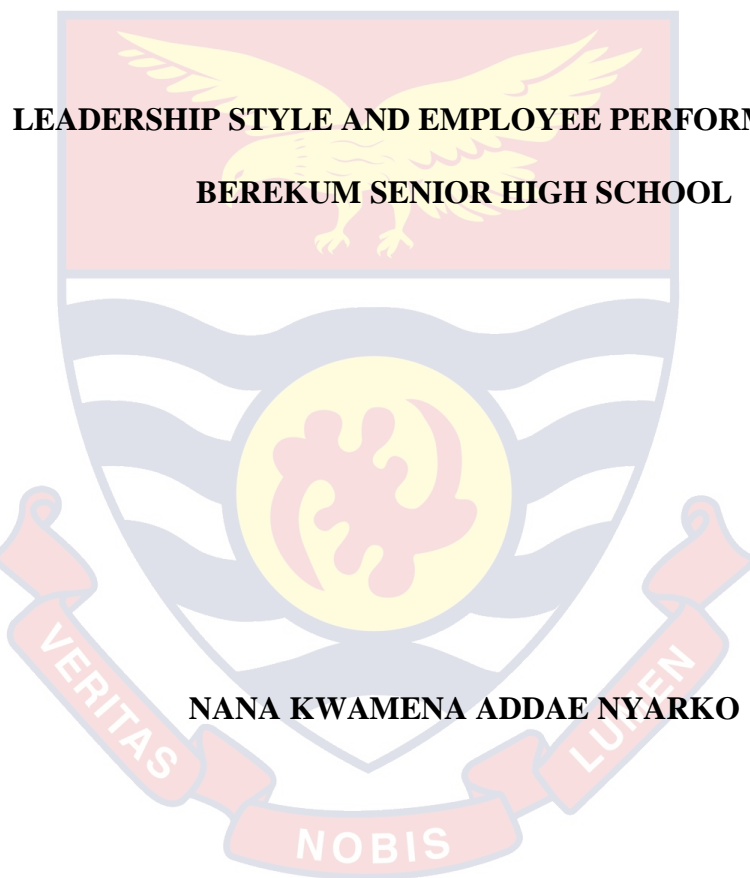**UNIVERSITY OF CAPE COAST**

LEADERSHIP STYLE AND EMPLOYEE PERFORMANCE AT

BEREKUM SENIOR HIGH SCHOOL

NANA KWAMENA ADDAE NYARKO

2019

UNIVERSITY OF CAPE COAST

LEADERSHIP STYLE AND EMPLOYEE PERFORMANCE AT

BEREKUM SENIOR HIGH SCHOOL

BY

NANA KWAMENA ADDAE NYARKO

Dissertation submitted to the Department of Management of the School of

Business, College of Humanities and Legal Studies, University of Cape Coast

in partial fulfilment of the requirements for the award of Master of Business

Administration degree in General Management.

SEPTEMBER 2019

DECLARATION

Candidate's Declaration

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

Candidate's Signature…………................................. Date……………………
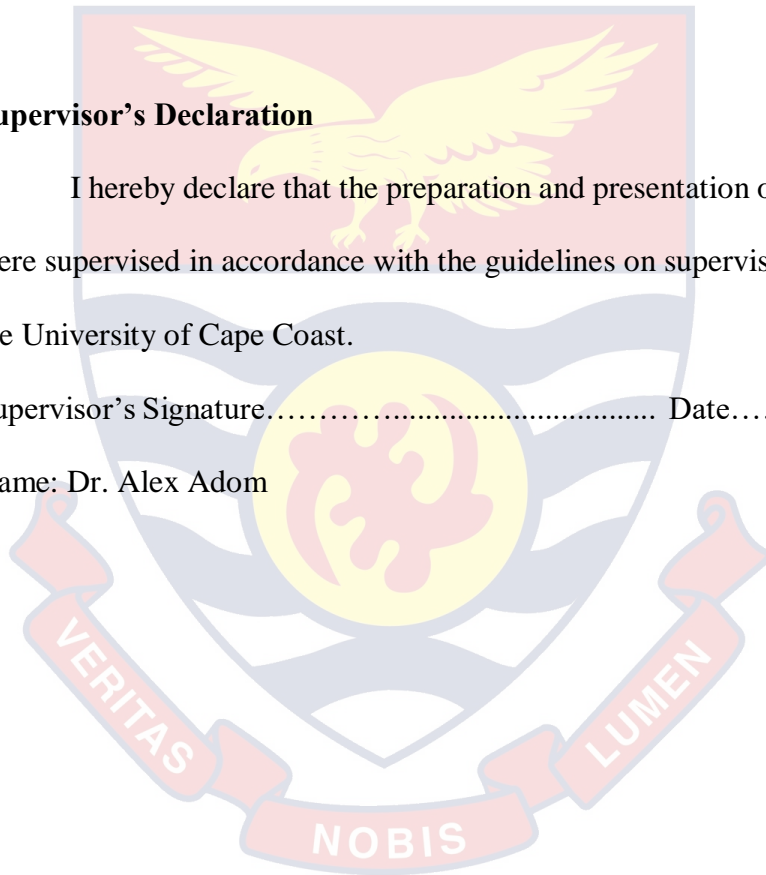
Name: Nana Kwamena Addae Nyarko

Supervisor's Declaration

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

Supervisor's Signature…………............................. Date……………………

Name: Dr. Alex Adom

ABSTRACT

Leadership styles have been recognised to have immense impact on the performance and growth of employees and invariably organisational performances. However, in Ghana, students' academic performances have been declining and poor staff performances resulting from unclear leadership styles have been found to be a major contributor. It is therefore relevant to examine the influence of leadership styles on staff performance in Ghana focusing on Berekum Senior High School. The study employed the quantitative approach and causal research design due to its research objectives. The simple random sampling technique was employed to solicit for information from 90 academic staff of the school. However, data obtained from 89 respondents with a 98.89% response rate were reliable and thus used for the study. Both descriptive and inferential statistical tools such as frequencies, percentages, means, standard deviations and linear regression were employed to analyse data obtained from structured questionnaires. The study found that, democratic leadership style was the most preferred leadership style of management. Also, the study found that both transactional and transformational leadership styles had positive significant influence on staff performance at the school. The study therefore recommended that, management should continue to improve upon the democratic leadership style by constantly ensuring representativeness or organisational cohesion. It was also recommended that, policy makers in the educational sector including management of Berekum Senior High School should improve current policies geared towards employee development

KEY WORDS

Leadership style

Employee performance
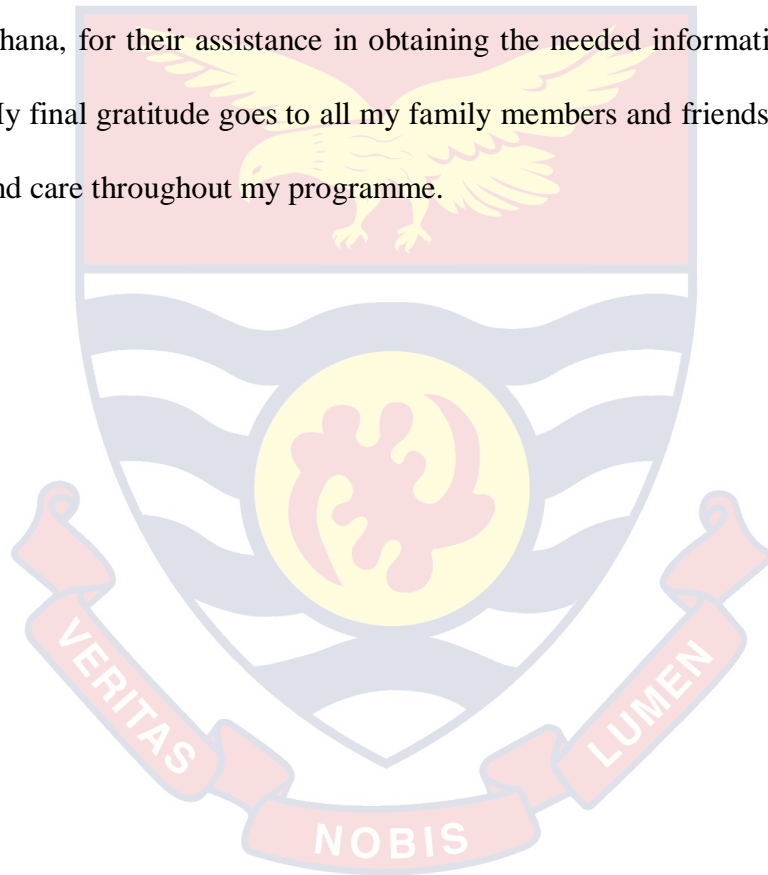
Transformational leadership style

Transactional leadership style

ACKNOWLEDGEMENT

I am grateful to my supervisor, Dr. Alex Adom, for his support and guidance. It's his immense scrutiny and criticism that has pushed me to refine this work to its current state.

I will like to also thank all my lectures and colleagues, whose mentorship has been of immense help to me. My immense gratitude goes to all the management and staff of Berekum Senior High School, Brong Ahafo Region of Ghana, for their assistance in obtaining the needed information for the study. My final gratitude goes to all my family members and friends for their support and care throughout my programme.

DEDICATION

To my family

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CHAPTER ONE

INTRODUCTION

Leadership styles have been recognised to have immense impact on the performance and growth of employees and invariably organisational performances. These styles have emerged as significant functions for managing employees in any organisation. Thus, the success and failure of human resource and any organisation in general is dependent on the effectiveness of leadership styles. In educational settings, staff are expected to produce required performances in bid to help produce quality workforce and this can be achieved with the help of effective school authorities. However, in Ghana, students' academic performances have been declining and poor staff performances resulting from unclear leadership styles have been found to be a major contributor. It is therefore relevant to examine the influence of leadership styles on staff performance in Ghana focusing on Berekum Senior High School.

