

UNIVERSITY OF CAPE COAST

AN INVESTIGATION INTO LEADERSHIP ROLE AND STAFF PERFORMANCE  
IN SELECTED TECHNICAL INSTITUTIONS IN GHANA

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IN SELECTED TECHNICAL INSTITUTIONS IN GHANA

BY

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Master of Education Degree in Educational Management.

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## DECLARATION

### Candidate's Declaration

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

Candidate's Signature.....

Date:.....

Name: EUNICE APPIAH-NKANSAH

### Supervisor's Declaration

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

Supervisor's Signature:.....

Date:.....

Name: MR. KANKAM BOADU

## **ABSTRACT**

This study was designed to find out the perception of tutors in technical institutions on leadership roles that enhance the effectiveness of the Principal. One hundred and thirty-eight (138) tutors from four technical institutions from four regions in Ghana (Ashanti, Central, greater Accra and Western Regions), running full – time and apprenticeship model training programmes, were chosen.

The descriptive survey approach was adopted with a purposive sampling method employed in the selection of respondents. Data were obtained through the use of questionnaire and analyzed using frequencies and percentages.

The findings indicated that tutors were conversant and strongly agreed that effective leadership was a function of leader qualities and academic qualification. The study revealed negative responses on activities that constituted the Principal's role as a decision-maker and visionary leader, which suggests the type of leadership style practiced by an autocratic leader. On staff performance, it was found out that most of the teachers were not performing at the appreciable level.

From the findings some of the recommendations were; seminars should be organised to equip heads of institutions with the knowledge, competencies and skills that are needed for principals to be effective in achieving targeted institutional goals. Again, tutors should have perceptions of the effectiveness of the principals. Consequently, principal should develop their intellectual capabilities and personal behaviour to enhance their leadership potentials.

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## **DEDICATION**

To my dear husband, Ernie and my lovely children, Wendell, Wendy, Eunice and Nana for their love and encouragement during the period of my study.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the study**

Education is an indispensable tool for the full development of the individual's needs for active participation in the affairs of the society as well as the country and accelerated socio-economic development worldwide. Countries which have achieved significant economic and social reconstruction, transformation and higher standards of living have had preceding their take-off a higher literate society where illiteracy has been to a greater extent minimized. This is because education and training policies of any country which have their origins in the social and economic context enable the citizens to better appreciate the benefits of development and be able to contribute to the development efforts as well as engage in practices that would promote developments.

Consequently, it is imperative to establish a sustainable education system that will have the primary responsibility for providing the means for the citizens to develop the knowledge, values and skills needed to maintain and improve one's quality of life and generation to come, equipping citizens to live and act sustainably and preparing citizens for the changes in the world with regard to how to cope or respond to them.

Since Ghana is wrestling with many economic, social and demographic problems, educationists, University dons, chiefs and opinion leaders have affirmed their discontent with the standards of education and have expressed the desire to

change the structure and content of education to meet the demands of the growing and increasing competitive global economy of the new century. This line of thinking has been the basis for successive governments since 1951 to attempt with varying degrees of success to review the educational system with the view of making education more relevant to the needs and aspirations of the citizens (Graham, 1971). The Education Act of 1961, P.N.D.C. law 42, the Education Commissions report of 1986 and the subsequent educational reform programme of 1987 all aimed at expanding access, improving equity, quality, quantity and sustainability.

Education for sustainability requires that attitudes, mindsets and values are re-examined and changed where need be. It requires also not just new techniques but also new ways of thinking about the social and economic environment and how to help Ghana achieve now than ever before innovative approaches which have the potential of bringing about radical shifts from our traditional conceptualizations of education where learners are taught what to think rather than how to think. The consequence of this is the lack of creativity and innovation in the average Ghanaian who would also look up to another person other than himself for means of livelihood. The teaching and learning process in our institutions should aim at maximizing human potential to enable people develop the requisite knowledge, skills and values which will help them cope with the ever-changing world in ways that would simultaneously protect and enhance the individuals and the country's development.

The Education Reform of 1987 was aimed among other things to:

- a. improve the quality of education given and to make it more relevant to the socio-economic conditions in the country

- b. provide opportunities for pupils to acquire pre-technical, pre-vocational and scientific knowledge and skills that would enable them to function as effective citizens who can apply scientific techniques to solve basic problems or direct human resources towards the development of the country (Ministry of Education; The New Structure and Content of Education for Ghana, 1974).

As a result of this realization, pre-technical and pre-vocational educations are integrated with the general academic curriculum at the basic level. At the secondary level, specialization is available in a number of technical subjects. The integration of pre-technical subjects with the general academic curriculum was advocated on the assumption that the products of pre-tertiary education would use their pre-technical knowledge and skills to generate self-employment and as a means of supporting the socio-economic development of the country.

Unfortunately, technical subjects or technical education does not appeal to majority of students of the Junior High School (J.H.S.) who appear to be more inclined to and attracted to the general university education because of lack of appropriate job market for graduates of technical institutions and the absence of any defined career path for aspiring students to a higher level of advancement. This situation is compounded by public perception of technical education as institutions for those who could not make it to places of higher learning.

A survey conducted by the National Productivity Institute of South Africa into the prime factor affecting productivity in industry, indicated that the number one factor

was “Inadequate applied education and training” (National Training Strategy Initiative, 1994). This finding could well be describing the situation also in Ghana, although there has not been any meaningful researches conducted into this field in this country to ascertain the truth.

In addressing this issue, the GES indicates that since the main function of technical education is to produce skilled technical manpower for industry and commerce, it is important that there should be some kind of working relationship between the institutions on the one hand and industry on the other (Owusu-Asamoah, 2004). Such a relationship serves as a means by which the institutions get to know what exactly the manpower requirements of industry are, that is, in terms of the kinds of specific skills that prospective employees in industry should have and the level of attainment, especially practical proficiency that they should have. This enables the institutions to draw up appropriate programmes for training the relevant manpower to satisfy the needs of industry accordingly (Baiden, 1989).

Ghana faces structural unemployment problems and this growing and increasing level of unemployment has been caused partly by the mismatch between demand drives and supply quality-oriented policies, which according to Owusu-Asamoah (2004) is due to the use of less relevant educational curricula, which had hitherto placed emphasis on general education and the acquisition of skills for white-collar jobs. As a result, many people come out of the educational system without finding work to do even though there are many vacancies. The emphasis is that the country lacks the substantial workforce to advance its development agenda. This is not to say there are no people to fill vacancies but that quality-trained people are simply

not there. There should be relevant education that would assist and improve the capacity of individuals to attract employment or engage in rural-based trades and occupations.

Owusu-Asamoah (2004) cited UNESCO (1983) in describing technical education curricula as the key to unlocking doors which are otherwise closed to the student in transition from schooling to the workplace. He explained that many people are looking for jobs to do whereas on the other hand there are jobs looking for people to do them. Thus, technical education is to train people without jobs to do the jobs without people.

The country's transition to a middle level income state will exert a major pressure on the demand and supply situation for skills and multi-skilling from labour. Furthermore, the recognition of private sector as the engine of growth and prime mover of economic activity, which is not only an important generator of employment and income but also a means of poverty alleviation, becomes of paramount importance to the long-term viability of the economy of the country.

In addition, the impact of globalization and the emergence of Ghana as the gateway to the sub-region provide a window of opportunity to fundamentally transform the way in which we develop the skills of student. Consequently, the need to create an efficient and sustainable technical education and training becomes very vital to give this country a competitive advantage in the global market. There is, therefore, the need for a paradigm shift from a predominate focus on preparing school leavers for wage employment towards enhancing the necessary quality skills to promote self employment, small scale industries, support agricultural productivity, work towards

reduction of wide-spread poverty and the contribution towards the awareness and desire to be self-sufficient.

Ghana's National Development Plan for the achievement of Vision 2020 outlined policy objectives for Technical Education and Training. The overall objective is to provide the technological proficiency of the Ghanaian labour force through increased opportunities for Technical and Vocational Training (Ghana Vision 2020). The specific objectives outlined in this sector among other things included the expansion and improvement of technical education. It is prudent, therefore, that what Ghana needs most is the highly quality skilled workforce to meet the competitiveness of the global village through the provision of quality-oriented, industry-focused and competency-based training programmes to be accomplished in technical education.

Technical education is acknowledged worldwide as the bedrock of all successful economies, fundamentally playing a major and vital role to the growth of industries, the economy, the well-being of the community and the individual. (Owusu-Asamoah, 2004). A Chinese proverb, which literally infers that give a man a skill and you give him a livelihood for life is the bottom-line in technical education and training. Technical education encompasses general education, scientific and technical studies and their related theory and training in specific skills. The type of personnel being produced and the educational level of training determine the relative amounts of emphasis and areas of concentration.

In Ghana for example, the policy on Technical Education and Training approved by the Government in 1990 stipulates among other objectives of Technical institutions are to produce technicians such as operatives, artisans, craftsmen and other

skilled middle level manpower with the skills and knowledge required for the country's agricultural, industrial, commercial and economic development, thus supporting the professional personnel (Owusu-Asamoah, 2004). Products from technical institutions constitute a vital link responsible for actual execution of jobs in the workplaces as they direct and supervise the unskilled workers towards the achievement of production targets. Of particular importance in technical education, the emphasis laid on fostering innovation and managerial technologies that have entrepreneurial focus for self-employment to enable trainees adapt easily to changing economic and occupational situations.

Technical education takes place in two distinct environments namely formal technical education and non-formal technical education. The formal technical system consists of institutions that provide classrooms or workshops-based institutions. These institutional-based training follow written curricula and students take formal examinations for which certificates are awarded. Most formal systems take place in institutions managed by governments, agencies, religious organizations and non-governmental organizations. Non-Formal Technical education or apprenticeship has been the system of transferring occupational skill from generation to generation that is, learning on the job. This type of training does not follow any laid down procedures, no examination is taken and as such no certificates are awarded. The training of trainees is done by master craftsmen.

## **Statement of the Problem**

Technical institutions in Ghana have many times been reported to have failed to make the necessary impact on training for the world of work with low returns to the general economy on investments in the sector. Although the objectives for Technical Education are highly laudable, the realization of the objectives among other things depends to a greater extent upon the leadership role employed or adopted by the principal in the achievement of the institutional goals.

The success or failure of achieving institutional goals hinges on the principal's leadership. This refers to the principal's role in providing direction, resources and support to staff members and students to improve the teaching and learning process. Owusu (1993), states that the head's leadership strengths and weaknesses affect the performance of the entire school as his position and role are crucial in educational policy implementation. He further maintains that the head's leadership style which shows in his performance sets the tone and quality of the school. The question of quality of education and the role of the teacher in contributing to bringing about the expected quality continue to be of public concern. In the Daily Graphic November 1<sup>st</sup> 1993, the Director General of Education stated, "there is no effective teaching in the classroom which has adversely affected the performance of pupils."

The teacher is an instrumental factor in the teaching and learning process since the success of any educational programme depends on teachers who would be required to implement the paper decision to the final stage. Organizing concepts from the influence models constructed by March and Simon (1968), in relation to teacher performance suggest that certain antecedents exist that are likely to influence an

individual teacher's practice and affect his competence and work with regard to pupil outcomes. These are teacher's psychological state, high staff satisfaction and morale and the classroom, environment just to mention a few.

Actually, school principals are expected to be both administrators and leaders but the remarkable resistance that technical institutions have shown towards changes raises the question as to how effective principals are as leaders. Therefore, the study sought to determine the leadership role expected of principals in influencing the performance of the staff, which in turn can affect student academic achievement.

### **Purpose of the study**

The objective of the study is to find out the effectiveness of principals and their effects on staff output. Specifically, the purpose was to:

1. Find out the academic background of Heads of Technical institutions.
2. Find out how academic background influences their leadership role.
3. Investigate into the leadership styles of Heads of Technical institutions.
4. Find out what can be done to improve the leadership styles of Heads of Technical institutions.
5. Find out leadership roles expected of the principal by members of staff of Technical institutions.

### **Research Questions**

The study was guided by the following questions:

1. To what extent is the academic background of the head of technical institutions suitable for playing leadership role?
2. What leadership styles are exhibited by heads of technical institutions?

3. To what extent does the performance of staff relate to the leadership role of the principal?
4. What does the staff of technical institutions suggest should be done to improve the principal's leadership?
5. What leadership roles does the staff of technical institutions expect of the principal?

### **Significance of the Study**

The research will add to the repertoire of knowledge concerning leadership as a major component of educational administration. Educational planners and policy makers could make use of the results in developing strategies that would improve the teaching and learning process in technical institutions to generate the human capacity with competencies required for production activities in various sectors of the economy.

The outcome of the study may also help re-awaken principals from the erroneous perception of leadership role they have unwillingly inherited or consciously created and help them appreciate the need to develop a more comprehensive view of a leadership role that helps improve the relationship between them, their teachers and other supporting staff.

### **Delimitations**

There are other extraneous factors that might affect the performance and output of staff in technical institutions but this study has confined itself to the leadership role of heads of selected technical institutions in Ghana.

### **Limitations**

The study was affected by the usual limitations associated with questionnaire methods of research such as;

- a. the problem of inadequate return rate of responses and
- b. differences in the levels of comprehension of the concepts on the part of the respondents.

Constraints of finance and time compelled the researcher to concentrate on only four technical institutions from four regions namely Ashanti, Central, Western and Greater Accra respectively. This is likely to affect the generalization of the findings to cover all technical institutions in Ghana, though technical schools in Ghana have similar characteristics the generalization can be spread to other institutions.

### **Organization of the Study**

Chapter one of the study considers the introduction which is made up of the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation, limitation and organization of the study.

Chapter two contains a review of the available literature that is relevant to the study. Chapter three explains the research methods and procedures, divided into the research design, population, sample and sampling techniques, data collection instrument, pilot testing, procedure for collecting data and data analysis.

Chapter four presents analyses of the data collected and discussion of findings. Chapter five includes a summary of the study, recommendations and suggestions for further study in the research area

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter reviews literature related to the topic as documented by some writers, theorists, authorities and researchers. Leadership has emerged as a key characteristic of outstanding social arena – governments, business, industry and education in terms of managerial and organizational success and as such has occupied the mind and imagination of man for a long time.

For the purpose of the review, two categories of literature are dealt with; the theory of leadership and the practice of leadership. Specifically, the areas for reviewing literature are: Definitions of leadership, Theoretical Framework, Approaches to Leadership, Styles of Leadership and the Role of the Effective Principal.

#### **Definitions of Leadership**

It is imperative to explain two concepts that are closely connected with leadership and these are administration and leadership. Atta, Agyenim-Boateng and Baafi-Frimpong (2000), define administration as the careful and systematic arrangement and use of resources, situations and opportunities for the achievement of the specific objectives of a given organization.

