

UNIVERSITY OF CAPE COAST

A STUDY OF TEACHERS AND STUDENTS PERCEPTION OF HEADMASTERS LEADERSHIP EFFECTIVENESS IN SENIOR SECONDARY SCHOOLS IN THE AKWAPIM NORTH DISTRICT OF THE EASTERN REGION OF GHANA

BY

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JUNE, 2000

CANDIDATE'S DECLARATION


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


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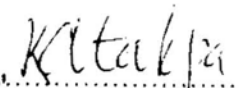
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SUPERVISORS' DECLARATION

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


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ABSTRACT

What occasioned this study was the seemingly big difference in academic performance of students from various senior secondary schools and the desire of some teachers to work in some particular schools. These, to some extent, indicated the existence of some problems confronting the senior secondary sector and among the problems was one related to leadership effectiveness of headmasters. A research problem was created with the aim of knowing from respondents (teachers and students) whether the leaders of second cycle institutions in the execution of their duties exhibited any peculiar characteristics that constituted a marked departure from what was revealed by the literature review related to leadership effectiveness.

The respondents for the study were teachers and students of six senior secondary schools from the Akwapim North District in the Eastern Region of Ghana. The basic focus was the perception of the leadership styles of the headmasters of the schools. Five research questions were formulated to investigate such factors as (a) the extent to which teachers and students thought their headmaster was effective (b) the extent to which teachers and students thought that their headmaster's performance created an enabling environment for academic work. The instrument that was designed was primarily based on previous empirical studies of leadership and this together

with the information provided by the literature review produced the factors upon which the study was based.

The instrument was designed to examine (a) the personal qualities and academic qualifications of headmasters and (b) the leadership behaviour of the headmasters. Two main null hypotheses were formulated to test for any significant differences in perception between the teachers and student respondents. The chi-square test of significance was used as the main statistical technique for the study. The hypotheses were tested at the 0.05 alpha level.

A finding of the study was the essence of the possession of the requisite managerial and administrative skills to ensure leadership effectiveness in schools. It was the considered opinion of students that education was one of the basic vehicles for equipping one with the required skills. This finding endorses the recommendation that the Ministry of Education, the Ghana Education Service and other concerned bodies should ensure that our senior secondary schools are manned by people who possess the requisite educational background. Teachers expressed that sound mental health and trust in dealing with peers and subordinates are very important in helping achieve effectiveness in schools.

Chi-square analysis revealed differences in perception of the teachers and students on 9 items out of the 24 items in the questionnaire. Some of the factors where perception differed are (1) Neat in appearance, (2) Courageous in facing problems (3) Promotes good relations among the personnel of the school and (4) Accepts and applies suggestions made by students.

Further recommendations made as a result of the findings of the study are: Heads of educational institutions should engage qualified staff and also they (Heads of educational institutions) should do careful analysis of problems before taking action.

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D E D I C A T I O N

This piece of work is first and foremost dedicated to Grace Presbyterian Church of Akropong-Akwapim and secondly, dedicated to the memory of my father, Mr. Henry Apau Gyansah my sister, Miss Esther D. Gyansah (Ewuraa Abena) who breathed their last on the 22nd September 1993 and 18th October 1993 respectively.

Importantly, this study is also dedicated to my children, Nana Afua, Owuraku and Kwame (Prof.) May they live to enjoy the fruits of my academic life to the fullest.

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CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The clarion call for effective leadership in our schools sounds louder today. This may be attributed to the fact that people have become more interested in what goes on in our schools. The existence of Parents Teachers' Associations, the formation of School Management Committees, and the institution of the District Education Oversight Committees buttress the point that there is an increased interest in the affairs of our schools. The heightened interest is comparable to the awareness of most people in the community that education holds the key to the development of the nation. No country can have a future without a well-trained manpower resource. It is the responsibility of heads of educational institutions to ensure that the country's educational aims are realised so that this manpower resource can be produced. The motto of the Conference of Heads of Assisted Secondary Schools, "The Future In Our Hands" underscores the point being made. A vital question at the heart of this study is, do we have the future in the hands of heads of institutions who cannot really deliver? A section of teachers and students in the Akwapim North District is going to help answer this question in this study.

The performance of the school system in Ghana seems unsatisfactory.

The factors for this unsatisfactory performance are many and varied and include probably bad leadership. One may be tempted to conclude that, among other things, ineffective leadership in our school system has caused the various partnerships of governance we see in our school system. The Parents Teachers' Associations, Board of Governors, School Management Committees, District Education Oversight Committees in the researcher's contention are partners in the administration of schools. Are these to make up for the seeming ineffective leadership in schools or just a matter of "two heads are better than one?"

The organisational structure in the school has the headmaster at the helm of affairs, the teachers are on a higher rung than the students on the hierarchical structure. The hierarchical structure depicts the headmaster as the leader and it is his leadership behaviour that ensures the success or otherwise of the school.

Like definitions of leadership, conceptions of leader effectiveness differ from person to person, highlighting the idea that the criteria selected to evaluate leadership effectiveness reflect a researcher's explicit or implicit conception of what leadership effectiveness is. In educational context, it

seems where there are less student disturbances, where staff turnover is at a reduced level, where results of students in examinations are good, where there is a cordial relationship between the headmaster and staff, where staff work enthusiastically and competently there is presumed to be effective leadership (Yukl Gary, 1994).

Students unrest are unpopular these days, but there seems to be a general dissatisfaction with the academic performance of students and parents level charges pertaining to inefficiency against the teaching staff and heads of schools. The attitudes and feelings of parents in this vein may be demonstrative of their unacceptance of the leadership in the schools. The emergence of performance contracts in the Ghana Education Service to ensure quality teaching and the effective management of education buttress the assertion that “there is more room for improvement” in our school system.

Leadership requires the ability to get others to work enthusiastically and competently towards accepted objectives. Leadership, both a science and an art involves inter-relating with people. The science of leadership develops valid concepts, principles and processes to guide the day-to-day practice of leaders to bring about more predictable end results. Though

these principles and processes do not guarantee definite or ready-made solutions to organisation problems, they provide a logical and analytical approach to planning decision making and problem solving. Leaders who follow these principles and processes find greater assurance when it comes to problem solving. The art of leadership, on the other hand, emphasizes the skills of leadership such as how leaders work with others and how they apply their knowledge and experience to achieve desired results.

Lin Bothwell (1983) indicates two qualities that set true leaders apart. These are: they have a dream they are determined to carry out and they are people of action. James McGregor Burns (1978) expresses a belief that the leader's principal task is one of instilling purpose. He contends that, "leadership unlike naked power wielding is thus inseparable from followers' needs and goals." James Cribbin sees leadership as a process. To him, leaders continue to influence others mainly by means of competence, motivation and communication, towards goal setting, acceptance and achievement.

From the above definitions of leadership, it is crystal clear that leadership is made up of the following aspects. First, leadership is the ability to use the different forms of power to influence followers' behaviour

in a number of ways. Really, leaders influence employees to make personal sacrifices for the well-being of institutions. Second, leadership involves an unequal distribution of power between leaders and group members. Group members are not powerless, there is what we call informal leadership that exists in all human institutions. “The informal leadership of the worker group occurred to those who were skilled in resolving problems within and outside the group, problems that threatened the normative patterns of the group” (Hanson, 1996). Third, leadership involves other people, that is, subordinates or followers and by their willingness to accept directions from their leader help define the leader status and make leadership process possible. Without subordinates all leadership qualities of a school head would be irrelevant.

An understanding of leadership is of vital importance for educational administrators (Morphet *et al* 1959). The job of the headmaster is much more complicated than the process of dealing with a primary group. He deals with many groups, both formal and informal. Many of these groups have conflicting goals, purposes and expectations: teachers expect that the head should be fair, firm and just, students expect that the head ensures that teaching and learning go on very smoothly in an enabling environment,

parents expect that the headmaster sees to the proper growth of their children physically, academically and spiritually, the non-teaching staff expect fairness in the administrative methods of the head, the past students associations want to see their schools growing 'big' in the academic and discipline aspects of school life, the chiefs and the people in the community expect a cordial relationship between the school and the community, officials of the district education office, regional education office, Ghana Education Service and the Ministry of Education expect the head to be an "obedient boy" - obeying the rules and regulations of the offices.

These different expectations naturally beget different perceptions of the headmaster's leadership role. Undoubtedly, the individual's purposes are basic to most of his important activity. His perception are in terms of his individual needs, his past experiences, his values, his beliefs, and indeed his purposes. Purpose is a major determinant of perception. Perception, it must be noted, is not an isolated phenomena but is part of a continuing process. Present perceptions are based upon our understanding of our position in a time continuum and include our understanding of the past, "what was", our understanding of the present, "what is" and our beliefs and values concerning the future, "what ought to be". In the school community where

goals, values, beliefs and norms are shared one may expect perception by members of that community to move in the same direction but there are different individuals in the school community with different purposes as such divergent perceptions on an issue cannot be ruled out.

The head of a Senior Secondary School performs a number of administrative functions. Among other things, the head in some cases recruits staff for the school, he supervises the work of both teaching and non-teaching staff and he ensures that the activities of all staff and students are in conformity with the vision and mission of the school. The head is the school business manager. It is the head's responsibility to work towards the procurement of funds and to ensure the effective disbursement of funds which are needed to carry out the work programme of the school. The head's success as an administrator, a leader and a manager of the school is assessed in terms of the efficiency with which he performs these functions. His performance sets the tone and quality of the school.

If the motto of the Conference of Heads of Assisted Secondary Schools, "The Future In Our Hands", should be taken serious, then our senior secondary schools are to be manned by competent and effective leaders. Competency and effective leadership may be acquired through

experience, which involves under studying effective school leaders. It is the view of the researcher that professionalism contributes to competency and effectiveness. Professionalism in educational administration is vital for effective leadership in our schools. The practice whereby long service in the teaching profession and a pass in interviews and recommendations from superiors grant leadership in our schools should be looked at critically more especially when educational administration exists as an academic discipline. The current practice of appointing our school heads calls for studies into leadership effectiveness in our educational institutions.

1.1 Statement of the Problem

Effective leadership is demanded from the heads of Senior Secondary Schools. It is an accepted fact that effective leadership in all human institutions leads to high morale and adequate performance. Mr Sam Nasamu Asabigi, Deputy Northern Regional Minister (4th Republic), opening a four-day meeting of district directors of education and district budget officers on the preparation of internal budget books, declared that district directors of education are to sign performance contract agreement with the Ghana Education Service (GES) to ensure quality teaching and effective management of education. He goes on to add.

“What is needed is to improve on the human factor and the leadership aspects of GES” (Daily Graphic, Friday, January 29, 1999 p.16).

Such declaration reveals that there are leadership problems in some educational institutions.

