UNIVERSITY OF CAPE COAST

HEADS, TEACHERS AND STUDENTS PERCEPTION OF LEADERSHIP

STYLES IN THREE LEADING SECONDARY SCHOOLS IN HO,

VOLTA REGION OF GHANA

BY

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DECLARATION

Candidate's Declaration

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

Candidate's Signature:………………………………….. Date:………………

Name: Dormenyo P. A. Simpson

Supervisor's Declaration

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

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ABSTRACT

This study sought to investigate the impact of leadership styles of heads on academic performance of students in three leading secondary schools in Ho.

The method used for the research was the descriptive survey. This method was used because it may reveal the actual perception of students and teachers about their head's leadership style. The population was the heads, teachers and students of the schools involved in the study. The three heads, sixty teachers and one hundred and fifty students were the sample used.

Findings revealed that the heads leadership behaviour in decision making, supervision, welfare of teachers and students and the involvement of stakeholders in the administration of the schools had an impact on the academic performance of students in these schools. Thus the heads were instrumental in improving academic performance of students to a large extent.

It was recommended that all school heads should be given formal training in educational administration at Institute for Education Planning and Administration (I.E.P.A) to give them leadership skills that will produce behaviours that will influence academic performance in both students and teachers.

ACKNOWLEDGEMENTS

DEDICATION

To the memory of my late Father: J.M.K. Agbotse. My mother, Comfort;
my sister, Aseye; Kweku, my husband and my children; Ato, Amissah, Panyin
and Kakra.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The relationship between school input and output, that is the education production function, has been the concern of many. Questions asked include the relationship between educational attainment of students and leadership of heads of schools. Studies seem to reveal that leadership has consequences, whether positive or negative, on academic performance.

Teachers have attracted a lot of interest in current educational policy reforms. This is because teachers play a significant role in student attainment, thus teacher effectiveness with respect to student attainment cannot be over-emphasized. Questions have been raised as to whether teachers make an important difference to student attainment as compared to other school resources. There is increasing evidence that variations among teachers dominate school quality differences (Honushet, Kain & Rivkin 1999). Achievement differences associated with schools are centered on the differential impact of teachers, rather than the overall school organization, other school inputs, leadership or even financial condition. However, others also, are of the view that leadership has a far-reaching impact on student performance since it embraces both students and teachers in its bid to achieve set objectives.

Education is a major factor in the development as well as liberation of the individual mind. It is thus imperative to sound development of individuals and nations. Every country ought to provide its citizens with qualitative as well as quantitative education to enable them function effectively.

Its importance therefore cannot be under-estimated. It is for this reason that a systematic approach is used to unearth the potentials of individuals through instructions, so that education will produce the requisite manpower needs of the society at all levels of the social stratum.

The organizational structure of a school has the head as its leader who should direct the actions and opinions of the rest of the members of the group. How well a school performs therefore, depends to a large extent, on the leadership. The effectiveness of these leadership styles, may impact positively or otherwise on student performance.

The current education reform environment requires' leadership roles that bother on accountability by creating and sustaining a competitive school, empowering others to make significant decisions, providing instructional leadership and developing and executing strategic plans. Successful leaders should be proactive in promoting school quality, equity and social justice. Providing focused instructional leadership, leading change, developing collaborative leadership structure and providing the moral center. These are the challenges faced by all heads of institutions. It is the style the head employs in meeting these challenges that may be the cause of the improved performance

Statement of the Problem

There appears to be tremendous improvement in the performance of students in secondary schools in Ghana and the Ho municipality in particular. One wonders what could account for this rise in performance. Could it be the vision and mission of the founders of the schools as captured in their mottos? Some of these read, "Head, Heart, Hand", "Dzolali" among others? For example from year 2000 to 2003 students of Mawuli School had improved performance. In 2000, out of 500 students who wrote the SSSCE, 476 student representing 79% passed in eight subjects, in 2002, 479 representing 80% passed in eight subjects and in 2003, the school presented 600 students for the SSSCE out of which 575 representing 95% passed in eight subjects. Thus academic performance appeared to have improved steadily in Mawuli School during the period. The story was the same at OLA and Mawuko Girls Secondary Schools which also witnessed a steady increase in percentage pass for the same period. What could account for this improved performance? Teachers and students of these schools would help this researcher answer this question. Indeed, the issue is of import to all stakeholders in the educational enterprise and thus the attention focused on it.

Selection into secondary schools in Ho is very competitive. Thus over the years one would have expected the performance of students in these schools to be excellent. This was not the case however, performance until recently was not the best. As stated earlier, Mawuli, OLA and Mawuko Secondary Schools have witnessed a rise in performance spanning over three years. What could account

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for this rise in performance? Could it be the leadership style of the heads? This can best be determined by researching into this issue of performance that is so close to the hearts of many.

Purpose of the Study

The purpose of this study was to determine whether leadership styles employed by secondary school heads had any effect on the academic performance of students. Those behaviours which impacted positively on student's performance and produced good results would be adopted to promote enhanced academic performance, not only in the schools involved in the study but other schools as well.

Research Questions

The following research questions were formulated to guide the study.

1. What are heads, teachers and students perceptions of heads' leadership style?

2. To what extent are stakeholders involved in making decisions that affect academic performance?

3. How do students and teachers perceive the supervisory role of the heads towards the improvement of academic performance?

4. What policy recommendation could be made towards adopting a favourable leadership style to enhance the performance of students?

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Significance of the Study

This research, in answering the above questions, delved into the issue of leadership styles and its effects on the academic performance of students. Hopefully, the findings might contribute to knowledge on this issue that has been the bane of many a head, in their bid to be effective leaders. Ultimately, it is hoped that the findings will help to bring about a desirable change that will be beneficial to all stakeholders in education and the nation at large.

Limitation

There were a number of limitations to the study. The first one was the strike action by members of the National Association of Graduate Teachers (NAGRAT). Most of the teachers of these secondary schools were NAGRAT members and so were not at post when the researcher visited the schools. The questionnaires were administered by the researcher. Other respondents who collected the questionnaire did not return them.

Most teachers also refused to respond to the questionnaire because they thought it was being administered by a Non Governmental Organization (N.G.O.). It took a lot of persuasion from the researcher and sometimes the heads to get some of the respondents to respond. The number of questionnaires retrieved was 117 out of a total of 150 for students and 46 out of 60 from teachers; this was an indication of the problem. Despite the limitation of small sample size, the results

from the study will provide some implications for schools requiring enhanced performance.

Delimitation

The study was restricted to Senior Secondary Schools in the Ho Municipality. This was because of their proximity and their academic performance over the years. These schools were also purported to be among the best schools in the Volta Region, thus making them perfect choices for the study. Thus the findings may not be generalized to other districts since each school has its own peculiarities.

CHAPTER TWO

LITERATURE REVIEW

This chapter would examine the views of authorities on leadership, leading and performance as concepts that are associated with leadership, so that a clear view of the topic would be provided. This would be done by first defining the concept leadership, types of leadership and theories of leadership. An examination of leadership style will then follow. The concept performance, will also be defined and an examination of leading schools will also be done to determine the criteria used in establishing these schools as leading.

Leadership as a Concept

Leadership is one of the most fascinating topics in organization behaviour (Owens, 2001). It is a concept that appears to produce definitions in literature, but these definitions agree on two things; namely leadership as a group function which occurs when two or more people interact and leaders intentionally seeking to influence the behaviour of people (Owens, 2001).

The concept leadership perhaps, is as old as humanity. Thus many studies have been carried out on the concept of leaders and leadership, though most of the studies before 1945 were devoted to the identification, of traits and qualities of leaders. Leadership, like many other concepts does not lend itself to a single definition. Appleby (1992) defines leadership as the ability of management to induce subordinates to work towards the achievement of group goals. Jones et al

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(2000) define leadership as a process by which a person exerts influence over other people and inspires, motivates and directs their activities to help achieve group or organizational goals.   Bendix (1966) thinks a leader should possess skills, perception, physique, technology, knowledge, memory, determination, endurance and courage so that he can lead his followers with confidence and determination. Leadership is an integral part of management and plays a vital role in managerial operations. If there is any single factor that differentiates between successful and unsuccessful organizations, it could be considered as dynamic and effective leadership.

The power of leaders is automatically granted by followers who accept the leaders influence and direction by shared agreement, no matter how informally the agreement is arrived at (Owens, 2001). Leaders exercise various kinds of power, namely; Reward power, Coercive power, Expert power, Legitimate power, Referent power, but they engage with followers in seeking to achieve, not only the goals of the leader but also, significant goals of the followers (Owens, 2001).

Leadership is exercised when persons with certain purposes mobilize, in competition or in conflict with others; institutional, political, psychological and other resources so as to arouse and satisfy the motives of followers (Owens, 2001). Leaders motivate their followers and arouse their personal commitment towards efforts to achieve a mission for a better future. Leaders create a conducive environment to facilitate effort at achieving this vision. This requires a clear vision to guide followers along a path that realizes the vision. Leadership

directly affects the opinions and attitudes of people, leading to changes in individual's behaviour than group behaviour.

The implication of the above definitions is that, leadership involves other people, namely subordinates or followers who willingly accept directions from the leader. It is the group members who help define the leader's status and make the leadership process possible. Again, leadership involves an unequal distribution of power between leaders and group members. Group members can influence group activities to some extent but the leader usually has more power. These are, according to Owens, 2001, the reward power, coercive power, legitimate power, referent power and expert power. The greater the number of these power sources available to the leader, the greater his potential for effective leadership.

Leaders have been found to be brighter, more extroverted and more self-confident than non-leaders; they also tend to be taller. Although a lot of people have these traits, they may never attain leadership positions and many popular leaders like, Gen. Kutu Acheampong, Dr. Busia and Hilla Limann of Ghana, never had those traits. It stands to reason therefore that, individuals become more assertive and self-confident once they occupy a leadership position, thus the traits identified may be the results rather than the causes of leadership ability.

Attempts to compare the characteristic of effective and ineffective leaders, also failed to isolate traits strongly associated with successful leadership. It was discovered that, intelligence, initiative and self-assurance were associated with

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high levels of performance. Another factor which is related to high level of performance was the leader supervisory ability.

Other studies have revealed that effective leadership does not depend on a particular set of traits but rather on how well the leader's traits match the requirements of the situation (Donnell and Hall, 1980).

Some researches have also found that although women do not often emerge as leaders, they are extremely effective when they do. This trait approach to leadership sought to identify the characteristics of leaders to support the popular view that leaders are born, not made, but it failed in that endeavour.

