicates that respondents have no clear perception of the mode to operate out of, or are a new leader and are trying to feel out the correct style for themselves.

4.12.1 Assessment of Headmasters/Headmistresses from selected SHS

As illustrated below by Tables 4.11.1 it was detected that Asanteman scored 41 points as a Delegative style of leadership practice by the headmaster, although he scored 39 as participative style of leadership. It could be deduced that Asanteman's headmaster is more of the Delegative type, but he could also be transiting from participative to the latter.

St. Louis College by the 34 score each for both participative and Delegative, a strong case of transition from participative to Delegative is being established by the outcome of the results while a small bit of autocracy surfaces in certain instances.

The Headmaster of Kumasi SHS scored 37 points for autocracy, 39 points for participative and 32 free reign. This headmaster is democratic but slips more into autocracy as his leadership style. In the case of T.I Ahamadiyha Senior High, the headmaster scored 32 points as authoritarian, 38 points for participatory and 40 for the free reign.

KNUST SHS scored 42 autocratic, 37 democratic and 26 free reign. It could be deduced that this headmaster though authoritarian, do sometimes slips into participative style of leadership; Yaa Asantewaa Girls SHS also scored 40 for autocratic and 21 each for both free reign and democratic leadership style; and Prempeh College's 30 points for autocracy, 25 points for democratic and 27 points delegative. The Headmaster of Prempeh College is more of dictator, yet he tries to once in awhile give the benefit of the doubt by engaging in the free reign leadership style. Unlike Prempeh, Opoku Ware SHS skewed more towards to Delegative by the 37 points and transiting into authoritarianism by the 36 points scored.

The Headmaster of Kumasi Anglican, do not operate from the autocratic angle as evidenced by the 18 points score he registered and the 36 points for Delegative and 32 points for participatory; and finally, Kumasi Academy 38 points scored for Delegative and 34 points for democratic leadership styles.

4.13 Challenges to Performance through effective leadership

The officials of selected SHS are facing challenges which have always been drawbacks to effective teaching practices. The poor conditions of service of the teachers incontrovertibly reflect the poor levels of commitment and the lack of professionalism. Other challenges or constraints recognized as those that affect the performance of officers are lack of logistics/resources, inconsistency in strategic decision making and implementation, lack of teamwork or spirit does corps among the rank and file; and finally paying attention to mediocrity and hero worshipping, particularly the political heads. These constraints have culminated into one major problem, which is high attrition of the service, especially those who have taken study leaves and return to the service where they are ready to work for just about a year due to the poor service condition.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0   Introduction

Essentially, leadership has influenced over organizations via strategic decision-making, determining organizational structure and managing the organizational process. Effective leadership in an organization is evident in direct action, decisions and behaviors. A leader can be likened to a rudder, which gives direction to the ship. A leader oversees and regulates the overall functioning of an organization. In order for an organization to perform well, leaders should have an innovative vision that will move the organization in the right perspective and direction (Dessler, 1994). Therefore, an ideal leader should have strong perceptional resources such as intelligence and knowledge (Fiedler & Garcia, 1987). Moreover, a leader with good perceptional resources would contribute to higher performance (Dessler, 1994). The study attempts to explore the leadership styles by heads of Senior High School on teachers' job performance of selected schools within the Kumasi Metropolis a cursory look at the huge investments in infrastructure, human capital, and other essential resources governments have made over the years in education.

The main objective of this study is to unveil the leadership styles and their effects on Heads of Senior High Schools vis-à-vis on the teachers' performance level of output in selected SHS within the Kumasi Metropolis; and specifically determine the kind of leadership styles being adopted by the individual Heads of SHS of the selected schools; verify whether the leadership styles differ in relation to the Heads of SHS' and the teachers' experience in the field; and determine the extent of impact the leadership style of Heads of SHS of the selected schools on their respective teachers performances on the job. It also makes recommendations to improve

the readership role of the various heads of SHS, so as to maximize the performance output of teachers.

Using the non-probability sampling method of random sampling, specifically the purposive sampling technique a sample size of seventy (70), comprising five (5) Supervisors, ten (10) Headmasters, forty-five (45) Tutors and ten (10) Administrators of the target population of the selected ten (10) Senior High School (SHS) within the Kumasi Metropolis were selected. Furthermore, the study showed 47.14% representation of male as compared to 52.86% female distribution indicating the slight excess of females over the males is a true representation of the total female dominance in the teaching profession within the KMA.