The steady desire of most Junior Secondary School graduates to enrol in some particular senior secondary schools thereby creating enrolment problems prompts a question relating to leadership, management and administration of Senior Secondary Schools in the Country. Are the heads of the Senior Secondary Schools doing the right things to enable the schools realise their educational goals? Among the “right things” are the positive answers to the following questions (1) Are the headmasters putting to good use available resources of the school to achieve maximum efficiency and effectiveness? (2) Are the personal qualities, the academic qualifications of the heads and the leadership behaviour of the head aiding them to be effective leaders or not ?

1.2 Research Questions

1. Is the headmaster perceived to be putting into good use the resources available to the school.
2. Is the academic qualifications of the headmaster perceived to be promoting or impeding work in the school?

3. Is the headmaster perceived to be involving the staff in decision - making process in the school?
4. Is the headmaster perceived to be caring for the welfare of the teachers and students.
5. Is the headmaster perceived to be having good human relations ?

1.3 Research Hypotheses

- Ho 1 (a) : There would be no significant difference between the perceptions of staff and students about the personal qualities that a headmaster should possess
- (b) There would be no significant difference between the perceptions of staff and students about the academic qualification that a headmaster should possess.
- Ho 2: There would be no significant difference between the perceptions of the staff and students about the leadership behaviour of headmasters.

1.4. Objectives of the Study

The objectives of the study were to find out the headmaster who teachers and students in the Akwapim North District describe as an effective leader and to determine the qualities, characteristics and leadership

behaviour needed to qualify a headmaster to be termed an effective leader.

1.5 Significance of the Study

The findings of the study will help in discerning the leadership behaviour, the qualities and characteristics of the head who qualifies to be an effective leader. In addition, this study would greatly be of immense help to the educational authorities who are concerned with the selection and appointment of heads of second cycle institutions. Furthermore, the study would help to polish the administrative leadership, and managerial skills as the study would unearth what students and teachers expect as far as effective leadership is concerned. On a broader perspective, the study could benefit the management of non-educational institutions as the study delineates the subordinate perception of leadership effectiveness, a vital ingredient in the management of organisations.

1.6. Limitation of the study

1. Using means of population of different sizes
2. Not asking the respondents for what they considered as traits of effective leaders and forms of behaviour that they considered ensure effectiveness

3. **Financial constraints that did not make it possible to cover the entire senior secondary schools in the district.**

The above make the findings of the study limited to the schools covered.

1.7 Delimitation of the Study

This study was conducted in some senior secondary schools in the Akwapim North District. In as much as the study is limited to one district in the eastern region and more importantly limited to some senior secondary schools in the above-mentioned district out of the large number of senior secondary schools in the country, the findings may not be generalizable to the whole country.

CHAPTER TWO

2.0 LITERATURE REVIEW

Human relationships in organised dealings do not spontaneously result in harmonious or productive outcomes. People do not always eagerly work shoulder to shoulder or as between one group and another in happy ways. There are frictions and strains. There are misunderstandings; there are indifference to productive results; there is actual sense of conflict among individuals and groups. There is co-operation of sorts, or no productive outcomes would result, but it is what may aptly be described as “antagonistic co-operation.” For the “co-operation of sorts” to beget the desired results there is the need for effective leadership in all organised human dealings.

This chapter focuses on the review of related literature in which some authors highlighted the constituent (s) of effective leadership. To make the chapter interesting, the researcher tackled the task in this chapter under the following sub-heads:

1. Trends in the study of leadership
2. Leadership styles
3. Elements of effective leader behaviour
4. Summary

2.1 Trends in the Study of Leadership

Leadership is very highly valued in human societies, so it is not surprising that many studies have been carried out on leaders and leadership. Before 1945, most of the studies on leadership were devoted primarily to the identification of the traits or qualities of leaders. These studies were based on the premise that human beings could be divided into two groups - leaders and followers. The main thrust of these studies was that leaders must possess certain traits or qualities not possessed by followers.

Morphet *et al* (1959) cite Stogdill (1948) who examined one hundred and twenty four studies on the relationship between personality factors and leadership .

- i) The following conclusions are supported by uniformly positive evidence from fifteen or more of the studies surveyed:
 - a) The average person who occupies a position of leadership

exceeds the average member of his group in the following respects.

1. Intelligence
2. Scholarship,
3. Dependability in exercising responsibilities,
4. Activity and social participation and
5. Socio-economic status.

b) The qualities, characteristics , and skills required in a leader are determined to a large extent by the demands of the situation in which he is to function as leader.

ii) The following conclusions are supported by uniformly positive - evidence from ten or more of the studies surveyed .

a) The average person who occupies a position of leadership exceeds the average member of his group to some degree in the following respect;

1. Sociability
2. Initiative
3. Persistence

4. Knowing how to get things done
5. Self-confidence
6. Alertness to and insight into situations,
7. Co-operativeness,
8. Popularity
9. Adaptability and
10. Verbal facility

Stogdill, however, after further study of evidence, concluded:

“A person does not become a leader by virtue of the possession of some combination of traits, but the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities, and goals of the followers. Thus leadership must be conceived in terms of the interactions of variables which are in constant flux and change.”

Morphet *et al* (1959) again cite Myers (1954) analysis of more than two hundred studies of leadership that had been made in the previous fifty years. Following is a summary of some of Myers' conclusions concerning the relationship of personality trait to leadership.

1. No physical characteristics are significantly related to leadership.
2. Although leaders tend to be slightly higher in intelligence than the

group of which they are members, there is no significant relationship between superior intelligence and leadership.

3. Knowledge applicable to the problems faced by a group contributes significantly to leadership status.
4. The following characteristics correlate significantly with leadership: insight, initiative, co-operation, originality, ambition, persistence, emotional stability, judgement, popularity, and communication skills. Myers (1954) stated the following concerning the characteristics just enumerated (Morphet *et al* pg 132).

These characteristics denote qualities of an interactional nature. They are present in leadership situations much more often than are characteristics that denote status or qualities of a more individualistic nature. Some characteristics of the kinds are socio-economic background and self-confidence.

The research indicates, however, that the personal characteristics of leaders differ according to the situation. Leaders tend to remain leaders only in situations where the activity is similar. No single characteristic is the possession of all leaders

From the above it is apparent that there is a considerable level of agreement between Stogdill and Myers concerning the relationship of personality traits to leadership. The study of personality traits alone cannot explain leadership. The studies have shown clearly that the assumption, "leaders are born, not made" is largely false.

Therefore, leadership is not a matter of passive status, nor does it devolve upon a person simply because he possesses some combination of traits. Rather, the leader acquires leader status through the interactions of the group in which he participates and demonstrates his capacity for assisting the group to complete its tasks.

The conclusions of Stogdill and Myers among others, concerning the relationship of personality traits to leadership, should not be considered as a revelation of the futility and unproductivity of the many studies of personality traits in relation to leadership.

It might be considered that the relationship between personality traits to leadership is of limited use in the context of the study of leadership in institutions where one would hope to identify the characteristics of effective as against less effective leaders. This issue of effectiveness had been addressed in a relatively small number of studies at the time of Stogdill's review. Unfortunately, reviews of the literature on leadership traits often fail to distinguish the two issues in their assessments (Bass 1981, p. 75). It could be argued that effective leaders exhibit the identified traits in greater quantity (in terms of both number of traits and the quality of each) than do non-leaders.

When researchers became disenchanted with the trait approach, they began to pay attention to what leaders actually do on the job - the behavioural approach. The behaviour research falls into two general subcategories. The first dealt with the nature of managerial work. This category examined how managers spend their time and it sought to describe the content of managerial activities, using content categories referred to as managerial roles, functions and responsibilities. This mode of research on managerial work relies mostly on descriptive methods such as direct observation diaries, job description questionnaire and anecdotes obtained from interviews. The second subcategory compares the behaviour of effective and ineffective leaders. The preferred research method had been survey research with behaviour description questionnaires.

Halpin (1966) reveals in a research conducted that there are two sets of behaviours associated with effective leadership. The first set, "Initiating Structure", refers to a leader's behaviour in delineating the relationship between the leader and the members of the work group and in endeavouring to establish well defined patterns of organisation, channels of communication, and methods of procedures. The second set Halpin terms "Consideration", involves the expression of friendship, mutual trust, respect,

and a certain warmth between the leader and the group. Halpin's concept of leadership stresses that the administrator who wishes to be a leader must engage in both types of behaviour (although not necessarily at the same time) in order to meet the achievement goals of the organisation, while maintaining positive and satisfying relationships with others.

The behaviour approach involves the "style" a leader uses in dealing with subordinates. Many different labels have been generated to describe essentially two styles of leadership: task oriented and person oriented, what Halpin (1966) had hinted of.

A group of researchers belonging to the human-relations school at first contended that leaders should emphasise considerate participative styles. It was their belief that consideration of employees' feelings and allowing employees' participation in decision making would result in increased satisfaction which, it was thought would improve performance. While considerate behaviour by leaders did generally lead to increased satisfaction, satisfaction did not necessarily lead to improved performance. Equivocal and sometimes negative results (Stogdill, 1974) indicated that this normative approach was not the answer in all situations.

Researchers like Blake and Mouton (1964) cited by Hackman *et al.* (1983) argued that an effective leader must be high on structuring and high on consideration. Again, the data did not clearly conform to the normative prescriptions (e.g., Larson, Hunt, and Osborn, 1975). Further refinements aimed at isolating the specific situations in which certain styles are effective (e.g., Vroom and Yetton, 1973) have replaced the earlier, simpler models, but as yet no adequate taxonomy of situational components exists. In fact, recent theorizing suggests that the leader style says more about follower attributions than it does about leaders.

Hackman, *et al* (1983) citing the following researchers reveal that data do exist, however, which indicate that leaders change their behaviour in response to situational conditions (Hill and Hughes, 1974) and to subordinates' behaviours (Lawin and Craig 1968; Farris and Lim, 1969; Greene, 1975). Leaders are not perceived by subordinates as having "one style" (Hill, 1973), nor do they treat all subordinates the same way (Graen and Cashman, 1975). Thus, the search for invariant truth - the one best-way approach - may not hold answers, even when the model includes situational moderators. Leaders may have numerous behaviours to choose from (not two or three) and may face a wide variety of different situations. A number

of leadership behaviours may be equally effective in the same situation. As researchers include task structures, power, hierarchical level, subordinate expectations, and other organisational characteristics in their models, predictive power and model complexity increase. But only one thing is clear - no one leadership style is effective in all situations.

✓ Early work made an important contribution to understanding leadership. It indicated that neither personal characteristics nor styles of leadership behaviour could predict leadership effectiveness across situations. More significantly, these findings geared researchers toward identifying the characteristics of situations which might interact with personality or style dimensions to generate positive results.

