

UNIVERSITY OF CAPE COAST

A STUDY ON TEACHERS' AND STUDENTS' PERCEPTION OF THE
LEADERSHIP EFFECTIVENESS OF HEADS OF SENIOR SECONDARY
SCHOOLS IN THE GA DISTRICT OF GREATER ACCRA REGION

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in Educational Administration

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DECLARATION

Candidate's Declaration

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

Candidate's Signature:  Date: 1/08/07

Name: Grace Mavis Arku

Supervisor's Declaration

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

Supervisor's Signature:  Date: 30-07-07

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ABSTRACT

The study was conducted to see how effective the heads of Senior Secondary Schools in the Ga district are. The study sought to investigate the perception of teachers and students of the leadership effectiveness of these heads in the Ga District of the Greater Accra Region.

The respondents of the study were teachers and students of five Senior Secondary Schools in the Ga district, namely the Presbyterian Boys Secondary School (Presec), St John's Grammar School, West Africa Secondary School, Odorgonno Secondary School and Amasaman Secondary/Technical School. Ten research questions were formulated to investigate such factors as the extent to which teachers and students perceive their heads to be effective in the administration of the school; and the extent to which teachers and students perceive the performance of their heads in creating an enabling environment for effective academic work.

The study revealed, among others, that heads of second cycle institutions in the Ga district of the Greater Accra Region mobilize resources such as teaching and learning materials for effective teaching and learning. They also involve their teachers and students effectively in decision-making.

Based on the findings of the study, a number of recommendations were made such as the need for heads of Senior Secondary Schools to promote effective teaching and learning, and undertake income generating ventures to raise fund for procuring resources.

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TABLE OF CONTENTS

	Pages
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER	
ONE	
INTRODUCTION	1
Background to the Study	1
Purpose of the Study	2
Research Questions	3
Delimitation of the Study	4
Limitations of the Study	5
Significance of the Study	5
Definition of Terms	10
TWO	
LITERATURE REVIEW	11
Trends in the Study of Leadership	11
Model of Leadership Perception	23
Categorization Theory and Leadership Perception	25
Perception	27

	Page
The Components of Social Perception	29
Emotional State of Perceiver	30
Motivational State of Perceiver	31
Individual Features of Perceivers	31
The Structure of Leadership in the Ghana	
Education Service	33
Functions of Ghana Education Service	34
Types of Leadership	35
Nomothetic-Idiographic-Transactional Leadership	38
The Role of a Leader	43
Leadership and School Organizational Climate	49
Leadership in Schools	53
Leadership Effectiveness	62
Summary	66
THREE	
METHODOLOGY	69
Research Design	69
Population	69
Sample	71
Research Instrument	72
Pre-Testing of Instrument	73
Data Collection Procedure	74
Data Analysis	74

		Page
FOUR	RESULTS AND DISCUSSION	76
	Summary	93
FIVE	SUMMARY, CONCLUSIONS AND	
	RECOMMENDATIONS	95
	Summary of Research Findings	96
	Conclusion	97
	Recommendations	100
	Areas for Further Study	101
	REFERENCES	103
	APPENDICES	106
	A. Letter of Introduction by Director of I.E.P.A	106
	B. Letter of Introduction by Candidate	107
	C. Questionnaire for Teachers and Students	108

LIST OF TABLES

Table		Page
1	Alternative Types of Processes used to form Leadership Perceptions	24
2	Population of the Students and Staff	70
3	Sample of Students	72
4	Sample of Teachers	72
5	Staff Involvement in School Administration	77
6	Delegation of Authority to School Heads	78
7	Students' Responses on Punctuality to School	80
8	Teachers' Responses on Punctuality to School	81
9	Monitoring of Academic Work by Heads	82
10	Resources Mobilisation by Heads	83
11	Emotional Stability of Heads	84
12	Involvement of Students and Teachers in the Decision-making Process	89
13	Staff-head Relationship	86
14	Establishment of Self-Confidence in Teachers	90
15	Conflict Resolution	92

LIST OF FIGURES

Figure		Page
1	Organizational - Nomothetic Dimensions: Personal Idiographic Dimension	39
2	Nomothetic – Idiographic - Transactional Leadership	41

CHAPTER ONE

INTRODUCTION

Background to the Study

It is generally agreed that leadership is essential to organisational success because it involves influencing the activities and behaviours of individuals or a group in their efforts towards goal achievement in an organisation. The concept of leadership deals with exercising influence on others through social interaction. To understand leadership and its nature, the quality of the social interactions involved must be examined. At the heart of leadership is power. If someone has power it means he or she has control over other people, events or activities. Power is, therefore, usually equated to authority. Leaders are automatically powerful because power is the basic force initiating and sustaining action that translates intention into reality when people work collaboratively.

Definition and Characteristics of Leadership

Musaazi (1982) in an attempt to define leadership, states that leadership is the process of influencing the activities and behaviour of an individual or a group in efforts towards goal achievement in a given situation. The followers, the society and the situation in which a leader operates largely determine leadership. Leadership is equal to function and this can be seen, in terms of a leader, followers and the situation in which the leader operates. Some elements of leadership are personality, behaviour, attitudes, values, style, needs and motives.

Other elements are the relationship established in the group, trust between the leader and followers, climate of group organization, nature of task, time or period in which the leadership is exercised and limitations.

Savedra and Hawthorn (1990) define leadership as “the ability of getting people to follow you attempting to achieve your objective as if these were their own” (p.44). It is, therefore, essential for a leader to have subordinates. Subordinates who accept the authority of their leader by shared agreement voluntarily grant him or her power. Leaders do not wield power which is vested in an office, they rather exercise power that subordinates have entrusted to them willingly. Subordinates entrust power to their leaders because they share in the values and beliefs of the leader and also have the conviction that they are protected. However, subordinates can withdraw their support for their leader if they are dissatisfied with his or her leadership.

The Reverend Dr. Martin Luther King Junior, for example, was known as one of the greatest and powerful leaders of the twentieth century, yet he had no legal authority to influence his followers. Dr King had a magnificent speaking ability which enabled him to express the demands of Africans for social justice. His eloquent pleas won the support of millions of people both blacks and whites and made him internationally famous. He won the 1964 Nobel peace prize for leading non-violent civil rights demonstration. In spite of King’s stress on non-violence he often became the target of violence and was assassinated when he was only thirty-nine years old. However, before his death he was the only Southern

American whose birthday was observed as a national holiday apart from the first American President, George Washington.

Former President of Ghana, Jerry John Rawlings, who took power through a coup d'etat became a civilian and stood for election in 1992 and won. He was re-elected in the year 1996. Much of his success could be attributed to his charisma and ability to speak and convince people.

The understanding of leadership is now undergoing a great change in all fields of human endeavour, not just in schools. Much experience, therefore, needs to be tapped from enlightened leaders of business, industry and the military as well as enlightened educational leaders. The direction of change in this upheaval is a long way from the old concept of leadership, where the leader wielded unlimited power and authority (all in all), towards developing respect and concern for the subordinates and the ability to see them as powerful sources of knowledge, creativity and energy for improving the organization.

Experts on leadership distinguish between formal and informal leadership. Formal leadership is the process of influencing subordinates or employees to pursue official organizational objectives. Informal leadership, on the other hand, is the process of influencing others to pursue unofficial objectives; this may or may not serve the interest of the organization. The school as an organization falls under formal leadership. Formal leaders usually have a measure of legitimate power because of their position. Leadership, whether formal or informal, depends on expedient combination of rewards, coercion, referent and expert power.

The organisational structure of the school has the head at the helm of affairs. The head is a model who is emulated by everybody. He or she controls all the activities of the school. In the discharge of his or her duties, the head delegates authority to some members of staff to perform or supervise some activities on his or her behalf. However, the head takes responsibility for all the activities of the school. The leadership style adopted by the head ensures the success or otherwise of the school. As the leader, the head has a big role to play for the progress of the school. It is, therefore imperative that he or she has a vision and works towards it. It is incumbent on the leader to constantly engage him or herself in a dynamic process of stating a vision of the things to come, reviewing the vision in the light of current events, beliefs and ideas. A leader ought to have a clear focus of the beginning of an organization and the progress that has been made by the organization. If the need arises for the vision to be restated this is done for the betterment of the organization. It is important that the vision of a leader is uplifting, focusing on new areas and creating room for progress and how to attain it.

Owens (2001) states that a good leader initiates structures to get the work done. He or she specifies the tasks to be performed and endeavours to establish well-defined patterns of organizations, channels of communication and methods or procedures, scheduling and designating responsibilities. The head, as the leader of the school, performs a number of administrative functions. His or her success as an administrator, leader and manager of the school is assessed in terms of the

efficiency with which he or she performs these functions. His or her performance sets the tone and quality of the school. This is exemplified by the observation of the commonwealth secretariat (1993) that it is widely recognized and agreed that one of the key factors influencing school effectiveness is the nature and quality of the leadership and management provided by each school head.

The clarion call for effective leadership in Ghanaian schools has been sounded loudly as a result of the interest that individuals have developed in the schools in recent times. This interest is channelled through patterns of collaboration between the school and the community. The formation of School Management Committee (SMC), the institution of the District Education Oversight Committee (D.E.O.C) and the existence of Parent Teacher Associations (P.T.A) buttress the fact that there is an increased interest in the affairs of Ghanaian schools. The heightened interest is a testimony to the awareness that education is the bed- rock of the development of every nation. Education is an eye opener and a tool, which is used to construct society. No country has ever developed without well-trained manpower resources. It is the responsibility of the head of any educational institution to ensure that educational goals are achieved to enable the manpower resources produced be fully utilized for the development of the nation.

According to Owens (2001), an effective leader develops friendship, mutual trust, respect and warmth in relationships between the leader and the followers. These behaviours are usually labelled as consideration or concern for people. Effective leaders motivate their followers, unite them and share the vision

of the institution with them. They also arouse their followers interest and commitment to bring about the vision of a better future. Effective leaders also organize their working environment and ensure that the envisioned goals become the central point of focus in the institution. The leader also facilitates the activities of the followers to achieve the vision of the institution.

Mansell (1997) states that in order to become an effective leader there are four main issues to address. These are keeping things going, changing things, coping with crises and planning for the future. To keep things going requires that the leader should be present, be aware of everything that is going on, be concerned with rules, standards, procedures and also should see to it that the staff complies with these. Things can easily be changed if a leader willingly steps back from the old ways of doing things, considers alternative ways and accepts ideas and suggestions from all that are concerned with the change. Mansell continues and states that a leader prepares for crises by working-out procedures in advance. To plan for the future a leader ought to look outside the institution and beyond its immediate concerns and liaise with other leaders to know what is happening in other institutions and the educational sector.

According to Yukl (1981), the conception of leadership effectiveness differs from one writer to another. However, the main distinction between various definitions is the type of consequence or outcome selected to be the effective criterion. These outcomes in the view of Yukl include group capacity to deal with crisis, subordinate satisfaction by the leader and attainment of group goals, group

survival, group growth, psychological well-being and development of group members among others.

The Purpose of the Study

The purpose of the study is to investigate Teachers' and Students' Perception of the Leadership Effectiveness of Heads in Senior Secondary Schools in the Ga District of the Greater Accra Region. Specifically, the study sought to investigate the following:

1. The extent to which the heads of senior secondary schools in the Ga District of the Greater Accra Region involve their staff and students in decision-making and in the general administration of the schools.
2. The extent to which the heads of senior secondary schools in the Ga District of the Greater Accra Region make good use of the resources available in their schools.
3. How the heads of senior secondary schools in the Ga District of the Greater Accra Region are perceived by their staff and students in relating to people and managing conflicts.

Research Questions

The study sought to address the following research questions:

1. How do teachers and students of Senior Secondary Schools in the Ga District of the Greater Accra Region perceive the extent to which their heads involve them in the general administration of the schools?

2. How do teachers and students of senior secondary schools in the Ga District of the Greater Accra Region perceive their heads regarding the use of the resources available in their schools?
3. Do the teachers and students of Senior Secondary Schools in the Ga District of the Greater Accra Region perceive their heads to be emotionally stable for their positions?
4. How do teachers and students in Senior Secondary Schools in the Ga District of the Greater Accra Region perceive the extent to which their heads involve them in decision-making?
5. Do students and teachers in Senior Secondary Schools in the Ga District of the Greater Accra Region perceive their heads as human relation facilitators?
6. What is the perception of teachers and students in the Ga District of the Greater Accra Region regarding the role of their heads as conflict managers?

Delimitation of the Study

The study was conducted in five of the six Senior Secondary Schools in the Ga District of the Greater Accra Region, namely Presbyterian Boys Secondary School (Presec), St John's Grammar School (St Johns), West Africa Secondary School (WASS), Odorgonno Secondary School (OSSA) and Amasaman Secondary Technical School (AMASEC). NGLISHIE Amanfro Secondary School, which is the newest Secondary School in the District, is purposely eliminated from the study because, as a new school, it may be facing some teething problems

which may cloud the minds of teachers and students there and affect their perception.

Limitations of the Study

This study encountered some difficulties which served as its limitations. The first problem which it faced was the period within which the questionnaire was administered. The researcher was unable to administer the questionnaire personally in the Presbyterian Boys Secondary School because the students were busily preparing for a cultural festival when the researcher arrived in the school. A teacher who was well known to the researcher collected the questionnaires and administered them during her own free period. This prevented the researcher from having a personal contact with the respondents. Also, some respondents failed to answer some of the questions posed by the questionnaire. This prevented the researcher from having the questions fully answered.

The Significance of the Study

The study is very important because it will help unearth the perception of both teachers and students in the Ga District of the Greater Accra Region about the leadership effectiveness of their heads. The findings of this study will help in discerning the behavioural patterns exhibited by the heads of Senior Secondary Schools in the Ga District. It will also give immense help to educational authorities who are concerned with the selection and appointment of heads of second cycle institutions because the knowledge acquired in this study can help them develop quality interview questions which will ascertain interviewees

effectiveness before their appointment. In addition, the study will contribute to knowledge and inspire others to research in the area of leadership effectiveness. On a broader perspective, the study can be beneficial to the management of organizations as it delineates subordinates' perception of leadership effectiveness as a vital ingredient in the management of organisations.

Definition of Terms

In the conduct of research, specific terminology is used to clarify phenomena. This study used specific terms to express clarity in the process of the research. The operational definitions of the terms used in the context of the study are:

Perceptual set: In this context, it means how an individual is influenced by some past experience which enables him or her perceive certain features differently.

Tunnel vision: This term means the different views that individuals hold which affect their perception about people and events.