The administrator is a stabilizing force in the school. Leaders on the other hand initiate changes and tend to be disruptive of the existing state of affairs. The available literature tend to define the concept of leadership in three broad dimensions namely as

an attribute of position, as the characteristics of a person and thirdly as a behaviour category.

Atta, Agyenim-Boateng and Baafi-Frimpong (2000), consider leadership as the process of influencing the activities of an organized group towards goal setting and goal achievement. This assertion is corroborated by Mussazi (1985), who refers to leadership as the process whereby individuals guide or direct the thoughts, feelings or behaviours of other individuals to work enthusiastically towards the achievement of objectives.

According to Fiedler (1974), leadership is an interpersonal relation in which power and influence are unevenly distributed so that one person is able to direct and control the actions and behaviours of others to a greater extent than they controlled the leader. Peretomode (1992), also states that a leader is the one who possesses the maximum knowledge of situation and therefore the best guidance. However, Hemphill (1961), is of a different view when he focused exclusively on change. He defined leadership as the initiation of a new structure or procedure for accomplishing an organization's goals and objectives.

From the foregoing definitions, leadership is a process of getting things accomplished through people and has several goals including:

- a. establishing effective relationship with other individuals and groups
- b. establishing forward movement and achievements

### **Approaches to Leadership**

The intent of this study is to explore the theoretical foundation of leadership as it applies to the school setting. Approaches used in studying leadership have been to

determine the general underlying personalities or physical characteristics that contribute to the presence of leadership, examine leader behaviour itself to determine common modes of response or characteristic forms of behaviour exhibited by persons in leadership position, and the third premise analyses the situational characteristics that set the stage for leadership to occur.

**(a) Trait Approach**

The trait theory studied into the why and the how of leadership in an attempt to describe physical and personality characteristics of a leader, that is, what the leader was like rather than what the leader did. Furthermore, this approach suggests that there are certain inherent personal qualities that are essential for effective leadership in all situations.

Stogdill (1948) discovered a long list a person should have to be far above the average group such as intelligence, physical energy, verbal communication, imagination, emotional stability, responsibility, participation, decisiveness, self-assurance, etc. Stogdill (1974), again studied personality traits and leadership effectiveness and suggested that certain traits are more important to leadership effectiveness. These include supervisory ability, achievement, persistence, cooperativeness, positive, adaptiveness, dependability, originality. A 1992 survey of 750 leading American companies identified the most preferred skills or characteristics of a leader as oral and written communication skills, analytical skills, the ability to work in teams and the ability to manage rapid change (Ghiselli, 1964).

However, later studies have identified some positive correlation between leadership effectiveness and certain personality traits but these can be analyzed in

terms of leadership situations. Consequently, the trait theory constitutes an important yet incomplete approach to leadership since attempts to identify a universal set of traits that characterizes a leader across cultures and countries have proved futile. Also the theory holds that since all individuals do not have these traits, only those who naturally have them can be considered as leaders. Therefore, this theory seems to question the worth of training individuals to assume leadership position. The deficiency of the trait theory in explaining significant variance in leadership effectiveness has been superseded by a more general behavioural approach, which focuses on the interactions between leaders and followers.

#### **(b) Behavioural Approach**

This approach defines leader effectiveness in terms of leader behaviour. The kinds of activities or efforts the leader engages in to carry out the process of leadership. In 1945, the Bureau of Business Research, researched into leader behaviour at the Universities of Michigan and Ohio State. These initiatives resulted in the identification of a number of different leader behaviours and accompanying categorization schemes.

The central findings of studies conducted at the Ohio State University identified that the major attributes of leadership behaviours can be depicted in two dimensions, labelled “consideration” and “initiating structure” or people-oriented or task-oriented (Fleishman, 1973).

“Consideration” appears to emphasize a deeper concern for group member’s needs and includes such behaviour as allowing followers more participation in decision-making and encouraging more two-way communications. Leadership behaviour which tends to emphasize consideration involves relatively close, open,

trusting relationships with subordinates. The leader is approachable, supportive and flexible and is concerned with the welfare of subordinates as individuals. The leader who emphasizes the consideration dimension of leadership tends to provide group harmony and cohesion and to provide a high degree of job satisfaction among subordinates who enjoy participative modes of management (Tannenbaum & Schmidt, 1973). 'Initiation Structure' concerns the leader's emphasis on the achievement of organizational objectives, the group as a work unit and the completion of specific tasks in accordance with deadlines. This emphasis would be expected at least over the short run to encourage high output but where it is pursued to the exclusion of consideration, high levels of employee dissatisfaction may be expected. Research has indicated through the Ohio State studies and the Blake and Mouton (1964) that leaders with the right proportion in both initiating structure and consideration in which it is labelled as concern for production and concern for people tend to promote higher degree of followers satisfaction and group performance.

Halpin (1966) examines the role of these two leader behaviours, i.e. initiating structure and consideration, and their relationship to leader effectiveness, the level of satisfaction of the leader's group members, member ratings of confidence, proficiency, friendship, cooperation, and morale in association with their leader. The study highlights leader behaviour as an important part of the leadership process, making a difference in terms of morale, satisfaction and effectiveness.

Bowers and Seashore (1971), proposed definitional models of leadership behaviours that contained four factors:

- a. Support- behaviour that enhances others feelings of personal worth and importance
- b. Goals emphasis – behaviour that stimulates an enthusiasm for meeting the group’s goals or achieving excellent performance
- c. Interaction facilitation – behaviour that encourages members of the group to develop close, mutually satisfaction relationships
- d. Work facilitation – behaviour that helps goal attainment by such activities as scheduling, coordinating, planning and by producing resources such as tools, materials and technical knowledge.

Accompanying their review of significant leader behaviour, Bowers and Seashore (1971), noted that effective work groups tend to require the presence of each of these four behaviours. The leader’s role must be one of making sure that the necessary behaviours are present and in sufficient degree.

Stogdill (1974), designates nine dimensions that all leaders engage in with varying frequency. These were:

- a. Initiation
- b. Interpersonal interaction with group members
- c. Representation of the group to others
- d. Promotion of group integration
- e. Organization
- f. Domination
- g. Communication
- h. Recognition of the groups’ behaviour

i. Production Efforts

The many research studies supporting the leader behaviour theoretical approach are all based on the assumption that leadership is describable by the actions of those individuals who are leaders. As is evident, there is a 'mix' of factors that seem to be important in the behaviour pattern of leaders. There were times when people oriented approach helped task performance and times when it detracted from task performance (Larson, Hunt & Osborn, 1975). It is tempting to speculate which mix is the best one, the one that provides or produces the most desirable leadership. The leader who over-emphasizes either dimension is perceived by his referents in a less favourable light.

The development of a universal list of behaviours that characterizes a leader has not been possible and consequently this has led to the third phase in leadership approaches namely contingency or situation based leadership.

**(c) Situational or Contingency Approach**

According to situational theory of leadership, the appropriate leader behaviour is the one that fits the constraints of specific situation (Fiedler, 1974). An effective leader exhibits the leader behaviour that matches the situational demands. Situational leadership theories identify appropriate leadership situations and suggest various leadership behaviour that increases worker satisfaction of leadership situational effectiveness. An example of improving leadership effectiveness by fitting the leader's style to the situation is Fielders' (1974) contingency theory. Fiedler postulated that leadership effectiveness depends upon the leadership style of interacting with his group members and the favourableness of the group task which gives the leader power, control over sanctions and influence over the task structure. With regard to the leader's

personality, Fiedler describes various types of individual's behaviour. The favourableness of the group task situation is viewed as a product of these three sub factors: the leader-members relations, the task structure and power of the leader.

- a. Leader-member relations – Leaders presumably have more power and influence if they have a good relationship with their members than if they have a poor relationship with them, if they are liked, respected, trusted, than if they are not. Research has shown that this is by far the most important single dimension.
- b. Task structure refers to the differences in the degree to which goals of tasks procedures for goal achievement are clearly defined, highly structured, spelled out, which gives the leader more influence than tasks that are vague and unstructured.
- c. Position Power refers to the power of the leader by virtue of position in the organization and the degree to which he exercises authority to influence rewards and punishments over his subordinates.

By these three major variables, Fiedler (1974) has found that leadership styles have revealed the way people feel towards their Least Preferred Co-worker (LPC). The rating is computed by evaluating 18 attributes of the co-worker such as pleasantness, sincerity, etc on a scale of 1 to 8. The instrument requested the leader respondent to describe a person with whom he/she worked least well. Respondents who scored low were leaders who were more concerned with their tasks than the quality of the interpersonal relations. Task-oriented leaders tend to perform best in a predictable environment when the task is highly structured and decisions are viewed as leading to intended outcomes. High LPC leaders (relationship-oriented) do well in situations that

require flexibility and creativity as well as diplomacy and task in dealing with followers. According to Fiedler a leader who possesses the appropriate knowledge and skill and appear to be the most suitable leader in a given situation may yet not emerge as an effective leader.

The path-goal leadership theory according to House and Dessler (1974), provides another example of contingency approach. The theory attempts to define the relationships between a leader's behaviour and the subordinates' performance and work activities. Leader behaviour is acceptable to followers to the degree that they see it as a source of satisfaction toward future satisfaction. Leader behaviour influences the motivation of subordinates when it makes the satisfaction of their needs contingent on successful performance and it provides the guidance, support and rewards needed for effective performance. House and Dessler (1974), further argue that the leader's behaviour should be motivating or satisfying and directed towards assisting followers in reaching goals by reducing road blocks and increasing opportunities for personal satisfaction en route.

The path-goal theory identifies four types of leader behaviour namely directive, supportive, participative and achievement. These four behaviours result in different levels of performance and subordinate satisfaction. Thus the path-goal theory emphasizes the interaction between leader and followers. The leader uses the appropriate one of the four types of leadership behaviour to influence the perception and motivation of the subordinates and to help them achieve their goals. As Mullins (1989), remarks in this model that effective leadership behaviour is based on both the willingness of the leader to help subordinates and the needs of subordinates for help.

Mullins (1989), is of the view that leadership behaviour will be motivated to the extent that it provides necessary direction, guidance and support, helps clarify path-goal relationships and removes any obstacles which hinder attainment of goals.

**(d) Vroom and Yetton contingency model**

Vroom and Yetton (1973), focused on the decision making elements of leadership and this was later elaborated by Vroom and Jago (1988). They stated four criteria by which a leader's decision making behaviour can be evaluated. These are decision quality, followers' commitment, time and developments as trade offs in guiding the leader in avoiding unstable decision styles and selecting a style appropriate to the situation. The degree to which the leader allows his followers to become involved in the decision-making process is referred to as participative leadership, but autocratic leaders use their position to make decisions (Hellregel, 1989).

The life cycle model (Hersey & Blanchard, 1998) dwells on the maturity of the followers as an important factor in leadership behaviour. According to the life cycle theory of leadership, as the level of maturity of followers' increases, structure (task) should be reduced while socio-emotional support (relationship) should be increased, that is leaders behaviour should move:

- a. High task – low relationships
- b. High task – high relationship
- c. Low task – high relationship
- d. Low task – low relationship

Hersey and Blanchard (1998), in their situational leadership theory note that effectiveness of task-oriented and relationship-oriented leadership behaviour is

contingent on the maturity of the subordinate. The adaptive – reactive approach states that the leaders behaviour is viewed as consisting of an adaptation to the conditions of the wider organizational system as well as a reaction to the wants, desires and pressures of followers as depicted in the adaptive reactive theory of leadership (Larson, Hunt & Osborn, 1975) suggest that the adaptive behaviours of a leader are under the control of the size, level of sophistication and formal structure of the wider organizational system. The reactive behaviours are considered to be under the control of the leader.

#### **(e) Transformational or Transactional Leadership Approach**

This approach to the analysis of leadership is based on how leaders and their followers influence one another. Transactional leaders exhibit behaviours which tend to focus more on accomplishing the tasks at hand by adapting the leader's style and behaviour to accommodate the followers' expectations. Transactional leadership takes the approach that leaders engage in a bargaining relationship with their followers. Under this approach, the leader tells the employees what they need to do to obtain reward and subsequently takes corrective actions only when employees fail to meet performance objectives. Burns (1987) argues that transformational leadership theory holds the view that individual qualities are a critical element in transforming an organization since it influences major changes in the attitudes and assumptions of followers and builds commitment for the organization's mission objectives and strategies.

#### **Transformational Leaders**

Bass (1997) posits that transformational leaders are those who bring about change, innovation and entrepreneurship as they recognize the need for revitalization,

create a new vision and institutionalize change. As a result, transformational leaders engage in several specific behaviours such as charismatic, inspirational, considerate and stimulating. Studies of transformational leaders in many settings proved that transformational leader behaviour yielded high performing successful results were transformational leadership.

Thus, from the discussions, it seems that leadership which exists within a definitional context demands different approaches in different situations towards the attainment of a specified goal or goals. Leaders frame reality, provide direction, initiate structure, facilitate, induce compliance, support and control the behaviours of others.

### **Styles of Leadership**

Leadership style refers to the way in which the functions of leadership are carried out and a particular behaviour applied by leaders towards subordinate staff. Sisk (1977), states that leadership style referred to a charismatic way in which a given leader related to subordinates and the task assigned to the group.

Most often, the importance attributed to leader behaviour stems from the presumed effect of the leader's behaviour on his subordinates' performance and job satisfaction. This is evidenced that leadership style affects subordinates' performance and attitudes. Dawson, Messe and Philips (1972), have shown that experimental variation in the leader's consideration and structure produces change in group behaviour.

Leadership style is of great importance to the leader and the extent to which one varies his leadership style both deliberately and consistently to suit the situation, the faculty group and the leader's personality will determine his success.

Basically, the style of leadership and the focus of power can be classified within three broad headings namely authoritarian, democratic or participatory and laissez-faire although two additional leadership styles i.e. bureaucratic and charismatic have been propounded by Hubert (1975). The main difference among these styles is where the decision-making function rests.

The authoritative or autocratic leadership style centralizes power, authority and decision-making. The leader's most effective technique in maintaining his position is by withholding knowledge of the goals of organization, refusing to share information required for the task and by not providing feedback to members of the group on the progress that the organization is making towards the task. Authoritarian personality and style value order, precision, consistency obedience, rules and laws, authoritarian leaders are conservative and protect and preserve the past to inhibit constructive change thus leading to organizational rigidity. Consequently, authoritarian led groups show the most aggressive behaviour and are least satisfied.

The democratic or participatory leadership style focuses power more with the group as a whole and there is greater interaction with regard to the sharing of information, power and influence (D'Souza, 1990). Decisions are made through consultation with group members. Such leaders give consideration to the needs of subordinates, displaying concern for their well being, status and creating a friendly and pleasant work environment. As a result the group performs effectively even in the absence of the leader.