In the current trend in the study of leadership, modern theories have retained the basic ingredients of the earlier mode of study while adding situational contingencies, hence contingency approach.

Fiedler's (1967) contingency theory has been a focus for many current researchers and provides a good example for the contingency approach. Fiedler postulated that the effectiveness of a group depends on the leader's motivational orientation (person versus task) and on the nature of the situation (determined by the structuredness of the task, the position of power

of the leader, and the quality of leader - members relations). More specifically, Fiedler's contingency theory of leadership is addressed to the problem of identifying the proper situational conditions for Task and for relations Oriented leadership behaviour.

The path-goal model (Evans, 1970; House, 1971) provides another example of the contingency approach. Built on an expectancy - theory framework, the path - goal model argues that a leader's style (task or person orientation) is effective when it clarifies linkages between subordinate effort and valued outcomes. Thus, leaders' behaviour has contingent effects on groups outcomes depending upon the presence or absence of performance - outcome linkages.

In spite of their logical appeal, the contingency models have still yielded contradictory research results. As Korman (1974) has pointed out, the contingency approach "has been a great leap forward in the complexity and sophistication of theoretical formations and the range of variables which have come under consideration", but he adds, "there has been a neglect of some basic considerations." Included in such considerations are issues of measurement, the continued focus on personality constructs, a static rather than dynamic view of leadership processes and a failure to extend situational

factors beyond those relevant to the immediate work group.

Researchers are still a long way from an integrated understanding of leadership processes, and equally far from providing organizational leaders with integrated and validated models of leadership. Yet current research has made some useful contribution by sensitizing practitioners to the differences among leadership styles and, in general, to the complexity of the leadership processes.

2.2 Leadership Styles

The conduct of a person in a leadership position geared towards the realisation of organizational goals may be described as a person's leadership style. Isherwood (1985) described leadership style as "the leader's preferred way of acting". Fiedler (1967) makes a distinction between 'leadership behaviour' and 'leadership style'. Leadership behaviour according to Fiedler refers to the specific acts of a leader in directing and coordinating the work of the group members, while leadership style refers to the underlying need structure of the leader that motivates behaviour in various leadership situations. Alan Bryman (1986) contends that leadership style and behaviour are usually treated as synonyms, both pointing to what

leaders do.

Studies conducted by Lewin *et al.* (1939) occasionally referred to as the 'Iowa childhood studies' generated the three popular leadership styles: laissez faire, democratic and autocratic styles (Alan Bryman, 1986, p.36)

The laissez-faire leader allowed complete freedom to the group, was a non participant in the groups' activities, was reactive in terms of matters of work organisation, and made few comments on group members' work. Researchers realised that in the laissez-faire condition, less work was done and it was of poorer quality.

The democratic leadership style was characterised by the concern for maintaining group effectiveness and completing the task to be done. Leaders who practised this style believed that responsibility for getting a job done depended as much on the group as upon themselves. They tried to have this attitude shared by all group members (D'Souza, 1990). Democratic leaders' groups had greater work motivation and friendlier environments. It was realised that groups adopting this style functioned well even in the absence of the leader.

The autocratic leader was described as strong-willed, domineering, and to some extent, aggressive. He did not encourage equal relationships,

(i.e., adult to adult) with underlings and as a rule did not allow himself to get close to employees. Lewin, *et al.* (1939) found that authoritarian leadership generated aggression, hostility, in-group scapegoating, and more dependence on the leader.

The charismatic leader is a man who demands obedience on the basis of the mission he feels called upon to perform. This is what Bendix (1966) asserts in the description of Max Weber's conception of charismatic leadership. In further description of Weber's idea of charismatic leadership, Bendix reveals that the charismatic leader's claim to the position of leadership is valid if those whom he seeks to lead recognise his mission and he remains their master as long as he proves himself and his mission in their eyes. The charismatic leader derives his authority solely from the demonstration of his power and from his disciples' faith in that power, whatever that power is conceived to be. The relationship of ruler and ruled is typically unstable, because the leader may lose his charisma.

Reddin (1970) described eight styles of leadership. He named them as the executive, the compromiser, the benevolent autocrat, the autocrat, the developer, the missionary, the bureaucrat and the deserter. The eight leadership styles outlined by Reddin are described below.

The executive saw his job as getting the best out of others. He set high standards for production and performance but recognised that he would have to treat everyone little differently. His commitment to both task and relationships was evident to all around him and this set an example to all. The compromiser was described as one who recognised the advantages of being oriented to both task and relationship. He tried to minimise immediate problems rather than maximise long-term production. The compromiser was permissive and did not do anything well. The benevolent autocrat was one whose main skill was in getting other people to do what he wanted them to do without creating undue resentment. The autocrat was described as one who put the immediate task before all other considerations. He paid no attention to relationships and had little confidence in other people.

Reddin described the developer as one who placed implicit trust in people. The developer saw his task as fundamentally concerned with developing the talents of others. His job function was seen by all as very pleasant because there were usually so much co-operation, commitment and output in his own and associated departments. He spent a lot of time with his subordinates and gave them as many responsibilities as he could. The missionary was described as a kindly soul who placed happy relationships

above all else. The bureaucrat was not interested in either task or relationships. He was, however, effective because he followed the managerial rules maintained an air of interest in the organisation and got less personally involved with problems. The deserter, like the bureaucrat, demonstrated a lack of interest in both task and relationship. He was ineffective and he hindered the performance of others. Reddin described the deserter, missionary, autocrat and compromiser as less effective leaders. On the other hand, the bureaucrat, the developer, the benevolent autocrat and the executive styles were described as more effective.

2.3 Elements of Effective Leader Behaviour

The head of the school who happens to be the leader should recognise possible group problems. The head should not be blinded by the task to be achieved but should rather be alert to notice the difficulties that confront his staff. The difficulties of the staff may include lack of understanding and/ or acceptance by staff members of the goal or task members are to address, lack of understanding by certain members as to why they are members of a group and a consequent lack of commitment to the group, lack of knowledge, skill, or resources on the part of the members of the group. The

head may also experience a lack of leadership acceptance by the members of the staff. As a result of their lack of understanding, commitment, and acceptance, certain members of the group may express apathy or hostility or both. The head may also find it difficult to develop among staff members the feelings of cohesiveness and collaborative effort that facilitate productivity (Rodney *et al.* 1981).

The recognition of the difficulties that confront the staff is a step in the right direction and taking steps to address difficulties that may confront the staff as a group is a mark of effective leadership. The bureaucratic nature of the educational system puts the head in a difficult position when it comes to addressing these difficulties, however, more effort can be devoted to developing an understanding on the part of the staff members regarding the reason(s) they are in the institution and their potential contribution and roles. The head should attempt to demonstrate the ability to lead and show an appreciation of the participation and contribution of each staff member (Gorton and Snowden, 1993). Staff cohesiveness is the degree to which the members of a group are attracted to the group, are willing to take personal responsibility for its tasks, and are willing to engage in co-operative actions to achieve its goals. Staff trust is the extent to which the members of a

group feel secure with each other and are open toward each other. These factors are important ingredients for the effective function of a group.

Marilyn Bates, et al (1982) argue that people generally possess needs for self respect, affection and recognition; staff interaction can either meet these needs or leave them largely unfulfilled. The head, who happens to be the leader, must endeavour to meet these needs by showing the members of staff that their participation in school activities is necessary and valued and must also encourage staff members to recognise and reward each others contributions. Such recognition and encouragement must be conveyed often rather than occasionally. Snowden and Gorton (1993) citing Johnson and Johnson (1975) argue that the key to developing co-operative interaction and cohesiveness in a group is the development and maintenance of a high level of trust among the members of a group. If a school staff has a high level of trust its members will more openly express their feelings, concerns, opinions and thought. On the other hand, if the trust level is low, then staff members are more likely to be evasive, competitive, devious, defensive or uncertain in their interaction with the other members.

Cohesiveness and trust can be entrenched the more if the school head realises that not all leadership functions are to be performed by him. Some

staff members may be able to supplement his administrative efforts, or even do a better job of performing a particular leadership function than the head. An important leadership behaviour a school head should exhibit is identifying and encouraging other members of staff to perform leadership function, when appropriate and possible. The significant point is the fact that the various leadership functions be performed well, not who performs them.

The needed behavioural element of establishing a productive school staff makes it imperative that the head balances task accomplishment behaviours with human relations behaviour. The disposition of the individual may determine which of these two sides he may tilt to, but it is an accepted fact that both sets of behaviour are important. The school head who concentrates mainly on task accomplishment behaviour, ignoring or neglecting the feelings, emotions and needs of the members will militate against accomplishing a task. On the other hand, the school head who overemphasises the human relations behaviour and does not give enough attention to task accomplishment behaviour may fail in his bid to achieve set targets.

The head's leadership behaviour should reveal that he is much aware of the axiom that a vision without a strategy is an illusion and as such the school's culture should be strongly emphasised. Robbins and Alvy (1995) citing Schein (1985) contend that effective leadership must be both administrative and cultural in scope.

Every school has a particular culture determined by the individual values and experience which each person brings to it, the ways in which its people act and interact. Expressed simply, a school's culture is 'the way we do things around here.' Things are done in schools because there exist particular values and beliefs about what ought to be done in schools. These (values and beliefs) are intangible foundations of culture. The tangible manifestations of culture are : the words we use, the behaviour we engage in, and the buildings and other facilities and artifacts constructed and gathered (Caldwell and Spinks, 1992). The aim of every school head must be to create an excellent school. The development of a co-ordinated and constructive school culture can be a matter of deliberate intent. The head of the school who happens to be the leader can deliberately build a co-ordinated and constructive school culture by placing much emphasis upon and making adjustments to organizational characteristics and when this is

done properly, it will benefit students, teachers and parents.

Beare *et al.* (1994) contend that the school head should know that aims inspire hard work and focus effort, objectives translate the aims into achievable activities. Together they provide direction for all school activity. What the head should again know is that aims and objectives are not unchangeable - they ought to be subjected to periodic reconsideration. But most important of all the school head needs to be satisfied that the official aims and objectives embody the school's values and that it is a statement to which all members of the school community are committed. A co-ordinated culture develops from a dynamic combination of strong, imaginative and transforming leadership within a forward looking school community, in which consistent values, philosophy and ideology permeate all decision-making. The school leader should find out what the school stands for and tie his thought into it. In trying to inspire, the leader should know that commitment cannot be had through command, it can come about through encouragement. The role of the leader in cultural development is potentially very powerful and fundamentally very important, constituting an element of effective leader behaviour.

2.4 Summary

The literature review so far illustrates the different points of view expressed by various people on the constituents of effective leadership. The copious nature of literature on this concept of leadership and the vastness of divergent views express point at the complex nature of this concept.