Behavioural repertoire: In this context, this term means people's reactions as a result of their perceptions about people or events.

Units of production: This term as it is used in the dissertation, refers to leaders who are task-oriented and neglect the needs of subordinates but use those subordinates effectively for the progress of the organisation.

Encourage the heart: This term is used to signify motivation that is to be given by leaders to inspire subordinates to work hard.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews some of the related literature on the study. The review focuses on such theoretical perspectives of leadership as a management function as well as a process of influencing the activities of subordinates to achieve the goals of an organisation. Specific areas covered include trends in the study of leadership, model of leadership perceptions, the structure of leadership in the educational system, leadership styles, leadership roles, leadership and school organizational climate, leadership in schools and leadership effectiveness.

Trends in the Study of Leadership

Abosi and Brookman-Amissah (1992) cited Bryman (1986) and note that leadership is the activity of influencing people to work towards a desired state of affairs, move, guide and control action towards a specific desired state of affairs. Leadership implies change, dynamism and a sense of direction.

A leader is seen as a benign disruptor of the status quo. This means that a leader is an initiator of change. Early scholars on leadership viewed leaders as possessing certain qualities which were not found among followers. Hence attempts were made towards identifying those qualities.

Variables of Leadership

According to Russell (1990), leadership is categorised by Mc Gregor (1966) under four major variables. These include the characteristics of the leader,

the attitudes, needs and other personal characteristics of the followers, the characteristics of the organisation such as its purpose, its structure and the nature of the task to be performed, that is, the social, economic and political milieu.

Russell (1990) refers to Merto (1969) as stating that leadership should be a social transaction whereby a person is able to influence others. Leadership, in the view of Stogdills (1974), should set goals and achieve goals; as such a leader should be able to initiate a process whereby he or she can influence the activities of an organized group for the achievement of the set goals.

Again, Russell mentions Gardner (1986) who states that leadership implies a process where an individual or a leadership team uses persuasion and example to induce a group to take an action that will be in accordance with the leader's purpose or purposes and which will be of interest to all stakeholders.

Robbins and Coulter (1999) note that, "Leaders refer to people who are able to influence others and who possess managerial authority" (p.519). Leadership, according to them, is the ability to influence a group towards the achievement of goals. They continue and state that leadership effectiveness depends on the situation and the ability to be able to isolate those situational conditions or contingencies. They add that isolated situational factors, such as style of the leader's immediate supervisor, group norms, span of control, stress, organizational structures as well as external threats are contingency factors that affect leadership effectiveness.

The Concept and Dimensions of Leadership

Kreitner (1995) in an attempt to define leadership notes that leadership is a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organizational objectives. He continues to state that voluntary participation is encouraged in subordinates when their authority and power are complimented. Personality, therefore, becomes an important feature in leadership. This is why leaders need to conduct themselves well so that they become role models to their subordinates.

Higgins (1991) states that leadership is the process of making choices about how to treat people in order to influence them and translate those choices into actions.

Pierce and Newstrom (2000) viewed leadership from a sociological perspective as interplay between two or more actors, a leader and followers, within a particular context.

Mussaazi (1982) in an attempt to define leadership, states that leadership is the process of influencing the activities and behaviour of an individual or a group in efforts towards goals achievement in a given situation. The subordinates and the society or situation in which the leader is operating largely determines the nature of leadership. Leadership, according to Musaaazi is equal to function and this can be seen in terms of the leader, followers and situation. According to him the following are identified as the elements of leadership. personality, behavior, needs, motives, attitudes, values and style. Other elements of leadership are the climate of the group or organization, the time or period in which leadership is

being exercised, the nature of the task, the relationship established in the group, the trust between the leader and the subordinates and limitations.

According to Mussazi (1982), the nature of subordinates, to a large extent, determines the kind of leadership to be practised by the leader. Subordinates or workers often exhibit several characteristics such as size, flexibility, intimacy, homogeneity and control. The size of a group is very important so far as leadership is concerned. In the school set up, the number of staff determines the number of students to admit to a particular school every year. A good leader has to be mindful of the size of his or her subordinates and how to handle them to promote effective leadership.

A critical look at all the definitions reveal that most of them view leadership as a dynamic interaction which involves three dimensions, namely, the leader, the follower and the situation in which the leader emerges or operates. Each of the dimensions has an influence on the others. For instance the accomplishment of goals depends not only on the personal attributes of the leader but also on the needs of the followers and the type of situation in which the institution or organization finds itself.

Functions of Leadership

Marquis and Husten (1992) observe that, some leaders do not have delegated authority but obtain their power through self appointment. They continue to state that some leaders have a wider variety of roles than managers yet such leaders in most cases are not part of the formal organization. Leaders also

focus on group process, information gathering, feedback and empowering of others

According to Higgins (1991), there are different approaches to leadership, ranging from the study of traits and behaviours shared by successful leaders, to the behaviour successful leaders should follow in every specific situation. He continues to state that in any situation leadership choices should be based on consideration of certain major factors. Such factors may be the size of the group, the climate of the group or organisation, the type of relationship that exists between the leader and his or her subordinates, mutual trust and respect from the leader and the followers. Higgins further states that a study, conducted on 500 cases of managers who were leaders, revealed that to be an effective managerial leader, one must rely on five principles of action. These are:

1. Leaders initiate a challenge to the process. They are initiators and innovators. They also do well to encourage those with ideas.
2. Leaders model the way and show others how to behave.
3. Leaders “encourage the heart” and openly celebrate achievements.
4. Leaders are enthusiastic and inspire the shared vision.
5. Leaders are team players and enable others to act.

The ability to influence the direction and strength of other people and motivate them to play their role effectively is the most important quality of leadership. One may influence other people in several ways but all types of influence are based on some sort of authority. Therefore, the ability to control and

successfully influence other people to be motivated so as to play their roles effectively is termed as good leadership (Higgins 1991).

Models of Leadership Styles

Robbins and Coulter (1999) state that Fred Fiedler developed the first comprehensive contingency model for leadership. The Fiedler contingency model proposed that effective group performance depends upon the leader's ability to interact effectively with his or her subordinates and the degree to which the situation permits the leader to control and influence. The model was based on the premise that certain leadership styles would be the most effective in certain types of situations. Fiedler proposed that a key factor in leadership success is an individual's basic leadership style.

Fiedler argues that a person's style may be task oriented or relationship oriented. If a leader is task oriented, it means his or her focus will be on task or goal achievement, irrespective of the welfare of the subordinates. This is where conflict emerges at times. If subordinates realize that their leader does not empathize with them they become dissatisfied and react unfavourably.

According to Robbins and Coulter (1999), Path-Goals theory on leadership states that a leader's behaviour is acceptable to subordinates if they realize that it is an immediate source of satisfaction or a means of future satisfaction. A leader's behaviour motivates to the extent that it makes the satisfaction of subordinates' needs contingent on effective performance and provides support, guidance, direction and rewards that are necessary for effective performance.

Four leadership styles emanate from this statement. They are:

1. The directive leader who leads subordinates, knows their expectations, schedules work to be done and gives guidance as to how the task will be accomplished;
2. The supportive leader who is friendly and shows concern for the needs of subordinates;
3. The participative leader who involves the subordinates in decision-making process; and
4. The achievement-oriented leader who sets challenging goals and expects subordinates to perform at their maximum.

The Path-Goals theory implies that a leader can display any of the above leadership styles depending on the situation.

Perceptual Aspects of Leadership

On their part Lord and Maher (1991) state that leadership at any level of an organization is defined in terms of the perception of subordinates and not by the position that one holds in any organization. This definition implies that at the most fundamental level, leadership is an outcome of the social cognitive processes, which are used to label others.

Lord and Maher (1991) assert that the focus of leadership is not solely in a leader or subordinates; it rather involves behaviour, traits, characteristics and outcomes produced by leaders as these elements are perceived by followers. In addition, leadership processes are merely a specific example of more general social-cognitive processes that continually occur in everyday life. Lord & Maher continue that the content of leadership categories may be unique and the

consequences of being labelled a leader may be particularly dramatic when compared with the consequences of other social labels such as extrovert, introvert and the like especially when these pertain to top-level executives.

Previously, research on leadership laid emphasis on traits, behavioural style and performance of leaders. Though these are important factors associated with leadership, the main issue is how people form or modify leadership perception and the organizational consequences of such perceptions by the use of these factors. A crucial aspect of leadership is missed when one focuses only on these factors as leadership traits or behaviours.

Lord and Maher (1991) state that effective leadership depends not only on the adequate administration of rewards and technical abilities but also on how a supervisor's actions are interpreted by subordinates. The central issue is whether behaviours connote leadership to followers. Behaviour builds a basis for future influence through its impact on subordinates' perceptions of leadership.

Information Processes in Leadership

Lord and Maher (1991) add that information processing is an essential ingredient in understanding leadership perception. Information processing helps to understand the perceptions other people hold of leaders including subordinates perception of leaders, the nature of leaders, subordinate interactions, the use of symbolism and indirect influence by upper level leaders, and the amount of discretion accorded to leaders. Information processing principles involve interpreting the perceptions that subordinates hold about their leaders, how these

perceptions are related to decision-making and how strategies are chosen and implemented by the leader.

Lord and Maher (1991) citing Poster (1990) noted that different components of human memory have a temporal architecture that can be considered in attempting to understand information processing. Human beings have a short-term sensory memory for visual information called iconic memories, which holds information up to 300 milliseconds. Also, there is short-term conceptual memory, which preserves information for less than one second. This is called conceptual because it retains symbolic information to a relevant concept like leadership which is perceived in terms of its underlying concept, rather than for its visual features in very short – term conceptual memory.

It is noted that it is not any information perceived in the environment that can be stored. Similarly it is not every piece of information which is held in the long term memory that can be retrieved. Retrieval often requires a cue or cognitive set that is consistent with the way information was initially encoded. This implies that information retrieval depends on the form in which it was encoded.

When this knowledge is used to explain leadership perception, a rational model would assume that subordinates and other perceivers of a leader's behaviour should encode all relevant information in long term memory without the use of simplification mechanisms or judgement processes. Subordinates should also retrieve all information accurately and completely when a judgment is required. This type of processing is described by Hastine and Parks (1986) as

memory-based processing. Hastine and Parks add that questionnaire-based measures of leader behaviour can assume accurate and independent encoding and retrieval of information concerning past teacher's behaviour. Lord and Maher note that Path goal's theory of leadership propounded by House (1971) views subordinates as capable of assessing and combining expectactancy, instrumentality and balance information to form task perceptions.

Limited capacity model acknowledges people's limited memory capacity and reliance on general cognitive simplification mechanism. Several work on Social Science and Administrative Science attempt to integrate these limitations with theories of information processing (Nisbeth & Boss, 1980 cited by Lord & Maher 1991). This model also explains how people function effectively in familiar situations, in spite of information processing limitations, by using less information, relying on narrowly focused schemas and using minimal satisfaction rather than exhaustive processing.

Lord and Maher (1991) cited Matthews, Lord and Walker (1990) and state that leadership perceptions are pervasive phenomena. By the first grade, children can distinguish between leaders and non-leaders and can articulate the factors that separate these two groups of people. Younger children in lower primary adopt a "bottom-up" stimulus-based definition of leadership, which is egocentric and tied closely to specific situations such as winners of spelling bees and track races. Older students from Upper Primary to Junior Secondary School become more interested in distinguishing between leaders and non- leaders by using a more general view of leadership consisting of "top down" processing and prototype

models of categories. With regard to adults, they see leadership as having fundamental importance in many contexts such as military, political, business, sports, religions, and the like. The early work on leadership perception focused on the distinction between leaders and non-leaders as many researchers searched for traits that universally distinguished leaders from followers.

Lord De Veder and Alliger (1986), cited by Lord and Maher (1991), applied meta-analytic statistical techniques to the data reviewed by Mann (1959) and found out that several results conflicted with earlier conclusions drawn by Mann. In examining the relationship of intelligence to leadership perceptions they observed that most of the variability from one study to the other could be explained by sampling errors. This implies that there was no need searching for variables, which underrated these relationships. Also, when correlated for range restriction, the correlation across all studies between intelligence and leadership perceptions was substantial. The pattern was similar to other traits though the results were not so dramatic. For instance, these researchers found the correct relationship between masculinity and leadership to be thirty-four and almost seventy percent, of the variability from different studies that could be attributed to sampling error. It has been observed that several traits such as intelligence, masculinity and dominance were often associated with leadership perception.

A more recent study on social perceptions by Brewer (1988), cited by Lord and Maher (1991), helps in explaining the leader oriented and perceiver oriented view of social perceptions. Brewer argued that perceptions could involve either of the two modes of social perceptions. In the stimulus or person based

mode which predominates under low cognitive load conditions, perceptions are based primarily on the features and behaviours of the person being perceived and information integrated to form a unified impression of a person. This type of stimulus based processing represents a leader-oriented view of perception.

In contrast, the categorical mode of social perceptions predominates under higher cognitive load conditions, which could be expected when one interacts with others or observes an entire group interacting under this mode. The purpose of categorized mode of social perceptions determines the relevance of perceptual categories which intends structures and guides information processing.

This model corresponds with a perceiver-oriented model of leadership perceptions and it fits in either a limited capacity or expert information-processing model. Information is processed in a top down manner and it is consistent with a "cognitive miser" perspective on social cognitions (Fiske & Taylor, 1984, cited by Lord & Maher, 1991). Perceivers normally resist moving down to a more specific processing level and this requires elaboration or modification of existing cognitive structures.

Category based processing proceeds from the global to the specific but tends to remain at fairly specific levels. Classification by the use of person-based processing emphasizes traits as the appropriate dimensions whereas category-based processing focuses on features, which are not yet available. These alternative modes of processing also affect the type of leadership measurement, which are dimensional processing opposed to categorical processing as raters can provide.

Model of Leadership Perceptions

Specifying the underlying process that produces leadership perceptions is difficult but recent studies in cognitive and social – cognitive psychology provided the basis for this process. The terminology, theories and methods of these areas would help to develop the explanation of leadership perceptions.

Though leadership is a concept that people think about, sometimes individuals emerge as leaders unexpectedly through normal task -related activities in different contexts. Leadership perceptions can be formed when people's attention and motivation are focused on task activities. This implies that these perceptions involve what cognitive psychologists refer to as automatic processes, which occur without awareness, much effort, intent and interference with other cognitive tasks. The ability to think or discuss leadership also involves controlled processing that requires awareness, efforts and intent that do interfere with other activities. This distinction between automatic and controlled processes is fundamental to understanding leadership perceptions (Hasher & Zacks, 1979, cited by Lord & Maher, 1991).