Background to the Study

Leadership has emerged as a significant function for managing employees and organisations in contemporary times (Iqwal, Anwar & Haider, 2015). In an organisational setting, it is seen as an ability to influence beliefs, attitudes and abilities of employees to attain organisational goals (Kinsambwe, 2016). It therefore plays vital roles for organisations since it helps improve both employees' and organisational performances. No organisation can operate without human resource whereas the human resource cannot also perform efficiently without a leader (Kinsambwe, 2016). Thus, the success and failure of human resource and any organisation in general is primarily dependent on the effectiveness of leadership. An effective leader provides proper direction,

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takes crucial measures and also establish human relationships in order to efficiently use human resources in their organisations toward the achievement of expected goals (Mohiuddin, 2017).

Scholars have revealed that, the effectiveness of a leader in an organisation is also dependent on the style of leadership stakeholders especially employees know him/her by it (Odumeru & Ogbonna, 2013; Shirzad-Kebria & Shabani-Zanganeh, 2011). Leadership style is precisely a set of behavioural patterns that is frequently exhibited by a superior (Shirzad *et al*., 2011). The style of leadership has significant impact on staff morale and invariably their performances thus various leaders have adopted different styles when they lead others in an organisation (Alkahtani, 2015; Clark, Hartline & Jones, 2009; Iqwal *et al*., 2015). In view of this, these scholars have identified leadership styles to include democratic, autocratic, transformational, transactional and laissez-faire respectively. Van Wart (2013) added that, the type of organisation or sector determines the suitability of leadership styles to be used.

In respect of the increasing diversity in the workforce, the differing perceptions and preferences of employees and the need for survival amidst competition and economic fluctuations, there are genuine grounds for leadership styles that can devote appropriate managerial attention (Northouse, 2015). Human resources are very crucial but expensive since their performances directly affect organisational performances. As such, poor management resulting from poor leadership styles could lead to poor employee performances thus an appropriate style of leadership and employee performance have been two key factors that are instrumental to organisational success (Lu, Wang, Lu, Du & Bakker, 2014; Ojokuku, Odetayo & Sajuyigbe, 2012).

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In academic institutions including high schools or colleges, academic performances of students have primarily been dependent on the performances of staff (Puni, Offei & Okoe, 2014). Thus, as governments all over the world are striving to improve existing educational systems in their respective countries, there is a high need to improve staff performances. It has therefore been found that, various factors account for staff performances but, however, leadership styles adopted by school authorities are the most dominant (Anyango, 2015). This is because, the style of leadership directly influences attitudes and behaviours of staff which eventually affect their performances. As such, there is growing evidence that suggests that academic organisations including academic institutions are now recognising the influence that leadership styles have on students, staff and organisational outcomes (Avolio, Walumbara & Weber, 2009; Muchiri & Cooksey, 2011; Anyango, 2015).

In Ghana, for instance, government in bid to attain the 2nd Millennium Development Goal in relation to 'achieving universal education' by 2020, huge investments have been made in the educational systems in bid to achieve it. It is to note that, this goal can never be achieved in the presence of poor leadership styles of school authorities which invariably affect both staff and student performances. Therefore, recognising the significance of leadership, its styles and the problem of poor staff and students' performances in academic institutions, some scholars have emphasised the need for more empirical studies on leadership styles and staff performance in educational settings (Hooge, Burns & Wilkoszewski, 2012; Hamidifar, 2010; Kinsambwe, 2016). It is on this note that this study sought to examine leadership styles and their influence on staff performance at Berekum Senior High School (SHS), Ghana.

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Statement of the Problem

Staff performances in educational setting include accomplishing defined curriculum, meeting deadlines, exhibiting quality teaching skills and effectiveness and efficiency in fulfilling other academic duties (Moral, Martin-Romera, Martinez-Valdiva & Olmo-Extremera, 2017). As such, academic institutions require strong leadership styles in bid to stimulate staff performance. However, educational institutions across the globe, especially developing countries, face major problems such as continuous decline in students' performances, poor innovativeness, poor students' attitudes, low productivity and staff inability to meet performance targets (Day, Gu & Sammons, 2016). These problems occur basically due to lack of strategic interventions of specific leaders (head teachers and their deputies) and their way of leadership which tend not to solve particular situations that are left to continuously affect staff performances.

Additionally, academic institutions in developing countries including Ghana have been recognised as one of the most stressful workplaces (Puni *et al.*, 2014). This is because of high demands from government and the general public on these staff to ensure enhanced students' performances, constant production of knowledgeable and innovative workforce coupled with achieving their own personal objectives. These stresses are further exacerbated when school authorities become the sources of the stress instead of controllers. There is therefore the need for the leadership styles to support staff rather than being a reason for staff stresses which eventually affect their performances (Hitt & Tucker, 2016; Githuka, 2017).

Similarly, in Ghana, school authorities are expected to exhibit right behaviours toward staff and this can only be achieved through appropriate leadership styles (Yahaya, Osman, Mohammed, Gibrilla & Issah, 2014). Yet, it has been realised that leadership styles in high schools, for instance, are task-focused and routine with no flexibility thus decisions are imposed on the staff. In this regard, staff also pretend to perform well due to the standards and measures assigned to them which eventually affect students' academic performances as evidenced in WASSCE results. Since time immemorial, poor staff performances have been very costly to key stakeholders notably government and donor agencies due to the poor returns (poor student performances) from costly investments made by them (Puni *et al*., 2014). There is therefore the need to assess leadership styles in SHSs in Ghana and their influence on staff performance focusing on Berekum SHS, Brong Ahafo.

Despite the presence of extensive literatures on leadership styles and staff/employee performance (Anyango, 2017; Iqbal *et al*., 2015; Githuka, 2017; Lumbasi, K'Aol & Ouma, 2016; Mohiuddin, 2017), few of them are related to educational settings in Ghana (Yahaya *et al*., 2014; Puni *et al*., 2014). Also, no study has been carried out in Berekum SHS to examine the influence of leadership styles on staff performance despite the general constant decline of educational standards among SHSs in Ghana. Additionally, none of the literatures relating to Ghana employed a theory to underpin their studies likewise none of them focused on transformational and transactional leadership styles and staff performance. In view of this, the study identified gaps in existing literature which it sought to fill.

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Purpose of the Study

The purpose of the study was to examine the influence of specific leadership styles on performance of staff at Berekum Senior High School, Brong Ahafo of Ghana.

Research Objectives

Specifically, the following objectives were developed to:

1. assess the leadership styles that exist in Berekum Senior High School.

2. examine the influence of transactional leadership style on staff performance.

3. examine the influence of transformational leadership style on staff performance. incongruent

Research Questions

The following research questions were developed to guide the study:

1. What are the leadership styles that exist in Berekum Senior High School?

2. What is the influence of transactional leadership style on staff performance?

3. What is the influence of transformational leadership style on staff performance?

Significance of the Study

The study examines the influence of leadership styles on staff performance in Berekum SHS, Brong Afaho region of Ghana. The results from the study is expected to assist staff in overcoming their frustrations by having in-depth understanding of how leadership styles affect their performances. This is because, the results will help bring change towards staff behaviours, attitudes

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and eventually their work performances since they will now be abreast with how leadership styles affect them.

The results are also expected to assist school authorities improve upon existing leadership styles in bid to improve staff performances and invariably students' academic performances. This is because, the results will show how existing leadership styles influence staff performance in the school and this could help authorities develop appropriate measures to either maintain or improve existing leadership style. Moreover, the study's results are expected to assist policy makers in the educational sector in Ghana with respect to establishing policies that will ensure the adoption of suitable leadership styles in high schools.

Finally, the outcome of the study will augment existing literature in relation to leadership styles and staff performance in senior high schools in Ghana. The results will therefore serve as a guide to other researchers, especially those in Ghana, in supporting or disproving their findings.

Delimitations

This study is a single case involving only Berekum Senior High School in the Brong Ahafo region and respondents comprise staff in the school. As such, the study ignored other senior high schools within Brong Ahafo and Ghana as a whole. Also, the study was centred on selected leadership styles consisting of transactional and transformational styles. The study primarily focused on these variables and in addition to staff performance. Therefore, the various leadership styles other than transactional and transformational ignored in the study.

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Limitation

The study has some limitations and this is basically because the study places emphasis on leadership style and staff performance at Berekum Senior High School (SHS) in the Brong Ahafo region. Thus, the study's results are limited to the views of staff of Berekum SHS. Further, the study was limited to the types of variables and methods employed. For instance, this study employed the quantitative method and as such it was limited to assumptions of this method other than the qualitative or mixed methods.

Organisation of the Study

The study consists of five chapters where chapter one discusses the background to the study, statement of the problem, purpose of the study, objectives, research questions, significance, delimitations, limitations as well as organisation of the study. Chapter two deals with the literature review in relation to theoretical review, empirical review and conceptual framework. Chapter three presents the research method that was used to undertake the study and it comprises research design, population, sampling procedure, data collection instrument, ethical consideration, data collection procedures, data processing and analysis. Chapter four deals with the results and discussions of the findings of the study. Chapter five summarises the findings of the study, draw conclusions and also makes recommendations that would contribute to solving the problem raised, as well as a suggestion for further study.

Chapter summary

This chapter looked the introductory aspect of the research. The aim of the study was to assess specific leadership styles on staff performance in Berekum Senior High School.

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CHAPTER TWO

LITERATURE REVIEW

This chapter presented literature review leadership styles and employee performance. Specifically, the chapter presented the theoretical and empirical reviews that summarised information from existing literature related to the study. It also discussed the key concepts (leadership styles and performance) of the study. The study was underpinned by Fiedler's contingency theory due its relatedness to the research objectives.

Theory underpinning the study

Among the theories that explain the leadership style, is the Fiedler's Contingency theory by Fred Fiedler in 1958. This theory was chosen because it is appropriate for discussing the relationship between factors influencing staff performance and the leadership styles. Finally, a summary of the theories' general arguments, assumptions and how they relate to staff performance were presented.

Fiedler's Contingency Theory

This theory was the first contingency leadership theory and it was developed by Fred Fiedler in 1958 in his work on leader attitudes and group effectiveness. The theory was based on the assumption that, the effectiveness of a group is dependent on a proper match between a leader's personality or style and situational demands. The theory added that, employee-oriented and task-oriented were the two (2) most preferred leadership styles. To identify the leadership style adopted by a leader, Fiedler developed an instrument known as the Least-Preferred Co-worker (LPC) Questionnaire (Fiedler, 1967) and asked some leaders to think of subordinates who have underperformed. This was done

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using a series of bipolar adjectives which were rated on an 8-point scale (pleasant-unpleasant, friendly-unfriendly).