However, to some extent, the review indicates what is expected of an effective leader and as such this study attempts to unearth the perceptions of teachers, and students relating to traits, abilities, qualification and behaviour of heads of educational institutions and how these connect to effective leadership in educational institutions.

CHAPTER THREE

METHODOLOGY

3.0 The Research Approach

This chapter presents the methodology used in carrying out the study. It discusses the population and sample, the research design adopted for the study, and the instrument used. The procedure for data collection and data analysis have been discussed.

3.1 Research Method

The study is a descriptive survey and its fundamental aim is to know from teachers and students what their indicators of leadership effectiveness are. The descriptive survey affords the opportunity to select a sample from the population being studied and then make generalisation from the study of the sample (Ary, *et al*, 1990, Best and Khan, 1995, Gay 1990).

3.2 Population and Sample

The target population for the study was drawn from six out of the eight senior secondary schools in the Akwapim North District . The six schools are:

1. Mount Sinai Senior Secondary School
2. Mamfe Methodist
3. Okuapemman School
4. Nifa Secondary School
5. Benkum Secondary School
6. Presbyterian Secondary Technical School

The two schools that were not covered were Mangoase Secondary School and Adukrom Secondary Technical School. This was so because these were too distant from the researcher's base

The sample frame, lists of third year students of the selected schools and lists of teachers who have worked or served more than a year in their respective schools or who have more than a year's teaching experience were collected from the schools' offices. The systematic sampling method was used to select the respondents, using the following formula:

$$N = Kn$$

where N = Population

n = sample

K = sampling interval,

Taking the value of K to be 5, the number of student respondents selected from the 1186 third year students of the six schools was 233, and for teachers, using the same value for K i.e 5, the proposed sample size was 38 out of 191 teachers in the six selected schools*

* Figures acquired from the Akwapim North District Education office (1998 students census).

TABLE 3.1 : Student Respondents

SCHOOL	NUMBER OF QUESTIONNAIRE ADMINISTERED	NUMBER RETURNED	PERCENTAGE
Mount Sinai	32	30	93.8
Methodist High	12	12	100
Okuapemman School	58	57	89.2
Nifa Secondary School	48	47	97.9
Benkum Secondary School	44	44	100
Presbyterian Secondary	17	17	100
TOTAL	213	207	97.0

The Table above shows the schools and their respective numbers of student respondents involved in the study. The proposed sample size of 233 was not achieved because of the low attendance of the students on the days the questionnaire were administered. However, the recovery rate of Questionnaire i.e. 97 per cent was very encouraging

TABLE 3.2. Teacher Respondents

SCHOOL	NUMBER OF QUESTIONNAIRE ADMINISTERED	NUMBER RETURNED	PERCENTAGE
Mount Sinai	7	3	43
Methodist High	8	8	100
Okuapeman School	20	13	65
Nifa Secondary School	15	7	47
Benkum Secondary School	5	3	60
Presbyterian Secondary	5	2	40
TOTAL	60	36	60

The table above shows the schools and their respective number of teacher respondents involved in the study. The proposed sample size of 38 was not realised because of the fact that some teachers did not turn up because they had no lessons.

3.3 Instrument

A questionnaire was designed for the respondents. The designing was guided to a great extent by the material acquired for the literature review in this study. The questionnaire was in three sections:

Section A sought the sex and status of the respondents. By status, the researcher wanted to know whether a respondent was a student or a teacher.

Section B dwelt on the personal qualities and academic qualifications (of the heads) and respondents were asked to show by circling the number that tallied with their response the extent to which in their opinion the personal qualities and academic qualifications helped to make headmasters effective. There were ten items in this section.

Section C centered on the headmasters leadership behaviour. Respondents were asked to show by circling the number that corresponded with their responses the degree to which they thought that certain things done by the headmasters of their various schools enabled them to be effective hence achieving high productivity in the school. There were fourteen items in this section.

The basic structure of the questionnaire was the likert scale as described by Oppenheim (1966). Responses were arranged in descending order '5' to '1'. The interpretation of the scale is given below:

- 5 - of very great importance
- 4 - of great importance
- 3 - of some importance
- 2 - of little importance
- 1 - unimportant

3.4 procedure for Data Collection

The letter of introduction given the researcher by the department was shown to the various heads of the selected schools. The heads asked their assistants to assist the researcher in the exercise. What the researcher asked from the assistants was to provide him the lists of form three students and that of teaching staff who have worked in the school for more than a year and also asked that he be introduced to staff and students. After applying the sampling technique to the lists acquired and to ensure maximum co-operation from respondents, the researcher contacted the respondents personally and gave out to them copies of the questionnaire, impressing upon them the importance of the exercise. This personal contact, in some cases, helped to explain some portions of the questionnaire (upon demand) to respondents and also contributed to the high rate of data retrieval for the study. However, there were some problems. In some schools, the teachers response was not encouraging, to the extent that in a school a teacher remarked, "would this exercise bring money?". The researcher had to employ good human relations to be able to acquire what is reported in Table 3.2. After collecting the questionnaires from the teachers, it was realised that one was blank, that is, the one who collected did not respond to the items.

3.5 Pilot Study

The need to determine the appropriateness of the instrument occasioned a pilot study that took place at Okuapeman School with twenty form three students and twelve teachers who had spent more than one year in the school. The respondents used in the pilot study formed part of the population of the study but did not form part of the sample used for the actual study. The respondents were supplied with copies of the questionnaire and told to discuss frankly with the researcher any ambiguity or problem with the questionnaire.

The results of the pilot study indicated that there were no problems with the instrument, which heightened the zeal and enthusiasm of the researcher to proceed determinedly with the study.

3.6 Data Analyses

This aspect started with frequency distribution tables of frequency of responses to items by the categories involved in the study - students and teachers. It is always useful to report percentage in tables and as such the frequencies were converted to percentages to standardise the distribution and make interpretation easier (Anthony Walsh, 1990). This gave a general overview of the relative importance each category attached to a particular item.

The next step in the analyses was to compute the mean scores and rank the items using the computed mean scores. Oppenheim (1966, pp 133-7) gives the procedure for calculating mean scores. According to him to calculate the mean, the likert scale weight is multiplied by the frequency scores on the items. The sum of this weighted frequency is then divided by the number of respondents.

$$\bar{x} = \frac{\sum x}{N}$$

where \bar{x} = mean
 x = frequencies
 N = Population

This process enabled the comparison of extent of perception between staff and students.

Furthermore to test for significant difference in the hypotheses formulated in the study, the chi-square was preferred and employed. The preference of the chi-square was based on the following: the chi-square test of independence is a test of significance that is used for discrete data in the form of frequencies, percentages, or proportions, its non-parametric nature which simply means that unlike parametrical counterparts, such as Z, t, and

F, non-parametric statistics do not require any assumptions to be made regarding the underlying populations. It is true that the chi-square is less powerful compared to parametric counterparts, which means that when employing the chi-square test one is likely to reject a null hypothesis that should be rejected. Nevertheless, since the data gathered for the study do not meet the stringent demands of parametric tests, the chi-square which is non-parametric in nature was a useful substitute, hence its employment to analyse the data in this study (Anthony Walsh, 1990). Glover's (1989) method of aggregating was adopted to enable the researcher find the relative importance respondents attach to items in a five-point Likert Scale, so that 5 on the Likert Scale denoted "Very Great Importance," 4 for "Great Importance", 3 for "Some Importance", 2 for Less Important and 1 for "Unimportant".

CHAPTER FOUR

4.0. DATA ANALYSES AND DISCUSSION

This Chapter is a presentation of data analyses and discussion. The analyses were based on the two sections of the questionnaire that dealt with leadership effectiveness. These were:

- a. Personal qualities and academic qualifications
- b. Headmasters' leadership behaviour.

Each section was examined with a null hypothesis. The responses were analysed for each of the sections.

4.1 Analyses of Data on Personal Qualities and Academic Qualifications of Headmasters

The first null hypothesis of the study ($H_0 1$) was tested under this section. The null hypothesis reads, *"There would be no significant difference between the perceptions of the staff and students about the personal qualities and academic qualifications that a headmaster should possess."*

The analyses started with frequency of responses and percentage distribution of responses to items in the questionnaire by the two main category of respondents in the study, teachers and students.

The frequency of responses and percentage distribution of responses by students (in Section B of the questionnaire) is indicated in Table 4.1

Table 4.1. Frequency and Percentage Distribution of Responses to Items 1 - 10 (students)

ITEM	5	4	3	2	1	TOTAL
1	154 (74.39%)	35 (16.90%)	11 (5.31%)	2 (0.96%)	5 (2.41%)	207 (100%)
2	92 (44.44%)	52 (25.12%)	44 (21.25%)	11 (5.31%)	8 (3.86%)	207 (100%)
3	134 (64.73%)	40 (19.32%)	24 (11.59%)	5 (2.41%)	4 (1.93%)	207 (100%)
4	118 (57%)	55 (26.57%)	22 (10.62%)	10 (4.83%)	2 (0.96%)	207 (100%)
5	151 (72.94%)	27 (13.04%)	11 (5.31%)	6 (2.89%)	12 (5.79%)	207 (100%)
6	125 (60.38%)	39 (18.84%)	31 (14.97%)	10 (4.83%)	2 (0.96%)	207 (100%)
7	108 (52.17%)	58 (28.01%)	29 (14%)	6 (2.89%)	6 (2.89%)	207 (100%)
8	75 (36.23%)	64 (30.91%)	36 (17.39%)	19 (9.17%)	13 (6.28%)	207 (100%)
9	115 (57.48%)	48 (23.18%)	20 (9.66%)	13 (6.28%)	7 (3.38%)	207 (100%)
10	115 (55.55%)	57 (27.53%)	17 (8.21%)	11 (5.38%)	7 (3.38%)	207 (100%)

N = 207

The frequency of responses and percentage distribution of responses by teachers (in section B of the questionnaire) is indicated in Table 4.2.