Lord and Maher (1991) described a social information processing model in which the assertion is made that leadership perception can be explained by two qualitatively different processes which state that leadership can either be recognized from the qualities and behaviours revealed through normal day-to-day interactions with others or inferred from the outcomes of salient events. For

instance, someone who is intelligent, honest, outgoing, understanding and verbally skilled is likely to be recognized as having strong leadership qualities.

On the other hand, leadership can be inferred when an individual such as a businessman is directly responsible for a favourable transaction outcome such as increased profits. Lord and Maher (1991) cited Lord and Maher (1990a) and noted that they explained how inferential and recognition based processes can either be automatic or controlled. They developed two by two classifications of leadership perception processes, which are summarized in Table 1.

Table 1

Alternative Types of Processes used to form Leadership Perceptions

Model of Perceptual Processes	Data	Model of Cognitive Processes	
		Automatic	Controlled
Recognition	Traits and behaviours	prototype matching based on face-to-face contact	prototype matching based on social communication information
Inferential	events and outcomes	perceptually guided simplified causal analysis	logically based comprehensive causal analysis

Source: Lord and Maher, 1991

Recognition Based Processes

Recognition-based perceptual processes help to form leadership perceptions from the normal flow of interpersonal activities because social

interactions often place high processing demands on others (Ostrom, 1984 cited by Lord & Maher 1991). It makes sense to think of recognition-based processes proceeding more automatically. Automatic processes compete less with ongoing interactions than controlled processes do. Recognition-based processes also depend on exposure to the behaviours of others and on knowledge of their underlying traits. These processes involve the use of pre-existing knowledge about leadership in a particular context. Such knowledge is referred to as implicit or indirect leadership theories by academic researchers such as Lord et al. (1984), cited by Lord and Maher (1991). However, because of its reliance on detailed specific knowledge, it is consistent with expert information processing. As a result of the day-to-day experiences of a person and his or her experiences in a particular organizational context, people develop detailed knowledge structures pertinent to leadership. Perceivers rely on these knowledge structures to simplify the processes required to recognize leadership in others (Lord & Maher, 1991).

Categorization Theory and Leadership

A theory about how recognition - based leadership perceptions are formed was suggested by Lord and his colleagues (1984). Their theory which was based on Rosch's (1978) theory of cognitive categorization jointly focused on the structure of knowledge used to classify leaders and the actual information processes used in perception. To them, leadership is a cognitive category or a type of knowledge structure, which is fundamentally important in many different situations. Leadership perceptions were equated with cognitive categorization which is the process in which dissimilar stimuli are segmented into classification

such as leaders and subordinates. Such categorization reduces the complexity of the external world, permits symbolic representations of the world in terms of the label given to categories and provides a system of shared names, which are labels that can be used to communicate information about categorized entities (Cantor & Mischel 1979 cited by Lord & Maher 1991). A theory of leadership categorization, therefore, is more than a mere explanation of leadership perception. It also explains how leadership schemas are organized in long-term memory and how people will process information related to leadership.

According to Lord and Maher (1991), Lord et. al. (1984) argue that leadership categories are organized hierarchically. At the highest and most abstract level, leadership is a fairly general super ordinate category. At the middle or basic level, categories define the notion of leadership by incorporating situational or contextual information. In other words, leaders are differentiated into specific types of leaders such as military, business, political or educational leaders. Basic level leadership categories consist of the traits and behaviours appropriate to a leadership role in a particular context.

Categorizations are made based on the match of stimulus properties to abstractions or prototypes derived from characteristics common to this ready-made structure to form leadership perceptions according to the theory. Several laboratory studies now revealed that the fit of individual's behaviour to observers' prototypes of leadership affects leadership rating (Cronshaw & Lord, 1987; Fraser & Lord, 1991, cited by Lord & Maher, 1991). Such prototype matching occurs easily, perhaps automatically (Alba, Chromiale, Hasher & Attig, 1986 cited by

Lord & Maher 1991). This basic process of leadership perceptions is used under conditions of high and low information load (Maurer & Lord 1988, cited by Lord & Maher, 1991).

Perception

Wright and Taylor (1994) note that perception is the active process of obtaining and interpreting information from the environment to provide order and meaning. It is the process of making sense of the available data and in doing so it involves going beyond the immediate given evidence of the senses. Perception usually seems instantaneous and one is, therefore, not aware of additional information from memory to the available sensory data to provide interpretation and meaning. The additional store of information in memory, which helps the process of interpreting, can be a source of bias, distortion and inefficiency.

Another important distinguishing feature of perception is its subjectivity. The perception of every body is private because of the different views that individuals hold about issues. There is uniqueness in each person's view of reality based on his or her own individual experiences. Perceptions, therefore, are private, subjective and experienced from first person's perspective. This presents difficulties in describing and analyzing a process, which is the central core of one's experienced existence. The characteristic error in considering perception is to ignore its essential subjectivity and to assume that people's views of their experiences are objective.

Furthermore, it is impossible to predict that for a given input of information, specific amount of output will be achieved either for the same person

at different times or for several people experiencing the same event simultaneously. For instance, in a panel-interviewing situation even though each member of the panel sees the same target person and listens to the same words, each may experience or give different interpretations. However, specifying criteria for judgement can increase correspondence and consensus of opinion.

In addition, by specifying criteria as with the computer analogy, an attempt is made to control the perception and judgement process for observers by ensuring that they attend to, and process similar information within particular parameters. As a result, improved accuracy, greater consensus and improved quality of decisions are achieved.

Also, implicit in the above discussion is the notion that perception is the directive for action. The entire environment in which perceiving occurs is not just a source of information but also an arena for action. Perception, therefore, is the source of information in memory, which assists the process of interpretation. It is largely of value in aiding the adaptive functional opportunities. This intimate relationship between capabilities, opportunities and information selection can influence the judgement process.

To conclude, perception is an active process, which provides structure, stability and meaning to one's interaction with the environment. This reduces uncertainty and assists prediction. In addition, it is a subjective, private process, which can be subjected to distortion and bias. Also as the directive for action, it is intimately and integrally related to one's successful adaptation to the environment in which he or she lives.

The Components of Social Perception

According to Wright and Taylor (1994), every social interaction has three predominant components, namely, a perceiver, a target being perceived and a situational context in which the perceptual event is occurring. Each of these three components has characteristics which influence the perception and judgement of the target.

Variables Influencing the Perceiver

An important distinguishing feature of perception is its subjectivity, as noted earlier. An individual's past experiences, emotional state, motivational needs, gender, race, age and a number of other features influence his or her perceptions in idiosyncratic ways, which can lead to misunderstanding and disagreement.

Past Experience of the Perceiver

One's previous experience with other people in social interactions is a major influence on one's perceptions of such people. Expectations are developed which affect an individual's current perception because of his or her experience. Also, a person's past experience influences his or her interest for work and leisure.

The authors reported an interesting research work within an organizational context, which required executives in a development seminar to read and analyze a case study of a steel company and to specify the main problem affecting the company which will be tackled by a new president of that company. The

perceptions of the key problems differed consistently among the executives. The industrial and public relations specialists saw human relations as the most pressing problem; production executives cited production issues, and sales executives identified marketing as the problem. This is an example of “perceptual set” where past experience influences people to attend to and perceive certain features in a situation or events rather than others. To some extent individuals have “tunnel vision” which causes differences in the perception of people and events and can lead to a problem in communication and conflict within organizations.

Emotional State of Perceiver

The emotions of an individual at a particular time can influence his or her perception and judgment. For instance, the way a person who is full of joy will perceive an issue will differ from a person who is angry or depressed. An employee who is promoted may fail to notice the unhappiness of a colleague who is not promoted and make remarks, which may be unpleasant to hear. In general, emotional arousal reduces the capacity of a person to use information and form impressions, which are simple and rely on stereotype and prejudice rather than treating people as individuals. The capacity limitations, which lead to the formation of simpler impressions, can be created by anxiety, difficult social interactions, threats and self-esteem.

Motivational State of Perceiver

The factor, which determines which stimuli are perceived or ignored, is self-interest. There is evidence from laboratory research that the needs of a person can influence the stimuli which is perceived. In an organization, one's personal needs, interests, beliefs and attitudes will affect his or her selection and interpretation of information. Wright and Taylor state that the beliefs and attitudes of a person influence his or her focus with regard to what to pay attention to, what to remember and what to register in his or her mind. Differences in beliefs and attitudes between union officers and management or subordinates and managers have implications for organizational behaviour.

A manager or leader may ignore instances in which a subordinate may work effectively without supervision but will be quick to notice his or her talking or interaction with others while at work. When managers or leaders have the belief that workers are lazy and, therefore, need constant supervision, they often notice their idleness. Such instances reinforce their view about their subordinates.

Individual Features of Perceivers

There are a lot of idiosyncratic variables, which can influence the subjectivity of the perceiver's interpretation of other people and events. A very important variable is gender. Attitudes which are formed from early cultural and social experiences relating to males and females form the basis of the perception and judgement of them. As individuals perceive things instantly they do not easily imagine the difficult process through which such things may be achieved. Much

of the processing is automatic, unconscious and based on assumptions developed from one's beliefs and attitudes.

The Target Being Perceived

A target is a very important feature in perception. The perceptions of people are affected by the characteristics of the target. That is, the person or people being observed. A very important variable which relates to the target is its degree of ambiguity. In this sense, the people who are familiar are less ambiguous. Any one who developed a strong relationship with other people might have developed expectations about them and made assumptions, which led to decision-making on their behalf in good faith but was not accepted. The degree of ambiguity increases with the people whom an individual is less familiar with.

The Situational Context of the Perceiver

Perceptions occur in an environment which is not a mere source of information but also an arena for action since perception is a basis for actions. One's total environment, other people and events, in addition to the situational contexts, to a large extent, determine social roles, family roles such as parents, spouse and siblings, occupational roles and roles for social group membership which influence one's behaviour at a particular time. The context at any time will influence the modality of behaviour. Sometimes these multiple roles may conflict each other and force a leader or manager to act differently to arrest the situation. For instance, personal crisis, which may affect the work of a subordinate, may cause a leader or manager to shift from a managerial role to a parental role. The

importance and impact of the situational context on perception and behaviours are not surprising, though the shift of roles and the consequent changes in behaviour generally occur automatically, particularly in familiar situations. However, there are individual differences in sensitivity to situational cues, which trigger these changes. Lack of experience can account for some of these.

The Structure of Leadership in the Ghana Education Service

Frimpong (2001) notes that, the Ghana Education Service is headed by a council known as the Ghana Education Service Council. The chief executive of the Ghana Education Service is the Director- General. He is assisted by two Deputy Director – Generals, one for administration and the other for academic. At the headquarters in Accra, the Director-General works through these directorates:

Basic Education

Secondary Education

Technical and Vocational Education

Teacher Education

Special Education

Human Resource Management Division

Inspectorate

Administration and Finance Division

Curriculum Research and Development Division

Each region has a regional director, who monitors and co- ordinates formal educational activities of the schools in the region. The District Education Offices are headed by District Directors of Education. Implementation of

educational policies occurs at the district and school levels. The district monitors the activities of schools and teachers, and co-ordinates such activities at the district level.

Membership of Ghana Education Service

The members of the Ghana Education Service include:

1. The personnel of the Ghana Education Service existing immediately before the coming into force of Ghana Education Service Act 1995
2. All teachers and non-teaching supporting personnel in the “pre-tertiary” educational institutions in the public system
3. All persons holding posts created as Ghana Education Service posts by or under any enactment.
4. All the managers of schools and their supporting staff.
5. Other persons that may be employed for the service.
6. Pupils and students.

Functions of Ghana Education Service

1. To manage, supervise and inspect “pre- university” educational institutions.
2. To register, supervise and inspect private schools.
3. To provide technical, business education, and education for the handicapped.
4. To arrange to register teachers.
5. To encourage the development and publication of text books
6. To maintain professional standards and conduct of its members

7. To promote efficiency and full development of talents among its members
8. To maintain a code of ethics and good conduct among its members.
9. To draw up educational policies and programmes.
10. To carry out such activities as are conducive or incidental to the attainment of its objectives.

Types of Leadership

Musaazi (1982) notes that, in every organization, force is needed to direct its resources, which are employees, money and materials, towards the achievement of organizational goals and standards. In a school, for instance, force is needed to guide the activities of the staff and students in order to achieve the objectives of the school. Leadership provides this force. Leadership varies from one organization to another. It is, therefore, essential to note that no two leaders administer and lead their organisations in the same way. There are some general activities and types of behaviour of leaders that can be used to categorize different types of leadership.

Autocratic Leadership

The autocratic leader is a type of leader who centralizes power and authority in the management. This leader alone determines policy and assigns tasks to members without any consultation. His or her directives are to be carried out without questioning. Any grumbling about the leader's actions or orders is met with force or attack. An autocratic leader does not allow any group inspired decisions. The leader decrees what shall be done and the subordinates accept it without questioning (Owens, 2001). This implies that dictatorship is used to

achieve the goals of the organization. The leader is always aloof from the group. This type of leadership is commonly called coercive leadership or dictatorship. It is a leadership imposed on an organization and a poor and dangerous way of leading people (Gerald, 1999; Abosi and Brookman-Amissah, 1992).

Musaazi (1982) continues and notes that some school heads and class teachers prefer dictating to students instead of allowing them to get involved in the decision-making process. They are prevented from expressing their views and taking part in any form of discussion. In such schools, the students have very little or no say at all in anything concerning their school life. Such leadership destroys initiative among the students and has the potential of generating school riots and strikes. Some school heads treat their teachers in a similar manner. To an autocratic leader, the world is essentially friendless, and, therefore, he /she strives for power and toughness. This makes him or her become rigid in dealing with people. The strength of autocratic leadership is that rewards are not used to motivate subordinates because they are compelled to work quickly for high production. Decisions are also taken quickly for implementation.

Democratic Leadership

Gerald (1999) notes that democratic leadership assumes that members of the group or their representatives will be involved in policy formulation. This type of leadership emphasizes group and leader participation in the formulation of the policies that serve as guidelines for organizational operations. The needs, interests, rights and freedom of the workers are often considered. Workers have some amount of freedom and are involved in decision-making. Management

influences the workers without dominating their thinking (Owens, 2001). The leader, instead of ordering workers, offers suggestions. Decisions in organizational matters in democratic leadership are arrived at after consultation and communication with various people in the organisation. The leader derives power and authority from followers. The leader makes individuals feel that they are important within the group and that their skills or talents can be used for the success of the organisation. The leader delegates responsibilities to the staff and gets them involvement in decision- making and the leader takes responsibility for the final decision (Musaazi, 1982; Abosi and Brookman-Amisshah, 1992).