5.1 Summary of Findings

Demographic Representation

The ages of the respondents were within the range of 21 to 55 years. The study exhibited a blend of majority young energetic and enterprising personnel with the more experience and skillful old folks. Nevertheless, management would need young, energetic, courteous and more adventurous and enterprising young professionals, especially among the tutors, to fill the place of the respondents nearing their pension and needed to be replaced; also all respondents to the study are educated and have perfect understanding of issues concerning leadership styles. This survey disclosed that majority had been with the system for more than five (5) years; laying credit to the issue that GES has more experienced professionals in their respective field of work.

Work satisfaction through leadership style

It was detected that strong teamwork and good rapport among colleagues, subordinates and superior authority was as a result of the tremendous influence by leadership style of the headmasters. Implementation of knowledge serves as the most maximized use of resources that is influenced by the leadership style of the headmasters. In assessing the extent of leadership influence which is the causative factor for either changing jobs among colleagues, sub-ordinates and superior authority, the study showed that due to the leadership style influence, respondents opted for 'no plans to change now' in order to continue with their respective jobs.

Motivational Issues

Majority of the respondents intimated their likeness of their current schedule of work, with the reasons that the school is a good one; and there is always enough time to indulge in other extra curricula activities such engaging in long distance education and business which bring some money to them, among others. Respondents associated themselves with the leadership style which promotes 'Freewill' as the strategy that brings the best out of them at the workplace. Teachers selected from the ten (10) schools at the Kumasi Metropolis indicated that they are well motivated during the discharge of their duties with minimum supervision. However, certain teachers indicated their de-motivation stance due to 'Inadequate resources and equipments', 'overcrowding at the classrooms which makes work unpleasant and uncomfortable', 'non-functional laboratories and equipments' among others as their reasons.

Encouraging factors to perform

'Growth prospects' serves as the most encouraging factor that highly motivates, albeit, 'Achievements','Responsibility', 'Recognitions', 'Challenges' and 'Job Advancement' are among the most prefered. Most teachers intimated that the provision of free meals, especially, lunch, and accommodation has played major role in motivating them more to maximize output.

Leadership Issues

The study revealed that communication strategies used by heads of schools are clear and consistent with leadership style; also teachers are given the chance to offer feedback to headmaster; 'teachers are encouraged to share ideas as well as suggestions; but they are not given job skill training; 'teamwork is efficiently carried out'; and there is ample evidence of favouritsm or biases against teachers. Nonetheless, there are good interpersonal relationships within the office; employees have easy access to their managers or supervisors and the schools practice high standards of professionalism.

5.2   Conclusions

In conclusion, the evidence of the female dominance in the service, lays credence to the assertion that women naturally exhibit patience, empathy and the care for children and adolescents, hence the field of teaching; even though the male could not be left out, thus their strong showing. It could boast of a vibrant youthful workforce; and level-headed middle aged and the elderly; which portrays a good and healthy blend of majority young energetic and enterprising personnel with the more experience and skilful old folks. Furthermore, majority of teachers and other professionals had been with their respective schools for more than five (5) years; thereby

emphasizing that the GES within the Kumasi has more experienced professionals in their respective field of work.

Respondents who work out of their 'free will' explained that they did not need to be pushed into working because they love what they do and the kind of exposure it gives them and advancement it brings professionally, irrespective of their leadership style. Almost all the respondent tutors intimated that their joy of teaching and molding the youth and relief that suffering of patience brings an inner satisfaction. The marginal respondents who are coerced also indicated that they fill suffocated on the job schedule and many at times are pressurized into a situation they do not fit.

Teachers are not well motivated due to inadequate resources and equipments, overcrowding at the classrooms which makes work unpleasant and uncomfortable and non-functional laboratories and equipments. Others indicated that they had to make sacrifices on daily basis, yet they had nothing to show for; and the most influential factors pursued by the headmasters are hard work and honesty, good relationship with staff and motivation among others.

Finally, Headmasters of Asanteman, Kumasi Anglican, TI Ahamadiyha, Opoku Ware and St. Louis College operate more of the Delegative leadership type, but could also be transiting from participative to the latter. The Headmaster of Kumasi SHS is democratic but slips more into autocracy once in awhile; KNUST SHS' headmaster though authoritarian, does sometimes slips into participative style of leadership; Yaa Asantewaa Girls and Prempeh College's heads were detected to be autocratic.