The theory assumed that, an employee-oriented (people-motivated) leader was someone who describes his/her least preferred worker in relatively positive concepts this regarded as a high LPC leader, while a task-oriented (task-motivated) leader was someone who describes his least preferred worker in relatively negative concepts (Siegel & Lane, 1982). The theory further posited that, task-oriented leaders are effective in both favourable and unfavourable situations, whereas employee-oriented leaders are effective in moderately favourable situations. According to Fiedler (1967), favourableness is the degree to which a situation enables a leader to exert his/her influence over his/her group. He added that, favourableness comprise three (3) key elements: affective leader-member relations, task structure and leader position power.

In view of this, Bryman (1996) suggested that, the elements underpinning the theory were changeable but only a person's personality would remain unchangeable. Therefore, the theory stated that, the work situation should be changed to suite a leader's style rather than the opposite. The relatedness of the theory to the objectives is that, one's leadership style is influenced by his/her relationship with group members or subordinates (Fiedler, 1967). It is also dependent on the extent to which a leader's responsibilities are spelt out and the authority given to him/her to punish or reward followers. Simply put, according to the theory, three (3) key elements like job situation influence staff of Berekum Senior High School to either choose a transactional, transformational, laissez-faire, autocratic or democratic leadership style.

Concept of Leadership

The concept of leadership is crucial to employees' work attitudes since it significantly influences their satisfaction and behavioural outcomes (Kozak & Ukah, 2008). Leadership deals with the active use of one's ability and talent to influence others in bid to achieve a common goal (Hamidifar, 2010; Alkahtani, 2015). It is therefore an important tool for management because if properly used, it enhances strong relationships among employees, positively influence organisational climate, increase employee performance and help in modifying behavioural outcomes and retention of employees (Bass *et al.*, 2012; Iqbal *et al*., 2015; Khan & Nawas, 2016). Chandra and Priyono (2016) added that, lack of leadership could lead to poor communication and managerial support which could increase work stress and invariably poor performances.

Chandra and Privono (2016) further stressed that, leadership requires employees' participation with all their dedication and sense of ownership through mobilisation of power, motivation and communication in the organisation. In regards to the significance of leadership, this concept has been defined by several scholars (Harney & Jordan, 2008; Muchiri & Cooksey, 2011) and as such, there is no generally accepted definition for it. According to Harney and Jordan (2008), for instance, leadership is defined as the ability to see a need for change and making it happen. It is also defined as one's ability to influence individuals or groups towards the achieving organisational goals (Muchiri & Cooksey, 2011). Bodla and Nawaz (2010) defined leadership is the process of influencing activities of an organised group in order to attain expected goals.

Tahir, Abdullah, Ali and Daud (2014) also defined organisational leadership as the process of defining current situations and projecting future

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goals, making appropriate decisions to resolve situations or attain goals and obtaining commitment from those who have to implement these decisions. According to Shah and Kamal (2015), leadership is described as a process of persuading, motivating or inducing a group of people to pursue the objectives of a leader and the organisation. From the above definitions, it could be deduced that, leadership is a very important concept that organisational managers or authorities can never ignore. Clearly, leadership shapes the goals of employees, motivate behaviour towards achieving organisational goals and help in defining group or organisational culture (Rizwan, Nazar, Nadeem & Abbas, 2016).

It is to note that, leadership is manifested through the leadership style employed by a leader or manager. Rizwan *et al*. (2016) suggested that, on one hand, leadership style persuades motivation, commitment, emotional strengths and working relationships, while on the other hand, employees are able to perform with their utmost diligence and ability. As such, the choice of a leadership style should suit the tasks, situations, organisational goals and structure. Chandra and Priyono (2016) revealed that, leaders, aside their actions and personal influence are mandated to empower employees to make certain decisions and also keep operations running in a smooth and effective manner as such, their choice of a leadership style is as important motivating their workforce. The next section described various leadership styles as revealed by literature.

Leadership Style

Literature has revealed several leadership styles that managers can adopt to influence employees in bid to achieve expected objectives. Brown (2007), for instance, identified three (3) primary leadership styles and added that, many of

these styles have been found in most organisations across the globe. He revealed that, these styles include authoritative or autocratic, consultative or laissez faire and participative leadership styles. Other leadership which have been identified by other scholars include bureaucratic, charismatic, servant, transformational and transactional leadership styles (Yahaya *et al*., 2014; Avolio *et al*., 2009; Chandra & Priyono, 2016; Iqbal *et al*., 2015; Khan & Nawaz, 2017). This section discusses the major leadership styles as revealed by literature.

Authoritative leadership style

The authoritative leadership is also known as the autocratic style and it is seen as an extreme form of transactional leadership (Yahaya *et al.*, 2014). With this style, the leader has absolute power over his/her employees and thus, the latter have little or no chance to make suggestions, regardless of their benefits to the organisation. it is therefore characterised by high individual control over all organisational decisions with little or no input or contributions from group members or employees (Iqbal *et al.*, 2015; Hitt & Tucker, 2016). As such, an autocratic leader typically makes choices in relation to his/her ideas, judgments and rarely accepts followers' advices.

Although it is mostly preferred by some leaders, it usually leads to high levels of adverse effects such as high absenteeism and employee turnover. This is because, employees or group members may feel unimportant to the organisation and thus may work below their strengths. It is however suitable for some routine and unskilled jobs which require high levels of supervision and control (Odumeru & Ogbonna, 2013; Chandra & Priyono, 2016). These situations require the leader to make all major decisions on his/her own and invariably have absolute control over the work.

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Laissez faire leadership style

This type of leadership style is also known as consultative leadership style and it describes leaders who leave their employees to carry out activities with minimal supervision and control (Shafie, Baghersalimi & Barghi, 2013). It is usually effective if leaders are able to monitor what their employees are doing and regularly communicate to them. It is also more effective when group members or individual employees are experienced and skilled enough to carry out expected duties (Hooge *et al*., 2012; Chowdhury, 2014). It is usually adopted in situations where the leader does not know the whole situation and thus requires the opinions and contributions of his/her employees or group members. Abdilahi (2016) added that, a laissez faire leader gives total freedom to employees to carry out duties on their own.

Democratic leadership style

This style of leadership is one of the most widely used leadership style (Lok & Crawford, 2009; Yuki, 2010). It is also known as a participative leadership and it allows group members to take a more participative role in decision making processes. It is seen as a most effective style which usually leads to higher productivity, better contributions from employees and also enhance group morale (Udoh & Agu, 2012). Democratic leaders generally increase group members' job satisfaction through involvement. They also enable employees to feel in control of their own destiny and thus motivate them to work harder. It is therefore suitable when quality is more important and also when employees are required to work as a team (Yahaya *et al.*, 2014).

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Transactional leadership style

This type of leadership style starts with the notion that employees agree to obey their leaders totally when they agree to work for them (Bodla & Nawaz, 2010). It focuses more about 'trade' between the superior and subordinate by which the former compensates the latter for attaining specific objectives or performance criteria (Trottier, Van Watt & Wang, 2008). With this, the leader has the right to 'punish' employees if their work does not meet the expected standard. It is therefore seen as an exchange of targets and rewards between management and employees. Bass and Avolio (2008) suggested that, transactional leaders induces their employees through the use of contingent rewards, rule enforcement and corrective actions. As such, employees usually do little to enhance their job satisfaction since the organisation usually pay them in return of their efforts and compliance.

According to Chandra and Priyono (2016), a leader should give team members some level of control of their reward/income by using incentives to encourage higher standards or greater productivity. Also, the transactional leader implements rules and regulations, proposes writ of authority, establishes and focuses on certain goals, and also direct employees to attain pre-determined objectives (Yahaya *et al.*, 2014). Udoh and Agu (2012) added that, the transactional leader focuses on short term tasks and as such, practicing "management by exception" is preferable to rewarding better work. The leader could also take corrective actions if expected standards are unmet by employees or group members. This is because, transactional leadership style does not make room for knowledge-based or creative work (Yahaya *et al.*, 2014).

Transformational leadership style

A transformational leadership style focuses on the development of employees in addition to their needs. Managers with these leadership style concentrate on their employees' growth and development of value systems, their moralities and inspirational levels (Ismail *et al*., 2009). According to Jeremy, Melinde and Ciller (2012), this style is aimed at transforming employees or group members by altering them in the heart and mind. This in turn gives employees more insight and understanding and brings about permanent changes, momentum building and self-perpetuating. Puni, Ofei and Okoe (2014) added that, a transformational leadership style occurs when a leader in tends to uphold the interest of his/her employees, once they accept the purpose and assignment given to them.

Moreover, transformational leaders induce employees to view problems from new perspectives, provide support and encourage communication of vision and arouses emotion (Shirzad-Kebriya & Shabani-Zanganeh, 2011). In view of this, transformational leaders are able to define a vision for their organisations and influence individual-level elements such as improving motivation and organisational-level variables such as controlling conflict among teams or employees (Shafie, Baghersalimi & Barghi, 2013). It has also been revealed that, this leadership style has active influence on both individual and organisational results including motivation, satisfaction and performance (Shah & Kamal, 2015). As such, high levels of group potency are associated with high levels of transformational leadership.

Additionally, none of the literatures relating to Ghana focused on transformational and transactional leadership styles and staff performance. In

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view of this, the study identified gaps in existing literature which it sought to fill.

Concept of Employee Performance

In an organisational setting, performance of employees has been a major concern to management across the globe. This is because, it is seen as ability of an employee to use his/her skills and knowledge to efficiently and effectively achieve organisational goals (Bodla & Nawaz, 2010). Organisational performance has been found to be highly dependent on performance of its employees (Hakala, 2008). As such, literature has supported the concept of performance and Aguinis (2009), for instance, viewed employee performance as behaviour or things employees do and not what they produce or the work outcomes. Similarly, Blanchard and Witts (2009) revealed that, employee performance is a behaviour exhibited or something done by the employee for to enhance organisational performance and is evaluated based on the results of operations, turnover and efficiency as well as the effectiveness of services.