The behavioural approach was another attempt to distinguish leaders from non-leaders through the isolation of the behaviour characteristics of effective leaders. They dwelt extensively on what leaders did in terms of how they delegated tasks, how they communicated with and motivated their subordinates and how they generally carried on with their tasks. Since behaviour can be learned it followed that individuals trained in appropriate leadership behaviours would be able to lead more effectively. The behavioural approach concentrated on leadership functions and leadership styles.

This approach centered on the effectiveness of a group that had a leader who performed two major functions that were "task related" or "problem solving" and "group maintenance" or social functions. Such a leader ensures that members of the group feel valued. These two functions of the leader were expressed in two different leadership styles. Close supervision was the style of the task-oriented

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leader and motivating members to perform was the style of the employee-oriented leader. These two dimensions of leadership style, employee centered and production centered were similar to the assumptions of theory X and Y by Douglas Megreggor (Owens, 2001).

Another approach to leadership effectiveness is the situational theory propounded by Hersey and Blanchard. This theory concentrates on the importance of the situation in which one finds himself. Individuals with varied character traits have come out as effective leaders as a result of the situation in which they found themselves. This approach is an off shot of Mary Parker Follett's, theories (Amuzu-Kpeglo, 2004) and advocates the issuing of little or no orders by leaders to subordinates who work with little supervision or none at all. This approach however has limitations. There are people who are specialized and skilful but are not effective leaders.   Again, the informal situation of the leadership styles is not fully explained. Also, in the work situation, it is not right to allow workers to act on their own without instructions from a leader. Despite these limitations the situational factor is very important when considering leadership characteristics, because the situation determines the effectiveness of the leadership.

Another approach that examines leadership characteristics is the contingency theories. Contingency theories are based on the belief that there is no single leadership style. It is a synthesis of the situation and behavioural approaches to leadership. It holds the view that the management techniques that

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best contributes to the attainment of organizational goals might vary in different types of situations or under various circumstances. The contingency theory, since it is a combination of different leadership styles, includes the Hersey and Blanchards situational theory which describes how leaders should adjust their leadership style in response to their subordinates' desire for achievement, experience, ability or willingness to accept responsibility. This approach emphasizes the importance of knowledge of followers as variables in determining leadership styles.

The Path Goal approach is another contingency model worth mentioning. This approach emphasizes the leader's role in clarifying for the subordinate, how they can achieve high performance and its associated rewards. Thus, the more motivated employees were, the higher the output, so that a leader who motivates his subordinates is likely to be effective.

A recent development in leadership behaviour has unearthed the transformational or charismatic leader and the transactional leader (Burns quoted in Owens 2001). The charismatic leaders are those who go through their personal vision or energy, inspire followers and have a major impact on their organizations. Two of such leaders in Ghana were Osagyefo Dr. Kwame Nkrumah and J.J. Rawlings. Such leaders remind us that their personal characteristic which make the difference are not accounted for by existing theories. Transactional leaders determine what subordinates need to do to achieve

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objectives, classify those requirements and help subordinates become confident they can reach their objectives.

Several other theories have sought to define leadership and research has indicated that a democratic style of leadership is the most effective in the performance or achievement of organizational goals but different styles should be employed in different situations. Since organizations function within a dynamic environment, changes are bound to occur. A problem solving stage, an implementation of solution stage and a stable stage are the changes that occur in an organization and a leader with different traits, abilities and behaviour may be most effective in such an organization.

Rodriquez (1998) suggests that organizations which exist in a dynamic environment may require three types of leaders; the innovation(s), implementer(s) and the pacifier(s).

The innovator is a leader who is pre-occupied with the need for competition, the struggle to succeed, the search for new ideas, boldness, and has the belief that the environment can be controlled and manipulated. Such a leader would be effective at the problem solving stage when an organization is having teething problems.

The implementer is characterized by the need to control and influence situations, the ability to accomplish things through people and the ability to assume responsibility for decisions taken. Such a leader is most likely to be effective in an organization at the implementing stage.

Then comes the pacifier who preoccupies himself with the need for a friendly atmosphere and social interaction, the ability to decentralize decision-making and to pacify important individuals. His decisions are based on feedback from earlier decisions. This type of leader can function effectively at the stable stage since at this stage members feel more competent and so will need little direction from the leader.

There is increasing interest in the study of gender differences in leadership styles (Hau-Siu C., 2005). Numerous authors have supported the argument that women possess certain feminine characteristics such as good communication skills, good listening, empathy, negotiation and conflict handling skills as well as inter-personal skills that diverge sharply from male leadership characteristics (Helgesen, 1990). The opposite position however, perceives little or no gender difference in leadership styles. Any disparities, according to Donell and Hall 1980, are attributed to home and family responsibilities or workplace norms.

Korabik (1990) has pointed out that work on leadership tends to either ignore women or focus on sex difference and both can be damaging to women. One can look at leadership from many angles, but essentially, it is a relationship through which one person influences the behaviour of other people. Leadership is related to motivation, the process of communication, the activities of groups and the process of delegation. Indeed, leadership is a dynamic form of behaviour and there are many factors which affect the nature of the leadership relationship. Although studies have indicated that democratic styles of leadership are more

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effective in enhancing group performance, this is not always the case and there is no one best style of leadership. Within an organization, different individuals may fulfill the functions of leadership. Different types of leadership may also be needed at different stages of an organization. Culture may also affect leadership style and many variables underlie the effectiveness of a leader but "the most effective form of leadership behaviour is a product of total leadership situation.

From the practical point of view, the argument is not about difference in leadership style. What is important is the end result. It does not make any difference how you lead as long as the leadership style is an effective one (Fierman, 1990).

From the above discussion, it is obvious that a leader must possess certain qualities in order to be effective. Chandan (1987) has identified eight characteristic that make a person an effective leader. These are:

1) The ability to inspire others: this may be an internal 'charisma' which is an inborn trait and may not be a learnable factor.

2) Problem solving skills: an effective leader must develop the patience and ability to look at problems from various angles and get down to the cause of the problem and try to solve the problem rather than the symptoms of the problem.

3) Emotional maturity: a leader should be self-confident, rational and emotionally mature, should not loose temper quickly and must be

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open hearted towards differences in opinions and opposing view points.

4)   Ability to understand human nature: He must understand the needs, desires and behaviour of his subordinates and show respect for such desires.

5)   Verbal assertiveness: a leader must be an effective orator and must be confident of his opinions and views. He must communicate his views honestly and in a straightforward manner without fear of consequences.

6)   Willingness to take risks: he must charter the unknown, accept and seek new challenges.

7)   Dedication to organizational goals: a leader must demonstrate his dedication and commitment to the organization's mission, goals and objectives by hard work and self sacrifice.

8)   Skill in the art of compromise: settling differences is a vital part of leadership and genuine differences must be solved by compromise and consensus. This will induce faith in the fairness of the leader.

These attributes of the leader as identified by Chandan (1987) are very crucial to the success of an organization, it is worthwhile for heads of schools to have a clear knowledge and understanding of these theories of leadership and their accompanying characteristics and endeavour to put them into practice as and when appropriate.

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A leader who has a vision for the organization should be diplomatic, and functional. Such a leader must be entrepreneurial and innovative in all respects. A leader must be a mentor or role model, but in the final analysis, a leader must serve all, for to be a leader, one must first be a servant.

Researches are still a long way from understanding the plethora of leadership processes. That is not all; they are nowhere near the provision of organizational leaders with integrated validated models of leadership. They have however, made some useful contributions to this issue by revealing positions, the differences in leadership styles and the complexity of leadership purpose. The next part of this literature review will examine leadership styles.

Definitions of Leadership

Leadership, as Mcfarland (1974) notes, is an "elusive" concept. It has been described in many different ways. Koontz and O'Donell (1976) call it "the ability of a manager to induce subordinates to work with confidence and zeal" (p.587). Haiman, Scott and Connor (1978) see it as a "process by which people are directed, guided and influenced in choosing and achieving goals" (p.410). According to Chandan (1987), leadership may be defined as the "art of influencing and inspiring subordinates to perform their duties willingly, competently and enthusiastically for the achievement of group objectives" (p.215). Most management writers agree that, "leadership in the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation" (Hersey, P.& blanchard, K. 1982, p. 83).

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In the above definition, it is important to add the element "willingness" because this element differentiates successful and effective leaders from the "common nun of the manager". Motivating and influencing people to move towards a common goal are all eventual elements of leadership, but the 'willingness' of the followers to be led highlights a special quality that puts a leader high above others. Stoghill (1974) sees leadership as a process of influencing the activities of an organized group in the tasks of goal setting and goal achieving. In synthesizing current views, it is accurate to say that most writers in the field of management feel leadership is a process of 'influencing" people to direct their efforts toward the achievement of some particular goals. As such, leadership is a part of management. Managers must do more than merely lead, but if they fail to influence people to accomplish assigned goals, they fail as managers.

Types of Leadership

Two types of leadership can be identified. These are formal and informal leadership respectively. The formal leadership occurs when a person appointed to do the job of a headmaster of a school is also given the authority to exercise formal leadership to his subordinates. Similarly, a formally elected leader of a country or a state acquires the authority of leadership and giving direction to the country or state. In the school situation, Headmasters are appointed as leaders of their schools and they also use the power invested in them to appoint line

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"managers" like Senior Housemaster, Housemasters and form masters. In most schools today, school prefects are elected by their colleagues and are accordingly vested with the power or authority to act as such.

A third form by which leadership can emerge is by popular choice, for example, one who automatically emerges as a course prefect or group leader. Such leaders often emerge spontaneously because of their charm, intelligence, skills or other traits to lead informal groups within the organization as the situation demands. For example, teachers may agitate for certain benefits from the school authorities. An outspoken member of staff could emerge automatically from the group to lead them in presenting their case.

Theories of Leadership

Many researchers have propounded theories for the study of leadership. Among the most common theories are the Traits Theory, Behaviour Theory, Contingency or Situational Theory, Path-Goal Theory and Vroom-Yetton Model.

The traditional approach has been to describe leadership in terms of personal traits and special characteristics of leaders. These traits are not acquired, but are inherent personal qualities. The Traits Theory emphasizes that leaders are born and not made. It proposes that leadership is a function of these inborn traits. Some of these traits include intelligence, understanding, perception, high motivation, socio-economic status, initiative, maturity, need for self-actualization, self-assurance and understanding of inter-personal human relations. The existence

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of these traits becomes a measure of leadership. It holds that the possession of certain traits permits certain individuals to gain position of leadership. Stoghill (1974) however, held the view that a person who becomes a leader in one situation may not become one in a different situation. There is no single personality traits that would typify a leader and be applicable in all situations.