It is worth noting that teachers of selected SHS are facing challenges which have always been drawbacks to effective teaching practices. The poor conditions of service of the teachers incontrovertibly reflect the poor levels of commitment and the lack of professionalism, lack of teamwork or spirit des corps among the rank and file; and finally paying attention to mediocrity and hero worshipping, particularly the political heads.

5.3 Recommendations

In view of the findings of the research the following were recommended:

Mode of exacting high performance from staff

Due to the unwillingness of teachers to give off their best because of the poor leadership style and the barrage of challenges they encounter there should a well enticing reward system to propel them to go the extra mile in the delivery of their duties. That marginal number who fills coerced and suffocated on the job schedule and many at times pressurized into a situation they do not fit in, the headmasters need to adopt stress management and counseling session for such officials to ascertain the exact problem.

Well Motivated without supervision

Management should re-examine the leadership styles to meet the needs of teachers at the schools who are not well motivated during the discharge of their duties with minimum supervision, under the current workplace environment; by providing them with requisite resources and equipments, put up new classrooms to eliminate the overcrowding, employ more staff if need be, get 'non-functional laboratories and equipments operational again by having them fixed.

Leadership Situations/Environments

The adoption of appropriate leadership style at the right time should be reviewed and tailored to suit the circumstance, needs and aspirations of the teachers so as to bring the best out of them. Teachers should be encouraged by the right leadership skills or styles to turn the rather abysmal performances of students into positive. Despite the fact that staffs see monetary rewards in terms of allowances and salary increment as more important to the leadership there is therefore the need to adopt strategies of human centered leadership style to urgment the environmment for good teachings.

Training and development programmes

There should be on the job training and development programmes initiated by the GES and much effort should be placed on it for relevant modern teaching skills and contemporary management practices to taught be through seminars and workshops.

These recommendations, if implemented, will help improve the leadership style of headmaster for the much needed job satisfaction by teachers of Kumasi and its environs. Finally, it would not be out of place if the GES formulated a well structured policy on leadership which could be reviewed periodically addressing all the issue raised by staff.

5.4 Suggestion for futher Research

It is suggested that in the near future, a research should be conducted at the entire country

REFERENCES

Allix,N,M. (2000). *Transformational Leadership: Democratic orDespotic? Educational Management and Administration, 28(1), pp.* 7+, Retrieved September 28, 2002 from EBSCO database on the World Wide Web: http://www.ebsco.com.

Azzara,J.R. (2001). *The Heart of School Leadership. Educational Leadership,58(4),p.62*

Bass,B.M. (1961). *Some observations about a general theory of leadership and interpersonal behavior.* In L. Petrulla & B.M. Bass (Eds.*) Leadership and interpersonal behavior. (5-6).* New York:Holt, Rinehart, and Winston.

Bass & Stodgill's (1990). *handbook of leadership: Theory, research, and managerial applications.* (3rd.ed.) New York: TheFree Press.

Bass & Avolio, B.J. (1997). *Shatter the glass ceiling: Women may make better managers.* In K. Grint (Ed.), Leadership: *Classical, contemporary, and critical approaches. (203-204).* New York:
Oxford University Press.

Bolman, L.G.,Crow, G.M., Goldring, E., Slater, R.O., & Thurston, P.W. (1994). *Taxonomy and overview.* In W.K.Hoy (Ed.),Educational administration: The UCEA document base (p.9).USA: McGraw Hill.

Bolman, L.G., & Deal, T.E. (1990). *Leadership Orientations. Retrieved March 18, 2002 from the World Wide* Web:http://www.bolmanl@umkc.edu

Bolman, L.G., & Deal, T.E. (1991). *Reframing organizations: Artistry, choice, and leadership.* San Francisco: Josey-Bass Publishers.

Bolman, L.G., (1994). *Looking for leadership: Another search party's report. Educational Administration Quarterly,* 30(1), pp.77+. Retrieved March 22, 2002 from EBSCO database on the World Wide Web:http://www.ebsco.com.

Bolman, L.G., (1995). *Common views of organizations.* In J.T. Wren (Ed.), *The leader's companion: Insights on leadership through the ages (390-394).* New York: The Free Press.

Bryman, A. (1993) *Charisma and leadership in organizations.* London: Sage Publications.