Agarwal, Datta, Blake-Beard & Bhargava (2012) stressed that, employees are generally able to improve their performances when they actively partake in decision making and thus are allowed to contribute in the implementation of change that affect them. They explained that, employees are able to quickly implement changes that they actively participate in. As such, employee performance is matter not only of what employees do, neither is it only about what they attain but how they achieve it as well (Armstrong, 2010). Armstrong and Taylor (2014) explained that, performance is an accomplishment, execution or working out of anything and is highly influenced by several factors including leadership style.

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In view of this, employee performance is seen as an on-going process and thus, has been measured in several ways with different indicators (Hakala, 2008; Armstrong, 2010; Shabab & Nisa, 2014). In a study by Hakala (2008), for instance, staff performance was measured using indicators such as quality, quantity, cost-effectiveness and timeliness. Also, Gomes and Gomes (2011) in their study on 'Performance Measurement and Stakeholder Perceptions: Assessing Performance through the Dimensions of Stakeholder Expectations' developed indicators for measuring staff performance and they included work output, punctuality to work, quality of work, loyalty, responsiveness and work efficiency. These indicators have been adapted in other studies with great success (Kinsambwe, 2016; Irimu *et al.*, 2014).

In an academic setting, the performance of staff (teaching and administrative) is vital for successful development of students. Poor staff performances usually result to poor student academic performances although the latter could be attributed to other factors such as lack of motivation, poor parental care, among others (Omar, 2015). As such, measuring staff performance in academic institutions is as important as improving academic performances of students. In view of this, the study adapted the performance measurement indicators developed by (Gomes & Gomes, 2011; Hakala, 2008). It also adapted performance measurement indicators used studies by (Jackson, 2015; Maduekwe & Kamala, 2016; Mells, 2011). The indicators adapted include speed (respond time), flexibility, response and dependability.

Empirical Review

This section presented the empirical reviews of literature in relation to the research objectives of the study. Specifically, this section discussed

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presented review of literature in relation to the effect of transactional and transformational leadership styles and performance.

Transactional leadership style and Performance

Studies have been conducted on transactional leadership style and performance across diverse fields in several countries and have produced diverse results. For instance, Voon, Lo, Ngui & Ayob (2011) conducted a quantitative study on the influence of leadership styles on employee's job satisfaction in Malaysia's public sector organisations. The study used the descriptive survey design and relied on questionnaires for data collection. The data obtained was then analysed using correlation and regression statistical tools. The study found that, transactional leadership style has a weak but positive effect on job satisfaction of employees. This implies that, transactional leadership is a weak predictor of job satisfaction and invariably employee performance.

Kehinde and Banjo (2014) conducted a study to test the impact of leadership styles on employee performance. as part of the objectives, the study examined the effect of transactional leadership style on employee performance in the Nigerian Public sector focusing on Department of Petroleum Resources. The study focused on the quantitative approach and survey design, but, however it was not underpinned by a theory. The study used a primary instrument (questionnaire) to obtain data from a stratified randomly selected sample of 100. Data was then analysed using multiple regression and results revealed that, transactional leadership has a negative correlation with employee performance with constructs of organisational commitment, job satisfaction and job involvement.

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Sithole and Sudha (2014) conducted a study to examine the relationship between transactional leadership style and employee turnover intentions. The factors considered by employees as reasons for turnover intentions were also to be determined. The study employed the quantitative method and descriptive survey design, but, however, no theory underpinned it. From the population of software engineers working in Information Technology organisations, a sample of 180 software engineers was taken for the study although the population size was not given. A well-structured questionnaire was distributed and responses obtained were analysed using correlation. The study found a positive relationship between transactional leadership style and employee turnover intentions. This implies that, this style does not favour employees and as such, affect their job performances which induces them to intend quitting.

In Algeria, Brahim, Ridic and Jukic (2015) carried out a research on the effect of transactional leadership on performance of employees in five (5) banking institutions in the country. The study adopted a quantitative survey instrument and the trait theory. The convenience sampling technique was used to select respondents of 132 individuals. This sample size was obtained from a population of 174 managers. The structured questionnaire with a 5-point likert scale items was used to collect data and analysis was done with descriptive statistics. Also, an inferential statistical tool precisely ANOVA was employed and the study found that, transactional leadership style had no significant relationship with employee performance in the banking institutions.

In Ethiopia, Abdilahi (2016) conducted a study on the effects of leadership style on employee performance in Dashen Bank, Addis Ababa. The study employed the quantitative method and descriptive design. The study had

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a population of 159 employees who were all used in the study using the census technique. questionnaires were used to obtain data and analysed using correlation and regression statistical tools. The study revealed that, transactional leadership style has a weak positive relationship with employee performance since it had a weak significance value of (0.165) at 5 percent significant level. They concluded that, transactional leadership are not very vital for employee performance.

Veliu, Manxhari, Demiri and Jahaj (2017) conducted a study on the influence of leadership styles on employee's performance. The aim of the study was to understand the effect of different leadership styles such as autocratic, bureaucratic, charismatic, democratic, laissez-faire, transformational and transactional on employee performance in Kosovo. The study employed the quantitative approach but failed to indicate the research design and theory employed. The study sampled 150 private enterprise managers in Kosovo using convenient sampling technique. Out of this, accurate data was obtained from 110 respondents using the structured questionnaire.

Moreover, Veliu *et al.*'s (2017) employed correlation and multiple regression techniques to analyse the study's data in bid to answer the research questions. The coefficient result indicated that, transactional leadership style with a beta of (0.638) has no significant relationship (p>0.05) with employee performance. It was therefore concluded that, transactional leadership style does not influence the performance of private enterprise managers in Kosovo.

It could be deduced from the reviews that, transactional leadership style has a relationship with employee performance but, however, this relationship is usually weak or negative (Abdilahi, 2016; Brahim *et al.,* 2015; Sithole & Sudha,

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2014). Also, most of the studies reviewed cut across several fields but few of them are directly related to educational fields (academic institutions). It was therefore relevant to conduct a study focusing on academic staff in order to compare the results obtained in the other fields. Also, none of the literature reviewed were related to academic institutions in Ghana despite the adoption of various leadership styles among authorities. It was therefore appropriate to carry out a study in Ghana in order to examine whether transactional leadership has an effect on staff performance.

Transformational leadership style and Performance

Literature exists on transformational leadership and performance of staff and most of them confirmed that there is a significant relationship between them. In times past, Keller (1992) conducted a study on transformational leadership and concluded that it is clearly related with worker's performance such as accomplishment of targets, creativity and reduction in turnover rates. This finding has been supported by other contemporary studies by (Eisenbeiß & Boerner, 2013; Fu-Jin, Shieh & Tang, 2011; Garcia, Llorens & Verdu, 2008; Long & Mao, 2008).

Similarly, Voon *et al.* (2011) conducted a quantitative study on the influence of leadership styles on employee's job satisfaction in Malaysia's public sector organisations. The study used the descriptive survey design and relied on questionnaires for data collection. The data obtained was then analysed using correlation and regression statistical tools. The study found that, transformational leadership style has a strong positive effect on job satisfaction of employees. The implication is that; this style is regarded as suitable for

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managing public organisations. This finding was line with studies by (Ojokuko, Odetayo & Sajuyigbe, 2012; Sadeghi & Pihie, 2012).

In Ojokuko *et al*.'s (2012) study on the impact of leadership styles on performance of banks in Nigeria, for instance, it found a strong positive relationship between transformational leadership and performance. Omar (2013) also conducted a study on transformational leadership style and job satisfaction relationship using the structural equation modelling (SEM). The study employed the quantitative method and causal design. Questionnaires were used to solicit for information from the respondents and analysis was done using both descriptive (means and standard deviation) and inferential (SEM) statistical tools. Results revealed that, transformational leadership has a strong positive effect on job satisfaction which invariably leads to improved performances.

Also, Shafie *et al*. (2013) did a quantitative study on the relationship between leadership style and employee performance in Real Estate registration organisation in Tehran Province. The study aimed at examining the relationship between transformational leadership style and employee performance and as such relied on the descriptive correlation method. The target population consisted 1000 staff in the Tehran Estate Registration. Cochran sampling method was used to sample 277 employees who were then randomly selected. Structured questionnaires were used to collect data from the respondents and analysed using correlation. The study found that, a strong and positive significant relationship exists between transformational leadership and employee performance and specifically, pragmatic-oriented and development-oriented transformational leadership had positive impacts on performance.

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A study by Kehinde and Banjo (2014) on the impact of leadership styles on performance of employees in the Nigerian public sector focusing on Department of Petroleum Resources. The study found a higher positive correlation between transformational leadership with employee performance with constructs: organisational commitment, job satisfaction, organisational citizenship behaviour and job satisfaction. They concluded that, transformational leadership is a strong predictor of employee performance as such, managers should use more of it.

In Ghana, Amankwaa and Anku-Tsede (2015) examined the influence of transformational leadership behaviours on employee intention to quit with the moderating effect of alternative job opportunity. The study employed the quantitative method and a cross-sectional, descriptive, correlational survey design were adopted for the paper. A multi-stage sampling approach was used in selecting three hundred and five (305) employees from banks in Ghana. Moreover, the study was underpinned the regulatory fit theory. Also, correlational and hierarchical regression analytical procedures were used to test the hypotheses and the results revealed that, transformational leadership behaviours is negatively related to employees' voluntary organisational intention to quit. This implies that, this style does not induce employees to intend quitting their jobs and this enables them to perform beyond expectations.

In a quantitative study by Abdilahi (2016) on the effects of leadership style on employee performance in Dashen Bank, Addis Ababa in Ethiopia, it was found that, transformational leadership has a weak significant effect on employee performance at Deshen bank (p=.038>0.05). This implies that,

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portions of transformational leadership are not key for employee's performance and as such, need to be monitored and eliminated or improved.

Ariyabuddhiphongs and Kahn (2017) also conducted a quantitative study on transformational leadership and turnover intention using trust and job performance as moderating variables. The study randomly sampled 187 employees of cafés in Bangkok, Thailand. The underlying hypothesis of the study was that transformational leadership would negatively predict turnover intention and that trust and job performance would mediate the relationship between transformational leadership and turnover intention. The study was underpinned by the descriptive survey design and Path Goal theory of leadership. Data obtained from structured questionnaires was analysed using correlation and regression statistical tools. The study found that transformational leadership had a negative relationship with turnover intention and job performance moderates this relationship. This implies that, as managers adopt this style, employees retain with the organisation and perform well.