The Traits theory of leadership has suffered from lack of conclusiveness and oversimplifications. The critics argue that the theory focuses attention only on the leader and disregards the dynamics of the leadership process. Also, the theory ignores the situational characteristics which may result in the emergence of a leader. Chandan (1987, p. 217-218) has identified the following seven weaknesses and failures of the Traits Theory:

i.   All the traits are not identical with regard to the essential characteristics of a leader

ii.   Some traits can be acquired by training and may not be inherited.

iii.   It does not identify the traits that are most important and those that are least important in identifying a successful leader.

iv.   The traits required to attain leadership may not be the same that is required to sustain leadership.

v.   It fails to explain the many leadership failures in spite of the required traits.

vi.   It has been found that many traits exhibited by leaders are also found among followers without explaining as to why followers could not become leaders.

vii.   It ignores environmental factors, which may differ from situation to situation.

Behaviour Theory

This theory studies leadership by looking at leaders in terms of what they do. The leader effectiveness is judged in terms of individual subordinate outcome. Research studies conducted by Katz, Maccoby and Morse (1957) suggested that leadership behaviour be defined along employee-centered dimension and production-centered dimension, both complementing each other. This style is expected to show improvements in productivity. Further in-depth investigation conducted into this approach at the Ohio State University isolated two particular factors affecting the leadership dimension. These are:

(a)   Consideration (of employees)

(b)   Initiating structure (giving directions and orders)

"Consideration" referred to "Behaviour indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff", whilst "initiating structure" referred to the "leaders Behaviour in delineating the relationship between himself and members of the work-group and endeavouring to establish well-defined patterns of organization, channels of

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communication, and methods of procedure" (Halpin, 1958, p.40). Briefly explained 'consideration' connotes the leader establishing good working relationship with his followers, while initiating structure involves creating a work environment by organizing and defining the role each member is to assume, assign tasks to them and push for the realization of organizational goals. Studies conducted by House, Filley and Kerr (1997) concluded that both structure and consideration were related to satisfaction and they affect grievances and employee turnover. One advantage of this theory is that those two dimensions of leadership behaviour are tangible and observable and do account for a major part of leader behaviour. The Behaviour theorists focused on leadership functions and leadership styles and so sought the 'one best' style of leadership in all situations and ignored situational factors. A style of leadership, according to Fielder, F.E. (1967) is "a relatively enduring set of behaviours which is a characteristic of the individual, regardless of the situation".pg.40 Some of such styles, which were identified by Kurt, Liptt and White, are Autocratic or Dictatorial leadership style, Participative or Democratic style and Laissez-faire or free-reign style.

Getzels and Cuba (1957) have also identified three leadership styles which they call homothetic, idiographic and transactional styles respectively. These are;

(i) Autocratic leadership style: The autocratic leader centralizes decision-making and control and assumes full responsibility for all actions. Being task-oriented, the autocratic leader uses workers as machines to effect productivity. He dictates in order to attain the determined goal and sets the workers to perform

the roles they are given. The autocratic leadership style has both advantages and disadvantages.

The advantages are that it can increase in a crisis or emergency situation when the decision must be taken immediately. Second it does not initiate the use of rewards in order to motivate the workers and third, it impels the workers to work quickly for high production.

The disadvantages of this style are that, one way communication without feedback leads to misunderstanding and communication breakdown. Furthermore, it does not promote initiative and creativity from the workers. Also, it falls to develop the workers commitment to the objectives of the organization. Again, it provides worker resentment because of the close supervision that is exercised. It can dampen worker morale which may result in poor productivity in the long run. Finally, conflicts between administrators and workers become volatile. Getzels and Guba, (1957).

(ii)   <u>Participative style</u>: In this type of leadership the subordinates are consulted and their feedback is considered in the decision making process. The leader's job is primarily that of a moderator, even though he makes the final decision and he alone is responsible for the results. Group members are encouraged to demonstrate initiative and creativity and take interest in setting plans and policies and have maximum participation in decision-making. This ensures management labour relations, higher morale and greater job satisfaction. The advantages in adopting this style are numerous.

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Active participation in the management by labour assumes rising productivity and satisfaction. Workers develop a greater sense of self-esteem, due to the importance given to their ideas and their contribution.

They become more committed to changes that may be brought about by policy changes, since they themselves participated in bringing about these changes. The leadership induces confidence, co-operation and loyalty among workers and it results in higher employee morale. The democratic leadership style has its disadvantages as well. These include: taking too long to involve workers in decision making and making them lazy.

The approach assumes that all workers are genuinely interested in the organization and that their individual goals are successfully fused with the organizational goals. This assumption may not always be valid.

There must be a total trust on the part of management as well as employees. Some employees may consider this approach simply as an attempt to manipulate them. Accordingly, the employees must be fully receptive to this approach to make it meaningful.

Some group members may feel alienated if their ideas are not accepted for action and this may create a feeling of frustration and ill-will. This approach is very time-consuming and too many viewpoints and ideas may make the solid decision more difficult and may be a source of frustration to impatient management.

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Knezvich (1984) sees the benefits of democratic leadership as promoting or enhancing group productivity, it may forestall crises in group life and interactions; and group member personalities shaped by democratic participation in vital issues are more mature, more capable of objectivity and less aggressive. This approach relies heavily on incentives and motivation of recognition, appreciation, status and prestige. The labour may be more interested in financial instead of prestige.

(iii)   <u>Laissez-faire or free-reign leadership style</u>: This style implies the attitude that everybody may do what he/she wants. The leader in this type of leadership is just a figurehead and does not give any direction. He acts principally as a liaison between the group and the outside elements and supplies necessary materials and provides information to group members. He allows the subordinates to plan and organize and develop their own techniques for accomplishing goals within the generalized organizational policies and objectives. The leader participates very little and instead of leading and directing, he becomes just one of the members. He does not attempt to intervene or regulate or control and there is a complete group or individual freedom in decision-making.

This type of leadership is highly effective when the group members are highly intelligent and are fully aware of their roles and responsibilities and have the knowledge and skills to accomplish these tasks without direct supervision. For example, in the university, the chairperson/Dean does not interfere in the

professor's teaching methods, but only assigns the courses to be taught. From then onwards, the professors are very much their own leaders.

Laissez-faire leadership style has its advantages and disadvantages as well. The advantages of this leadership style are; mature people feel free to do what they want to do. This promotes initiative and creativity. It creates an atmosphere of freedom, individuality as well as team spirit. Its disadvantages include disorganized activities which may lead to inefficiency and chaos.

A third leadership style identified by Getzel and Guba, (1957) is the Transactional leadership style. It combines the nomethetic or autocratic and idiographic or democratic styles. In order words, it balances personal needs with organizational demands within a given situation. It does this by matching the tasks of the institution with the needs and personality of the individual.

Contingency/Situational Theory

This theory states that leadership involves not only the individual traits and behaviour but also the situation. A synthesis of Fiedler's studies and that of Hersey and Blanchard, it implies that different types of situations demand different types of leadership. The focus is on the situation in which the leadership is exercised and not upon the leader. A successful leader under one set of circumstances may be a failure under a different set of circumstances. The implication of this theory to management is that the leader must remain flexible and sensitive to the changing needs of a given group.

The Path-Goal Theory

Propounded by House, R.J. Filley, A.C. & Kerr, S, (1971), this model emphasizes that the leader behaviour be such as to complement the group work setting and aspirations. The leader sets up clear path and clear guidelines through which the subordinates can achieve both personal and work-related goals and assists them in achieving these goals. This will make the leader behaviour acceptable and satisfying to subordinates since they see the behaviour of the leader as an immediate source of satisfaction or a source of obtaining future satisfaction. The implication of the Path-Goal theory to management is that leadership should develop clearly defined goals to subordinates. He should give directives when the demands of a task on hand are ambiguous, be supportive achievement-oriented and participative by soliciting subordinate's suggestions and taking these seriously in decision-making.

Vroom-Yetton Model

This is a normative theory which simply tells leaders how they should behave in decision making. The focus is on the premise that different problems have different characteristics and should therefore be solved by different decision techniques. According to this theory, the successful school leader should know the best approach to solving the problem at hand and to know how to implement each decision-making method well when required. When dealing with the higher

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levels of personnel, for example, teaching staff, participative decision-making is desirable, while it is worthwhile to use directive decision-making style when dealing with the lower level of personnel.

Bases of Leader Power

A formal leader cannot function without the authority and the power to make decision and take actions. Generally, the ability to influence, persuade and motivate others is based largely upon the perceived power of the leader. French and Raven (1960) have identified six bases of power that a leader can possess. These are:

i.   Legitimate Power: This is the power that is vested in the leader to take certain actions. This power may be designated by a legitimizing agent, for example, the appointment of Principal of a college, Headmaster of a school or Senior Housemaster respectively, legitimate power may also be exercised when the leader is elected to occupy a certain position, for example, Assemblyman, Moderator of a church, and others. This power may also be culturally specified. In many cultures, children simply "obey" their parents. In some other cultures, people of certain casts are highly respected. In India, for example, old age brings with it the power to command respect.

In the school situation, the Headmaster/principal exercises legitimate power to administer the institution as a result of his

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appointment to that position. He also vests similar legitimate power to his line offices like the Senior Housemaster, Housemasters and Form masters who he appoints.

ii. <u>Reward Power</u>: This power is based upon the ability to give or influence the rewards and incentives for the subordinates. These may be in the form of promotions, increase in pay, bonuses or other forms of recognition for a job well done.

iii. <u>Coercive Power</u>: On the other end of reward power is the coercive power which is the ability to influence punishment. This is the power to reprimand, demote or fire for unsatisfactory execution of duties.

iv. <u>Referent Power</u>: This power is acquired because of personal "charisma", so that the followers would like to associate themselves with such a leader. This is especially true in the case of film stars and celebrities whose followers and fans follow what the celebrities do.

v. <u>Expert Power</u>: This is also a personal power acquired by expertise in a field or area. For example, we generally follow our doctors or our accountant's instructions, because we believe in their ability and knowledge in those specified areas.

vi. <u>Connections</u>: Some people have a lot of influence over others simply because of their 'connections' with the right people. A person knowing the manager of a company can get a job for somebody or recommend a

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promotion for somebody and hence commands considerable influence (Owens 2001, p. 236)

Effective Leadership

To be an effective leader one must have certain personal characteristics. Chandan (1987) has identified eight characteristics that a person should have to be an effective leader. These are:

i.   <u>Ability to inspire others</u>: This may be an internal 'charisma' which is an inborn trait and may not be a learnable factor.

ii.   <u>Problem solving skills</u>: An effective leader has developed the patience and ability to look at the problem from various angels and gets down to the cause of the problem and tries to solve the problem rather than the symptoms of the problem.

iii.   <u>Emotional maturity</u>: Should be self-confident, rational and emotionally mature. Should not lose temper quickly and be open hearted towards differences in opinions and opposing viewpoints.

iv.   <u>Ability to understand human nature</u>: He must understand the needs, desires and behaviour of his subordinates and show respect for such desires.

v.   <u>Verbal assertiveness</u>: A leader must be an effective orator and must be confident of his opinions and views. He must communicate his views honesty and in a straightforward manner without fear of consequences.

vi.   <u>Willingness to take risks</u>: He must charter the unknown, accept and seek new challenges.

vii. <u>Dedication to organizational goals</u>: A leader must demonstrate his dedication and commitment to the organization's mission, goals and objectives by handwork and self-sacrifice.

viii. <u>Skill in the art of compromise</u>: Settling differences is a vital part of leadership and genuine differences must be solved by compromise and consensus. This will induce faith in the fairness of the leader.