Burrell,G., & Morgan,G. (1988). Sociological paradigms and organizational analysis. New Hampshire: Heinemann

Campell, R.F., Corbally, J.E., & Ramseyer, J.A. (1966). *Introduction to educational administration.* (3rd ed.) Boston: Allyn & Bacon.

Carlson, R.V. (1996*). Reframing and reform.* New York: Longman.

Cruz, J. (1995). *Effective Principals: A Superintendent's Perspective. Thrust for Educational Leadership*, 15(7), pp. 15 +. Retrieved march, 2002 from EBSCO database form the World Wide Web. http://www.ebsco.com.
.
Deal,T.E., & Petersen, K.D. (1994). *Shaping school culture*. San Francisco: Josey Bass.

Davis, S.H. (1998). *The Truth about Visionary Leadership. Thrust for Educational leadership*, 10(2), pp.9+. Retrieved September 28, 2002 from EBSCO database on the World Wide Web: http://www.ebsco.com.

Day, C. (2000). *Beyond Transformational Leadership. Educational Leadership*, 57(7), pp. 56-59.

Deluga, R.J. (1995*). Relationship of transformational and transactional leadership with employee influencing strategies. Leaders and the leadership process: Readings, self-assessments and applications*. IL: Austin Press.

DuBrin, A.J. (1995). Leadership: *Research findings, practice, and skills*. Boston: Houghton Mifflin Company.

DuBrin, A.J. (1997). *Fundamentals of organizational behavior*. Ohio: Southwestern College Publishing.

Duke, D.L. (1998). *The Normative Context of Organizational Leadership. Educational Administration Quarterly*, 34(2), pp.165+. Retrieved September 28, 2002 from EBSCO database on the World Wide Web: http://www.ebsco.com.

Eagly, A.H., & Johnson, B.T. (1995). *Gender and leadership style: A meta analysis. Leaders and the leadership process: Readings, self-assessments, applications*. IL: Austin Press.

Elenkov DS (2002). Effects of leadership on organizational performance in Russian companies. J. Bus. Res., 55(6): 467-480.

English, F.W. (1992). *Educational administration: The human science*. New York: Harper Collins.

Ergene, T. (1990). *The leadership styles of the high school administrators and their relations with their Type A/Type B behavior patterns*. Unpublished master's thesis. METU, Ankara.

Fiedler, F.E. (1991). *Leadership and leadership effectiveness traits: A re-conceptualization of the leadership trait problem*. In L. Petrullo & B.M. Bass (Eds.), *Leadership and interpersonal behavior.* (180-181). New York: Holt, Rinehart, and Winston.

Fiedler, F.E. (1997). *A theory of leadership effectiveness*. New York: McGraw Hill.

Goldman, E. (1998). *The Significance of Leadership Style*. Educational Leadership, 55(7), p.22

Gronn, P., & Ribbins, P. (1996). *Leaders in Context: Post Positivist Approaches to understanding Educational Leadership. Educational Administration Quarterly*, 32(3), pp. 452+. Retrieved September 28, 2002 from EBSCO database on the World Wide Web: http://www.ebsco.com.

Gouldner, A.W. (1995). *Studies in leadership*. New York: Russell & Russell.

Hallinger, P., & Murphy, J.F. (1985). *Assessing the Instructional Management Behavior of Principals. The Elementary School Journal*. 86(2), pp. 217-247.

Halpin, A.W. (1996). *Theory and research in administration*. New York: MacMillan.

Hemphill, J.K., & Coons, A.E. (1997). *Development of the leader Behavior Description Questionnaire*. In R.M. Stodgill and A.E.Coons (Eds.) Leader Behavior: Its Description and Measurement.Ohio: The Ohio State University.

Hemphill, J.K. (1997). Leader Behavior Associated with the Administrative reputations of College Departments. In R.M. Stodgill and A.E. Coons (Eds.) *Leader Behavior: It's Description and Measurement*. Ohio: The Ohio State University.

Hersey, P., & Blanchard, K.H. (1999). *Management of organizational behavior*: Utilizing human resources. New Jersey: Prentice Hall.

Howell JM, Frost PJ (1989). *A laboratory study of charismatic leadership*. Organizational Behavior and Human Decision Processes, 43(2): 243-269.

Hoy, W.K., & Miskel, C.G. (1991). *Educational administration: Theory, research, and practice*. (4th ed.) New York: McGraw Hill.