Table 4.2 : Frequency and Percentage Distribution of Responses of Items 1 - 10 (Teachers)

ITEM	5	4	3	2	1	TOTAL
1	22 (62.85%)	6 (17.14%)	6 (17.14%)	1 (2.85%)	0 (0%)	35 (100%)
2	18 (51.42%)	10 (28.57%)	7 (20%)	0 (0%)	0 (0%)	35 (100%)
3	18 (51.42%)	8 (22.85%)	7 (20%)	0 (0%)	2 (5.71%)	35 (100%)
4	13 (37.14%)	11 (31.42%)	9 (25.71%)	1 (2.85%)	1 (2.85%)	35 (100%)
5	27 (77.14%)	5 (14.28%)	0 (0%)	2 (5.71%)	1 (2.85%)	35 (100%)
6	12 (34.28%)	20 (57.14%)	3 (8.57%)	0 (0%)	0 (0%)	35 (100%)
7	26 (74.28%)	5 (14.28%)	2 (5.71%)	2 (5.71%)	0 (0%)	35 (100%)
8	16 (45.71%)	12 (34.28%)	6 (17.14%)	1 (2.85%)	0 (0%)	35 (100%)
9	23 (65.71%)	9 (25.71%)	2 (5.71%)	1 (2.85%)	0 (0%)	35 (100%)
10	20 (57.14%)	9 (25.71%)	6 (17.14%)	0 (0%)	0 (0%)	35 (100%)

N = 35

The mean scores of responses to the items in Section B (i.e items 1 - 10) were computed for both teachers and students to provide a basis for examination of the extent of respondents' responses to the items and also to provide grounds for the comparison of extent of perception by teachers and students.

The mean scores of responses to the items in Section B for both teachers and students is indicated in Table 4.3.

Table 4.3: **Comparison of Extent of Perception Between Teachers and Students using Mean Scores**

ITEM	5X	4X	3X	2X	1X	TOTAL ΣX	\bar{x}
1	154	35	11	2	5	952	4.6
	22	6	6	1	0	154	4.4
2	92	52	44	11	8	830	4.0
	18	10	7	0	0	151	4.3
3	134	40	24	5	4	916	4.4
	18	8	7	0	2	145	4.1
4	118	55	22	10	2	898	4.3
	13	11	9	1	1	139	3.9
5	151	27	11	6	12	920	4.4
	27	5	0	2	1	160	4.6
6	125	39	31	10	2	896	4.3
	12	20	3	0	0	149	4.3
7	108	58	29	6	6	877	4.2
	26	5	2	2	0	160	4.6
8	75	64	36	19	13	790	3.8
	11	12	6	1	1	148	4.2
9	119	48	20	13	7	880	4.3
	23	9	2	1	0	159	4.5
10	115	57	17	11	7	883	4.3
	20	9	6	0	0	154	4.4

In each column the students' scores come on top of the teachers' scores

N	for students	=	207
N	for teachers	=	35

From Table 4.3, the students mean score range between 4.6 to 3.8. Approximated mean scores for students indicated responses of “very great importance” (5) and “of great importance” (4). From the same table, the teachers' mean score ranked between 4.6 and 3.9, when approximated it tallied with that of the students. The approximated mean score for Table 4.3 gave 4 as the mode. It was concluded, therefore, that both teachers and students rated the items in section B as being “of great importance” in helping headmasters to be efficient and effective.

For further analyses of the data collected for section B, the ten items in the section were subjected to statistical test for significant differences between the perceptions of teachers and students. Table 4.4. show the results of the tests. Items which demonstrated significant differences between the perceptions of teachers and students are marked with asterisks; there were two such items as shown in the following table.

Table 4.4.: Results of Chi-square Operations on items In Section B of the Questionnaire

Item	Chi-Square Tabulation	Chi-Square Calculation	df	Decision
1	9.49	8.14	4	Failed to reject Ho
2	9.49	3.75	4	Failed to reject Ho
3	9.49	5.64	4	Failed to reject Ho
4	9.49	8.95	4	Failed to reject Ho
5	9.49	3.08	4	Failed to reject Ho
6	9.49	24.55*	4	Reject Ho
7	9.49	9.05	4	Failed to reject Ho
8	9.49	4.05	4	Failed to reject Ho
9	9.49	31.69*	4	Rejected Ho
10	9.49	5.67	4	Failed to reject Ho

Items 6 and 9 showed significant differences in perception, between teachers and students. These items were examined in more detail below

Table 4.5.: Frequency and Percentage Distribution of Responses of Teachers and Students on Item 6.

	VGI (5)	GI (4)	SI (3)	LI (2)	U (1)	ROW TOTAL
STUDENTS	125 (60.38%)	39 (18.84%)	31 (14.97%)	10 (4.83%)	2 (0.96%)	207 (100%)
TEACHERS	12 (34.28%)	20 (57.14%)	3 (8.57%)	0 (0%)	0 (0%)	35 (100%)
COLUMN TOTAL	137 (94.66%)	59 (75.98%)	34 (23.54%)	10 (4.83%)	2 (0.96%)	240 (200%)

H₀: There would be no significant difference between the perceptions of teachers and students on the assertion that the headmaster should be neat in appearance .

$$\text{Chi-Square Tabulation} = 9.49$$

$$\text{Chi-Square Calculation} = 24.55$$

Decision: Since the chi-square calculated was greater than the tabulated value of 9.49, the null hypothesis was rejected, concluding that there was a significant difference between the perceptions of teachers and students on the assertion that the headmaster should be neat in appearance.

Table 4.5.1 : Frequency and Percentage Distribution of Responses of Teachers and Students on Item 9

	VGI (5)	GI (4)	SI (3)	LI (2)	U (1)	ROW TOTAL
STUDENTS	119 (57.48%)	48 (23.18%)	20 (9.66%)	13 (6.28%)	7 (3.38%)	207 (100%)
TEACHERS	23 (65.71%)	9 (25.71%)	2 (5.71%)	1 (2.85%)	0 (0%)	35 (100%)
COLUMN TOTAL	142 (123.19 %)	57 (73.71%)	22 (15.37%)	14 (9.13%)	7 (3.38%)	240 (200%)

H₀ : There would be no significant difference between the perceptions of teachers and students on the assertion that the headmaster should be courageous in facing problems

Chi-square Tabulated = 9.49

Chi-square Calculated = 31.69

Decision: Since the calculated chi-square value was greater than the tabulated value, the null hypothesis was rejected arriving at the decision that there was a significant difference between the perceptions of teachers and students on the assertion that the headmaster should be courageous in facing problems.

It was only on the above two items (6 , 9) that chi-square operations indicated marked differences in the perception between teachers and student respondents. For the remaining 8 items (1, 2, 3, 4, 5, 7, 8, 10) the chi-square tests revealed no significant difference in perception between teachers and student respondents. Based on the fact that majority of the items (80 per cent) gave the indication that there were no significant differences between the perceptions of teachers and student respondents on the items in Section B, it was concluded that there were no significant differences between the perceptions of teachers and student respondents about the personal qualities and qualifications that a headmaster should possess in order to be an effective headmaster

The re-arranging/ranking of items in section B using mean scores is indicated in Table 4.6 and 4.7

Table 4.6 : Rank Ordering of Items in Section B of Questionnaire (Students)

RANK POSITION	ITEM NUMBER	\bar{x}
1	1	4.6
2	3	4.4
3	5	4.4
4	6	4.3
5	4	4.3
6	9	4.3
7	10	4.3
8	7	4.2
9	2	4.0
10	8	3.8

Table 4.7 : Rank Ordering of Items in Section B of Questionnaire (Teachers)

RANK POSITION	ITEM NUMBER	\bar{x}
1	5	4.6
2	7	4.6
3	9	4.5
4	1	4.4
5	10	4.4
6	2	4.3
7	6	4.3
8	8	4.2
9	3	4.1
10	4	3.9

4. 2. Analyses of Data on Headmasters' Leadership Behaviour.

The second hypothesis of the study (Ho 2) was tested under this section, namely; *There would be no significant difference between the perceptions of the staff and students about the leadership behaviour of headmasters.*

Fourteen items in Section C (items 11 - 24) were used to examine the leadership behaviour of headmasters.

The frequency of responses and percentage distribution of responses by students (in Section C of the questionnaire) is indicated in Table 4.8

TABLE 4.8. Frequency and Percentage Distribution of Responses to Items 11 - 24 (Students)

ITEM	5	4	3	2	1	TOTAL
11	115 (55.55%)	50 (24.15%)	30 (14.49%)	8 (3.86%)	4 (1.93%)	207 (100%)
12	54 (26.08%)	55 (26.57%)	65 (31.4%)	15 (7.24%)	3 (1.44%)	207 (100%)
13	128 (61.83%)	38 (18.35%)	23 (11.11%)	15 (7.24%)	3 (1.44%)	207 (100%)
14	91 (43.96%)	49 (23.67%)	49 (23.67%)	10 (4.83%)	8 (3.86%)	207 (100%)
15	85 (41.06%)	55 (26.57%)	44 (21.25%)	19 (9.17%)	4 (1.93%)	207 (100%)
16	156 (76.32%)	29 (14%)	13 (6.28%)	5 (2.41%)	2 (0.96%)	207 (100%)
17	66 (31.38%)	74 (35.74%)	44 (21.25%)	14 (6.76%)	9 (4.34%)	207 (100%)
18	84 (40.21%)	59 (28.5%)	44 (21.25%)	12 (5.79%)	8 (3.86%)	207 (100%)
19	135 (65.21%)	43 (20.77%)	13 (6.28%)	12 (5.79%)	4 (1.93%)	207 (100%)
20	104 (50.24%)	47 (22.7%)	33 (15.94%)	15 (7.24%)	8 (3.38%)	207 (100%)
21	91 (43.96%)	61 (29.46%)	33 (15.94%)	15 (7.24%)	7 (3.38%)	207 (100%)
22	92 (44.44%)	54 (26.08%)	31 (14.97%)	14 (6.76%)	16 (7.72%)	207 (100%)
23	76 (36.71%)	69 (33.33%)	35 (16.9%)	20 (9.66%)	7 (3.38%)	207 (100%)
24	76 (36.71%)	64 (30.91%)	43 (20.77%)	17 (8.21%)	7 (3.38%)	207 (100%)

N = 207

The frequency of responses and percentage distribution of responses by teachers (in Section C of the questionnaire) is indicated in Table 4.9.

TABLE 4.9: Frequency and Percentage Distribution of Responses to Items 11 - 24 (Teachers)

ITEM	5	4	3	2	1	TOTAL
11	10 (28.57%)	8 (22.85%)	12 (34.28%)	5 (14.28%)	0 (0%)	35 (100%)
12	2 (5.71%)	12 (34.28%)	20 (57.14%)	1 (2.85%)	0 (0%)	35 (100%)
13	13 (37.14%)	9 (25.71%)	9 (25.71%)	3 (8.57%)	1 (2.85%)	35 (100%)
14	13 (37.14%)	7 (20%)	7 (20%)	7 (20%)	1 (2.85%)	35 (100%)
15	7 (20%)	12 (34.28%)	9 (25.71%)	5 (14.28%)	1 (2.85%)	35 (100%)
16	13 (37.14%)	12 (34.28%)	4 (11.42%)	4 (11.42%)	2 (5.71%)	35 (100%)
17	10 (28.57%)	8 (22.85%)	4 (11.42%)	10 (28.57%)	3 (8.57%)	35 (100%)
18	5 (14.28%)	14 (40%)	11 (31.42%)	4 (11.42%)	1 (2.85%)	35 (100%)
19	17 (48.57%)	13 (37.14%)	5 (14.28%)	0 (0%)	0 (0%)	35 (100%)
20	12 (34.28%)	14 (40%)	8 (22.85%)	1 (2.85%)	0 (0%)	35 (100%)
21	13 (37.14%)	10 (28.57%)	10 (28.57%)	2 (5.71%)	0 (0%)	35 (100%)
22	9 (25.71%)	12 (34.28%)	11 (31.42%)	2 (5.71%)	1 (2.85%)	35 (100%)
23	6 (17.14%)	15 (42.85%)	10 (28.57%)	4 (11.42%)	0 (0%)	35 (100%)
24	7 (20%)	8 (22.85%)	10 (28.57%)	9 (25.71%)	1 (2.85%)	35 (100%)

N = 35

The mean scores of responses to the items in Section C (ie. Items 11 - 24) were computed for both teachers and students to provide a basis for examination of the extent of respondents' responses to the items and also to provide grounds for the comparison of extent of perception by teachers and students.