In view of the vital role played by effective leadership in the success of an organization, it is worthwhile for managers of organizations to have a clear knowledge and understanding of the theories of leadership and their accompanying characteristics, and endeavour to put them into practice as and when appropriate.

Leadership Styles

The way a person conducts himself in order top realize the organizations goals may be described as a person's leadership style.

Fielder,F.E. (1967) distinguishes leadership style from leadership behaviour when he referred to the specific acts of a leader in directing and coordinating the work of the group members as leadership behaviour and the underlying need structure of the leader that motivates behaviour in various leadership situations as leadership style.

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Lewin K., Lippit R., and White R.K., (1939) generated the most popular leadership styles. These are the laissez faire, the democratic and autocratic styles.

The laissez faire style of leadership is the type that allowed complete freedom to the group. It avoids the use of power and management role is limited. It has no code of ethics and has the tendency of operating with a lot of committees set goals that no one feels bound to adhere to. There is no hierarchy or authority, so leadership is merely a symbol.

The advantages of this style are that; it promotes initiative and creativity since members are free to do what they like. Again, decisions are easily accepted since it will come from the group. But the fact that it has no clear leadership presupposes that there will be no control and chaos or confusion will have a free reign.

The democratic leadership style is the style that gives every member of the group an equal right to rule. They are involved in all decision making. The leader influences subordinates but does not dominate their thoughts. The leader offers suggestions rather than issue order and praises instead of criticizing. This style engenders high moral and cooperation among workers. It also enables them to exercise their responsibilities. However, member involvement in decision-making may delay the process and this may affect the organization negatively.

The autocratic style of leadership as propounded by Lewin K., Lippit R., and White R.K., (1939), is another form that centralizes power and authority in management. It has little confidence in the subordinates and so makes most of the

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decisions and passes them down the line. The purpose is to achieve high productivity in the organization. It has the advantage of maximum use of resource for effective and efficient productivity. Decisions are also taken and implemented quickly to achieve organizational goals. However, due to the structured nature of this style, creativity and initiative are stifled. There is low morale and workers needs are often ignored, leading to frustrations that can explode at anytime. Organizations that employ such leadership styles can be compared with time bombs.

The benevolent autocrat is another style that is employed in organizations. This style presents the leader as a superior father figure, makes all the important decisions and then convinces his subordinates to go along with them.

He may allow some decisions to be made by some subordinates within a framework set by him and he may use rewards as well as punishment to motivate people. Such a style is effective in the way it guides group members to arrive at decisions.

Bendix (1966) describes the charismatic style as one that commands obedience on the basis of the mission that has to be fulfilled. It derives its power from the faith its disciples have in that power. This style cannot stand the test of time for, the relationship of ruler and ruled disappears with the loss of the charisma.

Leadership Efficiency and Effectiveness

The head, who is a leader, must be guided by certain factors that elicit the appropriate response from the group members. He must understand human nature. That is to say that he must understand the needs and desires, as well as the behaviour of his subordinates and respect such desires.

An effective school head should be alert to the difficulties that confront his staff. He has the singular task of ensuring that all teaching and learning materials are present, at the right time and in the right quantity. The leader must satisfy the emotional or psychological needs of his staff members. He must be confident and rational. He must not be seen to be loosing his temper quickly and be open-hearted towards differences in opinions. The head who is a leader must have the ability to inspire others. He must have some charisma that generates loyalty from staff. Such a head must have a variety of problem solving skills to tackle problems that will arise from different angles to enable him come out with an acceptable solution.

That is not all, a leader who is a head, must be an effective orator, who is confident of his views and opinions. These views he must communicate honestly in a straightforward manner regardless of the consequences. If a member of staff is observed to be consistently absent from classes for a period, the head must call the teacher to book. The head must also be willing to take risks by venturing into the unknown and accepting new challenges that will help him achieve the goals of

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the institution. A leader, who is dedicated to organizational goals must demonstrate his dedication and commitment to them.

In view of the vital role played by effective leadership in the success of an enterprise, it is important that school heads have a clear knowledge and understanding of the theories of leadership and their principles. Knowing these may help the head put them into practice as and when necessary. A leader who has a vision for his organization is "diplomatic, functional, entrepreneurial, innovative and creative" (Amuzu-Kpeglo, 2004).

The head must be innovative and inject fresh ideas into the school. He must be a change agent. He must be a mentor and set standards. He must be seen to be planning, organizing, controlling and leading. How effective a head is can also be examined from his directive style. His supportive, participative and achievement styles are all factors that go into making an efficient head.

A holistic approach to this issue is therefore necessary in the search for an effective leader who can affect student performance since it is vital in the assessment of an effective head. Effective leadership is multidimensional. A school head must be seen to be exhibiting these qualities described in order to be an effective leader and for the school to be an effective one.

School Leadership

Geologists tell us that every few hundred thousand years or so the earth's magnetic field flips over; compasses that today point north will some day point

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south. Something similar happens in school leadership, though the cycles are measured in mere decades.

A few years ago, principals were "instructional leaders," exercising firm control by setting goals, maintaining discipline, and evaluating results. Today they are "facilitative leaders" by building teams, creating networks, and "governing from the center."

Beck,L&Murphy,J.(1993) observe that the metaphors of school leadership have changed frequently over the years; no sooner have school leaders assimilated one recommended approach than they are seemingly urged to move in a different direction. Such rapid shifts in philosophy can be frustrating for practitioners, especially if they are searching for the "one best way" to lead. However, a different perspective emerges when contrasting approaches are viewed as complementary strategies rather than competing paradigms.

A strategy is a pattern of behaviour designed to gain the cooperation of followers in accomplishing organizational goals. Each strategy views the school through a different lens, highlighting certain features and favouring certain actions.

At present, school leaders can choose from at least three broad strategies hierarchical, transformational, and facilitative. Each has important advantages; each has significant limitations. Together, they offer a versatile set of options.

Historically, schools have been run as bureaucracies, emphasizing authority and accountability. Hierarchical strategies rely on a top-down approach

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in which leaders use rational analysis to determine the best course of action and then assert their formal authority to carry it out.

Deal T. & Peterson K., (1994) refer to this as "technical leadership," in which the principal acts as planner, resource allocator, coordinator, supervisor, disseminator of information, and analyst.

Hierarchical strategies provide a straightforward, widely accepted way of managing organizations, offering the promise of efficiency, control, and predictable routines. However, Deal and Peterson also point out that hierarchy tends to diminish creativity and commitment, turning the employee-school relationship into a purely economic transaction.

Moreover, the act of teaching does not march to administrative drums. Shedd J., & Bacharach S.,(1991) note that teachers' roles are extraordinarily complex, requiring instruction, counseling, and supervision of students who are highly variable in their needs and capacities. Teaching involves great unpredictability, calling for sensitive professional judgment by the person on the scene rather than top-down direction by a distant authority. Transformation strategies rely on persuasion, idealism, and intellectual excitement, motivating employees through values, symbols, and shared vision. Principals shape school culture by listening carefully for the deeper dreams that the school community holds for the future. In the process, they play the roles of historian, poet, healer, and "anthropological detective" (Deal and Kent, 1994).

Leithwood K., (1993) adds that transformational leaders foster the acceptance of group goals; convey high performance expectations; create intellectual excitement; and offer appropriate models through their own behavior. He goes further to state that, transformational strategies have the capacity to motivate and inspire followers, especially when the organization faces major change. They provide a sense of purpose and meaning that can unite people in a common cause. On the other hand, transformational strategies are difficult, since they require highly developed intellectual skills. Moreover, an exciting, emotionally satisfying workplace does not automatically result in the achievement of organizational goals.

Conley D.T. & Godman P., (1994) defined facilitative leadership as the behaviors that enhance the collective ability of a school to adapt, solve problems and improve performance. This is accomplished by actively engaging employees in the decision-making process; the leader's role is not to solve problems personally but to see that problems are solved. Like transformational leadership, facilitative strategies invite followers to omit effort and psychic energy to the common cause. Whereas transformational leaders sometimes operate in a top down manner (Blasé, Gary, & Dungan, 1995), facilitative strategies offer teachers a daily partnership in bringing the vision to life. The leader works in the background, not at the center of the stage.

Conley D.T. and Godman P., (1994), suggest that principals act 'facilitatively' when they overcome resource constraints; build teams; provide

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feedback, coordination, and conflict management; create communication networks; practice collaborative politics; and model the school's vision. Facilitation creates a collaborative, change-oriented environment in which teachers can develop leadership skills by pursuing common goals, producing a democratic workplace that embodies the highest ideals.

However, facilitative strategies may create ambiguity and discomfort, blurring accountability and forcing employees to adopt new roles and relationships. Facilitation takes time, frustrating administrators who are constantly being pressured to act immediately. It may create great excitement and high expectations unleashing multiple initiatives that stretch resources, drain energy, and fragment the collective vision (Conley and Goldman, 1994).

Although much of the current literature seems to advocate transformational and facilitative approaches, the limited research evidence does not permit strong conclusions about which strategy is "best" (Miller E., 1995). Some researchers urge leaders to use multiple strategies. Deal T.E. and Peterson K.D., (1994), argue that effective principals must be well-organized managers and artistic, passionate leaders. Starratt R. J., (1993) thinks principals must wear two hats - leader and administrator. As leaders, principals nurture the vision that expresses the school's core values; as administrators, they develop the structures and policies that institutionalize the vision.

Sergiovanni T., (1994) suggests that organizations, like people, exist at different developmental levels. A school that has traditionally operated with

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strong top down decision-making may not be ready to jump into a full-blown facilitative environment. Research suggests that, principals who act hierarchically can often implement major changes quickly, but that shared decision-making, while time-consuming, is more likely to gain teacher acceptance. Conversely, he notes that teachers sometimes tire of shared decision-making and yearn for a responsive principal who will simply consult them and decide. The leader may have to choose between short-term teacher satisfaction and long-term organizational development.