Hunt, J.G. (1991). *Leadership: A new synthesis. California*: Sage Publications.

Huang LS (2006). *Transformational leadership has effect on organizational performance: the organizational culture as an intermediary variable. Unpublished master's thesis*, National Taipei University, Taipei, Taiwan.

Katz, D., & Kahn, R. L. (19966). *The Social psychology of organizations*. New York: John Wiley & Sons.

Kearns, D.T., & Harvey, J. (2001). *Redefining public schools: Educational Leadership*, 58(4), p.55.

Kowalski, T.J. (1995). *Case studies on educational administration*. New York: Longman.

Kratwohl, D.R. (1998). *Methods of educational and social science research*: An integrated approach (2nd ed.) New York: Addison Wesley Longman, Inc.

Kreitner, R., & Knicki, A. (1995). *Organizational behavior*. (3rded.) Chicago: Irwin.

Kreitner, R., & Knicki, A. (1994). *Leadership for School Restructuring*: *Educational Administration Quarterly*, 30(4), pp.498+. Retrieved March 22, 2002 from EBSCO database on the World Wide Web: http://www.ebsco.com.

Lunenburg, F.C., & Ornstein, A.C. (1996). *Educational administration: Concepts and practices* (2nd ed.) CA: Wadsworth Publishing Company.

Maxcy, S.J. (1995). *Beyond leadership frameworks*. *Educational Administration Quarterly,* 31(3), pp.473+. Retrieved March 22, 2002 from EBSCO database on the World Wide Web: http://www.ebsco.com.

Monahan, W.G., & Hengst, H.R. (1982). *Contemporary educational administration*. New York: MacMillan.

Rebore, R.W. (1985). *Educational administration*. New Jersey: Prentice Hall.

Robbins, S.P. (1998). *Organizational behavior: Concepts, controversies, applications*. (8th ed.) New Jersey: Prentice Hall.

Roberts, H.K., & Hunt, D.M. (1991). *Organizational behavior*. Boston: PWS Kent Publishing.

Sakin, A. (2000). *The Symbolic leadership Attitudes of the School Administrators*. Unpublished Master's Thesis. Osmangazi University, Eski_ehir.

Schermerhorn, J.R., Hunt, J.G., & Osborn, R.H. (1994). *Managing organizational behavior*. New York: John Wiley & Sons.

Sergiovanni, T. J. (1994). *Organizations or Communities*? Changing the Metaphor Changes the Theory. Educational Administration Quarterly, 30(2), pp. 214. Retrieved September 28, 2002 from EBSCO database on the World Wide Web: http://www.ebsco.com.

Sinha, J.B.P. (1995). *The cultural context of leadership and power*. California: Sage Publications.

Slater, R.O. (1994). *Symbolic educational leadership and democracy in America. Educational Administration Quarterly*, 30(1), pp.97+. Retrieved March 22, 2002 from EBSCO database on the World Wide Web: http://www.ebsco.com.

Slater, R.O (1995). *The sociology of leadership and educational administration. Educational Administration Quarterly*, 31(3), pp,449+. Retrieved March 22, 2002 from EBSCO database on the World Wide Web: http//www.ebsco.com.

Squires, G. (2001). *Management as a professional discipline*. Journal of Management Studies.34(4), p. 11.

Stodgill, R.M., & Coons, A.E. (1957). *Leader Behavior: Its Description and Measurement*. Ohio: The Ohio State University.

Stodgill, R.M., & Coons, A.E. (1997). *Leadership, membership, organization*. In K. Grint (Ed.), Leadership: Classical, contemporary, and critical approaches (114-115). New York: Oxford University Press.

Sun RY (2002). *The relationship among the leadership style, organizational culture and organizational effectiveness based on competing value framework*: An empirical study for the institute of technology in Taiwan. Unpublished doctoral dissertation, National Taipei University, Taipei, Taiwan.

Tead, O. (1935). *The art of leadership*. New York: McGraw Hill.

APPENDIX I
SAMPLE QUESTIONNAIRE

KNUST INSTITUTE OF DISTANCE LEARNING (IDL)
QUESTIONNAIRES FOR THE EFFECTS OF LEADERSHIP STYLES OF HEADS OF SENIOR HIGH SCHOOL ON TEACHER JOB PERFORMANCE OF SELECTED SCHOOLS IN THE KUMASI METROPOLIS

QUESTIONNAIRE FOR TEACHERS
The purpose of this questionnaire is to gather data for the "The Effects of Leadership Styles of Heads of Senior High School on Teacher Job Performance of Selected Schools in the Kumasi Metropolis". Data collected would be used solely for academic purpose and respondents are assured of confidentiality of information provided.