Musaazi (1982) states that in the democratic school setup, it implies that the teachers, students and the head of the school formulate rules and regulations that govern the school. This leadership promotes a higher degree of staff morale. This type of leadership is a means by which the creative talents of many teachers are tapped, hence, its name; creative or democratic leadership.

Democratic leadership promotes greater group productivity and the personalities shaped by this type of leadership are more mature, more capable of objectivity and less aggressive (Abosi and Brookman-Amisshah, 1992). Democratic leadership features group discussion and decision-making through bargaining, and many successful school administrators practise it. The weakness in this type of leadership is that subordinates may assume too much power leading to power struggle which can affect decision taking in the organization. It also delays arrival at a decision point (Owens, 2001).

Laissez - faire leadership

According to Musaazi (1982), Laissez - faire is a French word which literally means, “let people do what they wish” (p.36). Laissez-faire leadership, therefore, is the kind of leadership where there is no actual code of ethics or rules in the organization (Owens, 2001). The leadership permits subordinates to do whatever they like and take decisions without the leader’s consent or direction. The leader just watches what is going on in the school and only supplies materials needed by the subordinates. Gerald (1999) notes that laissez-faire leader lets people operate on their own.

A laissez-faire leader keeps away from the group and participates only when requested by the group to do so. It is a kind of leadership without a specific leader. Subordinates volunteer to play roles for the organization when inspired to do so (Abosi and Brookman-Amisshah, 1992; Musaazi, 1982). This concept of leadership hardly operates in the school system, although mismanagement may lead to conditions like laissez – faire (Musaazi, 1982). The strength of laissez – faire type of leadership is that those who are mature among the group are free to use their initiative to do what they feel will enhance the development of the organization. Decisions are also easily accepted (Owens, 2001).

Nomothetic-Idiographic-Transactional Leadership

The traditional categories of leadership, namely, autocratic, democratic and laissez-faire have a series of assumptions and biases as a result of which they have been found less useful as descriptors of leadership. According to Musaazi (1982), Getzels and Guba, (1958) came out with a new set of words considered to

be most useful in describing leadership styles. The suggested words are nomothetic, idiographic and transactional. Their use is represented diagrammatically in Figure 1.

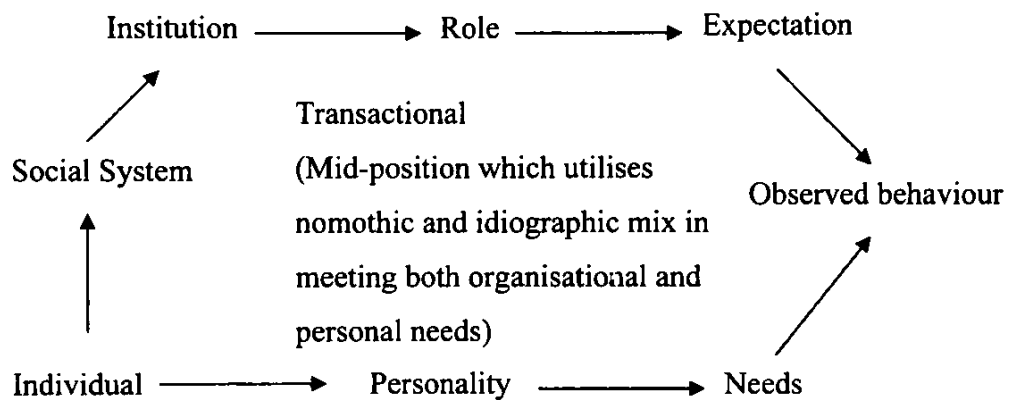


Figure 1

Organizational - Nomothetic Dimensions and Personal Idiographic Dimension

The nomothetic leader emphasises the requirements of the institution. He or she stresses that the behaviour of the individual members of the institution must reflect what is expected of the institution. This type of leader has little regard for individual personality and individual needs (Abosi and Brookman-Amissah, 1992; Owens, 2001). In a school situation, the head always emphasizes the needs of the school and wants his or her school to perform well in the final examination. In order to achieve this goal, teachers are supervised for effective work. This type of head exercises authority over the subordinates makes sure that the rules and regulations of the school are obeyed and effective work done at all times.

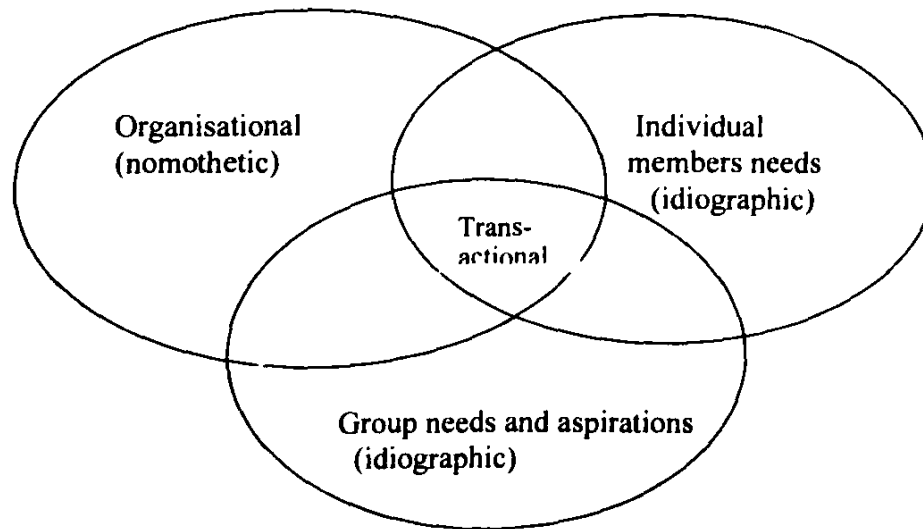
The idiographic leader is interested in his or her personal needs and that of the subordinates. Less emphasis is laid on the needs of the organization. The idiographic head tries to satisfy the needs of his or her staff and students (Owens, 2001; Musaazi, 1982; Abosi and Brookman-Amisshah, 1992). Such a leader ensures that the staff has good facilities. The students are also informed to see the head or the assistant if they have a personal or academic problem. The idiographic leader also encourages many outings as possible as the failure of the students in examination does not bother him or her much. Also, this type of leader does not exercise authority and no effort is made to enforce conformity to rules and regulations in the school since he or she is preoccupied with personal issues and problems.

According to Musaazi (1982), the transactional leader represents a compromise between the nomothetic who emphasizes organizational needs and the idiographic who stresses individual needs. Owing to this, the leader strives hard to achieve the goals of the organization and at the same time meet the needs of the subordinates. This leader recognizes the importance of institutional roles and expectations yet he or she knows that pursuing those goals will result in the fulfillment of subordinates' desires. The transactional leader makes use of nomothetic and idiographic dimensions concurrently depending on the situations (Owens, 2001; Abosi and Brookman-Amisshah, 1992). Efficient leadership requires the use of both nomothetic and idiographic dimensions. Ineffective leadership will result in the lack of either one or both of these dimensions.

Getzels's nomothetic idiographic transactional model can further be explained in the sense that leaders always achieve productivity through people. People affect productivity and, therefore, subordinates in every organization need to share three characteristics.

1. Goal achievement: This is the nomothetic dimension that has to do with an activity towards a common goal.
2. Satisfaction of group needs and aspirations: This is an aspect of idiographic dimension that concerns maintaining the group.
3. Satisfaction of subordinates' needs: This is the aspect of the idiographic dimension that deals with the needs of the subordinates.

The three characteristics are diagrammatically represented in figure 2.



Source: Musaazi (1982)

Figure 2

Nomothetic – Idiographic - Transactional Leadership

The overlapping circles above show that each of the aspects interacts with, and influences the other two. For instance, group morale and individual job satisfaction increase when the organisational task is seen by all to have been achieved just as a team winning a football match. As a result, the three circles converge for a while though individual and group needs reassert themselves later. Just as a well-knit team can influence the degree of success in achieving a task, the enthusiasm and team spirit of subordinates will promote more achievement than a collection of isolated individuals. Conversely, continuous failure can reduce group and individual morale to a very low level just as lack of team spirit causes task failure in an organisation or institution.

It is incumbent upon a leader to understand the significance of the three circles and carefully weigh the amount of attention to be given each circle in different circumstances. Leaders who concentrate on the organizational tasks and ignore individual needs and regarding subordinates as “units of production” are referred to as nomothetic leaders. They are production or task-oriented. Achievement is paramount and interaction with subordinates is strictly along authority lines. Communication is formal, one-way and downward (Owens, 2001; Abosi and Brookman-Amisshah, 1992; Musaazi, 1982).

On the other hand, leaders who think of the satisfaction of subordinates needs and regard good relationships more than production are referred to as idiographic leaders. They are people or employee-oriented leaders who value good inter-personal relations highly. They consider the dispositions and feelings of subordinates to be of overriding importance. The basic assumption underlying

this type of leadership is that the needs of production are contrary to the needs of people.

A transactional leader balances people and productivity. This type of leadership is a compromise position. The leader enforces rules and procedures and aims at high production without upsetting people in terms of their group and individual needs. The correct balance harnesses individual motivation and group power to perform a common task.

The Role of a Leader

Syrett and Hogg (1992) state that leadership copes with change. As a result of this, leaders have various roles to play in order to cope with the changing world. A number of roles are expected of a leader. A leader has to set a direction, plan and budget. As the function of a leader is to produce change, setting of that change is the basis of leadership. Planning, which is a management process and deductive in nature is designed to produce good results. Setting a direction is more inductive. Leaders gather a broad range of data and look for patterns, relationships and linkages that help explain things.

Planning works effectively as a complement to direction setting. A competent planning process serves as a useful reality check just as a competent direction setting process provides a focus in which planning can be done realistically. It helps to distinguish effective planning from irrelevant ones.

A leader aligns people, organizes and sees to staffing. Managers organize subordinates to create human systems that can implement plans as precisely and efficiently as possible. This requires a number of potentially complex decisions.

To align means talking to many more people such as subordinates, peers and staff in other schools, and officers.

A leader has to improve his or her communication skills. Getting people to comprehend the vision of an alternative future is a challenge to communication. Another important element is credibility, which involves getting people to believe the message. There are many factors, which contribute to credibility. Some of these are the track record of the person delivering the message, the content of the message, the reputation of the communicator with regard to integrity, faithfulness and consistency between words and deeds.

An effective leader, according to Syrett and Hogg (1992), motivates the subordinates, controls and solves problems. In order to achieve a vision there must be occasional burst of energy. People are energized when they are motivated and inspired because their basic needs are satisfied. This brings about a sense of belongingness, recognition, self-esteem, a feeling of control over one's life and the ability to live up to the ideals of individuals. Such feelings elicit a powerful response and contribute to a high achievement of task. Syrett and Hogg add that effective leaders motivate their subordinates in many ways. For instance, they articulate the vision of the organization in a way that emphasizes the values of the audience they address. This intrinsically motivates them to work. Furthermore, leaders have to involve their subordinates in the decision- making process in order to achieve the goals of the organization. Also, effective leaders support the effort of their employees by providing coaching, feedback and role modeling to enable them mature professionally and enhance their self-esteem.

It is the duty of an effective leader to recognize and reward good work to enable subordinates have a sense of accomplishment and belongingness. Every leader needs to create a culture of leadership by developing people for important leadership positions. A leader has to identify subordinates who have great leadership potentials and help them to develop themselves. According to Syrett & Hogg, leaders are agents of change so it is important that every leader maintains established processes and introduce acceptable reform, which will help in the development of the institution.

Owens (2001) points out that a leader as a manager and instructor has to identify problems, gather information, analyze it and help solve the problems. It is incumbent on the leader to set goals that the group wants to achieve and decide on the course of action to take. He or she organizes the subordinates by assigning the right person to the task. A leader directs, guides and counsels subordinates by giving suggestions, additional instructions and information. He or she measures, evaluates and controls by comparing results with what was planned. A leader looks ahead for new areas of improving and new ways of stimulating the workforce.

Also as a leader it is important to facilitate human relations; as a coordinator, a leader draws people, actions and events together in such a way that they support and strengthen each other. In maintaining the group he or she develops and sustains positive inter-personal relations, which help the subordinates to work co-operatively and diligently to achieve the objectives of the

group. It ensures that the leader becomes flexible, sensitive and adaptive in coping with a variety of situations.

In addition, every leader is a disciplinarian but this does not mean that punishment is inflicted on subordinates frequently. The role of the leader is to instill discipline in both students and teachers in the school situation. He or she has to be fair, firm, sincere and faithful. Being a role model in the school, his or her life should be an example for others to emulate. An effective leader needs not be aggressive but submissive and readily accept suggestions.

According to McBeath (1990), a leader is a conflict manager since conflict is inevitable in every organization. A leader identifies and analyzes the conflict and considers differing ideas and viewpoints. A leader treats those involved in the conflict with respect, listens to them and states his or her opinion (Owens, 2001). It is the role of leaders to process information, take decisions and solve problems. Unmanaged conflicts undermine co-operation, resulting in unfulfilled organizational goals. In order that these roles are effectively played, there are some qualities that every leader needs to possess. These must be examined. A leader should be able to identify people and know them by their names. This promotes a good inter-personal relationship which contributes to effective work.

Inter-personal skills are very important and are associated with leadership. Also, a leader must be accepted once appointed. He or she must be accepted as a result of his or her leadership qualities. The talent, wisdom and experiences of the subordinates are to be used to explore every problem until a suitable solution is found.

An effective leader delegates authority. A leader has a lot of roles to play and delegation of authority would ensure that enough time is obtained for thinking and leading. It also enables the leader to devote more time for important matters concerning the organization. A leader has to define the business objectives, corporate culture, environmental setting, the performance standards expected and the qualities of the management team to be led. If this is done, person specification is simplified and the competencies critical to effective performance and leadership begin to be identified. The intellectual capacity of a leader should at least match and preferably exceed that of most subordinates so as to retain their respect.

McBeath (1990) points out that effective leadership is the basis for achieving and retaining competitive advantage. The competences required of a good leader are closely related to business objectives, corporate culture, environment, organization of the subordinates and performance standards. He adds that flexibility is also a very important element of leadership, as a leader has to adapt to different styles at different situations. Finally, individual leaders are matched with the situation to identify leaders who are flexible, sensitive, have a realistic vision of where they are going, what must be done to be there and how subordinates would be inspired to communicate clearly and enthusiastically.