Performance

Performance is an act of doing something to produce an effect. It entails how well something is done. Student performance therefore hinges on how well students perform during their examinations as shown by their results. A head's leadership style may indirectly affect the performance of students because the teachers, who are directly influenced by the way, the head relates to them, may visit their frustrations or otherwise on the students in the way they relate with, and teach them.

If a head's style of leadership engenders high morale of teachers, it naturally follows that the teachers will strive to put in the best so that the existing climate can be maintained and this inadvertently affects the students. This may be revealed in the nature and type of results that students who pass through the system will produce.

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Data also suggests that, a teacher's effect, though important, is not readily measured by simple characteristics of teachers and classrooms. The differential impact of teachers' in learning is unrelated to credentials or even in-service training (Honushek E., Kain J. & Rivkin S., (1998) concluded that three main factors influencing pupil attainment, namely; teaching skills, professional characteristics and classroom climate are all under the control of individual teachers. They also found out that teachers age, experience, qualification does not affect student attainment. These reflect that policy initiatives must reflect the heterogeneity of teachers if they are to have a significant impact on performance.

It is the contention of this writer that, leadership styles can impact positively or negatively on student performance and this may be revealed at the end of a given period. This is because the head engages in particular decisions, performs specific actions and refrains from others because of his philosophy or beliefs about leader styles. These, as mentioned earlier on, will have an impact on teachers and eventually on student performance.

The literature review has elucidated various types of effective leadership. The plethora of literature on this concept and the different and conflicting views that have been expressed is a pointer to the complexity of the concept leadership. In spite of these dimensions, the leadership review has revealed the extent to which leadership style can influence group performance. The research into this area will be an attempt to come up with the views of teachers, students as well as

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heads of secondary schools, about the effective leadership styles employed by heads and how they impact on the performance of students.

Leading Schools

This literature reviews concern is mainly about the effect of leadership styles on student performance in leading schools. Schools that have been identified as leading are Mawuli, Mawuko and OLA Secondary Schools, all in the Ho district of the Volta Region.

What criteria were used in grading these schools as leading? A look at what a leader or leading means and again the standard of the so called leading schools to determine their effectiveness vis a vis their performance was the criteria used. The aspect of the literature review will examine the characteristics of leading schools based on laid down procedure that determines how schools are graded 'A' 'B' and 'C' respectively. It is the writer's contention that leading schools fall into category 'A' thus the interest in a review of their characteristics to determine the effectiveness of such schools in molding the materials at their disposal.

A study conducted in the USA by Ronald Edmonds, a director of the center for Urban Studies at Harvard University, to determine the effectiveness of American education, looked at achievement data from various schools and characteristics describing these schools were observed and documented. These

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characteristics, correlated with student success, and so were called correlates. The correlates are the means to achieving high and equitable levels of student learning. Seven correlates were identified in the effective school research.

The correlates were a means to achieving high and equitable levels of student learning. It is expected that all children (whether male or female, rich or poor, black or white) will learn at least the essential knowledge, concepts and skills needed so that they can be successful at the next level. Further, it was found that when school improvement processes, based upon the effective schools research are implemented, the proportions of students that achieve academic excellence either improve, or at the very least, remain the same.

Seven correlates appeared in the replication research and were defined as follows:

Clear School Mission – In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of and commitment to instructional goals, priorities, assessment procedures and accountability. Staff accepts responsibility for students' learning of the school's essential curricular goals.

High Expectations for Success – In the effective school, there is a climate of expectation in which the staff believe and demonstrate that all students can attain mastery of the essential content and school skills, and the staff also believe that they have the capability to help all students achieve that mastery.

Instructional Leadership - In the effective school, the principal acts as an instructional leader and is effective and he persistently communicates that mission to the staff, parents and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

Frequent Monitoring of Student Progress - In the effective school, student academic progress is measured frequently. A variety of assessment procedures are used. The results of the assessments are used to improve individual student performance and also to improve the instructional program.

Opportunity to Learn and Student Time on task - In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential content and skills. For a high percentage of this time, students are engaged in whole class or large group, teacher-directed, planned learning activities.

Sated and Orderly Environment – In the effective school, there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

Home-School Relations – In the effective school, parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve that mission.

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What is unique about the correlates is that they are the only set of research based characteristics of a school's climate associated with improved better student learning. They are the only set of research identified constructs with which to analyze that complex social organization called a school in order to cause the school as a whole to improve. These correlates, according to the research, were factors that made leading schools.

In Ghana, schools are graded according to the student level of attainment as demonstrated in the results at their final examinations. The quality of the human and material resource is also considered when schools are being graded. This has to do with the teacher qualification and other resources. Again the physical structures of the schools also go into grading the schools. Thus the types and nature of buildings and facilities that enhance academic work are considered. That is not all, the quality of students admitted and their number is crucial to the grading of schools into either A, B or C. Representing well endowed to least endowed schools. The leadership of these schools is also a major factor in determining the grade of a school. Since the leadership can aid in the production of excellent grades as a result of its effectiveness. It is this writer's contention that, the schools to be investigated fall within category A and therefore are leading schools.

It is the task of this writer therefore to examine the leadership styles of the heads of these schools in relation to the student output to determine whether they

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correlate, so that recommendations can be made for their adoption in other schools.

CHAPTER THREE

METHODOLOGY

This chapter is mainly concerned with a description of the conduct of the study. This included the target population and the sample used, the research method and instrument used for data collection and analysis and all other activities that went into the data collection and analysis procedures.

Research Design

The research design used was the descriptive survey. This was used because it helped in gathering data at a particular place and time by describing the nature of existing conditions and identifying other conditions against which existing conditions can be compared. This design was used to reveal the actual perception of students as well as teachers about their heads leadership style. Again this design exposed the actual perception of heads about their leadership style on academic performance through interviews conducted. Thus, the data collected and interviews conducted would be based on the actual perceptions of the population for the study and also give a comprehensive picture of the problem on the ground.

Population

Three schools were involved in the study namely; Mawuko, Mawuli and OLA secondary schools. The population consisted of the three heads, all the

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teachers and students of the three schools involved in the study. The three heads, sixty teachers and one hundred and fifty students, fifty from each school, were also involved in the study. The sample was chosen because of the limited resources available. According to Nwana (1992), "the most prominent limitation is the fact that students never seem to have enough money to pay for long field trips, buy materials, and compel students to make use of sample rather than the whole population".

The heads were selected because they were administrators whose activities had a far-reaching effect on student academic performance. The teachers were also selected because their activities affected academic performance to the large extent. The student population included all prefects because they were representatives of students in administration. The rest of the students were representative of the student population of the schools involved in the study. The number of teachers and students involved in the study is shown in Tables 1 and 2.

Table 1

Sample of Students by School

School	Frequency	Percentage
Mawuli School	37	31.6
Ola Sec. School	46	39.3
Mawuko Sec. School	34	29.1
Total	117	100.0

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These schools were chosen because of some characteristics they had in common. These were; proximity and excellent academic performance.

Table 2

Position Held in School

Position	Frequency	Percentage
Prefects	60	51.3
Students	57	48.7
Total	117	100.0

All prefects were involved in the study, thus a good number of respondents were prefects. Sixty prefects who represented 51.3% of respondents were involved in the study while 57 students, who represented 48.7% of respondents also, took part in the study. Prefects were involved because of the roles they played as representatives of administration on the ground.

Sampling

Purposive or deliberate sampling which is the method of deliberately selecting samples for a research was used to select teachers and prefects whereas random sampling was used to select students other than prefects. This enabled the researcher collect data on time and data collected was representative of the whole population. The respondents were twenty teachers   and fifty students from each

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school, and the three heads. A total of one hundred and seventeen (117) students and forty six (46) teachers responded to the questions.

Instrument for Data Collection

The main instrument used was the questionnaire which consisted mostly of closed-ended questions. This was to prevent deviation and also make for easy analysis.   An interview guide was used for the heads. Apart from that, ranking was employed to assess the views of both teachers and students about the effect of the head's leadership style on academic performance.

The instruments were developed from Jones and Wilman (1986) and Smith and Andrews (1989) because of their reliability. The questionnaire has a high possibility of return from self-administered survey as confirmed by Creswell (1994). It also simplifies data analysis since information is well organized. This instrument was selected after an intense literature review and was designed from the following perspective; the salient points in the literature review, research questions and hypotheses and the analytical framework. The set of questionnaire used for the teachers consisted of thirty-five (35) items and that of the students, twenty-five (25) items. Both had three sections A, B and C Section "A" dealt with the biographical data of respondents and section "B" employed the likert scale to examine the perception of respondents about the leadership styles of their respective heads. Section "C" which also used the Likert scale sought to solicit

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the views of respondents on the handling of attendance issues by the heads in the various schools.

The interview guide examined the heads leadership skills and their effect on the students' academic performance as observed by the heads themselves. Though this may be subjective, very interesting revelations were made. The instruments went through extensive modifications before being finally adopted for use. Professional guidance was provided by my indefatigable supervisor in arriving at the final set of questionnaire that was used for the research.

Data Collection Procedure

The researcher paid an initial visit to the schools to present the introductory letter. The heads then gave permission and appointment days when researcher could meet teachers and students to administer questionnaire. Interviews were also arranged with the heads.

The researcher encountered a number of problems. The research was affected by experimental mortality as teachers refused to take copies of questionnaire, let alone respond to them because of the perception that the researcher was going to make some financial gains from the study. Also teachers were on strike. These factors made it impossible for the researcher to collect data on time and several trips had to be made before enough data was collected for analysis. This accounts for the number of respondents involved in the study. Out

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the 122 teachers who were served copies of the questionnaire, only 60 completed and returned them to the researcher. This represented 49.2%. It was also difficult retrieving copies of the questionnaire from students as hey had also traveled out of campus due to the strike. The questionnaire was administered to a total of 150 students, out of which 117 copies were retrieved, representing 78%. The heads of the three schools, however, were very helpful in granting the interviews on schedule. This made it a bit easier for the researcher considering the frustration she encountered with respect to teacher respondents.

Data Analysis

The data collected were analyzed for each research question using the Statistical Package for Social Sciences now Statistical Package and Service Solutions version ten (S.P.S.S. 10), out of which tables were created to reflect the responses received. The descriptive survey method was used in the analysis because it gave a comprehensive view of the problem being examined. Percentages as well as frequencies (mean, median and mode) were also used in the analysis, of the data collected. This allowed for a fair view of responses made by both teacher and student respondents as well as the heads.

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CHAPTER FOUR

RESULTS AND DISCUSSION

The focus of the study was the effect of heads leadership style on student academic performance. Thus the study was aimed at determining the most effective methods employed by the heads in achieving academic goals or objectives of the various schools involved in the study.