A. Personal Information

1. Gender: Male (   )   Female (   )

2. Age Group: 21 – 30 years (   ) 31 – 40 years (   ) 41 – 50 years (   ) 51 years and above (   )

3. Marital Status: Married ( )   Single ( )   Divorced ( ) Separated ( ) Widow/ Widower ( )

4. Level of education

   Cert. 'A' (   ) Diploma (   ) 1st Degree (   ) 2nd Degree (   ) Professional (   )

   Others (   ) Specify …………….……………………

5. State the name of your school……….…………………………………………………………….

6. What do you teach at the school?……………………………………………………………….

7. How long have you been with the school?..

B.   Work satisfaction Issues
          Please tick that which is applicable

1.   How is the behaviour of your colleagues, sub-ordinates and your superior authority towards you due to the leadership style being practiced?

          We work as a team and share a very good rapport   (   )

          They are very unpredictable, I do not know what is coming next   (   )

          Their attitude is always negative which demoralizes me   (   )

2.   Do you think your resources are being used to the fullest?

          I am happy as my knowledge is being implemented positively   (   )

          My knowledge and experience is absolutely of no use here   (   )

Sometimes I am being appreciated and sometimes treated in a demeaning way ( )

3.   Do you want to continue your job here by virtue of the leadership style of your Head?

   Yes, I have no plans to change now   ( )

   I desperately want to change this job   ( )

   I will never change it   ( )

C.   Motivational Issues
1.0   Do you like your current schedule of work?

   Yes   ☐   No   ☐   Indifferent   ☐

   Please provide reasons for your answer.
   ……………………………………………………………………………………………...……
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

2.0   Which of the following has to be applied before you give out your best at work place?

   Free Will   ☐

   Coerced   ☐

   Pampered   ☐

3.0   Are you well motivated by the style of leadership by your Head to work with little or no supervision?

   Yes   ☐   No   ☐   Indifferent   ☐

   Please provide reasons for your answer chosen.
   …………………………………………………………………………………………………..
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

4.0   State two influential factors that is pursued by your Head?

   1…………………………………   2………..………………………..

   Which of the above do you prefer and why?

   ………………………………………………………………………………………………………
   ………………………………………………………………………….……………………………

82

5.0   What encourages you to perform better at work?

Growth Prospects
Job Advancement
Responsibility
Challenges
Recognition
Achievements

6.0   How are staffs influenced in the school to give out their best?

………
………
………

7.0   What forms of leadership styles are available in the school?

………
………
………

8.0   Are you satisfied with motivational the packages in the school?

Yes   ☐   No   ☐   Neutral   ☐

Please provide reasons for your answer chosen.
………
………
………

9.0   What have been the difficulties in motivating officers in the school?

………
………
………
………

D.   Leadership Issues

Use the following key to answer the questions below

* Strongly Agree   * Disagree   * Agree   * Strongly Agree

1. Communication strategies used in this organization are clear and consistent _____
2. Employees are given the chance to offer their feedback to management officials ___
3. There is regular and clear communication to employees by senior management ____
4. Satisfaction of employees in this organization is monitored efficiently ____
5. Employees in this organization are encouraged to share ideas as well as suggestions ___
6. Job skills training programs are provided by this organization ___
7. Team work is efficiently carried out ____
8. There is no favoritism or biases against employees ___
9. There are good interpersonal relationships within the office _____

10. Employees have easy access to their managers or supervisors _____
11. The organization practices high standards of professionalism _____

12. What do you like most about this school and its leadership?_____

_____
_____

13. What would you like to see changed in the leadership of the school?

_____
_____

14. Make suggestions for the improvement of the school in general

_____
_____
_____

E. **Performance Measurements and Attained Results**
1.0 Do you have in place a performance measurement system?

              Yes   ☐   No   ☐

If yes, please state the type and explain management's reasons for opting for such a system.
……
……
……

If No, please explain why.
……
……

2.0 Please tick the response that best reflects the extent to which you agree or disagree with each of the following situations.