In Veliu *et al.*'s (2017) study on the influence of leadership styles on employee's performance in Business organisations in Kosovo, the study found that, transformational leadership style with a beta of (.359) is a statistically significant and strong predictor of employee performance. This is because it has a significant value of (.002, $p<0.05$) at 5 percent significant level. The study therefore concluded that, transformational leadership style strongly influences employee performance and recommended that managers should adopt it if they want to increase employee's performance. This finding contradicted a study by Abdilahi (2016) who found a weak relationship between the variables.

From the empirical review, it was found that, transformational leadership has a strong positive effect on employee performance across several fields (Amankwaa & Anku-Tsede, 2015; Ariyabuddhiphongs & Kahn, 2017; Kehinde & Banjo, 2014; Shafie *et al.,* 2013). Despite these findings, Abdilahi (2016), on the other hand, found a weak relationship between the variables. It was also however found that, majority of the studies including those in Ghana are not focused on academic staff. As such, it would be unfair to conclude that transformational leadership strongly predicts staff performance across all fields. This study therefore was carried out to examine the effect of transformational leadership style on staff performance in Ghana with focus on Berekum Senior High School.

Conceptual Framework

The study constructed a framework in bid to provide a pictorial view of the purpose of the study. As such, the framework was developed in relation to the key variables such as transformational leadership style, transactional leadership style and staff performance used in the study. The leadership styles represented the independent variable while staff performance represented the dependent variable. The framework was displayed in Figure 1.
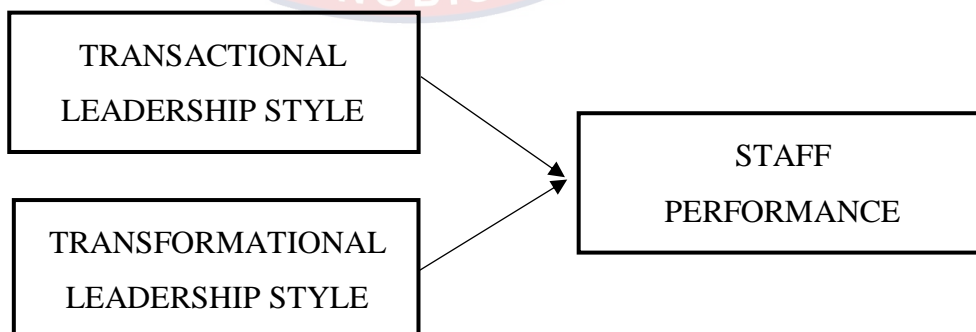
Figure 1: Conceptual framework of the study
Source: Author's Own Construct (2019)

It could be seen from Figure 1 that; staff performance is influenced by transactional and transformational leadership styles. This is because, studies have revealed that, staff performances are dependent on other variables in order to increase or decrease of which leadership styles is of no exemption. From Figure 1, a change (positive or negative) in transactional leadership style or transformational leadership style directly impacts on or affects staff performance. As such, the choice of a leadership style directly influences the performance of staff in organisations including academic institutions like Berekum Senior High School.

Chapter Summary

This chapter presented reviews of literature in relation to the study's objectives. The chapter discussed the theory underpinning the study and revealed that, Fiedler's Contingency Theory was more appropriate. Also, the chapter discussed the major leadership styles as revealed by literature and presented empirical reviews on transactional, transformational leadership styles and employee performance. The chapter concluded with a conceptual framework for the study which was prompted by the study's key variables.

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CHAPTER THREE

RESEARCH METHODS

Introduction

The study sought to examine leadership styles and their influence on staff performance at Berekum Senior High School (SHS), Ghana. This chapter presented the methods employed in the study and it was organised as follows: research design, study area, population, sampling procedure, data collection instrument, data collection procedures and data processing and analysis.

Research Design

. A causal research design is a design which is used to establish causal relationships between variables in bid to reveal how one variable impact or influences the other (Creswell, 2014). It allows the use of inferential statistical tools such as correlation and regression in analysing data (Creswell & Creswell, 2017). Cooper and Schindler (2014) added that, a casual design goes beyond descriptive study and thus enables generalisation of the study's findings.

Research Approach

The qualitative analysis includes data collection techniques such as observation, case studies, interview guides and reviews of literature (Yates 2014). Qualitative analysis comprises of the researcher gathering data based on results from the quantitative survey, through personal interviews with project management committee personnel. Subsequently this data collection method is time consuming, hence, data is collected from a smaller number. The mixed methods is an approach for gathering, analysing, and incorporating both quantitative and qualitative data at a particular stage of the research process within a single study in order to obtain clarity on the research problem

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(Tashakkori & Teddlie, 2003; Creswell, 2005). According to Creswell, Ivankova and Stick (2006), since neither qualitative nor quantitative methods are insufficient on their own, mixing both kinds of data within a study captures the trends and details of a circumstance.

The study employed the quantitative approach due to its relevance to the purpose of the study. A quantitative approach was relevant because the examination of cause and effect relationships between variables (Saunder, Lewis & Thornhill, 2009) as in the case of the study. In this regard, the causal research design was employed in order to examine the effect of leadership styles on performance of employees

Study Organisation

The study was conducted within the scope of Berekum Senior High School (SHS), Brong Ahafo region of Ghana. Berekum SHS was established by the joint efforts Berekum Youth Association (BYA) and Berekum Traditional Council (BTC) in 1970. The school is located within Berekum, a capital of Berekum municipal. It currently offers various courses in relation to General Science, Agricultural Science, Business, General Arts, Home Economics and Visual Arts. This school has served the various universities and colleges in the country with numerous quality students due to the commitment of skilled and experienced staff (teaching and non-teaching).

The school strives on becoming one of the best SHSs in Ghana and beyond and this goal can never be achieved without the selfless contributions of staff. It is to note that, these staff can also never perform effectively in the presence of poor leadership styles of management. As such, it was relevant to focus on this school in order to examine whether the current leadership styles

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of management are influencing the performances of staff in the school or not. The results would therefore assist the school's management in strengthening existing structures in order to achieve the school's targets.

Population

The population consisted of all staff both teaching and administrative staff of Berekum SHS, Brong Ahafo region of Ghana. The population consisted of 152 staff in the school comprising members with various demographic features in relation to sex, age, and level of experience. It is to note that, the study's population are lawfully considered as adults (above 18 years), thus, expected to have in-depth knowledge in other to ensure reliable data.

Sampling Procedure

It was impractical to collect data on the whole population due to the size, as well as the time available for the study, it was therefore necessary to select a sample that would represent the whole population. Out of the population of 152 members, 108 members were sampled using Krejcie and Morgan (1970) sampling size determination table. This table was used in order to provide the scientific justification of the choice of a sample size. Moreover, the simple random sampling procedure was adopted to select the respondents in bid to give every member in the population an equal chance of being selected (Patten & Newhart, 2017). This sampling procedure was chosen because it is easy to use, considered a fair way of selecting members and it is also a straightforward probability sampling procedure.

Data Collection Instrument

The instrument used to collect data was a structured questionnaire. A questionnaire is defined as a type of survey method that makes use of a uniform set of questions that are given to respondents (Polit & Beck, 2008). According to Plano Clark (2010), some major advantages associated with the use of a questionnaire include: it is useful in reaching a large number of respondents, lower costs than interviewing, reduces biases by interviewers, quick and easy to. However, this instrument also comes with some drawbacks such as; clarity issues, low response rates and possible literacy issues (Kaplan & Saccuzzo, 2017). In spite of these, the questionnaire was still adopted because it generally accepted as a good data collection instrument for a quantitative study.

The questionnaire's content was prompted by the research objectives and questions of the study and thus, it was composed in a brief and appropriate language to avoid ambiguity and attract respondents' interest. The questionnaire consisted of items which were put under five (5) sections (A-E). Specifically, demographic information of the respondents was gathered in section one, while Section B solicited for respondents' perception about the leadership style(s) in the school. This was done in bid to achieve research objective one. Also, Section C and D contained items in relation to transactional and transformational leadership styles respectively.

Finally, Section E contains items in relation to measurement of staff performance in the school. Items under Sections C-E were geared towards achieving objective 2 and 3 of the study. It is to note that, items in Sections B-E on a 5-point rating scale with 1 representing least agreement and 5 representing highest agreement. This scale was chosen because of its relevance

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in achieving the study's research objectives. This is because, it is preferable for conducting both descriptive (means and standard deviations) and inferential (correlation, regression) statistics (Creswell & Creswell, 2017).

Validity and Reliability

The study ensured reliability and validity of the research instrument by undertaking various strategies to validate and refine the instrument (questionnaire). Face validity, for instance, was addressed by allowing peers with good research backgrounds to painstakingly read the questionnaires in order to identify and rectify errors. In bid to achieve content validity, the instrument was further thoroughly scrutinised by an expert (supervisor) for final corrections, if any, before using it.

On the other hand, reliability is seen as the level of internal consistency of the measuring instrument over time (Saunders, 2011). This means that, an instrument will be reliable if it yields the same results whenever it is repeatedly used to measure concepts from the same or similar respondents even by different researchers. Reliability is also seen as the extent to which a data collection instrument or technique yields consistent findings (Creswell, 2014). To achieve the reliability of the stud's research instrument, a reliability test was carried out and its Cronbach alpha was displayed in the introductory part of next chapter. It is to note that, an instrument is considered as reliable if its Cronbach alpha is 0.7 or more.

Data Collection Procedures

Preceding to collection of data, a permission letter signed by the head of department was attached to the questionnaire. This was done in order to prevent respondents from having doubts about the credibility of the whole data

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collection exercise. After obtaining permissions from appropriate authorities, the questionnaires were then randomly distributed to the respondents. The questionnaire was administered to staff of the school for them to answer. To ensure maximum and timely response rate, a period of eight (8) working days was allocated for the data collection exercise. After the set period, the questionnaires were taken back. The major difficulty encountered during the exercise was the unwillingness of some staff to partake in the data collection exercise due to various reasons such as inflexible schedules, confidentiality issues. However, this difficulty was minimised by addressing respondents' grievances and for instance, the staff were made to answer the questionnaires during break times due to their tight schedules.