In doing this, the study sought to examine the following;

a.   the perception of heads, teachers and students about the effects of the heads leadership style on enhanced student performance

b.   the views of students and teachers with regard to the effective use of resources and supervision by heads to enhance academic performance

c.   the perception of students and teachers about the involvement of stake holders in decisions that affect academic performance.

d.   The perception of the heads of the three schools about the effect of their leadership style on academic performance.

The Statistical Package and Service Solutions version ten (S.P.S.S. 10) was used to analyze the data collected and these were presented through tabular representation and used for the assessment of the issues of the study. The analysis was done by an examination of student and teacher responses to the above questions. Again, an interview with the heads was also discussed to give a fair view of the impact of the leadership style on students' academic performance.

Analysis of Student Responses

The personal information on respondents and their views on effective leadership styles that enhance academic performance were used in analyzing the data. Tables 1 – 3 represent the personal information on students with regard to their number, gender and position held in the various schools.

One hundred and seventeen (117) students were involved in the study. Out of this number, OLA students represented 31.6%, Mawuli, 39.3% and Mawuko 29.1%.   This number represents the total number that responded to the questionnaire.

Majority of the respondents were females and they were ninety-eight (98) in number and represented 83.8% while the males who were nineteen (19) in number, represented 16.2% of the total student respondents. This was so because the research was conducted in 2 girls' schools and one mixed school.

All prefects were involved in the study, thus a good number of respondents were prefects. Sixty prefects who represented 51.3% were involved in the study while 57 students, who represented 48.7% also, took part in the study. Prefects were involved because of the roles they play as representatives of administration on the ground.

Activities Perceived As Leadership Style

Tables 4 – 5 represent the combined responses given by student respondents from all the three secondary schools involved in the study. It has to

do with the leadership supervisory roles of the heads of these schools. These are represented by frequencies and percentages.

Table 3

Students Perception of Heads Leadership Behaviour

Behaviour	Yes	%	No	%
1. Involving students in decision-making	94	80.3	23	19.7
2. Identification of academic Problems	89	76.1	28	23.9
3. Involving parents in solving student academic problems	105	89.7	12	10.3
4. Holding of regular P.T.A Meetings	85	72.6	32	27.4
5. Students welfare	99	84.6	18	15.4

A close examination of table 3 revealed that students think that the head involves parents in solving students' academic problems. This was expressed by the 89.7% of respondents. Students who felt the heads dealt with students' welfare effectively were 84.6% whilst 80.3% said the heads involved students in decision-

making. About 76.1% thought that the heads were interested in identifying their academic problems which were discussed at P.T.A. meetings regularly.

A close examination of respondent's views on these issues indicated that involving parents in solving students' academic problems was paramount to enhanced academic performance. Again, a head who sought students' welfare stands to improve performance because when one felt valued one was bound to impress. Also, involving students in the decision-making process went a long way to affect academic performance positively. When students' academic problems are identified and discussed regularly at P.T.A. meetings there is the probability that performance would improve since parents would know their children's problems and help school administration to deal with them. Thus, when the factors discussed above are effectively utilized and monitored it stands to reason that academic performance would improve.

Table 4

Students Views on Supervisory Role of Head with Regard to Use of Resources to Achieve Enhanced Academic Performance

Supervision	Yes	%	No	%
Use of attendance register	108	92.3	9	7.7
Time book	96	82.1	21	17.9
Signing of register by teachers	175	98.3	2	1.7
Supervision by heads of department	43	36.8	74	63.2

Table 4 has to do with the supervisory role of the heads – with regard to enhancing academic performance.

Students felt that the signing of register by teachers was important as indicated by the 98.3% who attested positively to its use by teachers. This was followed by the use of attendance register, time book and supervision of heads of department respectively. The above results imply that measures to enhance academic work had been put in place to the extent that with or without supervision teachers did their work. Thus teachers indicated their time spent with the students in the time book and signed the attendance register before leaving their classes. The head therefore, need not spend time going round to ensure that teachers were at post since this would be indicated in the attendance register. The heads therefore monitored teacher attendance from records in the attendance register as a result of which effective supervision is attained.

Table 5

Assessment of Head's Commitment to Enhancing Effective Academic Work by Students

Heads commitment to effective teaching and learning	Rating					
	Poor	Fair	Good	V. Good	Excellent	Total
	12	17	24	42	22	117

Views of students on the heads commitment towards enhancing effective academic work as captured in table 5 were as follows; 10.3% said it was poor,

14.5% indicated that it was fair. Those who thought it was between good and excellent numbered 88, which was 75.3%. By implication students were saying that the head was committed to enhancing effective academic work in the schools. This showed a favourable student's perception of the heads leadership style towards enhancing academic performance.

All three heads were seen to be effectively involved in the processes that ensured enhanced academic performance, which resulted in good academic results from the students. This was clearly exhibited in the analysis of results of the schools involved in the study.

Analysis of Teacher Responses

The total number of teachers who took part in the exercise was forty-six (46). The number of respondents fell below the expected respondents because the strike action of teachers at the time and the teachers' perception that money was involved prevented the researcher from getting the original number targeted for the research.

Two of the respondent teachers had the diploma as their highest qualification, forty-two (42) were 1st Degree holders and two (2) were Masters Degree holders. These had their ranks in the Ghana Education Service ranging from superintendents to assistant directors.

Their positions held in the schools and their length of service were also examined. These are represented in the tables that follow:

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Table 6

Teachers Highest Academic Qualification

Qualification	Frequency	Percentage
Diploma	2	4.3
First Degree	42	91.3
Masters	2	4.3
Total	46	100.0

An examination of Table 6 indicate that majority of the teachers were professional degree holders 4.3% Diplomates, 4.3% Second Degree holders. This presupposes that most of the teachers in the schools involved in the study were professionals and so would be effective in their teaching thereby, producing excellent academic performance, given the appropriate direction from the heads.

Table 7

Current Rank in the Ghana Education Service

Rank	Frequency	Percentage
Superintendent	6	13.0
Senior Superintendent	9	19.6
Prin. Superintendent	20	43.5
Asst. Director	5	10.9
No Response	6	13.0
Total	46	100.0

With regard to the rank of the respondents, 20 were principal superintendents, with nine senior superintendents and six superintendents. Six respondents did not, however, indicate their ranks.

Table 8

Length of Service in Ghana Education Service.

Length	Frequency	Percentage
1 – 5 years	30	65.2
6 – 10 years	5	10.9
11 – 20 years	6	13.0
21 – 25 years	3	6.5
25 and above years	2	4.3
Total	46	100.0

Table 8 above showed that, 65% of teachers were quite new in the schools. Thirty of the teachers had served in the schools between one to five years which is a whooping 65.2%. Others had been there for 6-10 years, representing 10.9&.Ssix teachers, who represented 13% had been in the schools for between 16-20 years whilst 10.8% had taught in the schools for between 21-25 years and above. This indicates a possible high teacher attrition factor for only 34.8% appeared to have been teaching in the school after the first five years. This did not appear have much impact on performance as was revealed in the

review of the related literature since differential impact of teachers on learning is unrelated to credentials (Honushek E. Kain J. & Rivkin S., 1998, pg. 99).

Table 9

Heads Leadership Behaviour

Heads Behaviour	Ratings			
	Yes	%	No	%
Commitment to staff welfare	38	82.6	3	6.5
Involvement of Unit/ Department heads in school budget	30	65.2	16	34.8
Involving stakeholders in planning school activities	32	69.6	13	28.3
Involving teachers in discussion of academic problems	31	67.4	13	28.3
Heads commitment to promoting community/school relationship	36	78.3	10	18.3
Effective dissemination of	26	56.5	19	41.3
information to staff and students	36	78.3	9	19.6

Respondents' views as captured in table 9 above, on heads leadership behaviour with respect to enhanced academic performance, produced interesting results; 38 respondents, representing 82.6%, intimated that, the heads were committed to staff welfare. This was followed by the effective dissemination of information to staff and students and heads commitment to promoting school community relationship with 78.3%. This implies a good information or communication flow between administration, staff, student and community.

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Information flow is critical to good performance because once each party is involved in the dissemination of information; conflict will be reduced considerably thus creating a conducive atmosphere for effective work to proceed. Involving stakeholders in planning school activities came next with 69.6%. It is an obvious fact that, if all those involved in the educational enterprise were aware of the actual situation on the ground, they would work towards achieving an efficient system that would be beneficial to all and promote enhanced academic performance.

Involving teachers in the discussion of academic problems and involving heads of department in writing school budget, recorded 67.4% and 65.2% respectively. From the above analysis, it is obvious that the heads leadership behaviour in terms of activities that enhanced academic performance was excellent. This may explain why the schools involved in the study are excelling.

An excellent teacher motivation, coupled with effective and efficient information flow and the involvement of teachers in decision making was a recipe for the production of good results, for, if all involved are satisfied with the leadership behaviour it stands to reason that they would put in their best so that results would be achieved.

Table 10 examined the effective supervision and control of resources by heads to ensure effective academic performance.

Table 10

Supervision/Control of Resources to Enhance Academic Performance

Supervision/Control of		No		Frequency	
Resources	Yes	No	Yes	No	
Effective management of resources	26	14	56.5	30.4	13
Discussing attendance issues with staff	35	9	76.1	19.6	4.3
Does head set targets for departments	35	7	76.1	15.2	8.7
Do departments prepare scheme of work	43	3	93.5	6.5	

Effective supervision is a vital factor in academic performance. It is therefore of import to stakeholders in education. That is why a whole department under the Ministry of Education is devoted to supervisory work.

Supervision in schools is one single factor that promoted efficiency, thus, if it was not properly done, its effects may be suicidal. Supervision entails preparing strategies and setting targets to achieve goals. It also comprises provision of and effective management of resources to promote efficiency.

Table 10 indicated that departments prepared schemes of work in which targets were set for each term. Issues concerning attendance, which had an impact on achieving targets, were also discussed and resources that promoted academic work were managed efficiently by these heads.

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Teachers' response to questions on the heads supervisory behaviour indicated that the heads were effective when it came to supervision. It is therefore obvious that the performance of these schools depended to a large extent on the heads effective role in supervising teachers to do effective work.

As to commitment to ensuring the carrying out of GES directives as shown on table 11, teachers thought that this was being effectively done. This was captured in the 89% who thought that the heads did that very well. Thus one could say that, as long as the heads supervisory behaviour, as well as commitment to ensuring that GES rules and regulations were adhered to, were effectively done, it would be reflected in the results produced by the schools. It is obvious from the discussions above that effective measures for enhancing academic performance have been put in place in the three schools involved in the study.