The laissez-faire leader consciously makes a decision to pass the focus of power to members and allows them freedom of action. The group is largely dependent

to establish goals and means for achieving progress and success. There is no hierarchy of authority and unnecessary committees dominate such organizations. As such, there is no clear leadership and therefore there is bound to be chaos, disorder and conflicts due to unguided freedom.

Fiedler (1974) placed leadership situations along a favourable-unfavourable continuum based on three major discussions; leader-member relations, task structure and position power. In both highly favourable and highly unfavourable situations, a task-motivated leader was found to be more effective. In highly favourable situations, the group is ready to be directed and is willing to be told what to do. In highly favourable situations, the group welcomes having the leader make decisions and direct the group. In moderately-favourable situations, a relation-motivated leader was found to be more effective.

Tannenbaum and Schmidt (1973), contend that different combinations of situational elements require different styles of leadership. They suggest that there are three important factors or force involved in finding the most effective leadership style: forces in the manager, the subordinates and the situation. Furthermore, all of these forces are interdependent. Since these factors differ in strength and interaction in differing situations, one style of leadership is not effective in all situations.

They further argued that there is a continuum of behaviours that the leader may employ depending on the situation and successful leaders are keenly aware of the forces that are most relevant to their behaviour at a given time. Successful leaders accurately understand not only themselves but also the other persons in the organizational and social environment, and they are able to behave correctly.

Tannenbaum and Schmidt (1973), developed a continuum of leadership styles ranging from boss-centered (authoritarian) to employee-centered (democratic) leadership. The continuum includes the degree of authority used by a manager and the degree of freedom for subordinates.

Another system for identifying leadership style was the Blake Morton Managerial Grid, which identified two basic dimensions – concern for the task and concern for the people. Blake and Morton (1964) advocate in their managerial grid that the most effective leaders are those who exhibit high levels of task and relationship-oriented behaviour or concern for production and concern for people and this is corroborated by Bass (1997), that evidence supports the notion that better leaders integrate a task-oriented and relation-oriented approach.

According to Hersey and Blanchard (1998), in the Situational Leadership Model, there is no best style of leadership or way to influence the people. The style to be used depends on the readiness level of the people the leader is attempting to influence and this produces four distinct styles. The model displays the interaction of two separate and distinct leadership orientations – task and relationships. The task behaviour defines the extent to which the leader engages in spelling out the duties and responsibilities of an individual or group. Relationship behaviour entails listening, facilitating and supporting behaviours. They go on to say that anyone of the four leadership styles may prove effective in a given situation. The four styles are:

- I. Style 1 (Telling): this style requires a leader to tell members what to do by providing specific instructions and closely supervise performance.

- II. Style 2 (Selling): This style focuses on the leader in 'selling' decisions by trying to explain, persuade and clarify group members to accept them
- III. Style 3: This calls for a participating style where the leader participates as members in consulting, sharing ideas and facilitating in decision-making.
- IV. Style 4: This style delegating, describes leaders who permit members the opportunity to function within limits to solve problems or accomplish task. Then they turn over responsibility for decisions and implementations.

Owen (1970), enumerated five leadership styles, three of which were identified by Lewin and others and discussed above. According to Owen (1970), the additional styles of leadership are bureaucratic and charismatic. The bureaucratic leader was described as a leader whose style was typically a combination of the autocratic, democratic and laissez-faire styles.

A charismatic leader according to House (1976), is described as one who inspires followers beyond their own self-interests. Charismatic leaders have extremely high level of confidence, dominance and strong personal commitment to their goal.

Reddin (1970), stated eight styles of leadership. They are the deserter, the bureaucratic, the missionary, the developer, the autocrat, the behavioural autocrat, the compromiser and the executive. The eight styles of leadership are dependent on the task orientation, relationship orientation and the leader's effectiveness.

According to Reddin (1970), the deserter showed lack of interest in both task and relationship. The leader of this type was ineffective and hinders performance.

The bureaucratic was someone who adheres strictly to managerial rules and regulation and show interest in the organization. The missionary was described as someone who regarded happy relationship with followers as above all consideration.

The developer was one who was concerned with developing the talents of others. He spends a lot of time with his subordinates and gave them as many responsibilities as possible and as a result there is so much co-operation and commitments among members. The autocrat as described by Reddin (1970), is one who puts the immediate task before all other considerations. He has no concern for relationships and has little confidence in other people.

The benevolent autocrat was a leader whose main skill was in getting other people to do what he wanted them to do without creating undue resentment. The compromiser leader was both task and relationship oriented. He tried to minimize immediate problems rather than maximize long-time production.

The executive was one described as getting high standards for both performance and production and treated everyone differently. His commitment to both task and relationship was seen by those around him and therefore served as a role model.

Reddin (1970), described the deserter, missionary autocrat and compromiser as less effective leadership styles. On the other hand, the bureaucrat, the developer, the benevolent autocrat and the executive styles were described as more effective leadership styles. Thus from the discussions of the styles of leadership, it is a fact that how well the leader integrates, blends, balances and adjusts the components of his style

in harmony with the situation, the group and his personal being will largely determine his impact as an effective leader in the organization and for that matter the school.

### **The Role of the Effective Principal**

It is widely recognized and agreed that one of the key factors influencing school effectiveness is the nature and quality of the leadership provided by the school head. The principal should play a critical and determining role in achieving the central purpose of the school and this entails the extent to which the Principal succeeds in attaining the school's goals and objectives.

According to Commonwealth Secretariat (1993), an effective head should be professionally competent in that he should have a wide range and up-to-date knowledge and skills including the ability to initiate, direct, communicate and delegate. Sisk (1977), states that the function of a leader in formal organizations is the attainment of organizational objectives by means of interpersonal relations with other members of the group. The principal should have good relations with pupils, staff and parents. An effective principal should create confidence, control his emotions and inspire his followers. Stogdill (1974) states that a principal should have a strong drive for responsibility, self confident, willingness to tolerate frustrations, interpersonal stress and the ability to influence other person's behaviour.

The needed behavioural element of a productive school staff makes it imperative that the principal balances task accomplishment behaviour with human relations behaviour. Leadership behaviour that elicits the right mix or combination in both task accomplishment and human relations dimensions promote higher degrees of follower satisfaction and group performance. It is evident that the principal who tends

to emphasize mainly on trusting relationships with followers ignoring task accomplishment would fail to achieve organizational objectives. On the other hand, the principal who concentrates more on task accomplishment behaviours neglecting the feelings, emotions and needs of the members will militate against accomplishing a task. A principal who is insensitive and inflexible can never be successful in bringing the best in his followers.

A study that investigated the Executive Professional Leadership (EPL) of elementary school principals defined the role of principals as the effort of a leader of a professionally stated organization to conform to a definition of his role that stresses his obligation to improve the quality of staff performance. The study found three criteria that seem useful in judging the principal's effectiveness. These are, the professional competence of the staff, staff morale and pupil learning (Melton, 1994).

Melton (1994), states that staff competence which relates specifically to expected performance in the place of work is defined as adequate for the purpose suitable, sufficient, legally qualified, admissible and capable. In a sense then, competence in staff performance refers to adequate preparation of the teacher as a professional to teach and to effect change in his pupils. Further research by Melton (1994), considered that there were positive correlation between scholarship and teaching effectiveness. He pointed out that teacher knowledge has proved to be a more successful predictor particularly of teaching performance.

Staff satisfaction and morale are attitudinal variables which reflect positively or negatively feelings about a situation or person. The state of staff members' morale reflects the extent of one's satisfaction as applied to the degree to which personal and

professional needs are met in the performance of roles. When members of staff perceive their morale as low, they also perceive the total institution as low to staff satisfaction. The teaching work itself is a potential source of either satisfaction or dissatisfaction. Lambert (1968), studied and discovered the relationship between teacher's satisfaction and morale and principal's leadership behaviour as achievement, recognition and responsibility.

High staff satisfaction and morale are exhibited in members of staff displaying a high sense of commitment and loyalty, working co-operatively and accepting the educational philosophy underlying the curriculum. The principal needs to understand better the factors that contribute and develop conditions under which members of staff teach, treating members as professional colleagues with different but equal roles rather than subordinates in a bureaucratic relationship as well as showing understanding and respect for their competency and work. Rewards and encouragement should be employed as a means of making members of staff feel appreciated for what they do. Rewards are a sense of accomplishment and pride, an esprit de corp in the work place, self esteem and the feeling that comes from being a member of a group (Chapman & O'Neil, 1999).

Gross and Herriot (1965), speculated from their study that several behavioural pattern may affect the extent to which a principal serves as the leader of his staff. These include:

- a. His willingness to allow teachers to participate in central school problems
- b. The extent to which he stresses status and bureaucratic impersonality
- c. The extent of leadership support he offers to members of staff

- d. The extent to which the head supports his teachers when their authorities over pupils are challenged.

Indeed, institutions operate amid the threats and uncertainties posed by a turbulent climate, which is, staff, students and stakeholders driven. The difficulties of the staff members may include lack of understanding and acceptance, lack of commitment, lack of knowledge, skill and resources on the part of the members of the group, feelings of non-cohesiveness and uncollaborative effort that do not facilitate productivity among others.

According to Katz and Kahn (1978), an institution's culture reflects the use of existing values or norms and behavioural patterns that defines preferred staff behaviour. Each member is affected by existing culture and will attempt to behave in an acceptable manner. Although McLaughlin (1978) had noted that the head and staff mutually adapted to each other and to conditions in the entire school system, the effective principal plays a very vital role in building the climate of the school. This is emphasized by Holsts (1973), observation of the influence of the head. In his view, the educational climate of a school which is a critical tone which pervades a school is heavily dependent upon leadership. Since leadership is seen to be successful for the achievement of results, it is envisaged that appropriate leadership behaviour will build on the principal's capacity to create a conducive and acceptable working climate for members of staff that greatly enhances confidence, inspiration, interaction, team work, open communication, support, collegiability, trust among other things that lead to quality work relationship and good school attainment.

Members of staff should see their work environment as a pleasant, creativity-inducing and supportive to enable them give off their best. A coordinated culture develops from a dynamic combination of strong imaginative and transforming leadership within a forward looking school community, in which consistent values, philosophy and ideology permeate all decision-making. The role of the principal in cultural development is potentially very powerful and fundamentally very important, constituting an element of effective leader behaviour.

The definitions of the principal's roles have changed over time. Traditional definitions focused on the administrative processes and functions such as planning, organizing, leading and controlling which serves as the backbone for successful leadership. However, Hass (1960), states that leadership has been enhanced through the exploration of the perceived role relation that, exists within any organization. The theory holds the view that each member's perception of the role of the principal determines his behaviour towards him. Hass (1960), indicates that there is much evidence from studies to suggest that there is considerable measure of agreement regarding the importance of the role perceptions to group morale, productivity and the total success of any group perception.

The most important role of an effective principal is the ability to make good decisions with authority and decisiveness. Good decision-making eventually surfaces as effective leader, a characteristic, members of staff value highly. Decision-making is an exercise, which involves a conscious selection among alternatives to move towards an objective and it is the central element of administration (Vroom & Yetton, 1973). The principal should go about it with the greatest possible care as to get the best out of

it. Decisions are made in essential areas in technical institutions as the allocation of scarce teaching and learning resources, enrolment of students, introduction or reformation of new curriculum, staff or student discipline, methods of improving pedagogy, work direction, leadership style and pattern of communication. More importantly, those issues are to be solved everyday.

The principal as the leader needs to be conversant with the fundamental processes by which decisions are made in his institution so as to improve teaching and learning effectiveness. Good and timely decisions earn leaders the support of subordinates and increase leaders' power of influence. There is considerable evidence that teachers desire a more active and meaningful role in decision-making. Members of staff are eventually the implementers of decisions and that if decisions are not acceptable to teachers, they would find means of making them unworkable or would not make any concrete efforts to make them work. Only decisions, which enjoy the blessings of the staff, are likely to be implemented with maximum effort. Leiman (1976), concluded in their study that teachers who participated in decisions affecting school administration manifested in higher morale, more positive attitudes, higher regard for themselves and for the teaching profession which culminated in higher productivity. The principal should provide a meaningful opportunity for teachers to participate in decision-making especially about those activities directly affecting them as well as demonstrated the ability to show an appreciation of the participation and contribution of each staff member (Gorton & Snowden, 1993).

Muczzyk and Reiman (1987) offer a situational view of leadership that revolves around involvement and exercise of power in the context of decision-making and

decision-execution. Four different styles of leadership were reflected by the amount of follower participation in the decision making process and the amount of leader-imposed direction used in the execution of the decisions. More importantly are the autocratic or democratic/participative leader behaviour. Autocratic leaders make key decisions and the subordinates are supposed to execute those decisions where democratic or participative leadership behaviour is typically defined in terms of the degree to which subordinates are involved in significant day to day related decisions. The effective principal must listen for advice and counsel before making decisions, control his emotions and be objective and fair. Staff involvements in the process of decision-making help them to gain ego satisfaction and are more apt to be enthusiastic about it. Satisfaction is translated into work contribution, which results in higher productivity. Good or bad decision must be made. It is usually the way in which leaders live with bad decisions that determine their real leadership capabilities. Research has shown that effective leaders usually admit their mistakes before damage control sets out and attempt to take direct corrective action to repair the damage.

Communication is the basic process in an institution since it pervades the entire garment of managerial behaviour and as such should be one of the most important skills of the Principal. Since principals must deal with people, they must develop their ability to lead, motivate and exchange information effectively with those around him. The ability to get along with many diverse types of people and exchange information with them is vital for an effective principal. If the principal is not able to communicate with his staff the best strategic plan is lost. Communication can make or break down a system since communication effectiveness is directly proportional to a leader's attitude.

Good communication involves understanding people, being informed, thinking and making value judgments, contributing to goals, keeping others informed, understanding informal transmission modes, sending non-verbal messages, listening and staying positive (Gardner, 1998).

Principals should be good communicators since teamwork is extremely dependent upon successful communications as teamwork once formed, act to focus members of staff's commitment through staff involvement, creativity and mutual support. As a result, the principal should use all the components of communication – the verbal and non-verbal expression in addition to presentation skills, listening skills and positive attitudes. An effective leader should keep constantly in touch with staff's views and attitudes and to possess attuned listening for evidence of upsets, disagreements and suggestions, and the like. Principals must be alert listeners, sensitive non-verbal communicators. Furthermore, leaders should understand people, develop good overall human relationships and devise a networking system to fit their institutions and their personalities. Researchers are of the view that principals of today must focus more on interpersonal skills such as being a team player, sharing information with followers and helping others.

Hellriegel and Slocum (1991), assert that leadership is a process of creating a vision for others and having the power to translate the vision into reality and sustaining it and further state that there is a wide agreement that the effective leader of new age shares a vision which provides direction, meaning and inspiration to the work of others.