Ethical Consideration

In a study by Bless and Higson-Smith (2000), they suggested some major rules of data collection which included: voluntary participation, right to privacy, freedom, anonymity and confidentiality. Practically, one of the ethical issues the study met was that, some of the respondents' felt their opinions would be leaked out so opted not to participate. However, this ethical issue was solved when anonymity and confidentiality were assured to all participants. Also, respondents were given outmost freedom to choose whether to fill the questionnaire or not in other to prevent breach of freedom. Respondents who also clearly understood the questionnaire and thus didn't want any interferences were allowed to fill the questionnaires on their own so as to ensure right to privacy. In view of these, the study and its associated methods adhered to all of the above ethical considerations in other to get accurate data from respondents.

Data Processing and Analysis

At the end of the whole data collection exercise, credible checks were carried out to edit and warrant error-free data. Thus, prior to coding and data processing, all incomplete and inconsistent questionnaires were taken out appropriately. The error-free data was then processed done using Statistical Package for Social Sciences (SPSS) version 22. Moreover, the processed data was then analysed quantitatively using descriptive and inferential statistical tools such as percentage, frequencies, means, standard deviations, correlation and regression. The results obtained were presented in tables and discussed as well in chapter four.

Chapter Summary

This chapter presented the methods employed in the study and it specifically discussed the research design, study organisation, population, sampling procedure, data collection instrument, data collection procedure and data processing and analysis. Specifically, the chapter revealed that, the study employed the causal design because of the purpose of the study. it was also revealed that, both descriptive and inferential statistical tools were employed to analyse data obtained in bid to achieve the study's objectives. The next chapter presented the results and discussion of the study.

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CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter entails the socio-demographic characteristics of respondents, assesses the perceived leadership styles that exist in Berekum Senior High School, examines the influence of transactional leadership style on staff performance and examines the influence of transformational leadership style on staff performance. A total of 108 questionnaires were issued, but 89 were fully responded to and thus were used for the analysis in this chapter. Therefore, the response is 82.41%.

Socio-demographic characteristics

The study sampled 89 staff members of Berekum Senior High School in the Brong Ahafo Region of Ghana. Table 1 gave a breakdown of the socio-demographics of the respondents. There were 52 male respondents, representing 58.4% whilst female respondents were 37 representing 41.6%. This implies that, the staff of Berekum Senior High School comprise more of males than their female counterparts. From table 1, staff in the age bracket of 25 – 34 years and 18 – 24 years 38 had 40.4% and 36% respectively. This was followed by the 16 respondents which were within the age group of 35 - 45 years which constituted 18% of respondents. This was followed 4 respondents who were within 46 – 55 representing 4.5% and lastly 1 respondent was in the age bracket of 56 – 65 years representing 1.1%. This implies that majority of the staff in Berekum Senior High School are in the age bracket of 18 - 34 years.

Table 1: Socio-demographics of respondents

Background Information	Frequency	Percentage
Sex:		
Male	52	58.4
Female	37	41.6
Age:		
18 – 24	32	36.0
25 – 34	36	40.4
35 – 45	16	18.0
46 – 55	4	4.5
56 – 65	1	1.1
Educational level		
Certificate	6	6.9
Diploma	15	17.2
Degree	56	64.4
Professional	10	11.5
Teaching Experience:		
Below 5	34	39.1
5 – 10	20	23.0
11 – 15	13	14.9
16 – 20	5	5.7
21 – 25	7	8.0
26 – 30	8	9.2

Source: Field Data (2019).

Table 1, further shows the educational qualification of the staff of Berekum Senior High School. It can be seen that most respondents sampled that is, 56 (64.4%) have a university Degree (Bachelors) followed by 15 (17.2%) who also had Diploma certificate. Followed by 10 (11.5%) who had Professional qualification, and finally, 6 respondents forming 6.9% of the respondents had certificates. Hence majority of the staff of Berekum Senior High School had gone through formal education and had university degrees.

Moreover, majority of the staff of Berekum Senior High School (39.1%) had taught for below 5 years. Twenty (23%) of the respondents had taught for 5 - 10 years whilst another 13 (14.9%) had taught for 11 - 15 years. Staffs that had taught between the years of 26 – 30 and 21 – 25 years were 9.2% and 8% respectively. Those with teaching experience between 16 – 20 years were in the minority with a percentage of 5.7%.

Reliability

Reliability of a scale gives an indication of how free it is from random error (Pallant, 2013) or the extent to which the scale produces consistent results if repeated measures are taken (Kent, 2007). Cronbach Alpha which measure internal consistency was used and it measures the degree to which all items on a scale measure an underlying construct (Pallant, 2013). The individual consistency reliability should be 0.7 or higher. From the table 2 above, the Cronbach alpha for the variables; perceived leadership style, Transactional leadership style, Transformational leadership style and Staff performance ranged from 0.0.576 to 0.869. This implies that all constructs and the scales used to measure the variables under study were reliable.

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Table 2: Reliability

Variable	Cronbach Alpha
Perceived leadership style	0.576
Transactional leadership style	0.793
Transformational leadership style	0.869
Staff performance	0.800

Source: Field Data (2019).

Perceived leadership styles in Berekum Senior High School

The perceived leadership styles that exist in Berekum Senior High School was assessed in this objective. This assessment was done using means to assess the perceived leadership styles in Berekum Senior High School. On a mean scale of 1 to 5 with 1 to 2.9 indicating low levels and 3 to 5 indicating high levels (as adopted by Mohammed, 2017; Tweneboah-Koduah, 2017). The results were presented in Table 3.

Table 3: Descriptive Statistics

| Leadership styles	Mean	Std. Deviation
Democratic style	3.83	1.003
Charismatic style	3.75	1.255
Bureaucratic style	3.66	1.294
People-oriented style	3.45	1.312
Transformational	3.24	1.279
Task-oriented style	3.24	1.268
Laissez-faire style	3.03	1.343
Transactional style	3.01	1.201
Autocratic style	2.33	1.355

Source: Field Data (2019).

Table 3 showed the perceived leadership styles in Berekum Senior High School. Majority of the staff in Berekum Senior High School believed that leaders in their school demonstrate democratic way of ruling with an average of 3.83 and a standard deviation of 1.003. This is followed by leaders who were charismatic with a mean of 3.75 and a standard deviation of 1.225. Leaders who were bureaucratic and leaders who were people-oriented had a mean of 3.66 and 3.45 and standard deviation of 1.294 and 1.312 respectively. Leaders who were transformational and those who were task-oriented had an average of and 3.24 each standard deviation of 1.279 and 1.268 respectively.

Also, leaders that used the laissez faire leadership style had a mean of 3.03 and a standard deviation of 1.343 and leaders that were transactional had a mean of 3.01 and a standard deviation of 1.201. All these had high agreement from the respondents, indicating that democratic, charismatic, bureaucratic, people-oriented, transformational, task-oriented, laissez faire and transformational leadership styles existed in the Berekum Senior High School. Though most responded highly to most of the indicators of perceived leadership styles in Berekum Senior High School, one of the indicators were lowly responded to. Leaders that used autocratic leadership style had a mean of 2.33 and a standard deviation of 1.355. Hence as adopted by Mohammed, (2017) and Tweneboah-Koduah, (2017), staff of Berekum Senior High School believed that all the leadership styles mentioned exist in the school with the exception of autocratic leadership style.

Influence of transactional leadership style on staff performance

Objective two was to examine influence of transactional leadership style on staff performance. This objective looks at the influence of transactional

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leadership style on staff performance in Berekum Senior High School. A graph was plotted after the computation of the individual indicators measuring transactional leadership style and staff performance of Berekum Senior High School into two variables SP (staff performance) and TLS (transactional leadership style). This was seen in Figure 2.
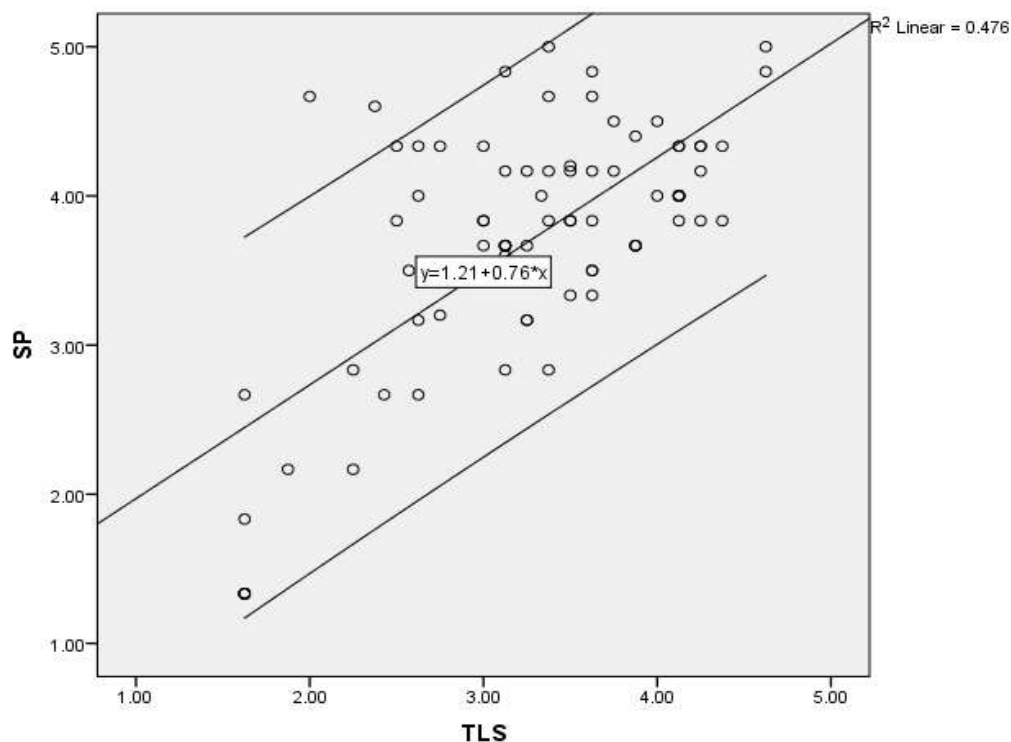
Figure 2: relationship between transactional leadership style and staff performance
Source: Field Data (2019).