According to Musaazi (1982), self-confidence is another attribute of a leader. The school heads deal with students, staff, board members, parents and members of the general public. It is, therefore, essential that they have confidence in themselves and ideas while interacting with the stakeholders. If administrators

lack self-confidence, other people who have confidence in themselves and their ideas manipulate them. Though mistakes are inevitable, they should serve as lessons for improvement.

He notes that sociability is an essential element of leadership. For goals to be achieved, a leader has to develop a positive inter-personal relationship. There must be enough room for frequent interactions with subordinates and other people. A school head has to develop human relations skills, be friendly, cheerful and sociable to enable people approach him or her freely. For these to be achieved, there must be interest in the welfare and problems of the staff and students.

Furthermore, consideration for others, which a leader has to possess, requires more than friendliness and sociability. People desire respect and consideration from their colleagues and this can be achieved from the leader if a sense of respect and trust is instilled in every subordinate. A considerate head shows sympathy and concern for teachers and students who are in difficulty.

To conclude, a school head should be professionally minded and have a positive attitude toward students, teachers and administrators. He or she should accept responsibilities and refrain from making derogatory statements. Musaazi continues and point out that a leader emphasizes high ethical and moral standards and should be honest in dealing with students, staff and the general public. He or she should stick to the truth and practice what is taught. Humility and modesty are other essential virtues expected of a leader.

Leadership and School Organisational Climate

According to Musaazi (1982), the climate of a school is produced by the dynamic interaction of four variables namely ecology, milieu, organization and culture. The people who are in the school experience this interaction and the way they perceive the school is based on their experience of this interaction. The beliefs, values, social standards and traditions established in a school are the result of the interactions of the school groups such as students, teachers and administrators. The perception of these intangible aspects of the environment is the climate of the school (Owens, 2001). The climate of the school is the culture, atmosphere or feel of the school. Some examples of these intangible aspects of the environment are leadership, motivation, values, beliefs, communication patterns, technology, buildings and facilities.

Some of the intangible aspects are overt, meaning they are readily observable and oriented to structural considerations. These are hierarchy, goals of the organisation, technological state and performance standards. Others are covert and relate to behavioural considerations. These include attitudes, feelings such as fear, anger as well as temperament. These internal characteristics of a school distinguish that school from others and influence the behaviour of the people in it (Owens, 2001; Abosi and Brookman-Amissah, 1992). These characteristics are referred to as the “Personality” of the school. It is also known as “ethos” or “tone”. The term, “climate” is needed because of the distinctive characteristics of organisation, which is usually indefinable but easily felt when one enters the school.

Musaazi (1982) cites the classification of schools organizational climate, developed by Halpin and Croft (1962). Six organisational climates, which exist in schools, were identified. These climates arise from the interaction among teachers, heads and students. The climates identified were autonomous, controlled, familiar, paternal, open and closed climates.

Autonomous School Climate

Leadership acts in this climate emerge from the group and rarely from the head. The head exerts little influence over group members. Little effort is devoted to the definition and accomplishment of organisational goals. The satisfaction of subordinates' needs keep their morale. Teachers are permitted to provide their own structures for interaction and to find means of satisfying their needs. There is more satisfaction of needs than task achievement (Musaazi, 1982; Owens, 2001; Abosi and Brookman-Amisshah, 1992).

Controlled School Climate

Owens (2001) notes that this climate emphasises the achievement of organisational goals with little or no attention at all to the satisfaction of subordinates' social needs. The climate is highly task oriented and highly controlled. The head is described as dominant and authoritative and sees to it that things are done according to his or her desire. Behaviour in this type of climate is not genuine and the atmosphere is also not open. There is apathy and a lack of commitment to work in the school.

Familiar School Climate

The atmosphere is very friendly and subordinate needs' satisfaction dominate everything. Little attention is paid to the achievement of organizational goals, as the head wants everybody to live as one happy family. Very little work is done in such an atmosphere. Examination results may be bad and the objectives for the school may not be achieved (Abosi and Brookman-Amisshah, 1992).

Paternal School Climate

Musaazi (1982) points out that in this climate, the head believes he or she knows better and can perform better than the subordinates. Teachers' loyalty and commitment is bought in return for favours. The maxim is, "if you cooperate with me and do things my way, I will take good care of you". Group maintenance is not established because the head is unable to control the activities of the teachers. There is no cooperation among teachers since they are split into factions. The head does not delegate authority to teachers since he or she dominates everything and believes that father knows best. Low morale is promoted in this type of climate hence little goal achievement (Owens, 2001).

Open School Climate

This type of climate is characterized by the achievement of organisational goals and the satisfaction of the needs of students and teachers. The head and the subordinates play leadership roles. There is a degree of trust and intimacy in this type of atmosphere and the leader as well as the teachers interacts freely with each other. The teachers are motivated to work hard and this leads to high

achievement. There is a balanced achievement of organisational goals and social needs. The behaviour of the people in this climate is authentic and teachers obtain a considerable amount of job satisfaction (Musaazi, 1982; Abosi and Brookman-Amissah, 1992).

Closed School Climate

Owens (2001) observes that there is a high degree of apathy on the part of both head and teachers. There is no enforcement of organisational goal achievement or personal needs satisfaction. The head neither directs the activities of the teachers nor is interested in their personal welfare. Achievement in this climate is low likewise the morale. This type of school does not progress because the climate is regressive.

It must be noted that no school falls rigidly into any of these types of climate. The prevailing climate in a school may be predominantly open, closed, controlled and the like. There is bound to be overlapping between different types of climates. However, some climates are likely to yield better results for specific tasks than others. Heads can influence the climate of their organisation. There is evidence that, heads who have a positive perception of organisational climate have greater acceptance of self and others than those with less positive perceptions of organisational climates.

Musaazi (1982) notes that in order to improve upon the relationship that exists in an organisation there is the need to improve upon the climate of the organisation. Research work shows that an educational administrator will have a difficult time exercising his or her educational leadership roles without a

sufficient supportive climate within which to work. It must be noted by heads that climate affects students' learning outcomes or output. Good climate promotes discipline, an enabling environment and high academic achievement. Effective leadership in organisations is achieved by the integration of task and human relations requirements and needs.

Leadership in Schools

Leadership, according to Kreitner (1995), is a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organisational objectives. Leadership in schools, therefore, is the skills or special abilities required of the various leaders towards effective teaching and learning in the schools. The schools as organisations have leaders at various areas.

A number of issues relating to leadership in schools have been presented by Atta et. al. (2000). These are enumerated below. The school head, as the leader and the chief executive of the school, determines the success or failure of the school based on the kind of leadership and climate he or she displays. The head of an institution directs all affairs as well as individuals towards the achievement of a common set goal which is effective teaching and learning. The head has to shape the school's culture and values which include acquisition of knowledge and skills, good moral, discipline and hard work. The following are some of the roels expected of the school head:

Problem Analysis

They observe that a school head has to identify the important elements of a problem by gathering and analyzing data, facts and impressions. The possible cause of the problem should be identified for immediate solution when the need arises. A head should not draw hasty conclusions or mess up when there is problem.

Decision- Making

In decision-making, the head should draw logical conclusions based on evidence, ethical and moral standards. Decisions are to be made at the right time and they should be of high quality. Alternative approaches should be analyzed and priority given to significant issues.

Planning

It is important to plan and schedule one's own work and that of other people. For instance, if a head schedules a staff meeting he or she should have an agenda and prepare on what to say at this meeting. Good planning and scheduling of work leads to maximum use of resources, ability to manage changes, establish deadlines and schedule projects. A desk dairy can be kept where all activities to be performed in a day can be written. This will serve as a guide to the head.

Implementation

Implementation of programmes and ideals are very essential in leadership. For this to be achieved, the head should facilitate coordination and collaboration

of tasks, support and monitor those responsible for carrying out projects and plans.

Delegation

It is impossible for the head alone to perform every task. He or she should assign projects and tasks to members of staff. These assignments should be given with clear instructions and resources provided to facilitate the task. The head should follow up the delegated activities to be sure that they are well done because only authority can be delegated and not responsibility.

Supervising and Motivating Others

The staff should be encouraged to participate in school activities. The head is the role model for both the staff and students to emulate. For instance, during sporting activities the head should appear in his or her sporting attire with a white canvas shoes and a white cap and go to the field or stadium with the staff and students. This will encourage the students to participate in co-curricular activities. Excursions to places of interest should be organised once in a while to enable the students get first hand information on topics treated. End of year and send off parties should be organized to motivate the staff.

Oral Communication

Oral presentations should be clear. Words should be carefully chosen and utterances should be seasoned with salt. A head should be a good listener and counsellor. There is no need for the head to monopolize conversations or

discussions. Emotions are to be controlled since different people with varied levels of understanding visit the head.

Written Communication

Expression of ideas should be clearly written. The writing ought to be appropriate and not have several meanings or ambiguity for issues being addressed. Writing should be appropriate for different audience such as students, teachers and parents.

Curriculum

The curriculum should embody all the disciplines that should be studied over a period in the school system. Every head should understand the curriculum of the school. The content and methods are to suit the changing needs and conditions of the people. The aim of education is to develop the cognitive and the psychomotor domains of the learner's personality. The administrative task of the head is to secure the appropriate syllabus for teachers to use. The head also has to discuss the objective to which the syllabus relates with the staff. Again the head has to ensure that the time table, course content and textbooks are available for use. The head also has to ensure the supply of learning materials or purchase them where necessary. Pieces of chalk, dusters, note books for lesson plans, forecast and record of work must be made available to teachers. Every head should understand the curriculum of the school. The content and the methods are to suit the changing needs and condition of the people.

Student Guidance and Development

Guidance and Counselling units are to be established in every school to facilitate effective guidance and counselling work by the coordinator. This unit should respond to the developmental needs of the students, plan their activities and help them to solve their personal, emotional and academic problems.

Staff Development

There should be frequent in- service training to help teachers upgrade and update their knowledge to enhance staff efficiency. This will promote effective work and good academic performance in schools.

Resource Allocation and Management

There should be frequent evaluation of physical, human, material and time resources. The head should find out if optimal use is being made of these resources. He or she should plan and develop the budget with appropriate staff.

Philosophical and Cultural Values

The value of the school and the community should be well understood. A head should be abreast with time and have knowledge of current social and economic issues related to education.

Public Relations

In addition, there is the need to respond to the electronic and printed news media. News could be reported through appropriate channels. The reputation of

the school should be protected. In other words, the name of one's school should be lifted high.

Technology

Efforts should be made to help the students to be computer literates. Other information systems such as curriculum and instructional tools and applied technology in the management of the school office business should be made available.

Personal Development

A good head ought to practice self-reflection and improve upon leadership and management skills by attending workshops and conferences. Current literature should be read and the head could belong to appropriate professional organisations such as the Association of Heads of Schools.

Gifts

Atta et. al. (2000) concludes by saying that the acceptance or rejection of gifts or parcels influences the administration of the head. Every effective head should beware of gifts.

James, Jackson and Ralph (1969) note that, the head of a modern Secondary School needs certain competencies for effective work. These include good physical and mental health, a high degree of intelligence, good moral character and integrity. Associated with this demand, is the need for understanding problems, which involve ethics and characters, since the teaching

of moral and spiritual values, is done in public schools. Other attributes are fairness, patience and persistence.

Professional competencies involve, a wide background of undergraduate and graduate work, which gives an understanding about the nature of learning and specific learnings related to his or her teaching field. A head needs an understanding, of adolescent growth and development, teaching methods, curriculum development, counselling and guidance, tests and measurements, government, the role of the school in society, the purposes of education, sociology, economics and many related disciplines.

A secondary school head should have a deep understanding of the technical aspects of educational administration. This phase of education will be geared to his or her graduate programme and should include all aspects of work, for which he will need knowledge and skills.

A head should be able to relate, his or her knowledge and skills in a meaningful way. The head should be able to qualify for the highest certificate required by the state. As part of the graduation programme, a head should have opportunities, to gain new insights, through field experiences. These may include practicums, where she is permitted to handle some types of administrative problems and practices.

Adequate background experience is needed for a head. She should be able to work effectively, with individuals and groups in the performance of functions, related to her office. Also, there is the need to adjust her knowledge and thinking

to situational patterns, so that, each community work, is done with some type of power structure.

Discipline and Students Control

The work of Musaazi (1982) on discipline and students control are enumerated below. Students' discipline refers to the process whereby students are provided with an opportunity to exercise self control, solve school problems, learn and promote the welfare of the school. Discipline means, orderliness and it is essential for effective teaching and learning in schools. A disciplined person is honest, diligent, responsible, orderly, sympathetic, cooperative and considerate and always does what is right and good.

Dictatorship whether on the part of the head, students or teachers breeds disregard for authority and lowers morale. The head as well as the teachers ought to lead an exemplary life by exercising self-control and internal discipline in class and throughout the school. For instance, if honesty is emphasized in the school, teachers should learn to be honest at all times. The norm of every school should be the desire and the ability of students to do the right and socially accepted things to create trust, build self-confidence and improve morale in the school. Effective discipline should be restriction with some freedom. Rules and regulations are to be made to guide the conduct of students. Without proper rules and regulations there would be chaos and confusion. Rules can provide a framework of responsibility, which grant the students more freedom and become a reward, so it is not a negative control. However, students would regard rules that

are inflexible and regiment as a threat to freedom. When rules take away much freedom it results in strikes and riots.

In addition, if rules are formulated to govern the behaviour of students, rewards and penalties are necessary to support the rules. Some students behave responsibly and want to promote self-discipline. It is the duty of the head of a school and the staff to support and encourage this kind of attitude through social recognition and approval. Students are to be commended for good behaviour such as neatness, good academic performance, a clean dormitory or a neat school compound. Good behaviour can be reinforced by social reward or approval. Appropriate punishment should be given to non-conformists of the school rules and regulations. This can be done through expressing disapproval of certain behaviours. School authorities are to encourage students to cultivate habits of self-discipline rather than the use of force to control behaviour. Informing both staff and students of the purposes and values of the rules in force can create good behaviour patterns. This will enable both staff and students to conform. It is, therefore, necessary that each head clearly explains and makes the rules and regulations in the school known to everybody. The rules and the explanation of their implications for the smooth running of the school should be written down and circulated to students and staff.

Also, rules and regulations should lay more emphasis on self-discipline. Teachers should set good examples of disciplined behaviour for students to emulate since they are their role models. Self-discipline is not externally imposed

and it is not based on fear. Staff should display punctuality, respect, consideration, courtesy, honesty, good speech and professional manner.