A prerequisite of any institution's performance must be a crystal clear vision since it gives the institution a sense of unity, purpose and provides the focus for

members of staff to move in the same direction (Drucker, 1974), which is what leadership is all about. Institutions are likely to be more successful in achieving in-depth learning when leaders work with members of staff to build on collective educational vision, helps focus attention on what is important, motivate and empowers members of staff to action as well as increase the sense of shared responsibility for student learning. Without a clear notion of what is important, programs become fragmented, dissipated, undirected and teachers lose motivation and planning and decision making about programs, curricular and instruction remain uncoordinated.

The principal cannot be effective without empowering members of staff. According to Sizer (1992), an effective principal is someone who knows how to provoke the best in others. Research has shown that when people are empowered, it affects both their task initiation and their task persistence. That is, empowered followers get more involved, take on more difficult situations and act more confidently. Empowered members of staff expend more effort on a given task and are more persistent in their efforts. Empowering staff succeed in creating an incredible team of people around to make principals effective. According to D'Souza (1990), leaders alone cannot do the job. They need to carry their followers along with them. Successful leaders, he argues, must understand that working groups have their own personality, power, attitudes, standards and needs and the principal should take these things into account since subordinates responds to those group needs. The facts of the matter is that if principals do not empower people and help followers reach their full potential, the leader will actually fall short of maximizing the leader's potential.

According to Gardner (1998), the purpose of the group is best served when the leader helps followers to develop their own initiative, strengthens them in the use of their own judgment and enables them to grow and become better contributors. An important leadership behaviour which the principal should exhibit, is delegating both responsibility and authority to staff thereby empowering them to take ownership of their work and actions. The significant point is the fact that the various leadership functions be performed well and not who performs them. Accountability on the part of members of staff should be enforced since it is an integral part of responsibility and authority. The principal also needs to know how much authority should be given away to balance and strengthen the principal's leadership skill. The effective principal should indulge in motivational delegating which helps the staff to reach their potential and enhance the leader's positive force, which should be dynamic.

Waterman (1987), notes several skills that are important for empowering team members in successful organizations. These include:

- a. Keeping the focus on the mission
- b. Delegating responsibility
- c. Creating a climate for risk-taking
- d. Providing appropriate resource
- e. Assuming clear and open communication

The purpose of leadership is to get people to work together towards accomplishing common goals that can only be achieved through group effort. Authority, structure and discipline contribute to the framework of any successful group of organization.

According to Stogdill (1974), leadership is the initiation and maintenance of structure in expectation and interaction. This implies that the principal being the leader is responsible for the development of the structure necessary to maximize group performance in the achievement of the institute's goals. The structures of the institution are the tools of control which prevent disorganization and chaos as well as the vehicle that permits principals to express their leadership skills. The authority of the principal must be communicated, structure must be imposed and timing is important. One characteristic of effective principal is the setting and maintenance of authority line and consequently, principals should establish an authority line between acceptable and unacceptable behaviour. Rewards and encouragement should be employed as a means of making members of staff feel appreciated for what they do. Chapman and O'Neil (1999), posit that there were three basic sources of leadership power that go with the position, personality power generated by force of the individual and knowledge power which is power that is derived from special skills or knowledge. However, some positions call for more emphasis on one source than the other according to the situation. All leaders have sources of power but it is the way power is exercised that determines whether or not the leader is effective.

Handling power is an important factor when one considers that the ultimate source of a leader's power is his followers. Principals can improve their power of influence in the way they handle power, realizing that followers, especially empowered followers are their real power source. Power manifests itself in communication, delegation of assignments and essentially in decision-making. Nothing impresses members of staff more than a principal who protects his authority line with conviction.

Melton (1994) discovers that the strongest teacher expectation was to the effect that the school principal always backs them in matters involving discipline. The principal should support his staff on issues and problems of student discipline. The effective principal should maintain control and seem to be in control because the absence of it enables everybody to go in different directions and members fragment instead of being cohesive. If disorder continues anarchy sets in and consequently defeats the purpose of leadership in getting people to work towards a common goal.

Drawing upon all power sources the principal should create and maintain a positive force that pulls followers in a specified direction with enthusiasm and dedication. According to Chapman and O'Neil (1999), a positive force is a dynamic force that emanates from a leader and pulls the entire group into an inner circle of involvement, activity, generates vigour, confidence and stirs followers up. The momentum of the principal should set the tempo for his subordinates to follow. The strength of a positive force to a large degree is dependent upon the principal's attitude which manifests itself in action. When there is absence of positive forceful leadership, lethargy takes over and lassitude prevails. Followers are then left uninspired and ultimately enhanced. The principal should be sufficiently dynamic to build positive expectations in the minds of the followers. That is the principal should communicate the impression that he being the leader is in charge whenever in the presence of the followers. A team results that pull together a common goal into higher heights.

All the roles expected of an effective principal namely decision-making, communication, empowering members, being visionary, exercising positive force and the power of influence are interrelated and interdependent. Without effective

communication from the principal, it would be impossible to create and maintain a motivating visionary mission. Invariably, it would also be extremely difficult to engage in decision-making and therefore similarly without possessing good human relations, orientation in his styles, followers cannot be empowered to create a powerful team. Without the power of influence and positive force which is the driving force, all the above roles cannot contribute significantly to successful leadership. Without the power of influence and positive force which is the driving force, all the above named roles cannot contribute significantly to successful leadership.

### **Summary**

The literature review shows how theories of leadership are seen to contribute to the effective role of principals in the achievement of excellence in technical institutions. Gleaned from the literature, leadership is both an individual property in that it is a combination of personal attributes and abilities and a process since it requires the leader to set goals motivate followers and create a supportive and productive culture to maximize staff performance.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter describes the procedures adopted in investigating into the relationship between the leadership role and staff performance in some selected technical institutions in the country. The description covers the research design, the population, sample, sampling techniques and the research instruments used in collecting data. The procedures for the collection and analysis of data have also been explained.

#### **Research Design**

The research design used in this study was the descriptive samples survey. The descriptive sample survey design as pointed out by Gay (1992), involves collecting data in order to test hypothesis or answer questions concerning the current status of the subject of the study. In a sample survey, the researcher draws a sample from the population of interest and based on their responses generalizations are made about the population. The descriptive sample survey was deemed appropriate as attempts were made by the researcher to describe some aspects of the population by selecting unbiased sample of individuals who were asked to complete questionnaires. The descriptive sample survey design was also chosen because in considering the purpose of the study, the research questions, hypothesis testing and the magnitude of the target

population, it was the most appropriate design which could lead the researcher to achieve the purpose and to draw meaningful conclusions from the study.

### **Population**

The target population for the study was all the principals and tutors of the 23 technical institutions in Ghana. The accessible population however, was one hundred and fifty (150) made up of principals and tutors of four technical institutions selected from four out of the ten regions of Ghana.

### **Sample and Sampling Techniques**

In view of the difficulty reaching all the population because of the constraints of time and resources, a sample was selected for the study. Four technical institutions namely Accra Technical Training Centre (ATTC), Kumasi Technical Institute (KTI), Cape Coast Technical Institute (CCTI) and Takoradi Technical Institute (TTI) were purposively selected from four regions of Ghana that is, Greater Accra, Ashanti, Central and Western respectively. The four technical institutions were purposively selected for the study because of the unique characteristics that each of them possessed. Attempt was made to select technical institutions that run both full-time institutional based training and apprenticeship-model of training and technical institutions that run only full-time institutional based (in-school training) whereby students spend three years at the various institutions without any industrial exposure before certification. However, in the apprenticeship model, students spend about twelve weeks in a year at the institutes and the remaining period of the year practicing in industry. In this regard, the selected technical institutions are Accra Technical Training Centre (ATTC) and Kumasi Technical Institute (KTI) running both full-time and apprenticeship model

were selected. Similarly, Cape Coast Technical Institute and Takoradi Technical Institute were chosen for running only full-time institutional based training. Simple random sampling (lottery method) was used to select the individual tutors who constituted the subjects of study. There was also purposive sampling to include all principals and vice principals of the selected institutions. In all 50, 40, 30, 30 respondents respectively giving a total sample of 150 was selected. Respondents for the study were selected from the range of teaching personnel who had taught for more than five years in the institute and information to this effect was provided by the vice principals. Table 3 shows the distribution of the sample in terms of the institutions.

**Table 3:1**

**Distribution of sample by institution**

| <b>NAME OF INSTITUTION</b>      | <b>No. OF QUALIFIED TEACHERS</b> |
|---------------------------------|----------------------------------|
| Kumasi Technical Institute      | 50                               |
| Accra Tech. Training. Institute | 40                               |
| Cape Coast Tech. Institute      | 30                               |
| Takoradi Technical Institute    | 30                               |
| <b>Total No.</b>                | <b>150</b>                       |

Table 3.1 indicates the respective technical institutions with the number of respondents involved in the study.

**Data Collection Instrument**

The main data collection instrument was a questionnaire (Appendix B) developed following the procedure outlined by Cohen and Marion (1994). Some items

were modifications or selections that were identified from available literature. The result was a questionnaire consisting of three sections. The questionnaire was in three parts.

Section A consisting of respondents qualification, work experience and present rank in Ghana Education Service. The aim of this specific information was to ensure that respondents were the appropriate one needed for the research i.e. those tutors who have spent a substantial amount of years in the institute and had obtained enough professional training in order to identify leadership role activities.

Section B had 10 items and was designed to elicit information on the personal qualities and academic qualification of the principal as perceived by the respondents and which the thought could make the principals effective leaders resulting in high academic performance. Section C of the questionnaire is made up of two parts. The first part is about tutors' views concerning the leadership style of the principal. The four item questionnaire gleaned from Heresy and Blanchard (1998) is for tutors to indicate their preference for the kind of leadership style perceived to be effective for maximum performance. The second part of the questionnaire requested respondents to offer two suggestions for improving the leadership skills of the principal.

Section D carried 6 each of close-ended and actual multiple choice questions based on established areas of effective leadership as gleaned from the reviewed literature in chapter two i.e. a decision maker, effective communicator, a visionary leader, empowering members and exercising power of influence and the power of force.

The basic structure of the questionnaire was a five point Likert scale and was weighted in descending order and interpreted as follows for Section B:

5 Very strongly agree

4 Strongly agree

3 Agree

2 Strongly disagree

1 Disagree

### **Pilot Testing**

A pilot study was conducted to test the appropriateness of the data collection instruments at Catholic Technical Institute. The respondents were given the draft copies of the questionnaire to complete and were asked to discuss verbally with the researcher any ambiguity or sensitive comments that might inhibit appropriate responses to the questionnaire items. The responses to the items and a few other constructive suggestions led to the reshaping of the items thus enabling the researcher to arrive at the final instrument that was used for the study.

### **Procedure for Data Collection**

An introductory letter issued by the Director of the Institute of Education was shown to respective institutions and individuals requesting their voluntary participation in the survey preceded the process of data collection. A copy of the letter sent to respondents prior to the arrival of the researcher is shown in Appendix A.

The tutors were initially briefed on the objectives of the study. This further served as obtaining the support and co-operation of tutors to conduct the study. The administration and collection of the questionnaire to and from the respondents were

done by the researcher personally to ensure the efficiency and effectiveness of the research. After administering the questionnaire personally to the respondents, they were given one week to respond after which the researcher went back to retrieve them. A total of 138 questionnaires were returned out of the 150 questionnaires distributed representing a return rate of 92%. Thus, the response to the questionnaire was really highly encouraging thus making generalization of findings effective.

The distribution of the questionnaire distributed and retrieved is presented in table 4.

**Table 3:2**

**Distribution and retrieval of questionnaire in the institutions**

| <b>INSTITUTIONS</b>             | <b>No. OF QUESTIONNAIRE</b> |                 |
|---------------------------------|-----------------------------|-----------------|
|                                 | <b>DISTRIBUTED</b>          | <b>RECEIVED</b> |
| Kumasi Technical Institute      | 50                          | 50              |
| Accra Tech. Training. Institute | 40                          | 36              |
| Cape Coast Tech. Institute      | 30                          | 27              |
| Takoradi Technical Institute    | 30                          | 25              |
| <b>Total</b>                    | <b>150</b>                  | <b>138</b>      |

**Data Analysis**

The collected data was statistically analyzed. Both descriptive and inferential statistics were used. To make issues clearer and give visual impressions on the scores obtained, frequencies and percentages were used in building tables. This ensured that

the data would well be understood and applied to provide answers to the questions raised in the research. Descriptive statistics indicating means and rank orderings were used to assess the responses to all items of the instrument.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

In this chapter, the data of the study which aimed at eliciting qualities and roles that determined an effective principal and necessitated optimal performance were collected, presented and analyzed. The study further sought to establish:

- a. The extent to which the background of the principal affects his/her leadership role
- b. The leadership style employed by the Principal
- c. The perception of teachers as to the effective role played by the principal

#### **Analysis of Data on Respondents**

In Tables 4.1 – 4.3, there are representations of personal information of the respondents that is the members of staff with regard to present professional qualifications, rank in the Ghana Education Service and their teaching experiences. Frequency of responses and percentage distribution was presented in a tabular form.

Table 4.1

**Tutors' professional qualifications**

| <b>Qualification</b>           | <b>Number</b> | <b>Percentage</b> |
|--------------------------------|---------------|-------------------|
| City and Guilds (Intermediate) | 8             | 6                 |
| City and Guilds (Advanced)     | 33            | 24                |
| EET III, HND, CTC III, RF III  | 84            | 61                |
| B.E.D (TVED)                   | 13            | 9                 |
| <b>Total</b>                   | <b>138</b>    | <b>100</b>        |

In Table 4.1, out of the total number of 138 respondents, 13 (9%) members of staff hold the first degree in Bachelor of Education (VocTec) which is the highest professional qualification in the Technical sector, 84 (61%) representing the majority of members of staff hold Technician part three certificate within the building, electrical and mechanical fields, 33 (24%) hold the Advanced Certificate of the City and Guilds and a minimal of 8 (6%) hold the intermediate certificate. The tutors were professionally qualified and this is in line with Melton (1994), who states that staff competence is related to expected performance in the place of work. It can therefore be inferred that tutors' opinions are reliable and could be depended upon for analysis.

**Tutors' Present Rank in the Ghana Education Service**

Tutors' rank within the technical sector in the Ghana Education Service range from the first day of appointment as Technical Instructor up to the rank of Director General depending on qualification, experience and rank. Progression through the

ranks took at least three years or more at each grade. Table 4.2 presents this information.