The mean scores of responses to the items in section C for both teachers and students is indicated in Table 4.10.

Table 4.10: Comparison of Extent of Perception between Teachers and Students using mean scores.

ITEM	5x	4x	3x	2x	1x	TOTAL ($\sum x$)	\bar{x}
11	115	50	30	8	4	885	4.3
	10	8	12	5	0	128	3.6
12	54	55	65	24	9	742	3.6
	2	12	20	1	0	120	3.4
13	128	38	23	15	3	894	4.3
	13	9	9	3	1	135	3.9
14	91	49	49	10	8	826	3.9
	13	7	7	7	1	129	3.7
15	85	55	44	19	4	819	3.9
	7	12	9	5	1	121	3.5
16	158	29	13	5	2	957	4.6
	13	12	4	4	2	135	3.9
17	66	74	44	14	9	795	3.8
	10	8	4	10	3	117	3.3
18	84	59	44	12	8	820	3.9
	5	14	11	4	1	123	3.5
19	135	43	13	12	4	914	4.4
	17	13	5	0	0	152	4.3
20	104	47	33	15	8	845	4.1
	12	14	8	1	0	142	4.1
21	91	61	33	15	7	835	4.0
	13	10	10	2	0	139	3.9
22	92	54	31	14	16	813	3.9
	9	12	11	2	1	131	3.7
23	76	69	35	20	7	808	3.9
	6	15	10	4	0	128	3.7
24	76	64	43	17	17	806	3.9
	7	8	10	9	1	116	3.3

In each column the students' scores come on top of the teachers' scores.

N for students = 207

N for teacher = 35

A mean score of 3.8 approximated to 4 for item 17 (students) enable the interpretation that the student respondents perceived that "to a great extent" headmasters showed interest in the personal welfare of subordinates. Similarly, a mean score of 3.3 approximated to 3 for item 17 (teachers) could be interpreted that the teacher respondents perceived that their headmasters "to some extent" showed interest in the personal welfare of subordinates.

From Table 4.10, the students mean score range between 4.6 to 3.6. Approximated mean scores for students indicated responses of "to a greater extent" (5) and "to a great extent" (4). From the same table, the teachers mean score ranked between 4.3 to 3.3, when approximated the mean scores for teachers indicated responses of "to a great extent (4) and "of some extent" (3). The approximated mean score for Table 4.10 gave 4 as the mode. Therefore, it was concluded that both teachers and students rated the items in Section C as being "to a great extent" in helping headmasters achieve high productivity in their schools thereby making them efficient and

effective.

The fourteen items that constitute the Section C of the questionnaire were subjected to statistical test for significant differences between the perceptions of teachers and students. Table 4.11 shows the results of the tests. Items which revealed significant differences between the perceptions of teachers and students are marked with asterisks; there were seven of such as indicated in the following table.

Table 4.11: Results of Chi-square Operations on items In section C of the questionnaire.

ITEM	CHI-SQUARE TABULATED	CHI-SQUARE CALCULATED	df	DECISION
11	9.49	17.10 *	4	Rejected Ho
12	9.49	16.21*	4	Rejected Ho
13	9.49	9.23	4	Failed to reject Ho
14	9.49	8.70	4	Failed to reject Ho
15	9.49	5.23	4	Failed to reject Ho
16	9.49	25.27*	4	Rejected Ho
17	9.49	18.25*	4	Rejected Ho
18	9.49	9.85*	4	Rejected Ho
19	9.49	10.00*	4	Rejected Ho
20	9.49	8.27	4	Failed to reject Ho
21	9.49	4.34	4	Failed to reject Ho
22	9.49	8.26	4	Failed to reject Ho
23	9.49	7.66	4	Failed to reject Ho
24	9.49	12.16*	4	Rejected Ho

Items 11, 12, 16, 17, 18, 19 and 24 showed significant differences in perception between teachers and students. These items were examined in more detail below.

Table 4.12: Frequency and Percentage Distribution of responses of Teachers and Students on Item 11

	VG1 (5)	G1(4)	SI (3)	LI (2)	U (1)	ROW TOTAL
STUDENTS	115 (55.55%)	50 (24.15%)	30 (14.49%)	8 (3.86%)	4 (1.93%)	207 (100%)
TEACHERS	10 (28.57%)	8 (22.85%)	12 (34.28%)	5 (14.28%)	0 (0%)	35 (100%)
COLUMN TOTAL	125 (84.12%)	58 (47%)	42 (48.77%)	13 (18.14%)	4 (1.93%)	242 (200%)

Ho: There would be no significant difference between the perceptions of teachers and students on the item that the headmaster's behaviour of promoting good relations among the personnel helps him to achieve high productivity.

$$\text{Chi-Square Tabulated Value} = 9.49$$

$$\text{Chi-Square Calculated Value} = 17.1$$

Decision: The null hypothesis was rejected because the calculated value was larger than the tabulated value, making it possible to conclude that there was a significant difference between the perceptions of teachers and

students on the item that the headmaster's behaviour of promoting good relations among personnel results in high productivity.

Table 4.12.1: Frequency and Percentage Distribution of Responses of Teachers and Students on Item 12

	VG1 (5)	G1(4)	SI (3)	LI (2)	U (1)	ROW TOTAL
STUDENTS	54 (26.08%)	55 (26.57%)	65 (31.4%)	24 (11.59%)	9 (4.34%)	207 (100%)
TEACHERS	2 (5.71%)	12 (34.28%)	20 (57.14%)	1 (2.86%)	0 (0%)	35 (100%)
COLUMN TOTAL	56 (31.79%)	67 (60.85%)	85 (88.54%)	25 (14.44%)	9 (4.34%)	242 (200%)

Ho: There would be no significant difference between the perceptions of teachers and students on the item that the headmaster's behaviour of accepting and applying suggestions made by students helps him to achieve high productivity.

$$\text{Chi-Square Tabulated Value} = 9.49$$

$$\text{Chi-Square Calculated Value} = 16.21$$

Decision: The researcher rejected the null hypothesis because the calculated chi-square value was higher than the tabulated chi-square value, revealing that there was a significant difference in the perceptions of teachers and students relating to the item that headmaster's behaviour of accepting and applying suggestions made by students helps him to achieve high productivity.

Table 4.12.2: Frequency and Percentage Distribution of Responses of Teachers and Students on Item 16

	VG1 (5)	G1(4)	SI (3)	LI (2)	U (1)	ROW TOTAL
STUDENTS	158 (76.32%)	29 (14%)	13 (6.28%)	5 (2.41%)	2 (0.96%)	207 (100%)
TEACHERS	13 (37.14%)	12 (34.28%)	4 (11.42%)	4 (11.42%)	2 (5.71%)	35 (100%)
COLUMN TOTAL	171 (113.46%))	41 (48.28%)	17 (17.7%)	9 (13.83%)	4 (6.67%)	242 (200%)

Ho: There would be no significant difference between the perceptions of teachers and students on the item that the headmasters' behaviour of ensuring that subordinates obey school rules and regulations help them achieve higher productivity.

$$\text{Chi-square Tabulated Value} = 9.49$$

$$\text{Chi-square Calculated Value} = 25.27$$

Decision: The null hypothesis was rejected on the basis that the calculated Chi-square value was greater than the tabulated value, making it possible to conclude that there was a significant difference between the perceptions of teachers and students on the item that the headmasters' behaviour of ensuring that subordinates obey school rules and regulations help them achieve higher productivity.

Table 4.12.3.: Frequency and Percentage Distribution of Responses of Teachers and Students on Item 17

	VG1 (5)	G1(4)	SI (3)	LI (2)	U (1)	ROW TOTAL
STUDENTS	66 (31.38%)	74 (35.74%)	44 (21.25%)	14 (6.76%)	9 (4.34%)	207 (100%)
TEACHERS	10 (28.57%)	8 (22.85%)	4 (11.42%)	10 (28.57%)	3 (8.57%)	35 (100%)
COLUMN TOTAL	76 (59.95%)	82 (58.59%)	48 (32.67%)	24 (35.33%)	12 (12.91%)	242 (200%)

Ho: There would be no significant difference between the perceptions of teachers and students on the item that the headmasters' behaviour of showing interest in the personal welfare of subordinates enable them achieve higher productivity.

Chi-square Tabulated Value = 9.49

Chi-square Calculated Value = 18.25

Decision: The researcher rejected the null hypothesis since the calculated Chi-square value was greater than the tabulated chi-square value indicating that there was a significant difference between the perceptions of teachers and students on item that the headmasters' behaviour of showing interest in the personal welfare of subordinates enable them achieve higher productivity.

Table 4.12.4: Frequency and Percentage Distribution of Responses of Teachers and Students on Item 18

	VG1 (5)	G1(4)	SI (3)	LI (2)	U (1)	ROW TOTAL
STUDENTS	84 (40.57%)	59 (28.5%)	44 (21.25%)	12 (5.79%)	8 (3.86%)	207 (100%)
TEACHERS	5 (14.28%)	14 (40.0%)	11 (31.42%)	4 (11.42%)	1 (2.85%)	35 (100%)
COLUMN TOTAL	89 (54.85%)	73 (68.5%)	55 (52.67%)	16 (17.21%)	9 (6.71%)	242 (200%)

Ho: There would be no significant difference between the perceptions of teachers and students on the item that the headmasters' behaviour of supervising the work of subordinates enable them achieve higher productivity.

Chi-square Tabulated Value = 9.49

Chi-square Calculated Value = 9.85

Decision: Since the calculated chi-square value was greater than the tabulated value, the null hypothesis was rejected, arriving at the decision that there was a significant difference between the perceptions of teachers and students on the item that the headmasters' behaviour of supervising the work of subordinates enable the headmasters achieve higher yield.