Students should expect fair but certain reprimand or punishment for violation of school rules. If punishment is to be given, it must follow the Ministry of Education or the school board's laid down procedure for enforcing discipline. Staff and students must co-operate in establishing, maintaining and revising the rules and regulations. It must be noted that students are likely to conform to rules that they have participated in formulating. Effective communication among staff and students is essential for good discipline. Information that is important to students should be communicated to them through school councils, prefects and various committees. It is important for heads to work closely with the established means of communication between staff and students. Prefects help teachers and the head in matters of discipline. They must, therefore, assist in controlling the students to maintain the compound and report undesirable situations in the school.

Musaazi (1982) ends that discipline problems can be minimized if the head informs the staff and students of the things that they are to do and those things that they are to avoid. Knowledge of this will serve as a check and promote good conduct.

Leadership Effectiveness

According to Yukl (1981), leadership effectiveness in general is concerned with the capability of a leader to achieve specific organisational goals within a given time frame. Conceptions of leadership effectiveness differ from one writer to another. However, one main distinction between various definitions of

leadership effectiveness is the type of consequence or outcome selected to be the effective criterion. These outcomes, in the view of Yukl (1981), include attainment of group goals, group survival, group growth, group capacity to deal with crises, subordinate satisfaction by the leader and the psychological well being and development of group members among others.

In addition, leadership effectiveness is best understood when it is evaluated against certain standards or values. To this end, Yukl advanced four approaches that can be used for describing leadership effectiveness. In the first place, leadership effectiveness is commonly measured by the extent to which the subordinates perform their task successfully and obtain their goals. For example, in the business sector, goal attainments are usually determined by profit margins, profit growth, sales increase and market shares, just to mention a few. In the field of education where both the input and output are human beings, the achievement of main goals is not easy to measure. This is so because such goals are usually achieved after a long gestation period. More so, these goals are expressed in human behaviour such as the ability to solve problems, the acquisition of skills and desirable behaviour, or attitude, all of which cannot be measured or quantified by monetary terms or in profit margins.

In another sense, leadership effectiveness in schools can be measured in terms of punctuality to school by staff and students, neatness of the compound, successful completion of the syllabi and good examination results, just to mention a few.

Another approach used in determining leadership effectiveness is subjective evaluation of performance by using rating scales. By this method, the leader's effectiveness in carrying out his or her duties and responsibilities towards the achievement of group or institution's goals are rated, for example, as excellent, very good, satisfactory or poor. In the Ghana Education Service, the Inspectorate Division of the service conducts subjective evaluation of leadership effectiveness before promoting teachers to various ranks in the service or before their appointment for headship.

Also, leadership effectiveness can be determined by the attitude of subordinates towards their leaders. For instance, if subordinates admire, respect and like their leader to the extent that they are ready to carry their leader's request to the hilt, then leadership is at its best. However, if subordinates resist, ignore or subvert their leader's request, then leadership is at its lowest ebb. Subordinates can register their dissatisfaction towards their leader by resorting to behaviours such as absenteeism, lateness to work, voluntary turnover, complaints to higher management, request for transfers, strikes and incidents of deliberate sabotage of equipment and facilities.

Furthermore, the contributions the leader makes to group activities as perceived by subordinates or observers determine leadership effectiveness. In specific terms, the leader's contributions are measured in terms of his or her contribution to group cohesiveness, co-operation among subordinates, motivation, problem- solving, decision- making and resolution of conflict among members, organisation of group activities and accumulation of resources. Furthermore, the

leader is evaluated on the basis of self confidence established in subordinates, subordinate development and their psychological growth.

Yukl (1981) stresses that any of the four approaches can be used to evaluate leadership effectiveness. However, the objectives and values of the person making the evaluation usually dictate the choice of approach. According to Robbins and Coulter (199), leadership effectiveness depends on the situation and the ability to be able to isolate those situational conditions or contingencies.

On their part, Atta et. al. (2000) view leadership effectiveness as the leader's ability to play a number of roles. The leader's ability to perceive the need of the group and organize the group's efforts towards the satisfaction of those needs portrays leadership effectiveness. Again leadership effectiveness shows when attempts are made to make the organizational goals and objectives complementary to the group's efforts towards those needs. Here, the leader should show the way for the subordinates to follow. Further, to enhance leadership effectiveness, the leader should employ appropriate techniques to motivate subordinates to enable them work towards the achievement of the organisational objectives.

Similarly, for the leader to be effective he or she must adapt him or herself to change to suit the circumstances that are prevailing at any given time. Since the leader does not work alone but has subordinates to work with for the achievement of the organisational objectives, authority should be delegated to such subordinates and they should be involved in the decision-making process of the organisation. Finally for a leader to exhibit effectiveness the channel of

communication in the organisation should be open for information so that no member of the group is left in the dark.

Summary

This literature review has enabled the researcher to unearth much about perception, which is an active process, which provides structure, stability and meaning to our interaction with the environment. This reduces uncertainty and assists prediction. The literature has thrown light on the nature and scope of subordinates' perception of the effectiveness of their leaders. A clearer picture has also been established in the educational sector where the heads of educational institutions are judged according to their performance and achievements.

According to Brewer (1988), perception could involve either of two models of social perceptions. In the stimulus or person based modes which predominate under low cognitive load conditions, perceptions are based primarily on the features and the behaviours of a person being perceived and information integrated to form a unified impression of a person.

In contrast, the categorical modes of social perceptions predominate under high cognitive load conditions which could be expected when one interacts with others or observes an entire group interacting under this mode. Its purpose and processing goals of the perceiver determines the perceptual categories and these knowledge structures guide information processing.

The different theoretical perspectives of leadership indicate that individual leaders exhibit different behavioural characteristics due to their personal attributes and the organisational situation in which he or she works. As effective leadership

serves as a motivation for teachers and students to work hard it is essential for heads of Senior Secondary Schools to create a congenial atmosphere in their schools to promote effective work. Leadership begins as a management function and springs through all spheres of life such as the family, society, association, organisation and institution. In an attempt to identify the elements of effective leadership a lot of studies were conducted in this direction by several people.

Studies in leadership have been quite revealing. According to Robbins and Coulter (1991), Path –Goal’s theory on leadership states that a leader’s behaviour is acceptable to subordinates if they realize that it is an immediate source of satisfaction or a means of future satisfaction. A leader’s behaviour motivates to the extent that it makes the satisfaction of subordinates’ needs contingent on effective performance and provides support, guidance, direction and rewards that are necessary for effective performance. Robbins and Coulter continue to state that Fred Fiedler’s contingency model proposed that effective group performance depends upon the leader’s ability to interact effectively with his or her subordinates and the degree to which the situation permits the leader to control and influence.

Lord and Maher (1991) cite Lord (1985) that leadership can either be recognized from the qualities and behaviours revealed through normal day - to day interactions with others or inferred from the outcomes of salient events. Lord and Maher (1991) also explained how both inferential and recognition based processes can either be automatic or controlled. They developed two by two classifications of leadership perception processes.

According to Lord et. al. (1984), cited by Lord and Maher (1991), leadership perceptions were equated to cognitive categorization which is the process in which dissimilar stimuli are segmented into classifications such as leaders and subordinates. Lord and Maher (1991) also cited Cronshaw and Lord (1987) that laboratory test revealed that the suitability of an individual's behaviour to an observer's prototype of leadership affects leadership rating.

CHAPTER THREE

METHODOLOGY

This chapter deals with the procedure to be followed in the execution of the study. Its coverage entails the research design, the population to be studied, the research instrument to be used in data collection, pre-testing of instrument and the procedure for data analysis.

Research Design

The study was carried out as a descriptive cross-sectional survey since it was the most appropriate design. Gay (1990) described the descriptive cross sectional survey as the process of collecting data in order to test hypothesis or answer questions concerning the state of the objectives under study. According to Osuala (1993) descriptive research specifies the nature of a given phenomenon and gives a picture of a situation or a population. The researcher realized that the descriptive cross-sectional survey would help in obtaining meaningful results. This will enable suitable conclusions to be drawn from the study. The design was used to elicit information from the respondents on Teachers' and Students' Perception of the Leadership Effectiveness of Heads in the Senior Secondary Schools in the Ga District of the Greater Accra Region.

Population

The population consisted of teachers and students from five of the six Senior Secondary Schools in the Ga District of the Greater Accra Region. These are

Presbyterian Boys Secondary School (Presec), St John's Grammar School (St Johns), West Africa Secondary School (WASS), Odorgonno Secondary School (OSSA) and Amasaman Secondary Technical School (AMASEC). The students' and teachers' categories of the population in the schools studied are presented in Table 2.

Table 2

Population of the Students and Staff

Schools	Students	Staff
	No	No
Presbyterian Boys Secondary School	2100	102
St John's Grammar	1700	59
West Africa Secondary School	1496	62
Odorgonno Secondary School	895	36
Amasaman Secondary Technical	508	22

The Presbyterian Boys Secondary School is situated at Legon near the Accra-Medina road. It is one of the schools with the largest enrolment in Accra. As a boarding school, it attracts a large number of people in the country hence their choice for their wards. St. John's Grammar School is located beyond New Achimota besides the Accra-Nsawam road. It is a school that has boarding facilities. West Africa Secondary School is located at the Adenta Barrier. Though it is a day school its enrolment is encouraging. Odorgonno Secondary School is

one of the oldest Secondary Schools in Ghana. It is situated at Awoshie a few hundred meters away from Anya Market. It has no boarding facilities.

Amasaman Secondary Technical School is located at Amasaman the capital of the Ga West District. Amasaman is found along the Nsawam road and it is the next village after Pokuase. NGLISHIE Amanfro Secondary School is one of the Secondary Schools in the Ga District, however; it was purposely eliminated from the study because being a new School it may be facing some teething problems, which would interfere with the work.

Sample

Writers such as Nwana (1981) and Ary, Jacobs and Raxavich (1990) share the view that sampling is indispensable to the researcher. Usually, the time, money and effort involved do not permit a researcher to study all possible cases to understand the phenomenon under consideration. Consequently, a sample was drawn from the various categories of the population. Different percentages were used for the selection of the students in different schools, because of the differences in the population of the students. Hence, four percent was used for the schools with larger population, while five percent was used for the schools with smaller population. With regard to teachers, thirty-five percent was used for all the schools. The approach adopted for the study was the quota sampling as displayed in Tables 3 and 4.

Table 3**Sample of Students**

Name of School	Population of Students	No of students sampled
Presec	2100	86
St John's	1700	76
WASS	1496	64
OSSA	895	48
AMASEC	508	26
Total	6699	300

Table 4**Sample of Teachers**

Name of Schools	Number of teachers in the schools	Number of teachers sampled
Presec	102	36
St John's	59	21
WASS	62	22
OSSA	36	13
AMASEC	22	8
Total	281	100

Research Instrument

The main instrument the researcher used to collect data for the study was the questionnaire. There were two main sections of the questionnaire which was

used to elicit information from the students and teachers. The same questionnaire was used for both students and teachers to express their views on issues such as the extent to which their heads make good use of the resources available to their school, the involvement of staff and students in decision making process, how their head is perceived to be a human relation facilitator and how the leadership style adopted by their head makes him or her to be perceived by both teachers and students as an effective leader. Also, the questionnaires elicited information on conflict management, punctuality and effective monitoring of academic work by the head as well as successful completion of academic work by teachers.

Pre-Testing of Instrument

A pre-testing of the instrument was conducted in Holy Trinity Cathedral Secondary School in the Greater Accra Region. The choice of this school was made because the students in this school have similar characteristics with the students in the Ga District of the Greater Accra Region. For instance, it is a day school and the academic performance of the students in Holy Trinity Cathedral Secondary School is similar to that of most Schools in the Ga District. Also, similar courses are pursued in these schools. The teachers also have similar qualifications and handle similar students, likewise the head. The pre-testing of the instrument was made in order to establish its validity and reliability before the real study was conducted. After the pre-testing the researcher realized that all the questions presented by the questionnaires were answered without any difficulty. The same questions were therefore, retained for the study.

Data Collection Procedure

The researcher visited all the schools personally to administer the questionnaires. The presence of the researcher helped to establish a good rapport with all the respondents and also ensured that all the targeted respondents were reached. Also, it contributed to easy retrieval of the questionnaires. Four hundred questionnaires were distributed according to the samples of students and teachers in each school. The questionnaires were administered by the researcher in all the schools except the Presbyterian Boys Secondary School (Presec). The researcher was unable to administer the questionnaires personally at Presec because the students were engaged in a cultural activity at the time the researcher arrived in the school. A member of staff who is well known to the researcher collected the questionnaires and administered them later. This arrangement did not affect the outcome of the study. The data were collected before the 2002/2003 academic year ended in August. All the 300 questionnaires administered to students and 100 questionnaires administered to teachers were retrieved. Hence all 100% questionnaires were retrieved from students and teachers.

Data Analysis

The completed questionnaires were edited to ensure consistency. Though all the questionnaires were grouped according to the various schools used for the study, they were put together in two groups namely teachers and students. The data collected were tallied question by question, taking into consideration the

responses given and according to teachers and students. Their sums were used for the analysis. Qualitative and quantitative data analyses methods as well as descriptive statistics were employed to analyze the data. Percentages and mean values were calculated.

CHAPTER FOUR

RESULTS AND DISCUSSION

The success of any educational programme embarked upon by a school or a nation depends to a very large extent upon the effective mobilization of the skills and talents of teachers. The provision of effective leadership by heads of second cycle institutions will promote a high academic achievement of their students. The study investigated Teachers' and Students' Perception of the Leadership Effectiveness of Heads in five of the six Senior Secondary Schools in the Ga District of the Greater Accra Region.

Questionnaire related to the topic were developed and administered to the target group which consisted of 300 students and 100 teachers from the five selected Senior Secondary Schools in the Ga District. These are Presbyterian Boys Secondary School (Presec) at Legon, St John's Grammar School (St John), West Africa Secondary School (WASS), Odorgonno Secondary School (OSSA) and Amasaman Secondary Technical School (AMASEC). This chapter deals with the analysis, interpretation and discussion of the data collected.

Staff Involvement in School Administration

The first question sought to know how Heads of Senior Secondary Schools involve their staff and students in the administration of their schools. The responses are presented in Tables 5-10.

Table 5**Staff Involvement in School Administration**

Level of Staff Involvement in Administration	Students		Teachers	
	No	%	No	%
Effective Involvement	101	33.7	31	31
Much Involvement	60	20.0	33	33
Occasional Involvement	102	34.0	33	33
No Involvement	25	8.3	3	3
Non-Response	12	4.0	-	-
Total	300	100.0	100	100

As shown in Table 5, 33.7% of the students indicated that, their heads involve the staff effectively in the administration of the school. This constitutes 101 out of the 300 students used for the study. Sixty students who form 20% of the respondents stated that their heads involve much of the staff in the administration of the school and 102 respondents, who form 34% of the sample of students indicated that their heads occasionally involve the staff in the administration of the school. With regard to teachers, 31 who constitute 31% of the respondents stated that, their heads involve them effectively in the administration of the school. Thirty-three teachers who constitute 33% indicated that there is much involvement of teachers in the administration of the school and another 33% stated that there is occasional involvement of teachers in the administration of the school.