Table 4.2

**Tutors' present rank in the Ghana Education Service**

| <b>Rank</b>                    | <b>No.</b> | <b>%</b>   |
|--------------------------------|------------|------------|
| Assistant Director             | 20         | 15         |
| Principal Superintendent       | 31         | 22         |
| Senior Superintendent          | 28         | 20         |
| Superintendent                 | 23         | 17         |
| Principal Technical Instructor | 18         | 13         |
| Senior Technical Instructor    | 13         | 9          |
| Technical Instructor           | 5          | 4          |
| <b>Total</b>                   | <b>138</b> | <b>100</b> |

Table 4.2 shows that 31 (22%) of the respondents are Principal Superintendents, 28 (20%) are Senior Superintendents, 20 (15%) are Assistant Directors, 23 (17%) are Superintendents, 18 (13%) are principal technical instructors, 13 (9%) are senior technical instructors and 5 (4%) are technical instructors. It could be seen that a cross section of all the ranks within the technical division has been represented and this gives a very balanced view of an effective principal.

**Tutors' Teaching Experience**

Investigations into years of teaching experience indicate that long serving teachers have the ability to translate subject matter into living experience as well as

having more understanding and sympathetic attitude towards the child (Lu Pone, 1961). Information obtained from respondents are shown in Table 4.3.

Table 4.3

**Tutors' teaching experience**

| <b>Number of Years</b> | <b>No.</b> | <b>%</b>   |
|------------------------|------------|------------|
| 1 – 5                  | 15         | 11         |
| 6 – 10                 | 23         | 17         |
| 11 – 15                | 38         | 28         |
| 16 – 20                | 45         | 33         |
| 21 – 25                | 17         | 12         |
| <b>Total</b>           | <b>138</b> | <b>100</b> |

In Table 4.3, the majority of the respondents, that is 45, representing (33%) members of staff have taught between 16-20 years, 38 (28%) between 11-15years, 23 (17%) between 6-10years, 17 (12%) between 21-25years and 15 (11%) between 1-5years. It can be observed that respondents with more teaching experience were more than respondents with less teaching experience.

In effect, 123 teachers representing 89% had 6 – 25 years of teaching experience and ascertain that the right caliber of teachers has been chosen for the research work, and that longer serving teachers have the proficiency of effectively assessing the competencies of their leaders as well as successful pupil performance.

### Perceived Qualities and Qualifications of an Effective Principal from Tutors

Researchers have viewed relationships between traits, roles and behaviours to leader effectiveness. Respondents were asked to indicate how professional qualification and leader behaviour negate or enhance the effectiveness of the principal.

The frequency, percentage distribution, mean scores and rank order of combined responses on the perceived qualities and qualification of an effective principal from the four technical institutions are presented in Table 4.4.

Table 4.4

#### Tutors' Perceived Qualities and Qualifications of an Effective Principal

| ITEM  | 5       | 4      | 3      | 2    | 1   | TOTAL    | X   |
|---|---------|--------|--------|------|-----|----------|-----|
| Has University degree                                       | 107 77% | 23 17% | 8 6%   | 0 0  | 0 0 | 138 100% | 4.6 |
| Has taught for more than ten years                          | 91 66%  | 33 24% | 14 10% | 0 0  | 0 0 | 13 100%  | 4.2 |
| Has received further training in educational administration | 95 68%  | 23 17% | 12 9%  | 8 6% | 0 0 | 13 100%  | 4.3 |
| Has good physical health                                    | 114 83% | 18 13% | 6 4%   | 0 0  | 0 0 | 13 100%  | 4.8 |
| Has sound mental health                                     | 113 82% | 21 16% | 3 2%   | 0 0  | 0 0 | 13 100%  | 4.7 |
| Neat in appearance  | 96 70%  | 25 18% | 14 10% | 3 2% | 0 0 | 13 100%  | 4.5 |
| Can be trusted in dealing with subordinates                 | 94 68%  | 28 20% | 11 8%  | 5 4% | 0 0 | 13 100%  | 4.5 |
| Able to mix well with both peers and                        | 92 67%  | 39 28% | 5 4%   | 2 1% | 0 0 | 13 100%  | 4.6 |

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|                     |     |     |    |     |    |    |   |    |   |   |    |      |     |
|---------------------|-----|-----|----|-----|----|----|---|----|---|---|----|------|-----|
| subordinates        |     |     |    |     |    |    |   |    |   |   |    |      |     |
| Courageous in       | 101 | 73% | 31 | 23% | 4  | 3% | 2 | 1% | 0 | 0 | 13 | 100% | 4.6 |
| facing problems     |     |     |    |     |    |    |   |    |   |   |    |      |     |
| Capable of settling | 90  | 65% | 38 | 28% | 10 | 7% | 0 | 0  | 0 | 0 | 13 | 100% | 4.6 |
| disputes between    |     |     |    |     |    |    |   |    |   |   |    |      |     |
| groups and          |     |     |    |     |    |    |   |    |   |   |    |      |     |
| individuals in the  |     |     |    |     |    |    |   |    |   |   |    |      |     |
| institutions.       |     |     |    |     |    |    |   |    |   |   |    |      |     |

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From Table 4.4, the respondents were asked to indicate how professional qualification and leaders behaviour negate or enhance the effectiveness of the principal using a five-point rating scale in order of “5” as very strongly agree to “1” as disagree, as shown in Appendix B.

As indicated from Table 4.4, 78% of the respondents very strongly agree to the assertion that a principal should possess a University degree. The remaining 22% also show strong level of agreement to this claim giving a mean score of 4.6. This indicates the extent of importance for a principal to have a University degree if he is to perform effectively and efficiently. This agreement by the respondents gives credence to the claim by Stogdill (1974), that a person who occupies a position should exceed the average member of his group in intelligence, scholarship, knowledge among other things. The effective principal should be knowledgeable of the task at hand. Being knowledgeable helps the principal acquire the necessary skills such as the capacity for action such as decision-making and problem solving which is very critical in any institution.

Regarding the item on the claim that the Principal should be someone who should have taught for more than ten years, approximately 67% of the respondents very strongly agree that the extent of teaching experience would be of great importance towards the performance of the principal while 33% also agree to the importance of the hands on experience of the principal. The average rating of 4.2 suggests that the respondents very strongly agree to this assertion. It is believed that a person performs better in a particular role as they continually perform the task, and this is inferred for example, from the many regulations that require time in grade before promotion in the next higher level as well as the many specification of prior appointment as a principal. Thus the principal must be thoroughly experienced to fit into his role.

Relative to the third item which suggests that the principal must be someone who has further training in educational management. A total amount of respondents (69%) very strongly agree to the claim with 26% also agreeing that it is imperative for the principal to have additional training in educational management in order to be conversant with the changing challenges of education. Interestingly, 6% of the respondents felt it was not important for further training.

The issue on the physical health of the principal had 83% of the respondents very strongly agreeing to that claim. The remaining 17% also shares similar sentiments to some extent that the principal must be physically fit to fulfil his role as an effective leader. The general response was positive with a mean score of 4.8. Closely associated with the need for physical vitality is the requirement of a sound mental health of the principal. According to the analysis 82% of respondents very strongly agreed to this opinion that the principal must show high level of mental stability with an average

rating of 4.7. These claims are reflections of the research by Kirkpatrick and Locke (1991) that to sustain a high achievement drive, leaders should have physical and emotional vitality in order to maintain a steadily productive work pace, which is an important characteristic of an effective leader.

Regarding the issue of subordinates' trust of the principal in relation to his dealings with them, 88% very strongly allude to this quality. Another 8% also agreed that the Principal should be trustworthy with dealing with subordinates. However, 4% of the respondents somehow disagreed as to the principal earning the trust of the subordinates. The average rating that a principal should be trustworthy with dealings with subordinates was 4.5, interpreted as very strongly agreed by respondents. Honesty and integrity form the foundation of trusting relationship between the principal and members of staff. This belief gives credence to the central findings of the studies conducted at the Ohio State University on Leadership (1945) behaviour which emphasizes open trusting relationship with subordinates. The principal can gain trust by being predictable, consistent and persistent and by making competent decision. By this attribute, the principal becomes approachable, flexible and tends to provide group harmony and cohesion, thereby ensuring a high degree of job satisfaction among subordinates.

With the issue of the principal's ability to mix well with his peers and subordinates. Sixty-seven percent of the respondents believe very strongly of the cordial interpersonal relationship that should exist, while 32% of staff strongly agrees that the principal must have good rapport with his colleagues. Only 1% of the remaining respondents did not see the need for good relationship of the principal with

his members. The average rating of 4.6 denotes that respondents strongly agree to this assertion. The result illustrates the Stogdill's (1974), contention that the leadership is a relationship with group members and promotion of group integration. This view is also shared by Bowers and Seashore (1971), who maintain that the leader's effective relations encourages members of the group to develop close, mutually satisfactory relationship which is a very important ingredient for high productivity. Principals should not only be sensitive to their subordinates but should develop skills for working with and through members of staff.

It was also the opinion of 73% of the respondents who very strongly agreed that the principal show courage in facing problems. Again 23% also strongly agree that it was very necessary for the principal to exude courage in the face of constant series of problems seen in institutions. Another 3% of respondents agreed with a minimal number of 1% disagreeing to this contention. Setbacks have to be overcome as well as risks to be taken in the face of uncertainty, consequently, respondents' perception of a courageous principal should be evidenced in a very self confident leader to bolster his image of competence as well as arousing members of staff's self-confidence.

The principal's capability of settling disputes between groups and individuals in the institute cannot be overemphasized with an average rating of 4.6 suggesting that respondents very greatly agreed to this conclusion. Regarding that, 65% very strongly agree to this contention while 35% also strongly agree the ability of the Principal to ensure peaceful co-existence of intra-group and inter-group members.

From the above analysis, it is unequivocally clear, that respondents strongly agree that in the realm of effective leadership for maximum performance, these academic qualifications and personal qualities are very necessary for the principal.

### **Mean scores**

Mean scores of responses to items in Section B of the questionnaire are re-arranged according to rank order. The ranking showed the range of respondents' perception about academic qualification and personal qualities principals should exhibit in ensuring professional excellence. The mean scores ranked between 4.2 and 4.8 showing a high level of agreement of the qualities associated with effective principals.

Table 4.5

### **Rank Ordering of Items 1 – 10 in Section B of Questionnaire**

| <b>RANK POSITION</b> | <b>ITEM NUMBER</b> | <b>X</b> |
|----------------------|--------------------|----------|
| 1                    | 4                  | 4.8      |
| 2                    | 5                  | 4.7      |
| 3                    | 1                  | 4.6      |
| 4                    | 9                  | 4.6      |
| 5                    | 8                  | 4.6      |
| 6                    | 10                 | 4.6      |
| 7                    | 7                  | 4.5      |
| 8                    | 6                  | 4.5      |
| 9                    | 3                  | 4.3      |
| 10                   | 2                  | 4.2      |

A sound physical and emotional health was rated first and second with mean scores of 4.8 and 4.7 respectively for the principal in a technical institution. This confirms the opinions of several theorists that leadership is characterized by vigorous, active and full of life as a result of responsibilities the principal is faced with.

The average rating of 4.6 that the principal should possess a university degree placed third on the ranking order, followed by the courageous principal evidenced in all aspects of school problems with also a mean score of 4.6.

Fifth on the mean score with 4.6 is the principal's good rapport with his subordinates as leadership being a relational process. It was also the opinion of respondents that since institutions were human institutions, the principal should have the ability to resolve disputes among members of the group as very important and consequently rated as sixth on the rank order. The last on the item with an average rating of 4.2 interpreted as strongly agreed by respondents, is the notion that the principal must teach for ten years. A synthesis of the view expressed through the rank order, denoted that respondents very strongly agreed to the items in section B as being very important and necessary in promoting the efficiency and effectiveness of the principal.

### **The Leadership Style of the Principal**

A frequency and percentage distribution of responses by tutors on their perception of an effective leadership style as under Section C of the questionnaire as shown (Appendix B) are presented in Table 4.6.

Table 4.6

**Tutors' responses to the Leadership Style of the Principal**

| <b>Item</b>   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>Total</b> | <b>X</b> |
|---------------|----------|----------|----------|----------|----------|--------------|----------|
| Telling       | 22 16%   | 27 20%   | 48 35%   | 30 21%   | 11 8%    | 138 100%     | 3.1      |
| Selling       | 28 20%   | 31 23%   | 40 29%   | 29 21%   | 10 7%    | 138 100%     | 3.0      |
| Participating | 90 65%   | 38 28%   | 10 7%    | 0 0%     | 0 0      | 138 100%     | 4.6      |
| Delegating    | 94 68%   | 28 20%   | 11 8%    | 5 4%     | 0 0      | 138 100%     | 4.5      |

The four leadership styles that are described by Heresy & Blanchard (1998), provides insight from ‘telling’ to ‘delegating’ styles approach that can be employed by the principal in achieving organizational goals. According to Table 4.6, the average rating that requires the principal to tell tutors what to do was 3.1, denoting a fair endorsement of this style. The leadership style which calls for the principal making decisions by trying to explain and persuade tutors to accept them was not very much in favour as indicated by a mean score of 3.0.

The results show an overwhelming agreement for the participating and delegating leadership styles with an average rating of 4.6 and 4.5 respectively. Majority of respondents indicate their utmost preference for participating style whereby the decision-making process is realized from the tutors although the ultimate decision is from the principal. However, theorists and researchers have essentially argued that anyone of the leadership style is effective so long as it is appropriately matched with the task of the group (Heresy & Blanchard, 1998).

### **Suggestions Tutors Offer for Improving the Leadership of the Principal**

Tutors were requested to suggest two ways for improving the effectiveness of the principal's Leadership. Frequently recurring decisions and suggestions with similar intentions were put together and presented as follows.

- i. Visionary to promote change and innovation.
- ii. Strong, dynamic and decisive.
- iii. Having good and cordial working relations with staff and community.
- iv. Employing qualified, competent and experienced teachers.
- v. Displaying appropriate participative decision-making skills.
- vi. Fostering effective use of all components of communication network.
- vii. Availability of opportunities for short courses and industrial attachment to be current with technology and offer effective hands on training.
- viii. Empowerment of members through the share of leadership functions
- ix. Motivating by providing appropriate remuneration rewards and other incentives.

### **Roles of Effective Principal**

Tables 4.7 – 4.11 present responses given by respondents on the occurrences of roles perceived of effective principal. The responses are represented by frequencies, percentages, mean scores and rank order. Six practices each in the areas of the principal as a decision-maker, effective communicator, visionary leader, power of influence and positive force in Section C of the questionnaire are rated using “5” as very often to “1” as never.