Situations	Response				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
There is a positive correlation between the leadership style and output level.					
Apart from leadership style all requisite resources are available for the attainment of set target.					
There are channels of redress of staff dissatisfaction of issues on the job.					

84

3.0   What is your general impression about the current leadership style systems as against the general performance of the teachers?

……

……

……

……

4.0   In your own opinion, what do you suggest/recommend to improve the leadership style for much better performance of the teachers?

……

……

……

……

5.0   What are the constraints that affect the performance of the teachers?

……

……

……

THANK YOU VERY MUCH FOR YOUR TIME.
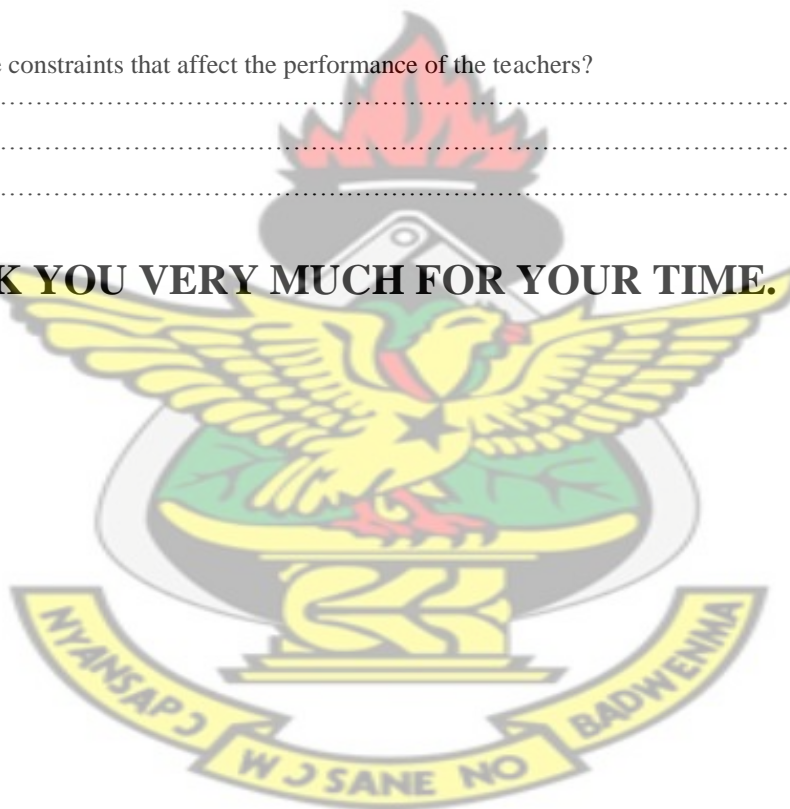
KNUST INSTITUTE OF DISTANCE LEARNING (IDL)
QUESTIONNAIRES FOR THE EFFECTS OF LEADERSHIP STYLES OF HEADS OF SENIOR HIGH SCHOOL ON TEACHER JOB PERFORMANCE OF SELECTED SCHOOLS IN THE KUMASI METROPOLIS

QUESTIONNAIRE FOR HEADS OF SHS

The purpose of this questionnaire is to gather data for the "The Effects of Leadership Styles of Heads of Senior High School on Teacher Job Performance of Selected Schools in the Kumasi Metropolis". Data collected would be used solely for academic purpose and respondents are assured of confidentiality of information provided.

A. Personal Information

1. Gender: Male (   )   Female (   )

2. Age Group: 21 – 30 years (   ) 31 – 40 years (   ) 41 – 50 years (   ) 51 years and above (   )

3. Marital Status: Married (   )   Single (   )   Divorced (   ) Separated (   ) Widow/ Widower (   )

4. Level of education

5. Cert. 'A' (   ) Diploma (   ) 1st Degree (   ) 2nd Degree (   )   Professional (   )

6. Others (   ) Specify …………….…………..…………

7. State the name of your school……………………………………………………………………

8. How long have you been Head of the school?...

B   Leadership Style Survey

This questionnaire contains statements about leadership style beliefs. Next to each statement, circle the number that represents how strongly you feel about the statement by using the following scoring system:

- Almost Always True   — 5
- Frequently True   — 4
- Occasionally True   — 3
- Seldom True   — 2
- Almost Never True   — 1

Be honest about your choices as there are no rights or wrong answers — it is only for your own self-assessment.