Attendance is one issue that can militate against enhanced academic performance. With regard to heads commitment to ensuring effective teaching and learning that will ensure enhanced academic performance attendance issues have to be tackled with the seriousness they deserve. Most respondents indicated from their responses that the head frequently discussed attendance issues with teachers. Thirty-five (35) which represent 76.1% of respondents affirmed that the issue was discussed with staff. Nine (9) 19.6% thought otherwise while two (2) 4.3% abstained.

If enhanced academic performance is to be achieved, targets must be set and this, from the information available is done by all the heads of the three

schools. Twenty-five (25) respondents representing 76.1% of the number said this was done by the heads whilst seven (7) 15.2% thought otherwise. Four (4) 8.7% abstained. Once targets were set, scheme of work must be prepared to guide teachers so that the set targets can be achieved. Forty-three (43) out of a total of forty-six affirmed that heads of department prepared scheme of work to guide teaching in the schools. This number represents 93.5% of the total respondents.

Table 11

Rating of Heads Commitment to Ensuring G.E.S. Directives are Carried to the Letter

Scale	Frequency	Percentage
Poor	1	2.2
Fair	5	10.9
Good	16	34.8
Very Good	23	50
Excellent	1	2.2
Total	46	100

With regard to the heads commitment to ensuring G.E.S. directives are carried out to the letter, 23, that is 50% of respondents rated the heads commitment as very good, 16; 34.8% rated it as Good, 5; 10.9% said it was fair and two (2) rated it excellent and poor respectively.

It is obvious from the discussions that effective measures for enhancing academic performance had been put in place in all the schools involved in the study and thus their excellent academic performance.

Interview with Heads

The interview with the heads aimed at analyzing their role with regard to enhancing academic performance. The heads had been at post for not less than six years. All the heads said that they planned their school programmes in consultation with the heads of department and units and other stakeholders. All the heads intimated that a criterion for assessing the performance of teachers was in use. Among these were assessment forms administered internally and annual appraisal forms from the Ghana Education Service.

Other forms of assessing teachers were the inspection of notes of teachers by the academic heads and the inspection of notes of students. Again, reports from class counselors and form masters also went a long way to help the process. These were not all, the heads once a week went round the classrooms to check on teacher turn out and issue queries when necessary.

With regard to assessing the performance of their students to ensure effective teaching and learning was going on, all the heads said that the end of term examination was one important way of doing this. Again, notes from student's books as well as class exercises given were inspected to assess student's performance.

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All the heads intimated that files on each teacher as well as each student were kept by way of record on each teacher and student as stipulated in the Ghana Education Service rules. As to how they ensured effective teaching and learning, the heads said that, the Heads of Department supervised teachers and submitted reports. Also, assistant heads went round during class hours to ensure that teaching and learning was going on. That was not all, teachers' lesson notes and schemes of work were inspected monthly and students were also interviewed to check on performance. Terminal reports were also compared to check performance and meetings were held with teachers who were found wanting, to help improve performance.

Teaching and learning materials were adequately provided to make effective teaching and learning possible. Occasionally, some teachers were released for non-performance. These issues were discussed during academic board meetings. It was intimated to the researcher that, two major staff meetings were held each term, at the beginning and end of the term and emergency ones called when it became necessary.

Parents Teacher Association (PTA) meetings were called at least, once a term. Meetings with students to discuss their performance appeared to be a regular feature of all the schools involved in the study. OLA head said that she met students three times a week at morning assemblies and on Mondays during forums to discuss performance issues with them. The others said the class

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advisors and assistant heads met students at least once a week to deliberate on performance issues.

All the heads said that they encountered a lot of problems as heads. Among these were; lack of funds due to the late release of students subsidy and non-payment of fees, non-cooperation from staff, usually bordering on attendance as a result of lack of satisfaction with the job which made teachers engage in private work at the expense of school work. Mawuko had the peculiar problem of lack of accommodation on campus for teachers thus leading to their coming late to school. Student problems had to do with breaking bounds and promiscuity. Another problem area was the lack of enough classrooms, lack of water, small assembly halls that could not contain the student population thus affecting discipline. All the heads intimated that if all these problems were dealt with, academic performance would improve tremendously.

Asked to recommend a leadership style for use by heads, one intimated a combination of democratic and autocratic styles. The other two recommended the democratic style of leadership because they felt that human beings should not be dictated to if one wants to be effective. To them, involving students, teachers and all other stakeholders in decisions that affect them was one way to effective leadership because it engendered cooperation and teamwork which was very vital in a democratic dispensation. Indicators of the positive effects of their leadership style on students were improved discipline and cooperation from both staff and students.

As to whether they delegated authority, all of them said they did delegate authority to the assistant heads, the housemasters and mistresses, form masters as well as prefects and students when necessary.

The heads were asked to mention five factors that enhanced the academic performance of their students. The following factors: discipline, effective teaching and learning, conducive school environment, competent staff, effective supervision and regular provision of adequate teaching and learning materials or inputs were mentioned as factors that enhanced academic performance. A well motivated staff, adequate facilities like large and airy classrooms and enough furniture and religious education to enhance the moral fibre of the students to enable them avoid behaviours that militated against effective academic performance, were other factors that helped to achieve the level of academic performance witnessed in the schools. In-service training was another factor mentioned as helping enhance academic performance

It is obvious from discussions above that all the heads practiced the democratic style of leadership to a large extent even though some resorted to autocracy when necessary. It also appeared the heads knew what to do to enhance academic performance. Thus issues like involving stakeholders in decision making, assessing student and teacher performance, supervision, provision of teaching and learning material, problem solving, delegation and teacher motivation were all resorted to, in their bid to enhance academic performance. Is it any wonder that these schools performed excellently and so are classified as

leading? This researcher thinks that the effective leadership behaviours exhibited by the three heads in their schools could clearly be linked to the enhanced academic performance by the students who pass through these schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMEMDATIONS

Summary

The study aimed at determining the leadership style that engendered improved or enhanced academic performance of students in three leading senior secondary schools in Ho in the Volta Region. The study sought to determine the activities of the heads of the schools in question that enabled students to perform so excellently in their examinations. The research was undertaken with a view to finding answers to research questions and make suggestions that could help heads of secondary schools to provide effective leadership that will enhance academic performance. The study also sought to help the Ghana Education Service which is the implementing body of government policies, to determine ways of providing effective leadership skills to heads of schools to help them to be effective and efficient.

Information for the study was obtained from students, teachers and heads of three senior secondary schools in Ho, in the Volta Region. The information dealt with their perception of the heads leadership style and how it impacted on academic performance. The researcher was concerned with the leadership style of the heads, the supervisory role they played in their schools and their commitment to enhanced academic performance.

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The population from which the sample was taken was made up of all teachers and all students, as well as all the heads of the three schools in Ho that were selected for the study. Sixty members of staff, one hundred and fifty students and the heads were selected through purposive sampling procedure from Mawuli, Mawuko and OLA secondary schools. These schools were chosen because of their proximity which made it convenient to the researcher. They are also noted for their good academic performance and thus their choice.

The data collection devices used for the study included questionnaires (Appendix A and B) and an interview guide (Appendix C) The questionnaire for teachers consisted of thirty-five (35) close ended items and that of students consisted of twenty five (25) close-ended items. The interview guide for the heads consisted of sixteen items. The interviews were personally conducted by the researcher in July, 2005.

The data was analyzed using the Statistical Package and Service Solutions (SPSS), out of which tables were created to help with the discussion. Frequencies and percentages were used to describe and determine the most popular leadership activities in the schools from which conclusions were drawn.

Key Findings

The analysis of the results revealed the following:

1) Effective supervision is the key to enhanced academic performance. The research revealed that there was effective supervision by the heads. This could go a long way to affect academic work in the schools. This was also confirmed by the heads in the interview conducted.

2) Involving stakeholders in the academic activities of schools was paramount to the attainment of organizational goals. The success of these schools was mainly because parents were involved in their activities. The teachers were not left out either so with all hands on deck success was bound to be their hallmark.

3) Finally, discipline, a conducive environment and the provision of materials needed for effective teaching and learning as well as a well motivated staff, were a prerequisite for improved academic performance.

4) Leadership styles employed by heads of schools had a direct impact on the performance of both teachers and students.

Conclusions

From the study, it was obvious that democratic leadership style was mostly employed by the heads of the schools in question; however, the autocratic style was also employed when the need arose, to enforce some decisions that helped maintained effective academic performance.

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All the heads intimated that the lack of adequate facilities that would enhance student performance academically was their major problem. The timely provisions of student subsidy, the provision of adequate furniture as well as teaching and learning materials were problems that plagued the schools and therefore affected student academic performance.

It was also revealed that one style of leadership must not be employed if one was to be efficient. Knowledge of the styles available and the use of a combination of these was the secret of the success of the heads of these schools.

However, one aspect of the head's leadership style which appeared to be unpalatable to teachers and students was their dictatorial tendencies. For example, the analysis revealed the use of undemocratic methods by heads to achieve their aim if this would engender effectiveness and enhance performance. Ultimately, the essence of education was to produce people who will be functional in the society. Thus any means that would be used to achieve this must be employed. Effective supervision appeared to be the magic wand. .

Involving stakeholders in school activities was also revealed to be one activity that promoted enhanced academic performance. This was because, once students were made aware of their weaknesses, they naturally worked harder to improve performance. Teachers would do likewise and parents will advice their children when academic issues are discussed with them. Indeed, these activities appeared to be the main reason for the excellent academic performance of the three schools.

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Thus commitment to objectives of the school, on the part of heads, teachers and students, to a large extent, may account for the success story of the schools involved in the study. The researcher also observed that most of the respondents, for fear of offending the heads, gave favourable responses, these however, did not appear to be the real situation on the ground. The few, who were honest, most often failed to respond to all the items on the questionnaire.

Thus heads must move from employing only democratic and autocratic styles to a combination of a variety of styles so that their objectives can be achieved, because that way, majority of those involved in the academic enterprise will have their needs met. In so doing, the aim of education, which is to produce students that will be useful to themselves and society, will be achieved. Leaders must know themselves and constantly seek self improvement so that they can be technically proficient. Leaders must seek responsibility and take responsibility for their actions. Also, they must make sound and timely decisions and set good examples for their followers to emulate. That is not all; they must know their followers and constantly seek their well-being. They must also keep their followers well informed and develop a sense of responsibility in them in order to achieve goals. Again they must ensure that tasks set are understood, well Supervised and accomplished so that the full capabilities of the organization can be put to full use so that team work, which is an engine of growth, would be established. Since each person and team is unique and has its own set of needs, there is no one leadership approach that fits all situations. Like good doctors,

leaders need diagnostic skills to assess the situation and determine what action to take.