Table 4.7

**Tutors' Responses on the Principal as a Decision-Maker**

| <b>ITEM</b>  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>TOTAL</b> | <b>X</b> |
|--|----------|----------|----------|----------|----------|--------------|----------|
| Consults with staff before making important decisions          | 11 8%    | 18 13%   | 14 10%   | 64 46%   | 27 23%   | 138 100%     | 2.3      |
| Encourages staff to participate in the making of decision      | 7 5%     | 12 9%    | 24 17%   | 57 41%   | 38 28%   | 138 100%     | 2.2      |
| Accepts and applies suggestions made by staff                  | 3 2%     | 10 7%    | 29 21%   | 59 43%   | 37 27%   | 138 100%     | 2.1      |
| Stages and communicates decisions with pride and decisiveness. | 23 17%   | 27 19%   | 56 41%   | 19 14%   | 13 9%    | 138 100%     | 3.2      |
| Is able to admit mistakes when he makes them.                  | 6 4%     | 11 8%    | 19 14%   | 38 28%   | 64 46%   | 138 100%     | 1.9      |
| Does careful analysis of problems before action                | 10 7%    | 21 15%   | 30 22%   | 45 33%   | 32 23%   | 138 100%     | 2.4      |

Table 4.7 is a representation of the assessment of the principal as a Decision-Maker. Only 8% respondents indicated that the principal very often consulted with staff before making important decisions. A total of 23% of the respondents show that the principal often did some consultation while as much as 69% indicated that the principal seldom or never made important decisions with staff. The average rating of

2.3 suggests that tutors are hardly consulted during decision-making process. This is a matter of concern since it is not in conformity with D'Souza's (1990) view that decisions be made in consultation with group members under effective leadership to culminate in tutors enthusiastically supporting the decision.

Regarding the claim as to whether the principal encourages staff to participate in decision-making, only 5% claim that he did. Also 26% stated that the principal sometimes encouraged the staff to participate in the making of decisions but as much as 69% of the respondents hold the view that principals do not encourage their staff to participate in decision-making processes. This is really disturbing since according to Vroom & Yetton (1973), staff participation in decision-making culminates in high morale, positive attitude, and consequently, high productivity. The average rating of 2.2 suggests occasional commitment which confirms the results.

It was the view of the majority of respondents with positive responses for the principal staging and communicating decisions with pride and decisiveness. In all 77% of the respondents agree to the above claim while the remaining 23% of the respondents indicated that the principal never or seldom make decisions with authority and decisiveness. When there is indecision on the part of the leader, the institutions become fragmented.

On the issue of admitting mistakes as and when the principal makes them, 12% agreed that the principal very often or often admitted mistakes in the course of duty, but the majority of respondents 88% considered the principal lacking in this activity. The principal should know that no one is perfect especially in an organization like an institution. It is therefore prudent that principal admits errors, since mistakes help to

learn how to do things right the second time around. To this, the average rating of 1.9 was woefully low indicating that the principal seldom admitted mistakes.

The last of the parameters analyzed was whether the principal made careful analysis of problems before taking action. To this opinion, 44% respondents agree that often or very often principals made due diligence on problems before acting on them as suggested by Griffiths (1968), that decision-making should involve conscious selection towards an objective. On the contrary, 56% of respondents considered the principal either seldom or never indulging in careful analysis of issue before action. The findings seem to suggest from the mean score of 2.4 and that confirms the occasional implementation of this activity. It is very important for the principal to compare the various alternative courses of action and the consequences of the alternatives before a qualitative or optimum decision is made, since good or timely decisions earn principals the support of staff but indecision brings about fragmentation of the institution (Vroom & Yetton, 1973).

It could therefore be inferred from the analysis that all decision-making functions are absolutely concentrated in the principal and this suggests the autocratic decision-making style.

Table 4.8

**Tutors' Responses of the Principal as an Effective Communicator**

| <b>ITEM</b>                              | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>TOTAL</b> | <b>X</b> |
|--|----------|----------|----------|----------|----------|--------------|----------|
| Keeps teachers fully informed            | 11 8%    | 24 17%   | 48 35%   | 37 27%   | 18 13%   | 138 100%     | 2.8      |
| Expresses thought clearly and forcefully | 33 24%   | 22 16%   | 54 39%   | 15 11%   | 14 10%   | 138 100%     | 3.3      |
| Is a good listener                       | 9 7%     | 22 16%   | 25 18%   | 48 35%   | 34 25%   | 138 100%     | 2.4      |
| Employs fully all communication system   | 28 20%   | 25 18%   | 50 37%   | 18 15%   | 14 10%   | 138 100%     | 3.0      |
| communicates a sense of being            | 11 8%    | 27 20%   | 49 36%   | 36 26%   | 15 11%   | 138 100%     | 2.8      |
| Attract others to want to hear           | 12 9%    | 24 17%   | 33 24%   | 48 35%   | 21 15%   | 138 100%     | 2.4      |

Table 4.8 is a summary of the analysis of the attributes of the principal being an effective communicator. As observed from Table 4.8, a total of 25% respondents stated that the principal very often kept teachers fully informed of issues pertaining to the institution with also 35% agreeing that the principal sometimes performed that task while 40% of staff indicated their concern about the inability of the principal in ensuring that teachers are abreast with issues in the institution. The mean of 2.8 suggests that the respondents agreed that the principal occasionally got teachers informed. Generally, respondents want and deserve to know the things that affect them and their work in order to perform creditably. The effective principal should consider the consequences of not sharing a piece of information and make sure relevant information are disseminated to staff at the right time and place.

The average rating for the item that the principal must express his thoughts clearly and forcefully had 3.3 suggesting as strongly agreed by respondents. A total of 79% of the respondents assert to that function being performed by the principal. Similarly, 11% and 10% of the respondents agreed that principals seldom or never express thoughts clearly and forcefully. Principals should communicate their ideas and intentions to the teachers clearly and precisely aside the impressions of being in charge of the institution.

It was also the opinion of the majority of the respondents 59% that the principal seldom or never was a good listener while another 41% agreed that the principal often had a listening ear. The mean scores was 2.4 indicating that sometimes the principal becomes approachable because of his listening skills. Members of staff want to have their ideas heard although such ideas or suggestions by them may not be implemented and therefore know when they are being listened to or being turned out. Principals miss out on one of the best ways of influencing if members of staff are not listened to. Respondents' perception of principals not listening to them denotes not being interested in them and this doesn't auger well for the attainment of institutional goals.

Employing all communication systems in getting tutors informed with a mean of 3.0, had a total of 75% of the respondents agreeing to the occurrence of the activity. However, 25% of the respondents had a dissenting view about the efficient use of all components of communication. Principals should set and maintain an effective organizational communication network so as to keep in touch with tutors and everybody in tune with institutional goals.

Table 4.9

**Tutors' responses on the Principal as a Visionary Leader**

| <b>ITEM</b>   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>TOTAL</b> | <b>X</b> |
|---|----------|----------|----------|----------|----------|--------------|----------|
| Ensures qualified staff to school                   | 20 15%   | 30 22%   | 47 34%   | 25 18%   | 16 11%   | 138 100%     | 2.8      |
| Ensures that staff obey school rules                | 39 19%   | 40 20%   | 26 22%   | 12 18%   | 17 21%   | 138 100%     | 3.0      |
| Organises regular meetings with staff               | 11 8%    | 18 13%   | 24 17%   | 37 27%   | 48 35%   | 138 100%     | 2.3      |
| Articulates an inspiring mission to all staff       | 9 7%     | 13 9%    | 26 19%   | 56 41%   | 34 25%   | 138 100%     | 2.3      |
| Makes work more enjoyable                           | 10 7%    | 14 10%   | 31 23%   | 44 32%   | 39 28%   | 138 100%     | 2.3      |
| Ties short-term work goals to institutional mission | 13 9%    | 15 11%   | 32 23%   | 52 38%   | 26 19%   | 138 100%     | 2.5      |

Table 4.9 presents the information gathered. Item 1 on the Table 4.9 reflects 37% of respondents indicating that the principal very often or often employed qualified staff to school. In all 34% asserted that sometimes competent staffs were recruited and the remaining 29% of respondents were of the view that the principal never or seldom ensured qualified staff. The average rating of 2.8 suggests that respondents somehow agree to the principal ensuring qualified staff to school. Leadership is about getting things done through people, and therefore appropriate that the leader gets the right calibre of staff to ensure the achievement of objectives.

Regarding principals ensuring that staffs obey school rules, 61% of respondents agreed to the enforcement of rules and regulations with 18% claiming that sometimes discipline is maintained through staff obedience to school rules but 21% were of the view that the head never ensured teachers adherence to school rules. Members of staff should be encouraged to follow rules and regulations which enforce organizational standards. Deviant behaviour should be dealt with in accordance with the laid down disciplinary procedures to serve as deterrents to the tutors.

On the issue of principals organizing regular meetings with staff, only 21% of respondents perceived their principals perform this role with another 17% of the respondents who believe the principal sometimes convened meetings with his staff on issues. However, it was the view of the majority of respondents 62% that regular meetings were never or seldom conducted. This is of grave concern since regular meetings of the principal with his teachers ensures more interaction and sharing of information, power and influence.

Similarly, as to whether the principal articulates an inspiring mission to all staff, 7% of the respondents acknowledge that the principal very often and 9% and 18% respectively contend that the principal often or sometimes performed that activity. As much as 66% claim that the head did not relay any inspiration to staff in the mission of the school. The mean score of 2.3 translated as less occurring behaviour of the principal attest to the findings. This finding is not in conformity with Blunt (1991) who states that effective leaders create and articulate the vision thereby inspires others to do the same since a vision well articulated provides a positive force for action for everyone aside motivating and holding group members together.

The last item on Table 4.9 looked at how principals made work more enjoyable in the school. Responses indicated that 17% of tutors agreed that very often or often work was enjoyable, 23% as occasionally supportive while 60% indicated the perception that the principal seldom or never make work enjoyable. It is expected of the principal to ensure that subordinates are inspired to work willingly and this will happen if their work is made more enjoyable. This notion is corroborated by Musaazi (1985) that a leader should direct the thoughts, feelings and behaviours of subordinates to work enthusiastically towards the achievement of objectives. This calls for a noticeable concern on the part of the principal for an enabling environment which is conducive for effective teaching and learning.

Table 4.10

**Tutors' Responses on the Principal with Power of Influence**

| <b>ITEM</b>   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>TOTAL</b> | <b>X</b> |
|---|----------|----------|----------|----------|----------|--------------|----------|
| Provides enough structure to create a cohesive feeling among staff                        | 22 16%   | 27 20%   | 48 35%   | 30 22%   | 11 7%    | 138 100%     | 3.1      |
| Establishes an authority line that is clear, consistent and appropriate for the situation | 33 24%   | 37 27%   | 36 26%   | 18 13%   | 14 10%   | 138 100%     | 3.5      |
| Uses status and bureaucratic impersonality  | 38 28%   | 42 30%   | 13 9%    | 33 24%   | 12 9%    | 138 100%     | 3.6      |
| Is respected by staff when authority is used  | 38 28%   | 44 32%   | 32 23%   | 10 7%    | 14 10%   | 138 100%     | 3.6      |
| Uses the power that he has with firmness but also with sensitivity                        | 31 23%   | 34 25%   | 46 33%   | 17 12%   | 10 7%    | 138 100%     | 3.5      |
| Uses role personality, knowledge, power in institutional mission                          | 30 22%   | 35 25%   | 41 30%   | 19 14%   | 13 9%    | 138 100%     | 3.4      |

Table 4.10 shows that 71% of the respondents agree that the principal provided enough structures to create a cohesive feeling among staff, with 29% expressing their view that the principal never or seldom provided structures for group efforts giving a

mean score of 3.4 which suggests that respondents really appreciate the cohesive feeling among staff. Opinion on this item confirms the statement that the leader is responsible for the development of structures necessary for group performance of organizational goals (Stogdill, 1974).

The majority of respondents as much as 77% indicate the presence of authority line with conviction by the principal while the remaining 23% of respondents felt no authority line existed. The average rating of 3.5 suggested that majority considered that setting and maintenance of authority line is a characteristic of effective principal.

There was almost a unanimous opinion on the authority of the Principal being respected. A total of 83% of members asserted to the claim while 17 % never saw the need to show respect to authority. The overwhelming response to this item with a mean score of 3.6 indicates the fact that leaders should gain tutors' recognition and acceptance. Leadership is enhanced when each member has a positive perception of each other's role (Hass, 1960).

On the issue of the principal using power with firmness but also with sensitivity, respondents gave positive responses. 81% of the respondents were of the view that power was manifested with sensitivity while 19% stated that the principal never exercised power with sensitivity. The mean score of 3.5 suggests that generally the respondents agreed to the occurrence of this attitude by the principal. It is known that all principals have power, but it is the way power is exercised that determines the effectiveness of the principal. A principal who is insensitive and inflexible can never be successful in bringing the best in his followers. Effective principals should elicit

both task accomplishment and human relations dimensions for maximum performance (Blake & Morton, 1964).

Table 4.11

**Tutors' Responses on the Principal with a Positive Force**

| <b>ITEM</b>   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>TOTAL</b> | <b>X</b> |
|---|----------|----------|----------|----------|----------|--------------|----------|
| Promotes good relations among staff                                 | 38 28%   | 43 31%   | 26 19%   | 18 13%   | 13 9%    | 138 100%     | 3.5      |
| Develops a working climate that yields a high level of productivity | 28 20%   | 31 23%   | 40 29%   | 29 21%   | 10 7%    | 138 100%     | 3.0      |
| Highly energetic and refuses to be desk-bound                       | 31 23%   | 49 36%   | 28 20%   | 21 15%   | 9 7%     | 138 100%     | 3.4      |
| Fullest maximum personal and professional growth                    | 32 23%   | 38 28%   | 41 30%   | 15 11%   | 12 8%    | 138 100%     | 3.4      |
| Reflects positive attitude during difficult times                   | 46 33%   | 51 37%   | 27 20%   | 8 6%     | 8 4%     | 138 100%     | 3.7      |
| Creates an active tempo that others want to emulate                 | 24 17%   | 29 21%   | 39 28%   | 26 19%   | 20 15%   | 138 100%     | 3.0      |

Table 4.11 displays the responses on the principal as a positive force in the institute. While 78% of the respondents indicated how the principal promoted good relation among staff, 22% were of a dissenting view. The response was positive with a

mean score of 3.5 suggesting respondents agreed strongly to the frequency of this activity. Evidence from research shows that there is an increase in staff job satisfaction when there are friendly and supportive co-workers.

The issue of developing a working climate that yields high level of productivity had a mean score of 3.0 interpreted as respondents greatly agreeing to this assertion. A total of 72% attested to an enabling environment for efficiency. The remaining responses of 28% expressed the view of the absence of a working climate to bring about high level of productivity. A conducive climate which is a critical tone of a school and dependent on the principal is emphasized by Holst (1973), who states that principals should create conducive and working climate for members of staff to enhance interaction, open communication and quality work relationship.

Item 3 on the table 4.11 reflected the response of the principal being energetic and refuses to be desk-bound. Opinion shared by 78% of respondents agreed to the fact that effective principals should always be on the “move”. However, 22% of the tutors thought otherwise. The mean score was 3.4 indicating that generally, the respondents agreed that often the principal was seen walking around. This confirms that leadership counts of activity, movement and getting work accomplished (Stogdill, 1974), and therefore it is very important that effective principals should have high level of energy and stamina to perform his expected role. Principals are endowed with some characteristics in them in line with the trait approach which predisposes the principals to be effective.