The study revealed that, 87.7% of the respondent students indicated that their heads involve the staff in the administration of the schools, while 97 % of the respondent teachers also stated so. This is an indication that most heads involve their staff in the administration of their schools. These findings are consistent with the view of Mussazi (1982) that, democratic leaders involve members of the group or their representatives in policy formulation, which serves as guidelines for organizational operations. Management influences the workers without dominating their thinking. The leader, instead of ordering subordinates, offers suggestions. Since this type of leader derives his or her power and authority from the subordinates, he or she makes individuals feel important within the group and acknowledges that their skills and talents can be used for the success of the organisation.

Table 6

Delegation of Authority by School Heads

Level of Delegation of Authority	Students		Teachers	
	No	%	No	%
Very much authority delegated	103	34.3	33	33
Much authority delegated	68	22.7	34	34
Occasional authority delegated	90	30.0	30	30
No authority delegated	39	13.0	3	3
Total	300	100.0	100	100.0

Table 6 shows that, 103 students who constitute 34.3% of the respondents perceived that their heads delegated much authority to their teachers and students, 68 students who form 22.7% of the respondents indicated that their heads delegate much authority to their teachers and students, while 90 students who form 30% of the respondents stated that their heads occasionally delegate authority to their teachers and students. It is pertinent to note that 87% of the student respondents indicated that their heads delegate authority to their teachers and students. Table 6 further revealed that 33 teachers who constitute 33% of the respondents stated that, their heads delegate much authority to teachers and students, 34% indicated that much authority is delegated by their heads to the teachers and students, while 30% stated that their heads delegate authority to teachers and students occasionally. The study revealed that the majority of the teaches in the study indicated that their heads delegate authority to the teachers and students.

To a very large extent the findings of both teachers and students are consistent with that of Atta et. al. (2000) that, it is impossible for the head alone to perform every task. A head assigns projects and tasks to members of staff. These assignments should be given with clear instructions and resources provided to facilitate the task. A head should follow up the delegated activities to be sure that they are well done because only authority can be delegated and not responsibility. This finding is also consistent with the assertion by Owens (2001) that, a good leader initiates structures to get the work done. He or she specifies the tasks to be performed and endeavours to establish well-defined patterns of organisation,

channels of communication and methods or procedures, scheduling and designating responsibilities.

Punctuality to School

Tables 7 and 8 present the responses of students and teachers respectively regarding the punctuality to school by heads, teachers and students.

Table 7

Students' Response on Punctuality to School

Punctuality to School	Heads		Teachers		Students	
	No	%	No	%	No	%
Very Punctual	158	52.7	110	36.7	96	32.7
Punctual	101	33.7	127	42.3	135	45.0
Occasionally Punctual	16	5.3	19	6.3	18	6.0
Not Punctual	23	7.7	42	14.1	48	16.0
Non-Response	2	0.6	2	0.6	3	0.3
Total	300	100.0	300	100.0	300	100.0

Table 7 revealed that, 158 students who constitute 52.7% of the respondents indicated that their heads were very punctual to school and 101 students who constitute 33.7% stated that, their heads are punctual to school. With regard to teachers, 110 students who form 36.7% of the sample stated that their teachers are very punctual to school while 127 students who constitute 42.3% indicated that their teachers are punctual to school. The table further revealed that 32.7% of the student respondents stated that their students are very punctual to school, while 45% of them stated that they are punctual to school.

To a very large extent, the findings of the study are consistent with one of the approaches used by Yukl (1981) in determining leadership effectiveness in schools. This approach states that, leadership effectiveness in school can be measured in terms of punctuality to school by both staff and students and the neatness of the school compound just to mention a few.

Table 8
Teachers' Response on Punctuality to School

Punctuality to School	Heads		Teachers		Students	
	No	%	No	%	No	%
Very Punctual	33	33	35	35	30	30
Punctual	40	40	45	45	40	40
Occasionally Punctual	24	24	17	17	20	20
Not Punctual	3	3	3	3	10	10
Total	100	100	100	100	100	100

Table 8 which displays teachers' responses on punctuality revealed that, 33 teachers who constitute 33% of the sample stated that their heads are very punctual to school while 40% stated that their heads are punctual to school. With regard to teachers, 35 teachers who constitute 35% indicated that their teachers are very punctual to school while 45% stated that their heads are punctual to school. The table further revealed that 30% of the teachers indicated that, their students are very punctual to school while 40% stated that their students are punctual to school. On the whole, the study revealed that most heads, teachers and

students in the Senior Secondary Schools in the Ga District are punctual to school. These findings further buttress the work of Yukl (1981), which states that leadership effectiveness in schools can be measured in terms of punctuality to school by both staff and students.

Table 9

Monitoring of Academic Work by Heads

Nature of Monitoring	Students		Teachers	
	No	%	No	%
Very Satisfactory	86	28.7	31	31
Satisfactory	116	38.7	59	59
Unsatisfactory	36	12.0	5	5
Very unsatisfactory	59	19.7	5	5
Non-response	3	0.9	-	-
Total	300	100.0	100	100

As shown in Table 9, 86 students who constitute 28.7% of the responding group indicated that their heads monitor academic work very satisfactorily while 116 students who form 38.7% of the group stated that, their heads monitor academic work satisfactorily. The table further showed that 31% of the teachers also indicated that their heads monitor academic work very satisfactorily while 59% stated that there is satisfactory monitoring of academic work by the heads. This constitutes 90% of the teachers as compared to 67.4% of the students who indicated that the heads are effective in monitoring academic work. This implies that the majority of the teachers and students in the study realized that their heads

satisfactorily monitor the academic work of their schools. The findings of teachers and students are therefore in conformity.

This research finding confirms the assertion made by Getzel and Guba that, in a school situation the head of the institution emphasises the needs of the school and he/she wants the school to perform creditably in everything. In order to achieve this goal, teachers are supervised to prepare the students for examination.

Resources Mobilisation by Heads

Research question two addressed mobilizations of resources such as books, teaching and learning materials and furniture by heads to promote effective teaching and learning in the schools. Table 10 presents the results of the study.

Table 10

Resources Mobilisation by Heads

Effort in Resources	Students		Teachers	
	No	%	No	%
Very satisfactory mobilization of resources	86	28.7	28	28
Satisfactory mobilization of resources	110	36.7	55	55
Unsatisfactory mobilization of resources	29	9.7	8	8
Very unsatisfactory mobilization of resources	71	23.7	9	9
Non-response	4	1.2	-	-
Total	300	100.0	100	100

The study reveals that 86 students who form 28.7% of the group in the study stated that, their heads mobilize resources very satisfactorily for effective

teaching and learning in their schools and 110 students who constitute 36.7% indicated that their heads mobilize resources satisfactorily for effective teaching and learning. Based on the responses of the students as illustrated in Table 10, most of the students perceived that their heads provide resources for effective teaching and learning. Table 10 also revealed that 28 teachers who constitute 28% of the sample stated that, their heads mobilize resources very satisfactorily for effective teaching and learning and 55 or 55% stated that resources are mobilized satisfactorily for effective teaching and learning. A close look at the responses revealed that both students and teachers acknowledged the fact that their heads mobilize resources for teaching and learning. Atta et. al. (2000) note that there should be frequent evaluation of fiscal, human, material and time resources. Heads need to find out if optimal use is being made of these resources.

Emotional Stability of Heads

Research question three investigated the emotional stability of the heads of Senior Secondary Schools. The result of the study is presented in Table 11.

Table 11
Emotional Stability of Heads

Emotional Stability of Heads	Students		Teachers	
	No	%	No	%
Very satisfactory	86	28.7	27	27
Satisfactory	86	28.7	47	47
Unsatisfactory	51	17.0	11	11
Very unsatisfactory	74	24.7	15	15
Non-response	3	0.9	-	-
Total	300	100.0	100	100

According to Table 11, 86 students who constitute 28.7% of the respondents indicated that the emotional state of their heads is very satisfactory while another 86 students or 28.7% of the sample stated that the emotional state of their heads is satisfactory. This constitutes 57.4% of the sample and forms the majority. It is interesting to note that 51 students who constitute 17% of the group indicated that the emotional state of their heads is unsatisfactory while another 74 students who constitute 24.7% of the group stated that the emotional state of their heads is very unsatisfactory. With regard to teachers, 27% of them indicated that their head has a very satisfactory emotion while 47% of them stated that their head has a satisfactory emotion. It is worth noting that, though some heads of Senior Secondary Schools in the Ga District have a satisfactory emotion, others do not have. Satisfactory emotion implies that the heads have a good temperament.

It is interesting to note how this perception is consistent with the view point of Wright and Taylor (1994) that our emotions at a particular time can influence our perceptions and judgements. For instance, the way a person who is full of joy will perceive an issue would differ from a person who is angry or depressed. They continue to state that in general, emotional arousal reduces a person's capacity to use information and may form impressions which are simple and based on stereotype and prejudice rather than treating people as individuals.

In a related development, Mussazi (1982) cites Halpin and Craft (1963) and states that controlled School Climate laid emphasis on the achievement of organizational goals with little or no attention at all to the satisfaction of the

member's social needs. This climate is highly task oriented and highly controlled. The head is described as dominant and authoritative and sees to it that things are done according to his or her desire. Behaviour in this type of climate is not genuine and the atmosphere is also not open. There is apathy and lack of commitment to work in such a school.

Decision-Making in the Schools

Research question four sought to find out how the heads of Senior Secondary Schools in the Ga District involve the students and the teachers in the decision-making process. The result is displayed in Table 12.

Table 12

Involvement of Students and Teachers in the Decision-Making Process

Decision-Making in the Schools	Students		Teachers	
	No	%	No	%
Very satisfactory involvement	51	17.0	24	24
Satisfactory involvement	84	28.0	53	53
Unsatisfactory involvement	69	23.0	17	17
Very unsatisfactory involvement	91	30.3	6	6
Non-response	5	1.7	-	-
Total	300	100.0	100	100

As revealed in Table 12, 51 students who form 17% of the respondents stated that, their heads very satisfactorily involve the students and the teachers in

the decision-making processes, while 84 students who constitute 28% stated that their heads involve students and teachers satisfactorily in decision-making process. These two categories of students form 45% of the sample. The table further revealed that 69 students or 23% of the respondents indicated that there is unsatisfactory involvement of students and teachers in the decision-making processes while 91 students who constitute 30.3% of the target group stated that their head's involvement of the staff and students in the decision-making process is very unsatisfactory. The two categories of students who indicated unsatisfactory involvement of the teachers and students in decision-making form the majority 160 or 53.3%.

With regard to the teachers, 24% of them indicated that their heads very satisfactorily involve the staff and the students in the decision-making process while 53% indicated that their heads involve the students and teachers' satisfactorily in the decision-making processes. Thus, the majority (77%) of the teachers were satisfied with the involvement of teachers and students in the decision-making process. Both groups constitute 77% of the respondents. It is worth noting that the perception of students does not conform to that of teachers. The study revealed that some heads do not involve the teachers and students much in decision-making processes. It could be that these heads who do not involve their teachers and students much in decision-making processes would not have a good atmosphere in their schools.

The findings of the majority group of teachers tend to support the views of **Musaazi (1982)** that, democratic leadership assumes that members of the group or

their representatives will be involved in policy formulation. This type of leadership emphasizes group and leader participation in the formulation of the policies that serve as guidelines for organizational operation. The needs, interests, rights, and freedom of the workers are often considered and they are involved in decision-making.

The findings of the majority group of students tend to suggest the autocratic type of leadership described by Musaazi (1982). Such leaders centralise power and authority in the management. He or she alone determines policy and assigns tasks to members without consultation. His or her directives are to be carried out without questioning. Any grumbling about the leaders actions or orders is met with force or resistance. Autocratic leaders do not allow any group inspired decisions. The leader decrees what shall be done and subordinates accept it without questioning.

Human Relations of the Heads

Research question five aimed at investigating how positively heads of Senior Secondary Schools in the Ga District relate to their staff. The results of the study are presented in Tables 13 and 14.

Table 13**Staff – Head Relationship**

Human Relations of the Heads	Students		Teachers	
	No	%	No	%
Very Satisfactory	107	35.7	41	41
Satisfactory	102	34.0	38	38
Unsatisfactory	47	15.7	15	15
Very unsatisfactory	42	14.0	6	6
Non-response	2	0.6	-	-
Total	300	100.0	100	100

As displayed in Table 13, 107 students who constitute 35.7% of the sample indicated that there is a very satisfactory relationship between the heads and their staff, while 102 students who form 34% stated that, there is a satisfactory relationship between the heads and their staff. It can be inferred from the table that 69.7% of the students stated that there is a good relationship between the heads and their staff. The table further revealed that 41% of the teachers indicated that there is a very satisfactory relationship between the staff and the heads while 38% stated that there is a satisfactory relationship between the staff and the head. The two categories of the positive response constitute 79% of the sample so they form the majority. This study reveals that most heads relate positively with their staff because the responses of the teachers are consistent with that of the students.

This result can be viewed in relation to the work of Owens (2001) that an

effective leader develops friendship, mutual trust, respect and warmth in relationship between the leaders and the followers. These behaviours are usually labelled consideration or concern for people. This research finding suggests an open school climate, which was cited by Musaazi 1982. According to him, this type of climate is characterised by the achievement of organisational goals and the satisfaction of the needs of students and teachers. The head and the subordinates alike play leadership roles. There is a high degree of trust and intimacy in this type of atmosphere and the head as well as the teachers interact freely with each other. In another development, Syrett and Hogg (1992) state that, it is important for a leader to facilitate human relations. In maintaining the group he or she develops and sustains a positive interpersonal relationship which helps the subordinates to work co-operatively, and diligently to achieve the objectives of the group.