Recommendations

On the basis of the research findings and conclusions, the following recommendations are made for consideration.

1) School heads should endeavour to acquire some knowledge and expertise in Educational Administration at the Institute for Educational Planning and Administration to equip them with management skills so that they can be effective.

2) Heads of schools should adopt a multiplicity of styles in the administration of their schools if they want to be effective administrators.

3) Stakeholders should be more involved in school activities since it helped the schools to achieve results.

4) A conducive atmosphere should be created in schools by providing the necessary inputs that engender quality output.

Research for Further Studies

The study was limited to three schools in the Ho district. The findings are therefore, limited to these schools and so cannot be generalized to other schools in the country if replica studies are not conducted in those schools. Further research

could therefore, be conducted in other secondary schools in the country so that the findings could be generalized.

It was revealed that, to a large extent, heads employed only democratic and autocratic leadership styles. Thus, a research into other leadership styles of heads of other schools could be conducted to find out which other style could be employed for effective academic performance.

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APPENDIX A

QUESTIONNAIRE FOR TEACHERS OF SECONDARY SCHOOLS

The focus of this questionnaire is to determine the effects of the heads leadership style on the students' academic performance. Therefore information provided is for academic research purposes only. Confidentiality of your responses is assured.

SECTION A

PERSONAL DATA

Please indicate our response to the following items by ticking the appropriate response in the space provided.

A.   Name of school:………………………………………………………..

B.   Gender: Male   [   ]   Female [   ]

C.   Your highest professional qualification

      (i)   Diploma   [[
      (ii)   First Degree   [   ]
      (iii)   Masters   [   ]
      (iv)   Ph.D   [   ]
      (v)   Others   [   ]

D.   Your present rank in the G.E.S.
      (i)   Superintendent   [   ]
      (ii)   Senior Superintendent   [   ]
      (iii)   Principal Superintendent   [   ]
      (iv)   Assistant Director   [   ]
      (v)   Director   [   ]

E.   Length of service in the school
      (i)   1 – 5 years   [   ]
      (ii)   6 – 10 years   [   ]
      (iii)   11 – 15 years   [   ]
      (iv)   16 – 20 years   [   ]
      (v)   21 – 25 years   [   ]
      (vi)   26 and above years [ ]

F.   Current position in school:
      (i)   School head   [   ]
      (ii)   Assistant head   [   ]
      (iii)   Department head   [   ]
      (iv)   Unit head   [   ]

SECTION B

This section is concerned with your perception of the head's leadership style and the academic performance of your students. Please answer Yes or No or indicate with a TICK, whichever rating is appropriate. Please find below the meaning of the scales for questions 23, 29 and 35.

5:      Excellent
4:      Very good
3:      Satisfactory
2:      fair
1:      unsatisfactory

HEAD'S LEADERSHIP STYLE

1.   Does the head involve teachers in school activities?
        Yes [   ]
        No [   ]

2.   Does the head involve teachers in identification of the academic problems of the school?
        Yes [}
        No [   ]

3.   Are teachers involved in the setting of school goals/objectives?
        Yes[   ]
        No[   ]

4.   Does the head involve heads of department/units in the drawing of school budget?
        Yes[   ]
        No[   ]

5.   does the head consult the Board of Governors, P.T.A. staff, and students when drawing the school's program?
        Yes[   ]
        No[   ]

6.   Does the head consult the P.T.A. en drawing the school's program?
        Yes[   ]
        No[   ]

7.   Does the head consult the staff when drawing the school's program?
      Yes[   ]
      No[   ]

8.   Does the head consult students when drawing the school's program?
      Yes[   ]
      No[   ]

9.   Does the head plan school meetings in consultation with stakeholders?
      (Eg. staff)
      Yes[   ]
      No[   ]

10.   Does the head meet staff regularly to discuss academic performance
      during the term?
      Yes[   ]
      No[   ]

11.   Does the head meet students regularly to discuss academic performance
      during the term?
      Yes[   ]
      No[   ]

12.   Does the head show personal interest in the welfare of the students?
      Yes[   ]
      No[   ]

13.   Does the head show personal interest in the welfare of the students?
      Yes[   ]
      No[   ]

14.   Does the head encourage consultation between staff members?
      Yes[   ]
      No[   ]

15.   Do the head encourage consultation between staff members and students?
      Yes[   ]
      No[   ]

16.   Do the head discuss financial issues with the stakeholders? (Students,
      staff, parents etc)?
      Yes[   ]
      No[   ]

17. Do the head involve members of the community in school affairs? (Speech days, sports etc)?
Yes[   ]
No[   ]

18. Does the head involve stakeholders (e.g. P.T.A.) in solving problems facing the school?
Yes[   ]

No[   ]

19. Does the head send information frequently and on time to staff?
Yes[   ]
No[   ]

20. Does the head send information frequently and on time to staff?
Yes[   ]
No[   ]

21. Does the head send information the use of human, fiscal, financial and time resources effectively?
Yes[   ]
No[   ]

22. Does the head appoint committees to plan school programmes and activities?
Yes[   ]
No[   ]

23. How do these measure the head's effectiveness? (Please circle the number that best describes your response).

5   4   3   2   1

SECTION C
ATTENDANCE

24. Does the school have attendance book for staff?
Yes[   ]
No[   ]

25. Does the school have time book for staff?
Yes[   ]
No[   ]

26.   Do teachers sign attendance and time books?
        Yes[   ]
        No[   ]

27.   Does the head check attendance and time book for teachers?
        Yes[   ]
        No[   ]

28.   Does the head discuss attendance issues with staff?
        Yes[   ]
        No[   ]

29.   How would you scale the measures of ensuring punctuality and
        attendance? (circle the number that best describes your response)
        5   4   3   2   1

30.   Does the head set targets for department?
        Yes[   ]
        No[   ]

31.   Do departments prepare scheme of work?
        Yes[   ]
        No[   ]

32.   Do the teachers prepare lesson notes?
        Yes[   ]
        No[   ]

33.   Does the head ensure that teachers comply with directive on preparation of
        lesson notes and scheme of work?
        Yes[   ]
        No[   ]

34.   Does the head inspect lesson notes?
        Yes[   ]
        No[   ]

35.   How do you rate the head's commitment to ensuring that the directives on
        scheme of work and lesson notes are complied with? (Please circle the
        number that best describes your response)
        5   4   3   2   1

THANK YOU

APPENDIX B

QUESTIONNAIRE FOR STUDENTS IN THE SENIOR SECONDARY SCHOOL

This questionnaire seeks to determine the effect of the head leadership style on students' academic performance. Any information provided therefore, would be confidential since this is for academic research purposes only.

SECTION A

PERSONAL DATA

Please indicate your response to the following items by ticking the appropriate answer in the spaces provided.

1.   Name of school:……………………………………………………………………….

2.   Gender:

        Male   [   ]
        Female   [   ]

3.   Your position in the school.
        Prefect   [   ]
        Student   [   ]

SECTION B

Indicate your perception of the head's leadership style on students' performance with a tick in the yes ( ) or no (   ) box. Please find below the meaning of the scales for questions 12, 21 and 25.

5 -   Excellent
4 -   Very good
3 -   Satisfactory
2 -   fair
1 -   unsatisfactory

1.   Does the head involve teachers in school activities?
      Yes[   ]
      No[   ]

2.   Does he involve students in decision-making processes?
      Yes[   ]
      No[   ]

3.   Does the head involve students in the identification of academic problems
      of students?
      Yes[   ]
      No[   ]

4.   Does the head involve parents in the identification of academic problems
      of students?
      Yes[   ]
      No[   ]

5.   Does the head meet students to discuss general performance during the
      term?
      Yes[   ]
      No[   ]

6.   Does the head show personal interest in the welfare of students?
      Yes[   ]
      No[   ]

7.   Does the head involve students in seeking solutions to problems facing
      the school?
      Yes[   ]
      No[   ]

8.   Does the head encourage students and staff consultation?
      Yes[   ]
      No[   ]

9.   does the head hold regular meetings with students?
      Yes[   ]
      No[   ]

10.   Does the head hold regular meetings with staff?
      Yes[   ]
      No[   ]

11.   Does the head hold regular meetings with P.T.A.?
       Yes[   ]
       No[   ]

12.   How would you rate your school head's effectiveness?
       Yes[   ]
       No[   ]
       (5,   4,   3,   2,   1)

SECTION C
ATTENDANCE

13.   Does the school have class attendance register for teachers?
       Yes[   ]
       No[   ]

14.   Does the school have time book for teachers?
       Yes[   ]
       No[   ]

15.   Do teachers sign attendance register in the classroom?
       Yes[   ]
       No[   ]

16.   Do class prefects enter teacher entry and departure times in attendance book?
       Yes[   ]
       No[   ]

17.   Do class prefects record students' attendance or absenteeism in class register?
       Yes[   ]
       No[   ]

18.   Does the head check attendance and time book for teachers and students?
       Yes[   ]
       No[   ]

19.   Does the head discuss attendance issues with staff?
       Yes[   ]
       No[   ]

20.   Does the head discuss attendance issues with staff?
        Yes[   ]
        No[   ]

21.   How would you rate these measures of ensuring attendance and
        punctuality?
        5,4,3,2,1. (Please circle the number that best describes your response)

22.   Do the teachers prepare lesson notes?
        Yes[   ]
        No[   ]

23.   Do heads of department supervise teachers in class?
        Yes[   ]
        No[   ]

24.   Does the head supervise and ensure that teachers comply with
        directives?
        Yes[   ]
        No[   ]

25.   How would you rate head's commitment to ensuring that all directives are
        carried to the letter? If yes, (Please circle the number that indicates your
        response)
        5 ,4 ,3 ,2 ,1

THANK YOU

APPENDIX C

**INTERVIEW GUIDE FOR HEADS OF SENIOR
SECONDARY SCHOOLS**

QUESTIONS

1. How long have you been in this position?

2. How do you plan your school's programme?

3. Do you involve stakeholders (eg heads of department/Units/Board of Governors) in planning your school programme?

4. Do you have criteria for accessing the performance of your teachers?

5. How do you assess the performance of your students?

6. Do you keep records of staff and students?

7. How do you ensure effective teaching and learning in your school?

8. Do you hold staff meetings regularly? How often?

9. Do you hold P.T.A. meetings regularly? How often?

10. Do you meet with students regularly to discuss their performance during the school term?

11. What problems do you encounter as the administrator of this school?

12. Kindly mention three problems that you frequently encounter as the head of this school.

13. What leadership style would you recommend for use by heads of schools?

14. What things indicate that your leadership style has positive effects on your students?

15. Do you delegate authority?
    a. To whom?
    b. How often?

16. Can you mention five (5) factors that enhance the performance of your students?

Thank you.

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