With regard to the principal developing maximum personal and professional growth, respondents were almost unanimous on the need for personal growth though

further training to update competencies. Majority of the respondents 81% agreed to the need for further training while 19% differed in their response. The mean score of 3.5 suggests that respondents agreed more on how often principals work and develop their own talents and potentials, but would be beneficial if tutors are always given the opportunity to develop their potentials.

The principal's positive attitude during difficult times had a mean score of 3.7 indicating the extent of frequency of their behaviour. It is revealed that 90% of staff felt the principal very often had the strength of will during difficult times, with 10% of responses indicate the perception that the principal never exhibited such strong character. The principal should be willing to absorb interpersonal stress and tolerate frustration by exhibiting a high sense of confidence during difficult times thereby commanding the respect and trust of members as well as arousing tutors' self-confidence (Stogdill, 1974).

In more effective institutions, principals emanate dynamic force that pulls members of staff into an inner circle of involvement and activity. Consequently, the principal's momentum set the tempo for others to follow. On this behaviour on the part of the principal, 66% of the tutors indicated how often the domino effect is felt among respondents whereas 24% of subordinates do not see any positive forceful leadership of the principal. The effective principal should show personal vigour, confidence and indulge in motivation in order to form a team that pulls together a common goal.

Table 4.12

**Tutors' Responses on the Principal Who Empowers Members of Staff**

| <b>ITEM</b>   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>TOTAL</b> | <b>X</b> |
|---|----------|----------|----------|----------|----------|--------------|----------|
| Makes each staff feel like a team member.             | 15 11%   | 32 23%   | 47 34%   | 18 13%   | 26 19%   | 138 100%     | 2.9      |
| Demonstrates compassion for others.                   | 14 10%   | 15 11%   | 29 21%   | 43 31%   | 37 27%   | 138 100%     | 2.5      |
| Provides rewards that are important to staff.         | 17 12%   | 27 20%   | 19 14%   | 45 33%   | 30 21%   | 138 100%     | 2.7      |
| Strives to win for allowing staff to win.             | 15 11%   | 19 14%   | 24 17%   | 42 30%   | 38 28%   | 138 100%     | 2.5      |
| Develops staff into followers.                        | 13 9%    | 16 12%   | 26 19%   | 53 38%   | 30 22%   | 138 100%     | 2.5      |
| Has the full backing of all those who work under him. | 21 15%   | 48 35%   | 17 12%   | 34 25%   | 18 13%   | 138 100%     | 3.1      |

As observed from Table 4.12, 34% of the respondents stated that members of staff felt like a team while 34% somehow asserted to this feeling of cohesion with the rest constituting 32% indicated that teamwork spirit never or seldom existed. Opinion was divided on this issue and the average rating was 2.9 indicating that somehow team spirit existed among members. Leadership is seen to be successful for the achievement of results and as such the effective principal has to create a working climate as suggested by Holsts (1973), to enhance teamwork among members of staff.

On the issue of the principal showing compassion for others, 43% of the respondents perceived their principal as showing commitment while majority of the respondents 57% believed that the principal never or seldom exhibited such a behaviour. This attitude is in contrast to the findings of leadership behaviours at the Ohio State University depicted in two dimensions as people oriented or task oriented. It is very prudent for the principal to show deeper concern for group needs in order to promote higher degree of follower satisfaction and group performance (Tannenbaum & Schmidt, 1973).

Another important leadership behaviour of the principal commented on by the respondents was whether the principal provided rewards that were important to staff. The mean score was 2.7 interpreted as the head occasionally gave out rewards. While 46% of staff agreed to the importance of rewards to staff, 54% of them also perceived their rewards as inappropriate to members of staff. Effective principals should provide motivating rewards which serves as a sense of accomplishment, pride and the feeling that comes from being a member of a group (Chapman & O'Neil, 1999).

The analysis of the principal developing staff into followers shows a negative perception where 60% of tutors felt the principal seldom or never empowered members of staff. Another 19% somehow agreed with 21% of respondents agreeing positively for activating members of staff. The average rating was 2.5 indicating that respondents somehow agreed to the empowerment of staff by the principal. The principal cannot be an effective leader without empowering members.

Gardner (1998), pointed that the purpose of the group are best served when the principal helps subordinate s to develop their own initiative, strengthens them in the

use of their own judgment and enables them to grow and become better contributors. The failure of the principal in helping subordinates to grow leaves behind a weakened institution with an underpowered staff to take the helm of leadership.

Again it was the view of majority of the respondents 62% that the principal had the full backing of all those who worked under him. Only 38% of the respondents did not perceive that the principal had the support of members of staff. The average rating was 3.1 indicating how often respondents perceive the principal as a leader. These results confirm the explanation by Hass (1960), that each leader's and each member's perception of his role governs his actions. Therefore role perception is important to group morale and productivity.

**Table 4.13**

**Weighted Means of Combined Responses of Items in Section C of Questionnaire**

Weighted means of combined responses on the roles of an Effective Principal is to give an insight into which practiced role is most observed in technical institutions.

| <b>Leadership roles performed by the principal</b> | <b>Means of combined responses</b> | <b>Rank Position</b> |
|--|------------------------------------|----------------------|
| Positive influence                                 | 3.5                                | 1                    |
| Power of force                                     | 3.4                                | 2                    |
| Effective Communicator                             | 2.8                                | 3                    |
| Empowering Members                                 | 2.7                                | 4                    |
| Visionary Leader                                   | 2.6                                | 5                    |
| Decision Making                                    | 2.4                                | 6                    |

Table 4.13 shows the principal's positive influence leads with the highest mean rating of 3.5. This is very interesting since a leader's leadership is fuelled by a positive

attitude which manifests itself in action and generates a strong power of force, which also recorded the next highest mean rating of 3.4. Third on the ranking order of 2.8 was the communicating skill of the principal, followed by 2.7 for the empowerment of members of staff.

The ability of the principal to formulate a plan of action to reach a lofty goal that is a visionary leader had a mean of 2.6. This is a matter of concern since according to Drucker (1970), vision gives a sense of unity, purpose and direction for achievement of goals. It is expected that the principal should first and foremost have the vision of the institution and move it along.

The least occurring role of the principal is the decision-making process with a mean score of 2.4. The main difference among leadership styles is where the decision-making function rests and therefore it can be deduced the kind of leadership style that the principals practiced when Owen (1970), refers to as autocratic or authoritarian leadership.

### **4.3: Discussion of Results and Findings**

The discussion of the results and findings was done under three main sections of the questionnaire namely;

1. Professional information on the respondents
2. Leadership behaviour of the principals
3. The Leadership style of the Principal
4. Leadership roles of principals

#### **4.3.1 Professional Information on the Respondents**

From the study, it was found out that 84 respondents which represent 61% used for the study are holders of Technician (Part III) Certificate of various courses and is the second highest common professional qualification in the technical division of the Ghana Education Service. Respondents also fall almost proportionally across all the ranks within the Service. The leading majority of 37% being Senior and Principal Superintendents who have teaching experience between five (5) and twenty-five (25) years thus being conversant with classroom experience, reliability assessment and objective in the perceived roles of an effective principal.

#### **4.3.2 Personal Qualities and Qualifications**

The positive response on the relevance of the personal qualities and qualifications listed in section B of the questionnaire of the principal's efficiency and effectiveness revealed very interesting results. Positively responding that the principal with a good physical health and a sound mental health is very important to pursue further educational training than someone who lacks them. The results also underscored the importance of academic knowledge which entailed the basic acquisition of a University degree.

Being courageous in facing problems was estimated as very greatly agreed in ensuring effectiveness. Positively responding that the head must demonstrate the ability to mix properly with peers and subordinates in achieving institutional goals.

Trust was endorsed by the respondents as a vital quality needed for effective leading as it creates cohesion. It is a basic fact that neatness is more attractive and appealing and it is most likely that the principal who is neat may command and attract

more respect than the one who is not. Though respondents rated further training in educational management as an essential tool in effective leadership, a group of respondents thought that it was the performance of the principal that mattered and not the number of years in service.

#### **4.3.3 Leadership Roles of the Principal**

The main components of the principal's role perceived by members of staff form the basic structure of the study, namely

- (i) Decision-making
- (ii) Effective communication
- (iii) Visionary leader
- (iv) Power of influence
- (v) Positive force
- (vi) Empowering followers

The study indicates differences in opinions on the frequency with which activities of leadership roles occur.

#### **4.4 Decision-Making**

All principals are decision-makers. The effectiveness is largely reflected in the decision-making processes used in dealing with problems and the effect of sharing the decision-making power with tutors (Yuki, 1981).

The principal's leadership power to lead is bounded by the realities of organizational life and consequently every member of staff should be encouraged to be part system. As a result most decisions must be made through a participatory approach whereby individuals and groups are involved in the decision-making process. In

participating decision-making, individuals who participate are usually more satisfied with the decisions they have collectively made, enthusiastically support and this leads to improved decision quality, increased commitment of tutors to the decision outcomes which they have influenced and above all enhance staff job satisfaction and motivation.

The decision-making process had the lowest combined mean score of 2.4 depicting the least occurring role among the six performed by effective principals. This must be a matter of concern to all stakeholders of education, since it is the most important quality of an effective principal since there also issues are resolved everyday. The dominant activities in the area of the decision making process which recorded significantly negative response include the principal consulting with staff before making important decisions, encourages staff to participate in the decision making process, accepting and applying suggestions made by staff, making careful analysis of problems before taking action and admitting mistakes when he makes them. The results reflect the less amount of tutors' participation in the decision-making process and the amount of principal's imposed direction used in the execution of decisions. The findings pertaining to the role of the Principal as a decision-maker suggest the autocratic style of leadership.

#### **4.5 Communication**

Communication is a basic prerequisite for the attainment of institutional goals. Respondents expressed positive agreement as evidenced by the means of combined responses of 2.8. Activities such as keeping teachers fully informed, expresses thoughts clearly and forcefully, and employing fully all communication systems in addition to communicate a sense of being by the principal, had favourable responses. Activities

that had very low ratings are the principal as a very good listener and being attracted for tutors to want to hear him. The behaviour of the principal and the staff is reciprocal in that a principal who is unwilling to listen to the concerns of his subordinates will definitely not win the admiration of tutors to want to hear him either.

Generally, the findings indicate that communication activities are often provided by principals of technical institutions.

#### **4.6 Principal as a Visionary Leader**

The principal as a visionary leader ranks fifth from the mean of a combined response of 2.6. This is an indication that activities summing up the visionary orientation of the principal were less observed in technical institutions. Importantly, the dominant percentage of the responses were in the areas of activities such as the principal ensuring qualified staff to school and staff obeying school rules. Employing capable and technically competent staff to handle the various commitments of their jobs and the adherence to rules and regulations in instilling discipline are essential in achieving maximum efficiency and effectiveness.

However, quite a number of activities records low responses which state that the principal organizes regular meetings with staff, articulating an inspiring mission to all staff, makes work enjoyable nor tying short term work goals to institutional mission. This should be of paramount concern to all stakeholders of education since Ghana needs more than before, innovative approaches which have the potential of bringing radical changes to cope with this technological era, typical of a visionary leader.

#### **4.7 Principal with Power of Influence**

The findings confirmed the assertion that one of the most determinants of the principal's effectiveness is success in influencing members of staff and developing their commitment to task objectives (Yuki, 1984). The principal's power of influence is rated first on the combined mean score with 3.5, suggesting that activities summing up the power of influence on the part of the principal very often occur in the technical institutions. Respondents were of the opinion that the principal frequently provides enough structures to create a cohesive feeling among staff, establishes an authority line that is clear, consistent and appropriate for the situation, uses status and bureaucracy impersonally and is respected by staff when authority is used. Furthermore, the principal uses the power that he has with firmness but also with sensitivity and effectively balances role, personality and knowledge to fulfill his role. These observations are not surprising according to Fiedler (1974), who portrays leadership as an interpersonal process that involves the exercise of influence.

#### **4.8 Principal with a Positive Force**

Respondents agreed more with the frequent occurrence of activities denoting the positive force of the principal. The average rating is 3.4 holding implications for the frequent occurrences of the principal power of force and placed second on the ranking order. Dominant percentage of responses were recorded in all the activities such as the principal promote good relations among staff, develops a working climate that yields high levels of productivity. Also the principal was energetic and refuses to be desk-bound, develops maximum personal and professional growth as well as creating an active tempo for tutors to emulate.

The study provides support for the power of force of the principal which culminates in positive attitude, thus encouraging and motivating tutors to complete tasks successfully.

#### **4.9 Principal who Empowers Members of Staff**

Empowerment of staff is one of the important roles performed by effective principals. Indeed empowerment as a role has one of the lowest mean ratings as a leadership role, as it ranks forth with a mean rating of 2.7. This is an indication that principals sometimes engaged in activities that can empower members of staff. A greater number of activities had negative responses and low ratings. Activities recorded includes the principal did not make staff feel like team members, show compassion for others, provides rewards that are important to staff, and develop staff into followers. Surprising, the principal has the full backing of the tutors who work under him with a mean score of 3.1. The result leads the researcher to a way of thinking about the reluctance of principals in empowering members with the simple reason of being ‘thrown out’ of job as a result of better performance of subordinates. Accordance to D’Souza (1990), leaders cannot do the job alone and the onus is on the task being performed well. The fact of the matter is that principals should help tutors reach their full potential by empowering them thereby succeed in creating an incredible team to make principals effective.

#### **Suggestions Tutors Offered for Improving the Leadership of the Principal**

Tutors were requested to suggest two ways for improving the effectiveness of the principal leadership. Frequently recurring decisions and suggestions with similar intentions were put together and presented as follows:

- i. Visionary to promote change and innovation.
- ii. Strong, dynamic and decisive.
- iii. Having good and cordial working relations with staff and community.
- iv. Employing qualified, competent and experienced teachers.
- v. Displaying appropriate participative decision-making skills.
- vi. Fostering effective use of all components of communication network.
- vii. Availability of opportunities for short courses and industrial attachment to be current with technology and offer effective hands on training.
- viii. Empowerment of members through the share of leadership functions
- ix. Motivating by providing appropriate remuneration rewards and other incentives.

### **Summary**

The evidence available suggested that the principal is perceived to exhibit behaviours that are regarded as helping tutors move towards the attainment of the institutional goals. However, the degree of acceptance or rejection as the principal by tutors is very paramount in determining the principal's effectiveness.

Tutors expressed positive perception about the fact that the principal should be endowed with personal and academic qualities to enhance his effectiveness.