Figure 2 showed the graphical presentation of the relationship between the transactional leadership style and staff performance. The line in the middle is the regression line which attempts to predict the relationship between the two variables. The line shows that there is a linear relationship between transactional leadership style and staff performance with an intercept of 1.21 and a slope of 0.76.

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There are two straight lines on the sides of the regression line which depicts the confidence interval used for assessing the significance of this objective. It can be seen from figure 1 that at a confidence interval of 95% almost all variables are within the confidence interval range. This implies that majority of the indicators used to measure the variables were all within the confidence interval range with two outside the line which are outliers. R^2 which is the coefficient of determination is 0.476.

With transactional leadership style as the independent variable and staff performance as the dependent variable. Table 4 gives the model summary of the output. This table displays R, R squared, adjusted R squared, and the standard error. R is the Pearson product moment correlation coefficient which indicates the strength and direction of the linear relationship between the dependent variable (staff performance of Berekum Senior High School) and the independent variable (Transactional leadership style). Hence from Table 4, transactional leadership style and staff performance are positively correlated, and the strength of the relationship is moderately strong at .690.

Regarding this relationship between transactional leadership style and staff performance, the correlation shows a moderately strong positive and significant relationship between the two variables. The R Square explains the amount of variation that exists in the dependent variables caused by the independent variable. Therefore, the result further indicates that 47.6% variation in staff performance of Berekum Senior High School (as dependent variables) is explained by the independent variable (transactional leadership style). The implication is that an improvement transactional leadership style would result in an increase in staff performance of Berekum Senior High School.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.690[a]	.476	.469	.62315

a. Predictors: (Constant), TLS
Source: Field Data (2019).

Table 5 is the ANOVA table which provides the test significance for R and R^2 using the F-statistic. The F statistic is the regression mean square (MSR) divided by the residual mean square (MSE). If the significance value of the F statistic is small (smaller than say 0.05) then the independent variables do a good job explaining the variation in the dependent variable. In this analysis, the ρ-value is well below .05 ($\rho < .001$). Therefore, it can be concluded that the R and R^2 between transactional leadership style and staff performance of Berekum Senior High School is statistically significant, and transactional leadership style can significantly influence the staff performance of Berekum Senior High School.

Table 5: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29.594	1	29.594	76.212	.000[b]
	Residual	32.619	84	.388		
	Total	62.213	85			

a. Dependent Variable: SP
b. Predictors: (Constant), TLS
Source: Field Data (2019).

The table in the SPSS output labelled coefficients (Table 6) provides information that is useful for understanding the regression equation. Under the column marked unstandardized coefficient and sub-column B, the numerical

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value for the first row, labelled (constant), is the value for the intercept (a) in the regression equation. The numerical value on the second row, labelled as TLS (transactional leadership style) in this case (representing the independent variables), is the value for the slope (b) for the regression equation. Based on these results, the researcher can report the following regression equation, predicting staff performance of Berekum Senior High School based on transactional leadership style of the school.

Y (staff performance of Berekum Senior High School) = 1.208 + 0.763TLS

Also, from Table 6, the relationship between the variables can be seen in the column named 'beta'.

Table 6: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.208	.291		4.156	.000
	TLS	.763	.087	.690	8.730	.000

a. Dependent Variable: SP
Source: Field Data (2019).

Hence taking the values for the slope and the intercept in the resulting regression equation, the researcher can make the following accessions: According to the intercept, when there is no use of transactional leadership style in the school, staff performance of Berekum Senior High School will be at 120.8%, and according to the slope, for any improvement made in transactional leadership style, will lead to an increase in staff performance of Berekum Senior High School by 76.3%. Therefore, transactional leadership style of the school

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has a significant effect on the staff performance of Berekum Senior High School.

Kehinde and Banjo (2014) noted that transactional leadership has a negative correlation with employee performance, also according to Sithole and Sudha (2014), there is a positive relationship between transactional leadership style and employee turnover intentions. This implies that, this style does not favour employees and as such, affect their job performances which induces them to intend quitting. In Algeria, Brahim, Ridic and Jukic (2015) found that, transactional leadership style had no significant relationship with employee performance in the banking institutions. It could be deduced from the reviews that, transactional leadership style has a relationship with employee performance but, however, this relationship is usually weak or negative, but most of these studies cut across several fields but few of them are directly related to educational fields (academic institutions)

Influence of transformational leadership style on staff performance

This objective looks at the influence of transformational leadership style on staff performance in Berekum Senior High School. A graph was plotted after the computation of the individual indicators measuring transformational leadership style and staff performance of Berekum Senior High School into two variables SP (staff performance) and TLS (transformational leadership style). This is seen in Figure 3.

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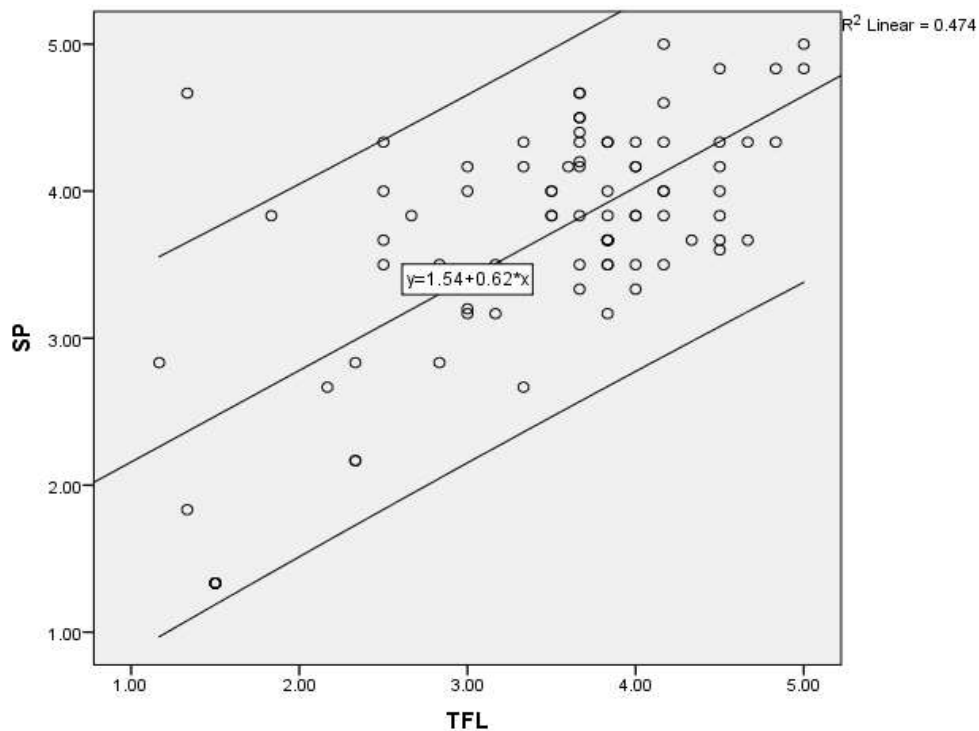
Figure 3: relationship between transformational leadership style and staff performance
Source: Field Data (2019).

Figure 3 showed the graphical presentation of the relationship between the transformational leadership style and staff performance. The line in the middle is the regression line which attempts to predict the relationship between the two variables. The line shows that there is a linear relationship between transformational leadership style and staff performance with an intercept of 1.54 and a slope of 0.62.

There are two straight lines on the sides of the regression line which depicts the confidence interval used for assessing the significance of this objective. It can be seen from Figure 3 that at a confidence interval of 95% almost all variables are within the confidence interval range. This implies that majority of the indicators used to measure the variables were all within the confidence interval range with one outside the line which is an outlier. R^2 which is the coefficient of determination is 0.474.

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With transformational leadership style as the independent variable and staff performance as the dependent variable. Table 7 gives the model summary of the output. This table displays R, R squared, adjusted R squared, and the standard error. R is the Pearson product moment correlation coefficient which indicates the strength and direction of the linear relationship between the dependent variable (staff performance of Berekum Senior High School) and the independent variable (Transformational leadership style). Hence from Table 7, transformational leadership style and staff performance are positively correlated, and the strength of the relationship is moderately strong at .688. Regarding this relationship between transformational leadership style and staff performance, the correlation shows a moderately strong positive and significant relationship between the two variables.

The R Square explains the amount of variation that exists in the dependent variables caused by the independent variable. Therefore, the result further indicates that 47.4% variation in staff performance of Berekum Senior High School (as dependent variables) is explained by the independent variable (transformational leadership style). The implication is that an improvement transformational leadership style would result in an increase in staff performance of Berekum Senior High School.

Table 7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.688[a]	.474	.468	.62477

a. Predictors: (Constant), TFL
Source: Field Data (2019)

Table 8 is the ANOVA table which provides the test significance for R and R^2 using the F-statistic. The F statistic is the regression mean square (MSR) divided by the residual mean square (MSE). If the significance value of the F statistic is small (smaller than say 0.05) then the independent variables do a good job explaining the variation in the dependent variable. In this analysis, the ρ-value is well below .05 (ρ < .001). Therefore, it can be concluded that the R and R^2 between transformational leadership style and staff performance of Berekum Senior High School is statistically significant, and transformational leadership style can significantly influence the staff performance of Berekum Senior High School.

Table 8: ANOVAᵃ

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	29.194	1	29.194	74.792	.000ᵇ
Residual	32.398	83	.390		
Total	61.592	84			

a. Dependent Variable: SP
b. Predictors: (Constant), TFL
Source: Field Data, 2019

The table in the SPSS output labelled coefficients (Table 9) provides information that is useful for understanding the regression equation. Under the column marked unstandardized coefficient and sub-column B, the numerical value for the first row, labelled (constant), is the value for the intercept (a) in the regression equation. The numerical value on the second row, labelled as TFL (transformational leadership style) in this case (representing the independent variables), is the value for the slope (b) for the regression equation. Based on these results, the researcher can report the following regression equation,

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predicting staff performance of Berekum Senior High School based on transformational leadership style of the school.