Table 14

Establishment of Self-Confidence in Teachers

Establishment of Self-Confidence in Teachers	Students		Teachers	
	No	%	No	%
Very satisfactory	94	31.3	33	33
Satisfactory	128	42.7	44	44
Unsatisfactory	41	13.7	15	15
Very unsatisfactory	36	12.0	7	7
Non-response	1	0.3	1	1
Total	300	100.0	100	100

As displayed in Table 14, 94 students who constitute 31.3% of the respondents indicated that their heads very satisfactorily promote self-confidence in their teachers while 128 students who constitute 42.7% stated that, their head satisfactorily establish self-confidence in the teachers. The two groups of respondents constitute 74% of the sample and form the majority. With regard to teachers, the table revealed that 33% of them indicated that their heads very satisfactorily establish self-confidence in them while 44% stated that their heads satisfactorily establish self-confidence in them. These constitute 77% of the sample and form the majority. It is pertinent to note that the perception of students agrees with that of teachers. This is an indication that most heads of Senior Secondary Schools in the Ga District establish self-confidence in their teachers.

This finding reiterated what Musaaazi (1982) said that sociability is an essential element of leadership. For goals to be achieved, a leader has to develop a positive interpersonal relationship. There must be enough room for frequent interactions with subordinates and other people. In a related development, Syrett and Hogg (1992) state that, it is important for a leader to facilitate human relations. As a co-coordinator, a leader draws people, actions and events together in such a way that they support and strengthen each other. In maintaining the group, he or she develops and sustains positive inter-personal relations, which helps the subordinates to work co-operatively and diligently to achieve the objectives of the group.

Conflict Management in the Schools

Research question six investigated how effective the Ga District Secondary School heads are in managing conflicts in their schools. The result is presented in Table 15.

Table 15

Conflict Resolution

Conflict Resolution	Students		Teachers	
	No	%	No	%
Very good	81	27.0	53	53
Good	133	44.3	26	26
Poor	37	12.3	14	14
Very poor	48	16.0	5	5
Non-response	1	0.4	2	2
Total	300	100.0	100	100

As displayed in Table 15, 81 students constituting 27% of the sample stated that, their heads are very good at conflict resolution while 133 students who constitute 44.3% of the sample indicated that their heads are good at conflict resolution. The two constitute the majority and form 71.3% of the sample. The table further revealed that 53% of the teachers who constitute the sample indicated that their head is very good at conflict resolution while 26% stated that their head is good at conflict resolution.

These findings indicate that the perception of teachers is in conformity with that of students. This means that both the teachers and the students share the view that most heads of the Senior Secondary Schools in the Ga District are very effective at resolving conflicts in their schools.

Atta, et. al. (2000) shares in these findings and acknowledges the importance of conflict resolution and observes that a school head has to identify the important elements of a problem by gathering and analyzing data, facts and impressions. The possible cause of the problem should be identified and the leader should apply conflict management techniques when the need arises. In addition, McBeath (1990) states that problem resolution is one of the issues tackled by leaders since conflicts are inevitable in every organisation. A leader has to identify and analyze conflicts and consider every idea and viewpoint.

Summary

The findings revealed by the studies are as follows: On the issue of “heads involvement of their teachers in the administration of their schools,” 53.7% of the students stated ‘yes’ to good involvement while the ‘yes’ percentage was 64 for the teachers. With regard to the delegation of authority, 57% of the students agreed that their heads delegated authority to the teachers and students in the school while 67% of the teachers were of the same view. The majority of students and teachers indicated that their heads indeed mobilise resources for effective teaching and learning. Their percentages were 65.4 and 83 respectively.

On the whole, the findings were that most heads, teachers and students in **Senior Secondary Schools** in the Ga District of the Greater Accra region were

punctual at school. The data as gathered from students with regard to punctuality were 86.4%, for heads, 79 % for staff and 77.7 % for students. Those for teacher's responses were 73 %, 80 % and 70 % respectively. In addition, 65% of the students agreed that their teachers successfully completed the term's work while the agreement on the same issue for the teachers was 78%. It could be inferred from the students that most of the Senior Secondary Schools in the Ga District of the Greater Accra region effectively monitored the academic work of their schools. Slightly more than 67% of the students stated so while 90% of the staff agreed to that. With regard to staff-head relationship, 69.7% of the students indicated that their heads had a satisfactory relationship with their staff while 79% of the teachers held the same view.

The studies also revealed that 45% of the students were of the opinion that their heads involved students and teachers in the decision-making process while 77% of the teachers agreed to that. Also, 71.3% of the students found their heads to be good at conflict resolution while 79% of the teachers were of a similar view. It also came to light from the study that 74% of the students felt that their heads had established self-confidence in their teachers, 77% of the teachers supported this view. From the respondents it was revealed that the majority of the heads of Senior Secondary Schools in the Ga district of the Greater Accra region had a good temperament. Fifty seven percent of the students and 74% of the teachers gave positive responses to that effect.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of the study based on the analysis of the data, the conclusion drawn from the findings and their implications and recommendations for practice and areas for further research. The purpose of the study was to investigate teachers' and students' perception of the leadership effectiveness of their heads in the Senior Secondary Schools in the Ga District of the Greater Accra Region.

The study sought to investigate the following issues:

1. The extent to which the heads of Senior Secondary Schools in the Ga District of the Greater Accra region make good use of the resources available for their schools.
2. How the heads of the Senior Secondary Schools in the Ga District are emotionally stable for their position.
3. The extent to which the heads of the Senior Secondary Schools in the Ga District involve their staff and students in decision- making process.
4. How the heads of the Senior Secondary Schools in the Ga District are perceived to be human relation facilitators.
5. The extent to which the heads of Senior Secondary Schools in the Ga district are perceived to be conflict managers.

In order to identify teachers' and students' perception of the leadership effectiveness of their heads in the Ga District, a descriptive cross – sectional survey was conducted in the Senior Secondary Schools in the district. The

sample involved 300 students and 100 teachers drawn from five of the six schools, namely; Presbyterian Boys Secondary School (Presec), St. John's Grammar (St. John), West Africa Secondary School (WASS), Odorgonno Secondary School (OSSA) and Amasaman Secondary Technical School (AMASEC). The sample comprised both males and females and it was made up of 200 males and 200 females of both teachers and students.

The instrument used in collecting data was the questionnaire. It was pilot tested and found adequate. The questionnaires were administered personally to all the respondents by the researcher with the exception of Presec where a member of staff administered them because the school was busily preparing for a cultural festival at the time the researcher arrived in the school to administer them. It is worth noting that all the questionnaires were completed and retrieved.

Summary of the Research Findings

The study revealed that most heads of Senior Secondary Schools in the Ga District of the Greater Accra Region involve their teachers and students in the administration of their schools. However, a few of them try to do everything alone or involve the staff and students occasionally.

With regard to the delegation of authority to teachers and students, the study revealed that most heads do delegate authority but some heads do so occasionally or not at all.

The study also revealed that most heads of Senior Secondary Schools in the Ga District mobilize resources such as books, teaching and learning materials and furniture to promote effective teaching and learning in their schools.

With regard to punctuality, the study revealed that most heads, teachers and students are punctual at school. However, some of them are occasionally late while a few are habitual latecomers. The study also disclosed that there is a successful completion of the term's work in all the schools in the Ga District. Also most heads in this district effectively monitor the academic work of their schools.

With regard to the establishment of good relationships, the study disclosed that most heads relate positively to their staff, though some of them need to improve upon their attitude towards their staff. The study brought to light that both teachers and students in the district are involved in decision-making.

As conflicts are inevitable in every organisation, the study revealed that most heads see to it that conflicts are effectively resolved in their schools. The study showed that most heads establish self-confidence in their teachers.

With regard to temperament, the study disclosed that most heads are emotionally stable.

Conclusions

The study focused on the perception of teachers and students of the leadership effectiveness of their heads in the Ga district of the Greater Accra Region. Based on the findings of the study, a number of conclusions are drawn.

Most heads of the Senior Secondary Schools in the Ga district involve their staff in the administration of their schools. This implies that democracy is prevailing in the Senior Secondary Schools in the district. The involvement of teachers in the administration of their schools will bring about effective

collaboration between the heads and the teachers and this will promote effective teaching and learning. As a result, there will be high achievement in the schools.

In addition, a good relationship will be established between the heads and the staff and this will promote a good tone in the schools. This finding is consistent with the view of Musaazi (1982) which states that democratic leaders involve the teachers and students in the formulation of rules and regulations that govern the school. This type of leadership is the means by which the creative talents of many teachers are tapped.

To a large extent, most heads of the Senior Secondary Schools delegate authority to the teachers and students in their schools. Teachers and students are ever prepared to function effectively if they are recognized and given the opportunity to perform. This will foster genuine behaviour and eliminate apathy.

Atta et. al. (2000) state that it is impossible for the head alone to perform every task. They emphasize the need to assign projects and tasks to members of staff.

It is worth noting that to promote effective teaching and learning most heads in the Ga district of the Greater Accra Region mobilize resources such as books, teaching and learning materials, and furniture. This implies that most heads are aware of the important role that these resources play in the learning process. To buttress this finding, Atta et. al. (2000) saw the importance of physical, human, material and time resources and expect heads to find out if optimal use is being made of these resources.

It was discovered from the study that most heads, teachers and students are punctual at school. This is commendable because if both staff and students are disciplined there will be high academic achievement. This implies that disciplined future leaders are being nurtured in the Ga district schools. Yukl (1981) saw the importance of punctuality in school administration and used it as a yardstick to measure leadership effectiveness.

Most teachers in the district successfully complete the term's work. This shows the hard work that the teachers are doing. If the students in these schools are equally hard working there will be high academic achievement in these schools. The study further revealed that most heads monitor the academic work of their schools. It is prudent for heads of institutions to do effective monitoring of the academic work to promote effective work in their schools.

It is worth noting that most heads relate positively to their staff. Good relationship is important in leadership. Without a good relationship no effective work will be done and no genuine behaviour will be exhibited by heads and teachers. It is necessary for every head to establish a good inter – personal relationship with his or her subordinates. Musaaazi (1982) points out that the school head is in a key position to influence the human factors of morale. He continues to state that the head can change the attitude of staff members, change the nature of their relationship with him or her and with others. The head can, therefore, generate inter – personal interest, confidence and trust.

With regard to decision-making, the study revealed that both teachers and students are involved in it. This implies that democracy is prevailing in the

Senior Secondary Schools in the Ga district. To buttress this point, Musaazi (1982) points out that, in democratic leadership, decision about organizational matters are arrived at after consultation and communication with various people in the organization.

The study brought to light the good work that some heads of the Senior Secondary Schools are doing in conflict resolution. Most heads strive hard to resolve conflicts and promote good relationship. This confirms the assertion made by Syrret & Hogg (1992) that a leader is a conflict mediator since conflicts are inevitable in every organisation.

To a large extent most heads of the Senior Secondary Schools in the Ga district establish self-confidence in their teachers. This means that there is a good inter-personal relationship between the heads and teachers in the district. This type of atmosphere will facilitate good academic work. According to Musaazi (1982), when a leader lacks self-confidence he or she is unduly influenced by subordinates who have confidence in themselves.

Recommendations

On the basis of the results of the study the following recommendations are made for practice:

1. That proper professional training for Educational Administrators should be a pre-requisite for appointment to all positions in the Administrative sectors in the Ghana Education Service (G.E.S) nationwide to facilitate effective work.
2. That since effective use of time, resources, teaching and learning out-puts all hinge on effective supervision, the supervisory units of

the GES must of necessity, be revamped and staffed with professional graduate teachers who are trained in the skills of administration and supervision from the districts to the regional and national levels. That these officers should be well remunerated and made effectively mobile to assist heads in their supervisory work.

3. That heads of Senior Secondary Schools should be agents of change in their institutions to serve as models for teachers and students to emulate.
4. That heads of Senior Secondary Schools should not only manage teachers, students and the non – teaching staff but also parents, teaching and learning materials, structures and financial resources.
5. That heads of Senior Secondary Schools should be proactive in finding means of generating income in order to get funds to procure material resources necessary for promoting effective academic work.

Areas for Further Study

1. To generalize the findings of this research for all heads in Ghana, there is the need to conduct a research into the perception of teachers and students of the leadership effectiveness of their heads in other districts in the country.
2. The study was unable to capture information on the relationship between effective leadership and school discipline. It would be ideal if a study is conducted into this area.

3. Effective communication is very essential in leadership effectiveness. A study should, therefore, be conducted to see the correlation between effective communication and leadership effectiveness.

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APPENDIX A

LETTER OF INTRODUCTION BY DIRECTOR OF I.E.P.A



UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATION

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

TEL: 042 -33824

**University Post Office
Cape Coast, Ghana**

September 9, 2002.

**Senior Secondary Schools in the Ga District
Accra**

LETTER OF INTRODUCTION

The bearer of this letter Grace Mavis Arku is a graduate student of the University of Cape Coast. She is collecting data / information in your outfit for the purpose of writing a dissertation as a requirement of the programme.

I would be grateful if you could help her with the collection of the data/ information.

Kindly give the necessary assistance that Madam Arku needs.

Thank you.

**A.L. Dare (Dr.)
Ag. Director**

APPENDIX B

LETTER OF INTRODUCTION BY CANDIDATE

I am a graduate student of the University of Cape Coast. I am collecting information in your school for the purpose of writing a dissertation as a requirement of my programme.

I should be grateful if you could help me with the collection of the information.

Thank you.

Grace Mavis Arku
Researcher.

APPENDIX C

QUESTIONNAIRE FOR TEACHERS AND STUDENTS

A study is being conducted on the perception of teachers and students on the leadership effectiveness of their heads in the Ga District Schools.

QUESTIONNAIRE FOR TEACHERS AND STUDENTS ON THEIR PERCEPTION OF THE LEADERSHIP EFFECTIVENESS OF THEIR HEADS IN SECOND CYCLE INSTITUTIONS IN THE GA DISTRICT OF THE GREATER ACCRA REGION.

Your assistance is kindly being sought to participate in the exercise by completing this questionnaire as frankly as possible. You are assured that the responses will be treated confidentially.

SECTION A

Personal Data:

Kindly respond by ticking (✓) the appropriate responses where applicable.

Please do not write your name.

Sex: Male [] Female []

Status: teacher [] student []

SECTION B

Questionnaire

- 1) How much does your head involve the staff in the administration of the school?
 - a) very much
 - b) much
 - c) occasionally
 - d) not at all

- 2) To what extent does your head delegate authority to teachers and students in your school?
 - a) very often
 - b) often
 - c) occasionally
 - d) not at all

8) How effective is your head in conflict resolution

a) very good

b) good

b) poor

c) very poor

9) To what extent will you say your head establishes self – confidence in the teachers?

a) very satisfactory

b) satisfactory

c) unsatisfactory

d) very unsatisfactory

10) How do you perceive the emotional stability of your head?

a) very satisfactory

b) satisfactory

c) unsatisfactory

d) very unsatisfactory