Table 4.12.5: Frequency and Percentage Distribution of Responses of Teachers and Students on Item 19

	VG1 (5)	G1(4)	SI (3)	LI (2)	U (1)	ROW TOTAL
STUDENTS	135 (65.21%)	43 (20.77%)	13 (6.28%)	12 (5.79%)	4 (1.93%)	207 (100%)
TEACHERS	17 (48.57%)	13 (37.14%)	5 (14.28%)	0 (0%)	0 (0%)	35 (100%)
COLUMN TOTAL	152 (113.78%))	56 (57.91%)	18 (20.56%)	12 (5.79%)	4 (1.93%)	242 (200%)

Ho: There would be no significant difference between the perceptions of teachers and students on the item that the headmasters' behaviour of engaging qualified staff to the school enables the headmasters achieve higher productivity.

$$\text{Chi-square Tabulated Value} = 9.49$$

$$\text{Chi-square Calculated Value} = 10$$

Decision: The researcher rejected the null hypothesis because the calculated chi-square value was greater than the tabulated chi-square value indicating that there is a significant difference between the perceptions of teachers and students on the item that the headmasters' on the item that the headmasters' behaviour of engaging qualified staff to the school enables the headmasters achieve higher productivity.

Table 4.12.6: Frequency and Percentage Distribution of responses of Teachers and Students on Item 24

	VG1 (5)	G1(4)	SI (3)	LI (2)	U (1)	ROW TOTAL
STUDENTS	76 (36.71%)	64 (30.91%)	43 (20.77%)	17 (8.21%)	7 (3.38%)	207 (100%)
TEACHERS	7 (20%)	8 (22.85%)	10 (28.51%)	9 (25.71%)	1 (2.86%)	35 (100%)
COLUMN TOTAL	83 (56.71%)	72 (53.76%)	53 (49.34%)	26 (33.92%)	8 (6.23%)	242 (200%)

Ho: There would be no significant difference between the perceptions of teachers and students on the item that the headmasters' behaviour of accepting and applying suggestions made by teachers enable the headmasters realise higher productivity.

$$\text{Chi-square Tabulated Value} = 9.49$$

$$\text{Chi-square Calculated Value} = 12.16$$

Decision: The research rejected the null hypothesis, for the simple reason that the calculated value of the chi-square was greater than the tabulated value of the chi-square indicating that there is a significant difference between the perceptions of teachers and students on the item that the headmasters' behaviour of accepting and applying suggestions made by teachers enable the headmasters realise higher productivity.

The Chi-square tests on seven out of the fourteen items in section C of questionnaire (ie. 11,12,16, 17, 18, 19 and 24) showed marked differences in perception between teachers and students over leadership behaviour of headmasters. These constituted 50 percent of the items.

The remainder of the items in section B also constituting 50 percent indicated no significant differences in perception between the two categories of respondents over the leadership behaviour of the headmasters. There is a tie here. So it was safe to draw two conclusions from the analyses so far. There were significant differences in perception between the two groups of respondents over the leadership behaviour of the headmasters of their schools and there were no significant differences in perception between the two groups of respondents over the leadership behaviour of the headmasters of their schools.

However, analyses of items in this section (Section C) using mean scores to re-arrange/rank items reveal 4 as the mode for both categories of respondents, when the computed mean scores are approximated. So it was convenient to conclude that both categories of respondents indicate that “to a great extent” the behaviours listed in the items 11 - 24 are vital ingredients of leadership efficiency and effectiveness that ensure higher productivity.

The re-arranging/ranking of items using mean scores is indicated in Table 4.13 and 4.14.

Table 4.13: Rank Ordering of Items in Section C of Questionnaire using Mean Scores (Students)

RANK POSITION	ITEM NUMBER	\bar{x}
1	16	4.6
2	19	4.4
3	13	4.3
4	11	4.3
5	20	4.1
6	21	4.0
7	14	3.9
8	18	3.9
9	15	3.9
10	22	3.9
11	23	3.9
12	24	3.9
13	17	3.8
14	12	3.6

TABLE 4.14: Rank Ordering of Items in Section C of Questionnaire using Mean Scores (Teachers)

RANK POSITION	ITEM NUMBER	\bar{x}
1	19	4.3
2	20	4.1
3	21	3.9
4	13	3.9
5	16	3.9
6	14	3.7
7	22	3.7
8	23	3.7
9	11	3.6
10	18	3.5
11	15	3.5
12	12	3.4
13	17	3.3
14	24	3.3

4.3 Discussion of Results and Findings

The frequencies, percentages, the mean scores and the chi-square analysis revealed interesting results and findings. The discussion of the results and findings was done under the two main sections of the questionnaire namely;

- i. Personal qualities and qualifications of school heads
- ii. Leadership behaviour of school heads.

4.3.1. Personal Qualities and Qualifications

The chi-square analysis revealed that there was no significant difference in perception between teachers and students relating to the relevance of the personal qualities and qualifications listed in section B of the questionnaire in ensuring efficiency and effectiveness. Item by item, the chi-square operation revealed that there were no significant difference in perception between teachers and students on the following factors:

- i. Has University degree
- ii. Has taught for more than ten years
- iii. Has received further training in educational administration
- iv. Has good physical health
- v. Has sound mental health
- vi. Can be trusted in dealings

- vii. **Able to mix well with both peers and subordinates**
- viii. **Capable of settling disputes between groups and individuals in the school.**

The positive response by the students on the factors relating to education and experience and teachers emphasis on sound mental health confirm that training, education and practice, as well as natural ability, are all factors in the development of a high level of managerial ability. Natural ability is perhaps the most important, for the degree to which it is present determines how much an individual will profit from education, training and experience. The headmaster with sound mental health and good physical health is more likely to pursue further educational training than the one who lacks these. Positively responding that the head must demonstrate the ability to mix properly with peers and subordinates underscores the fact that the headmaster who is effective knows that wherever men and materials and energy and ideas are joined in a complex relationship to achieve a specific goal, the head must seek improvement in the relationship between himself and the subordinates. Trust was endorsed by the respondents as a vital quality needed for effective leading as it creates cohesion.

Two factors which indicated significant difference in perception between teachers and students were:

- i. **Neat in appearance**
- ii. **Courageous in facing problems**

Comparing the mean scores on the item numbered six on the questionnaire, which contained the factor on neatness in appearance, it was realised that both teachers and students had a similar estimation for the factor. Both estimated that the factor was of great importance in ensuring effectiveness. Chi-square operation, however, indicated a significant difference in perception between teachers and students on this factor. It may be argued that one group perceived that the factor of neatness per se does not ensure effectiveness in leadership. Whatever was the cause of this difference in perception, it is basic that neatness is more attractive and appealing and it is most likely that the head who is neat may command and attract more respect than the one who is not. In a similar vein, on the item that contains the factor on courage, both teachers and students rated the factor high. However, there was a slight difference in the opinions of teachers and students. While teachers considered the factor to be of very great importance in enhancing effectiveness and efficiency, students thought the factor was of great importance, a step below the teachers rating. Using the mean scores to rank order the items in this section, it was revealed that the

teachers ranked the factor third while the students ranked the factor sixth, meaning that though the students thought the factor was necessary, it was not very necessary to them in perfecting leadership. It was therefore not strange that a difference in perception was revealed by the chi-square operation. One may argue that while the teachers wanted a situation where the headmaster mustered courage in dealing with problems, thereby ensuring discipline, the students wanted a “soft” person who may allow a lot to pass unattended to. It is true to an extent that where school leadership takes the business of school casually, teachers get frustrated which results in low morale, poor motivation, inadequate planning by teachers, haphazard instructional methods, chaotic classroom situation and inadequate learning by students. So it is very vital that in facing problems that crop up in school the head demonstrates enough courage to straighten things up.

In brief, teachers and students perceive that to a greater extent the factors listed in the section B of the questionnaire promote effectiveness in leadership.

4.3.2 Leadership Behaviour of School Heads

Perception differed significantly on as many as seven factors namely:

- I. Promotes good relations among the personnel of the school
- ii. Accepts and applies suggestions made by students
- iii. Ensures that subordinates obey school rules and regulations
- iv Shows interest in the personal welfare of subordinates
- v. Supervises the work of subordinates
- vi. Engages qualified staff to the school
- vii. Accepts and applies suggestions made by teacher

This situation forced out two conclusions: that there was no significant difference in perception between teachers and students about the leadership behaviour of headmasters and that there was a significant difference in perception between teachers and students about the leadership behaviour of headmasters. This was as a result of the situation where 50 percent of factors listed went either way.

Considering the mode of the mean scores of the listed factors above, which was 4 when the mean scores were approximated, it was concluded that generally teacher and student respondents considered the listed factors to a great extent enhancing high productivity in the schools.

The difference in perception was revealed by the chi-square analysis

performed on the above items. From the mean scores it was deduced that while students were of the opinion that accepting and applying suggestions made by students and teachers (items 12 and 24) were to a great extent helped to achieve a high productivity in the schools, teachers were of the view that these factors to some extent enhanced productivity. It could be guessed that the teacher respondents were not that happy with the way and manner the decision-making process and implementation procedure were handled by their heads. Experience demonstrates that teachers most often want to see final and adopted decisions comprising to some extent of their contributions. Students, because of their age factor may easily succumb to decisions that came from those superior to them in age. In our part of the world, old age moves hand in hand with wisdom, knowledge and experience.

The difference in perception indicated by the chi-square analysis on item numbered 19 sounded interesting. Though both teachers and students highly rated that factor as vital to achieve high productivity, the difference in perception point to the view that a group of respondents thought that it was the performance of the teacher that mattered not the qualification. Such a thought dissociates qualification from performance, but it is an accepted fact that training, education and as such qualification enhances performance. The students response may be out of experience. Some headmasters they know, with lower qualification performed equally well as other headmasters

They may not realise that these same headmasters could have performed even better with better qualification. The teachers response may be out of knowledge. They are better placed to know the contribution of education to effective leadership, because they are more educated than the students. Perhaps, “the higher you go on the educational ladder the more you see the value of education”. Or shall we say, “the higher you go on the educational ladder the more you rate education, and the lower you are on the educational ladder the less you rate education” ? If a group observed that mediocre performance on the part of some teachers contributed to bad performance of students in examination, such a case would have had an influence on the group’s response.

On seven factors namely:

- i. Does careful analysis of problems before taking action
- ii. Encourages subordinates to participate in the decision making process.
- iii. Organises regular meetings with subordinates
- iv. Admits qualified students to the school according to laid down rules
- v. Manages the finances of the school well
- vi. Maintains school plant in good condition
- vii Promotes good school-community relations,

there was no significant difference in perception between students and teachers as indicated by chi-square analyses on the items. By endorsing the

behaviours: doing careful analysis of problems before taking action, encouraging subordinates to participate in decision-making process, and organising regular meetings with subordinates, teachers and students involved in the study proclaimed their preference for a pragmatic and democratic leadership. From their endorsement of the above factors it was concluded that respondents believe that such behaviours contribute to higher productivity. The high mean scores on these factors underscore this endorsement.