1.	I always retain the final decision making authority within my department or team.	5	4	3	2	1
2.	I always try to include one or more employees in determining what to do and how to do it. However, I maintain the final decision making authority.	5	4	3	2	1
3.	I and my employees always vote whenever a major decision has to be made.	5	4	3	2	1
4.	I do not consider suggestions made by my employees as I do not have the time for them.	5	4	3	2	1
5.	I ask for employee ideas and input on upcoming plans and projects.	5	4	3	2	1
6.	For a major decision to pass in my department, it must have the approval of each individual or the majority.	5	4	3	2	1
7.	I tell my employees what has to be done and how to do it.	5	4	3	2	1
8.	When things go wrong and I need to create a strategy to keep a project or process running on schedule, I call a meeting to get my employee's advice.	5	4	3	2	1
9.	To get information out, I send it by email, memos, or voice mail; very rarely is a meeting called. My employees are then expected to act upon the information.	5	4	3	2	1
10.	When someone makes a mistake, I tell them not to ever do that again and make a note of it.	5	4	3	2	1
11.	I want to create an environment where the employees take ownership of the project. I allow them to participate in the decision making process.	5	4	3	2	1
12.	I allow my employees to determine what needs to be done and how to do it.	5	4	3	2	1
13.	New hires are not allowed to make any decisions unless it is approved by me first.	5	4	3	2	1
14.	I ask employees for their vision of where they see their jobs going and then use their vision where appropriate.	5	4	3	2	1
15.	My workers know more about their jobs than me, so I allow them to carry out the decisions to do their job.	5	4	3	2	1
16.	When something goes wrong, I tell my employees that a procedure is not working correctly and I establish a new one.	5	4	3	2	1
17.	I allow my employees to set priorities with my guidance.	5	4	3	2	1
18.	I delegate tasks in order to implement a new procedure or process.	5	4	3	2	1
19.	I closely monitor my employees to ensure they are performing correctly.	5	4	3	2	1
20.	When there are differences in role expectations, I work with them to resolve the differences.	5	4	3	2	1
21.	Each individual is responsible for defining their job.	5	4	3	2	1
22.	I like the power that my leadership position holds over subordinates.	5	4	3	2	1
23.	I like to use my leadership power to help subordinates grow.	5	4	3	2	1
24.	I like to share my leadership power with my subordinates.	5	4	3	2	1
25.	Employees must be directed or threatened with punishment in order to get them to achieve the organizational objectives.	5	4	3	2	1
26.	Employees will exercise self-direction if they are committed to the objectives.	5	4	3	2	1
27.	Employees have the right to determine their own organizational objectives.	5	4	3	2	1
28.	Employees seek mainly security.	5	4	3	2	1
29.	Employees know how to use creativity and ingenuity to solve organizational problems.	5	4	3	2	1
30.	My employees can lead themselves just as well as I can.	5	4	3	2	1

In the table below, enter the score of each item on the above questionnaire. For example, if you scored item one with a 3 (Occasionally), then enter a 3 next to Item One. When you have entered all the scores for each question, total each of the three columns.

Item	Score	Item	Score	Item	Score
1	_____	2	_____	3	_____
4	_____	5	_____	6	_____
7	_____	8	_____	9	_____
10	_____	11	_____	12	_____
13	_____	14	_____	15	_____
16	_____	17	_____	18	_____
19	_____	20	_____	21	_____
22	_____	23	_____	24	_____
25	_____	26	_____	27	_____
28	_____	29	_____	30	_____
TOTAL	_____	*TOTAL*	_____	*TOTAL*	_____
	Authoritarian Style		Participative Style		Delegative Style
	(autocratic)		(democratic)		(free reign)

This questionnaire is to help you assess what leadership style you normally operate out of. The lowest score possible for any stage is 10 (Almost never) while the highest score possible for any stage is 50 (Almost always).

The highest of the three scores in the columns above indicate what style of leadership you normally use — Authoritarian, Participative, or Delegative. If your highest score is 40 or more, it is a strong indicator of your normal style.

The lowest of the three scores is an indicator of the style you least use. If your lowest score is 20 or less, it is a strong indicator that you normally do not operate out of this mode.

If two of the scores are close to the same, you might be going through a transition phase, either personally or at work, except if you score high in both the participative and the delegative then you are probably a delegative leader.

If there is only a small difference between the three scores, then this indicates that you have no clear perception of the mode you operate out of, or you are a new leader and are trying to feel out the correct style for yourself.