It is the general opinion that effective principals should vary the performance of their leadership style by exhibiting high levels of task and relationship oriented behaviours which suggested the participative or democratic leadership style of which is the preference of tutors.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **Summary of the Study**

The research was conducted to determine which perceived roles staff expected their principals to play as effective leaders in technical institutions in necessitating maximum output from teachers, thus turning out graduates who have developed technical employable hands-on skills that will meet the ever-changing and dynamic manpower requirement of the Ghanaian industry.

The category of respondents was members of staff who had taught for not less than 5 years from four technical institutions in four regions of Ghana namely Ashanti, Greater Accra, Central and Western Regions respectively. These institutions were chosen because of the nature of the programmes pursued – institutional-based students (students attending 3 years full time course) and apprenticeship model of trainees (trainees combining school session and on the job session as part of their training).

One hundred and fifty members of staff selected through purposive sampling procedure constituted the sample for the study. The instrument used was the questionnaire and responses were indicated on a five point Lickert scale ranging from very strongly agree (5) to disagree (1). The bases of the questionnaire were the qualities and roles as gleaned from the Review Literature of an effective principal.

These were decision-making, communication, empowering followers, power of force, power of influence and a visionary leader.

The responses were tabulated and the data were put into frequencies, percentages, rank ordering and analyzed.

In this chapter, the findings of the study are summarized and conclusions drawn. Recommendations are made and suggestions are also offered for further research.

### **Summary of Findings**

Some key findings were obtained from the data collected from respondents. It was the general opinion of tutors that the principal should be endowed with academic personal qualities to enable him to be effective and efficient in a technical institution. Furthermore, it is the perception of tutors that the principal should acquire up to date knowledge with at least a first University degree which serves as a source of authority in the leadership relationship.

It was also the general consensus of whom that the principal must be physically and emotionally sound to cope with the leadership functions which is so demanding, unrelenting job with enormous pressure and grave responsibilities. The principal is also expected to establish strong and close interpersonal relationship with tutors in terms of understanding their findings and intentions which facilitates mutual trust and respect. Views synthesis denoted that respondents appreciated a principal who had the ability or courage to face problems with a high sense of self-confidence and composure. The results also suggest that tutors want to work and are satisfied with a principal who has

the ability to settle conflicts among tutors and groups which is inevitable in any human institutions.

In response to the type of leadership style to help leaders be more effective in their interactions with people, members of staff preferred option was for a participatory style. By this, leaders encourages through supportive communication, engages in collaborative facilitating behaviour while emphasizing both task and relationship orientation. This participative leadership style result in increased commitment and satisfaction. The inescapable fact is that in the actual school situation, the principal cannot always indulge in this type of leadership.

The roles of effective principal in ensuring maximum performance were examined. With the principal's role as a decision-maker, it was the general opinion that the principal should consult with tutors, solicit their suggestions and take these suggestions seriously into consideration before making a decision. The perception lies in the fact that tutors' participation in decision-making process serves as a source of satisfaction and instrumental to principal's effectiveness. The principal was also expected to admit mistakes when he commits them. This can help tutors to readily accept their faults when they go wrong. Significant involvement in the day-to-day work related decisions is very much appreciated by tutors.

On the issue of the principal as an effective communicator, it was the view of the majority of tutors that the principal should fully employ all communication systems thereby keeping tutors fully informed about issues pertaining to their work. Tutors overwhelmingly wanted a Principal with a listening ear which induced tutors' openness and acceptance of ideas and influences. However, tutors appreciate the principal

expressing thoughts clearly and forcefully thereby inferring a sense of being in controlling in the affairs of the institution.

The results show that tutors believe that a visionary principal aside ensuring qualified staff to school should organize regular meetings staff to give tutors opportunity to have a say on all issues as well as the improvement on cordial relationship. A well articulated and inspiring mission by the principal which is the preference of tutors holds the group together. Tutors thought the principal should initiate and foster change in technical institutions in view of the rapid technological change.

The effect of the power of influence was most revealing as it had a significant positive impact on the perception of tutors. Tutors felt strongly that the principal should put structures in place to allow tutors to work together towards a common goal in a united and coordinated manner as a team thereby attracting admiration and respect in ensuring the effectiveness of the principal. Tutors agreed strongly that the principal should establish tools of control such as structure, authority and discipline with a human touch since these culminates either negatively or positively on tutors morale and esprit. Tutors affirm that the principal's power of influence is determinant in the principal's effectiveness.

Also according to the tutors, the principal should maintain a positive attitude by creating an enabling environment to promote a high level of productivity He is also expected to generate personal and vigour and confidence of tutors manifesting itself in action. A principal with positive expectations fuelled by strong and motivating tutors is absolutely essential for principal's effectiveness and efficiency.

Concerning the empowerment of tutors by the principal, tutors perception is that the effective principal should without favouritism encourage members to effectively act collectively as one among the group towards the achievement of a common goal. Tutors were of the notion that the principal should take account of tutors' needs, interpersonal relationship and reward tutors appropriately. Consequently, the tutors felt Principal cannot be effective without empowering tutors.

### **Conclusion**

The significant result of this study is tutors perception that the principal's effectiveness is an immutable aspect of personality attributes and cognitive ability.

The next important finding of the study was the many facets of leadership styles employed by principals. In examining this issue, tutors indicated their preference to the participative leadership style which is characterized by cooperation and collaboration although experts assert that effectiveness in leadership style is contingent on features of the group and the institutional environment.

A widely accepted view by tutors was the roles of the principal. The result showed that the extent of participation of tutors in the making and execution of decisions in technical institutions suggests the autocratic leadership style.

Furthermore, there was general assertion that tutors felt open and more attracted to a listening principal. Evidence supports the notion that principals of technical institutions lack vision in providing viable bias for action and this explains the stagnant growth of technical education in the country.

There is also a strong opinion that principal positively performs the roles of the power of influence and the power of force.

The study also stipulates the perception of tutors that principals should take account of tutors' need and empower tutors in order to avoid a leadership vacuum when the principal ultimately departs.

Finally, it can be stated that perception of principal's effectiveness is positively associated with the performance of role.

### **Recommendations**

From the findings made and conclusions drawn the following recommendations are made:

- 1 Seminars should be organized to equip heads of institutions with the knowledge, competencies and skills that are needed for principals to be effective in achieving targeted institutional goals.
- 2 Principals should display appropriate participative decision-making skills by recognizing problems, evaluating facts and appropriately implementing decisions for maximum commitments, creativity and mutual support.
- 3 Tutors have positive perceptions of the effectiveness of the principals. Consequently, principals should develop their intellectual capabilities and personal behaviour to enhance their leadership potentials.
- 4 Principals should think across boundaries and desist from routinely tried practices in technical institutions.
- 5 Tutors should grow and develop. Principals should empower their subordinates through delegation thereby providing continuity of leadership.
- 6 Principals not trained for leadership functions in technical roles do manifest stereotypic leadership behaviour.

### **Suggestions for Further Research**

1. It is recommended that this research is replicated to cover more technical institutions to know if findings can be generalized.
2. It is recommended that respondents i.e. students, non-teaching staff and outside the school community be used in a replication of this study to see if significant differences in opinion would emerge.

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## APPENDIX A

## **APPENDIX B**

### **QUESTIONNAIRE**

A study is being conducted on the effective roles of Principals and the effect on the performance of members of staff in technical institutions in Ghana.

This questionnaire is prepared by a final year M. ED (Management) student to seek information for the writing of project for the award of the M. ED degree. Your assistance is kindly being sought to participate in this exercise by completing this questionnaire. You are assured of total anonymity, so please feel free to express your views. Thank you.

#### **SECTION A**

##### **Personal Data**

Tick (/) the appropriate response to the following questions

1. Sex: Male  Female
2. Qualification
3. Rank
4. No. of years of teaching experience

## SECTION B

### Personal Qualities and Qualifications

Circle the numbers on the scale to show the extent to which you agree that academic qualification and personal qualities help to make the Principal effective.

### Interpretation of Numbers

- 5 - Very strongly agree
- 4 - Strongly agree
- 3 - Somewhat agree
- 2 - Somewhat disagree
- 1 - Strongly disagree

- 1. Has University degree
- 2. Has taught for more than ten years
- 3. Has received further training in educational administration
- 4. Has good physical health
- 5. Has sound mental health
- 6. Neat in appearance
- 7. Can be trusted in dealings with his/her subordinates
- 8. Able to mix well with both peers and subordinates
- 9. Courageous in facing problems
- 10. Capable of settling disputes between groups and individuals in the institute

## SECTION C

### Leadership Style of the Principal

#### PART I

Circle the number of the scale to indicate the extent to which you agree that each of the listed items is an effective leadership style for achieving maximum performance.

- 5 - Very strongly agree
- 4 - Strongly agree
- 3 - Somewhat agree
- 2 - Somewhat disagree
- 1 - Strongly disagree

- |   |  |   |   |   |   |   |
|---|--|---|---|---|---|---|
| 1 | Telling tutors what to do by providing specific instructions.                                      | 5 | 4 | 3 | 2 | 1 |
| 2 | Making decisions and trying to explain and persuade tutors to accept them.                         | 5 | 4 | 3 | 2 | 1 |
| 3 | Sharing ideas and facilitating in decision-making and carrying out whatever decisions tutors make. | 5 | 4 | 3 | 2 | 1 |
| 4 | Permitting tutors to accomplish task within limits defined by the Principal.                       | 5 | 4 | 3 | 2 | 1 |

**PART II**

What suggestions do you offer for improving Principal’s leadership?

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

**SECTION D**

**The Effective Role of the Principal**

Instructions

Please draw a circle around one of the five numerical response codes (5, 4, 3, 2, 1) following each question which reflects the extent to which each practice is a characteristic of the Principal in your institute.

**KEY**

- 5 - Very often
- 4 - Often
- 3 - Sometimes
- 2 - Seldom
- 1 - Never

**(i) Principal as DECISION MAKER**

- |   |  |   |   |   |   |   |
|---|--|---|---|---|---|---|
| 1 | Consults with staff before making important decisions.         | 5 | 4 | 3 | 2 | 1 |
| 2 | Encourage staff to participate in the decision-making process. | 5 | 4 | 3 | 2 | 1 |
| 3 | Accepts and applies suggestions made by staff.                 | 5 | 4 | 3 | 2 | 1 |

|   |  |   |   |   |   |   |
|---|--|---|---|---|---|---|
| 4 | Stages and communicates decisions with pride and decisiveness. | 5 | 4 | 3 | 2 | 1 |
|---|--|---|---|---|---|---|

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 5 | Is able to admit mistakes when he/she makes them. | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 6 | Does careful analysis of problems before taking action. | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|

**(ii) Principal as EFFECTIVE COMMUNICATOR**

|   |                               |   |   |   |   |   |
|---|-------------------------------|---|---|---|---|---|
| 1 | Keeps teachers fully informed | 5 | 4 | 3 | 2 | 1 |
|---|-------------------------------|---|---|---|---|---|

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 2 | Expresses thoughts clearly and forcefully | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|

|   |                    |   |   |   |   |   |
|---|--------------------|---|---|---|---|---|
| 3 | Is a good listener | 5 | 4 | 3 | 2 | 1 |
|---|--------------------|---|---|---|---|---|

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 4 | Employs fully all communication systems | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 5 | Communicates a sense of ‘being’ in charge | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|

|   |  |   |   |   |   |   |
|---|--|---|---|---|---|---|
| 6 | Attracts others to want to hear what he/she has to hear. | 5 | 4 | 3 | 2 | 1 |
|---|--|---|---|---|---|---|

**(iii) Principal as a VISIONARY**

|   |                                   |   |   |   |   |   |
|---|-----------------------------------|---|---|---|---|---|
| 1 | Engages qualified staff to school | 5 | 4 | 3 | 2 | 1 |
|---|-----------------------------------|---|---|---|---|---|

|   |                                      |   |   |   |   |   |
|---|--------------------------------------|---|---|---|---|---|
| 2 | Ensures that staff obey school rules | 5 | 4 | 3 | 2 | 1 |
|---|--------------------------------------|---|---|---|---|---|

|   |                                       |   |   |   |   |   |
|---|---------------------------------------|---|---|---|---|---|
| 3 | Organizes regular meetings with staff | 5 | 4 | 3 | 2 | 1 |
|---|---------------------------------------|---|---|---|---|---|

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 4 | Articulates an inspiring mission to staff | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|

|   |                      |   |   |   |   |   |
|---|----------------------|---|---|---|---|---|
| 5 | Makes work enjoyable | 5 | 4 | 3 | 2 | 1 |
|---|----------------------|---|---|---|---|---|

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 6 | Generates a feeling of pride and higher productivity in staff | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|

**(iv) Principal with POWER OF INFLUENCE**

|   |  |   |   |   |   |   |
|---|--|---|---|---|---|---|
| 1 | Provides enough structure to create cohesive feeling among staff.                          | 5 | 4 | 3 | 2 | 1 |
| 2 | Establishes an authority line that is clear, consistent and appropriate for the situation. | 5 | 4 | 3 | 2 | 1 |
| 3 | Uses status and bureaucratic impersonality.  | 5 | 4 | 3 | 2 | 1 |
| 4 | Is respected by staff when authority is used.  | 5 | 4 | 3 | 2 | 1 |
| 5 | Uses the power that he has with firmness but also with sensitivity.                        | 5 | 4 | 3 | 2 | 1 |
| 6 | Uses role, personality, knowledge, power in a balanced, effective manner.                  | 5 | 4 | 3 | 2 | 1 |

**(v) Principal as POSITIVE FORCE**

|   |  |   |   |   |   |   |
|---|--|---|---|---|---|---|
| 1 | Promotes good relations among staff.                               | 5 | 4 | 3 | 2 | 1 |
| 2 | Develops a working climate that yields high level of productivity. | 5 | 4 | 3 | 2 | 1 |
| 3 | Highly energetic and refuses to be desk-bound.                     | 5 | 4 | 3 | 2 | 1 |
| 4 | Facilitates maximum personal and professional growth.              | 5 | 4 | 3 | 2 | 1 |
| 5 | Reflects a positive attitude during difficult times.               | 5 | 4 | 3 | 2 | 1 |
| 6 | Creates an active tempo that others want to stimulate.             | 5 | 4 | 3 | 2 | 1 |

**(vi) Principal who EMPOWERS STAFF**

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1 | Makes each staff feel like a team member.         | 5 | 4 | 3 | 2 | 1 |
| 2 | Demonstrate compassion for others                 | 5 | 4 | 3 | 2 | 1 |
| 3 | Provides rewards that are important to staff.     | 5 | 4 | 3 | 2 | 1 |
| 4 | Strives to win by allowing staff to win.          | 5 | 4 | 3 | 2 | 1 |
| 5 | Develops staff into followers.                    | 5 | 4 | 3 | 2 | 1 |
| 6 | Full backing of all those who work under him/her. | 5 | 4 | 3 | 2 | 1 |