The high rating for (iv), (v), (vi) by respondents is enough evidence that respondents would prefer heads who conduct themselves well when it comes to admitting qualified students in line with laid down regulations, managing the finance of the school well, maintaining properly school plant and promoting good school-community relations. These behaviours among others go a long way in creating an enabling environment for proper teaching and proper learning. Where these exist, there is good administration which is more likely to help in the realisation of set educational goals. Schools may be very much alike in organisation but, because of differences in the quality of administration, they may differ from each other markedly in the effectiveness with which they achieve their purposes. It is a tragic spectacle to see a well planned and well-organised enterprise like a school put in the charge of a poor administrator that all of its potentialities are frittered away day after day.

CHAPTER FIVE

SUMMARY , CONCLUSION AND RECOMMENDATIONS

5.0 The Nature and Method of the Study

The nature of the study is a descriptive survey conducted to know how some students and some teachers in some selected senior secondary schools perceive effective leadership. The vastness and complexity of the leadership phenomena coupled with the fact that one cannot adequately conduct a study to cover the entirety of the phenomena made it necessary to limit the concept to cover some aspects of traits/qualities that are likely to enhance effectiveness in leadership and some forms of behaviour that to some extent are necessary to achieve set targets in an organisation like a school. These two chosen aspects formed the core of the questionnaire. The two categories of respondents were students and teachers and were expected to respond once to the items on the questionnaire.

It was to receive a favourable response from respondents that made the researcher choose the district where he had worked for quite a long period. The familiarity of the area and cordiality that characterised the administration of the questionnaire were responsible for the high retrieval rate of questionnaire. In the case of the students the retrieval rate was 97%

and that of teachers was 60%.

5.1. **Analyses of Data**

This started with frequencies of responses by the two categories of respondents. Percentages of the responses were also found for all the items under the various weights of the Likert scale. These provided a base for the main purpose of the analyses - to find out if the perception of teachers and students differed significantly on the various factors that promote efficiency and effectiveness.

The chi-square analysis was performed on all the items at an alpha level of 0.05.

5.2 **Conclusion**

Respondents understanding of leadership greatly influenced their perception of effective leadership. Using the mean scores as the measuring rod, the student respondents indicated that the possession of a University degree was the most important quality needed for effective leadership. The teacher respondents opted for sound mental health and trust as the most needed qualities to ensure effective leadership. A combination of the views of the respondents as revealed here confirm that training, education, sound

mental health and trust are strong pillars in the building of sound leadership. These views as expressed by the respondents are in conformity to the ideas raised in the literature review on effective leadership.

Relating to the behaviour that promoted high productivity, student respondents went in for the behaviour of ensuring that subordinates obey school rules and regulations and the teacher respondents emphasised the conduct of engaging qualified teachers. A synthesis of the views expressed denoted that respondents cherish the situation where things are done in the school according to regulations prescribed and it is an accepted fact that such a situation results in orderliness which can greatly contribute to successful leadership.

Generally, the collective view of respondents did not constitute any departure from the views expressed by the authorities cited in the literature review.

5.3 Recommendations for Practice

From the responses given by respondents in this study the following is recommended for practice:

1. **Qualified educational administrators should be appointed to administer educational institutions.**
2. **Seminars should be organised to equip heads of institutions with the knowledge, competencies and skills that the factors described in this study called for.**
3. **Educational authorities should make it a policy that only healthy educational administrators are appointed to head institutions and periodically administrators of schools should be made to go for medical check-ups to ensure that they are in good health to man schools.**
4. **Courses should be organised to equip headmasters with accounting knowledge to enable them manage better the school financial administration.**
5. **Heads of educational institutions should engage qualified teachers.**
6. **Heads of educational institutions should do careful analysis of problems before taking action.**

5.4 Recommendations for Research.

1. It is recommended that a similar research be conducted using heads and assistant heads of institutions and retired heads of institutions as respondents.
2. It is recommended that this research is replicated to cover large areas to know if findings can be generalised.
3. It is recommended that an equal number of category of respondents be used in a replication of this work if mean scores are to be used as the main basis of comparison of opinions.
4. It is recommended that respondents outside the school community and respondents in the school community be used in a replication of this study to see if significant differences in opinion would exist between them.

All these have been recommended for the confirmation or otherwise of the reliability of the findings of this study.

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APPENDIX A

Questionnaire

A study is being conducted on Headmasters' leadership effectiveness in the Senior Secondary Schools in the Akwapim North District.

Your assistance is kindly being sought to participate in this exercise by completing this questionnaire as frankly as possible.

You are assured that the responses will be treated CONFIDENTIAL

Thank you.

SECTION A

Personal Data:

Respond by ticking (✓) the appropriate responses where applicable
Please don't write your name.

Serial No. (Please leave out)

1. Sex: Male [] Female []
2. Status: Student [] Teacher []

SECTION B

Personal Qualities and Qualifications

Circle the number on the scale to show the extent to which in your personal opinion, the academic qualifications and personal qualities stated below help to make the headmaster (headmistress) effective

Interpretation of Numbers

- 5 - of very great importance
4 - of great importance
3 - of some importance
2 - of little importance
1 - unimportant

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

SECTION C:

The Headmaster/Headmistress Leadership Behaviour

Circle the number to show the degree to which you think that certain things which the headmaster/headmistress of your school does help him/her to achieve a high productivity in the school. (Productivity refers to the amount of work that each person produces in a given period of time).

Interpretation of Numbers

- 5 - of very great importance
- 4 - of great importance
- 3. - of some importance
- 2. - of little importance
- 1. - unimportant

11.	Promotes good relations among the personnel of the school	5	4	3	2	
12.	Accepts and applies suggestions made by students	5	4	3	2	
13.	Does careful analysis of problems before taking action	5	4	3	2	1
14.	Encourages subordinates to participate in the decision-making process	5	4	3	2	1
15.	Organises regular meetings with subordinates	5	4	3	2	1
16.	Ensures that subordinates obey school rules and regulations	5	4	3	2	1
17.	Shows interest in the personal welfare of subordinates	5	4	3	2	1
18.	Supervises the work of subordinates	5	4	3	2	1
19.	Engages qualified staff to the school	5	4	3	2	1
20.	Admits qualified students to the school according to laid-down rules and regulations	5	4	3	2	1
21.	Manages the finance of the school well	5	4	3	2	1
22.	Maintains school plant in good condition	5	4	3	2	1
23.	Promotes good school-community relations	5	4	3	2	1
24.	Accepts and applies suggestions made by teachers.	5	4	3	2	1



Your Ref.

Our Ref. EP/90/Vol.4/81

Date 24th February

Heads of Second Cycle Institutions
Akwapim North District

LETTER OF INTRODUCTION

The bearer of this letter, Gyansah Samuel Tiekou is a graduate student of the University of Cape Coast. He is collecting data/information in your District and selected Second Cycle Institutions in the Akwapim North District for the purpose of writing a thesis as a requirement of the programme.

I would be grateful if you could help him collect the data/information from you. Kindly complete the questionnaire for Gyansah Samuel Tiekou

Thank you.

S. K. Atakpa
Ag. Director

APPENDIX C

A DEMONSTRATION OF HOW THE CHI-SQUARE OPERATIONS WERE PERFORMED

Using item 13 of the questionnaire in the demonstration.

1. The Null Hypothesis (Ho) formulated for this item reads:

Ho. There would be no significant difference between the perceptions of teachers and students on the item that the headmasters' behaviour of doing careful analysis of problems before taking action results in higher productivity.

The respondents were provided the Likert scale and were expected to respond only once to the item ie.

13. Does Careful analysis

of problems before taking action 5 4 3 2 1

The preamble to this item and others read: Circle the number to show the degree to which you think that certain things which the headmaster of your school does help him achieve a high productivity in the school.

(Productivity refers to the amount of work that each person produces in a given period of time).

Glover's (1989) method of aggregating was adopted to enable the researcher find the relative importance respondents attach to items in a 5 pt Likert scale, so that 5 on the Likert Scale denoted ' Very Great Importance' 4 - " Great Importance", 3 - "Some Importance" 2 - Less Important and 1- unimportant.

2. A two-way table was then constructed using the observed frequencies

Table A.

	VG1	G1	S1	L1	U	TOTAL
STUDENTS	128	38	23	15	3	207
TEACHERS	13	9	9	3	1	35
TOTAL	141	47	32	18	4	242

The expected frequencies were computed by multiplying the row frequency associated with a cell by the column frequency associated with that cell, then dividing this product by the grand total.

$$E = \frac{frfc}{N}$$

where E = Expected frequency

fr = row frequency

fc = Column frequency

For example , for students in the above table, the expected frequency of the 1st cell (VGI)

$$= \frac{207 \times 141}{242} = 120.6$$

and the expected frequency for the third cell for Teachers (SI)

$$= \frac{35 \times 32}{242} = 4.6$$

3. The formula for chi-square was then applied

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where χ^2 = the value of chi-square

f_o = the observed frequency

f_e = the expected frequency

4. Applying this formula to the data above, the following is obtained.

Table B

fo	fe	fo-fe	(fo-fe) ²	Σ(fo-fe) ² /fe
STUDENTS				
128	120.6	7.4	54.76	0.45
38	40.2	-2.2	4.84	0.12
23	27.4	-4.4	19.36	0.70
15	15.4	-0.4	0.16	0.10
3	3.4	-0.4	0.16	0.04
TEACHERS				
13	20.4	7.4	53.76	2.68
9	6.8	2.2	4.84	0.71
9	4.6	4.4	19.36	4.20
3	2.6	0.4	0.16	0.26
1	0.6	0.4	0.16	0.26

$$\chi^2 = 9.23 \text{ at } 4 \text{ df, } \alpha = 0.05$$

The number of degrees of freedom for a two-way table as Table A was arrived at by applying the formula.

$$df = (C - 1) (R - 1)$$

where df = the number of degrees of freedom

c = the number of columns

R = the number of rows

Applying this formula to the example under consideration, we obtain

$$df = (5 - 1) (2 - 1) = 4$$

5. The tabulated χ^2 value is 9.488. This value is compared to the calculated value. Where the calculated value is greater than the tabulated value, the null hypothesis can be rejected, where the calculated value is lesser, the null hypothesis is not rejected.

So in this example, the null hypothesis is not rejected meaning there is no significant difference between the perceptions of teachers and students on the item that the headmasters behaviour of doing careful analysis of problems before taking action results in higher productivity.