Y (staff performance) = 1.535 + 0.623TFL

Also, from Table 10, the relationship between the variables can be seen in the column named 'beta'.

Table 9: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			
		B	Std. Error	Beta	T	Sig.
1	(Constant)	1.535	.259		5.929	.000
	TFL	.623	.072	.688	8.648	.000

1. Dependent Variable: SP
Source: Field Data (2019).

Hence taking the values for the slope and the intercept in the resulting regression equation, the researcher can make the following accessions: According to the intercept, when there is no use of transformational leadership style in the school, staff performance of Berekum Senior High School will be at 153.5%, and according to the slope, for any improvement made in transformational leadership style, will lead to an increase in staff performance of Berekum Senior High School by 62.3%. Therefore, transformational leadership style of the school has a significant effect on the staff performance of Berekum Senior High School.

Keller (1992) found out that transformational leadership and concluded that it is clearly related with worker's performance. This finding has been supported by other contemporary studies by (Eisenbeiß & Boerner, 2013; Fu-Jin, Shieh & Tang, 2011; Garcia, Llorens & Verdu, 2008; Long & Mao, 2008).

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From the empirical review, it was found that, transformational leadership has a strong positive effect on employee performance across several fields (Amankwaa & Anku-Tsede, 2015; Ariyabuddhiphongs & Kahn, 2017; Kehinde & Banjo, 2014; Shafie *et al.,* 2013).

Chapter Summary

This chapter presented the results and discussion of the study's research objectives. The results show that, democratic leadership style was the most preferred leadership style in the school. Also, both transactional and transformational leadership styles were found to have positive significant influence on staff performance at Berekum Senior High School. The next chapter presented the summary, conclusions and recommendations of the study based on these results.

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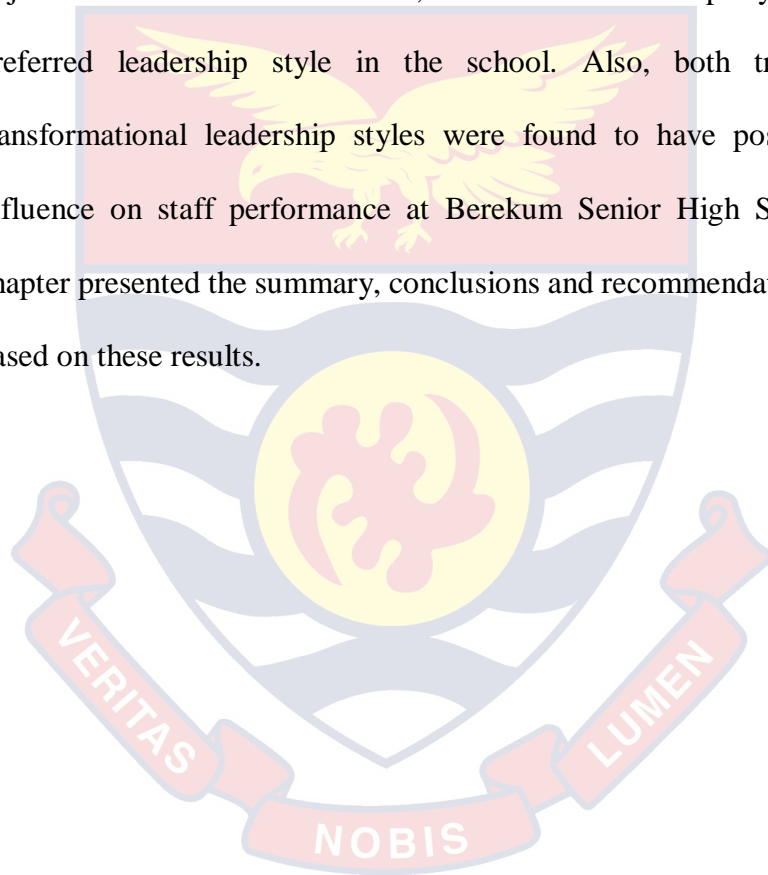
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the main findings, conclusions drawn from the findings and recommendations for policy consideration and suggestions for further research.

Summary of the Work

The purpose of the study was to examine the influence of leadership styles on performance of staff at Berekum Senior High School, Brong Ahafo of Ghana. Specifically, the following objectives were developed to:

1. assess the leadership styles that exist in Berekum Senior High School.

2. examine the influence of transactional leadership style on staff performance.

3. examine the influence of transformational leadership style on staff performance.

The study employed the quantitative research approach and the causal research design due to the purpose of the study. The structured questionnaire, a primary data collection instrument, was used to gather data from all the 108 members (staff) in the target population. However, 89 out of the total questionnaires (108) administered were reliable for the study and as such, obtained a response rate of (82.41%). The data obtained were processed using Statistical Package for Social Sciences (SPSS) version 24 and analysed using statistical tools such as frequencies, percentages, means, standard deviations and linear regression. The results were presented in tables and discussed in

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Chapter four. The next section presented the summary of the study's key findings.

Key findings

This study provided an overview and relevant discussion on leadership and employee performance within academic literature. It has brought to bear relevant information that could inform policies in relation to improving performance of employees (teaching and administrative staff) at Berekum Senior High School in the Brong Ahafo Region of Ghana. Presentation below are the key findings of the study. The findings are organised according to the research objectives.

In relation to the first research objective on the leadership style of management at the school, it was found that the democratic style was the most adopted. This implies that, management involves employees in decision making processes and also allow them to feel in control of their own destiny. Employees are also highly involved in key activities of the school and thus are highly involved. This finding was unsurprising as management who adopt this style have been found to perform better. This style is also regarded as one of the most widely used leadership style that helps to entice employees to remain committed and engaged with their respective organisations.

With regard to the second research objective on the influence of transactional leadership style on performance of employees at the Berekum SHS, it was found that, transactional leadership style has a significant positive effect on the staff performance. This implies that, staff obey their management totally once they have agreed to work for the school. This style of leadership allows management to induce the staff through the use of contingent rewards,

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rule enforcement and corrective actions which in turn lead to improved performances. The use of corrective actions, for instance, enables management to constantly take corrective measures to correct wrong doings which helps to build employee capacity and in turn performance.

Finally, the third research objective focused on the influence of transformational leadership style on performance of employees at the Berekum SHS, it was found that, this leadership style has a significant positive effect on the staff's performance. This implies that, the use of this style by management allows them to focus on staff development coupled with addressing their needs. Managers with these leadership style concentrate on their employees' growth and development of value systems, their moralities and inspirational levels. It is therefore unsurprising to find that this leadership style produces positive results on performances of the staff at the school. Clearly, giving employees more insight and understanding brings about permanent changes, momentum building and self-perpetuating.

Conclusions

The aim of the study was to investigate leadership styles and staff performance at the Berekum Senior High School within the Brong Ahafo Region of Ghana. Three specific objectives were therefore set to help investigate the issue. These objectives have been achieved to a large extent. For instance, with regard to objective one the study concludes that, democratic leadership style is the most preferred leadership style in Berekum Senior High School. This style ensures employee involvement in the activities at the school. This style has helped management to improve upon both staff and students' performances at the school in recent years.

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With regards to the second research objective, the study revealed that, transactional leadership style has significant positive influence on staff performance. As such, this style allows management to implement rules and regulations, propose writ of authority, establish and focus on certain goals. It also direct employees to attain pre-determined objectives. This result supports previous empirical studies that indicate that, for management to establish and encourage higher standards of their employees, they need to adopt transactional leadership style. Also, other studies have supported this study's result by revealing that, establishing rules and standards enable management to have control over their staff and in turn assist them to perform better. Based on this result, the study concludes that, staff performance at the school is positively and highly influenced by transactional leadership style.

With regards to the third research objective, the study revealed that, transformational leadership style has significant positive influence on staff performance. This style allows management to concentrate on their employees' growth and development of value systems, their moralities and inspirational levels. This in turn help to enhance performances of the staff. This result supports previous empirical studies that indicate that, management need to uphold the interest of his/her employees by adopting this leadership style. Employees play tremendous roles in organisational development thus leaders have been encouraged to adopt this style in bid to uphold employee interest through clear communication lines, transparency and involvement in decision making processes. Based on this result, the study concludes that, staff performance at the school is positively and highly influenced by transformational leadership style.

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Recommendations

On the strength of the research findings and conclusions made, the following recommendations are hereby made.

The problem at stake was that, the leadership style adopted by management of Berekum Senior High School was unclear. the study therefore found that, among the various styles of leadership, the democratic style was prevalent among management. This style has been regarded among the best leadership styles globally. Based on this, the study recommends that, management should continue to improve upon the democratic leadership style by constantly ensuring representativeness or organisational cohesion. This can be achieved by ensuring staff to participate in decision making processes as it will ensure employees support the policies that would be taken in the school. employees feel appreciated and recognised when their suggestions are sought during decision making.

Also, the study found transactional leadership style to have a positive significant effect on staff performance. This style helps management to establish policies and standards and monitor and correct inappropriate performances through corrective measures/actions. However, although this style could help improve staff performance, it has been found to be associated with autocracy and laissez-faire leadership styles. The study therefore recommended that, management of the academic institutions should take cautious efforts when adopting this study as overusing it could negatively affect their staff's performances. Also, the corrective actions of management should also be clearly stated, fair and transparent to prevent in-house conflicts which could arise from staff dissatisfaction.

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Finally, the study found transformational leadership style to have a positive significant effect on staff performance. This style helps management to understand employees' interests and thus provide incentives aimed at satisfying them. Employees are regarded as the backbone of organisations thus disrespecting their interest/views could have rippling effect on the organisation's performances. On this note, the study recommended that, policy makers in the educational sector including management of Berekum Senior High School should improve current policies geared towards employee development. This could be done through implementation of innovative employee development programmes such as training packages, incentives and flexible leave policies in bid to ensure that the interest of their staff is addressed.

Suggestions for Further Research

Although the study provides useful insight into leadership style and employee performance at Berekum Senior High School, the results cannot be generalised to the high schools in Ghana. This is because, the study relied on the opinions and suggestions of staff of one school (Berekum SHS). It is to note that, the style of leadership implemented by a particular management team could vary thus difficult to generalise findings. The study therefore recommends that, further research should focus on a broader research by including other academic institutions within the country to ensure better generalisation.

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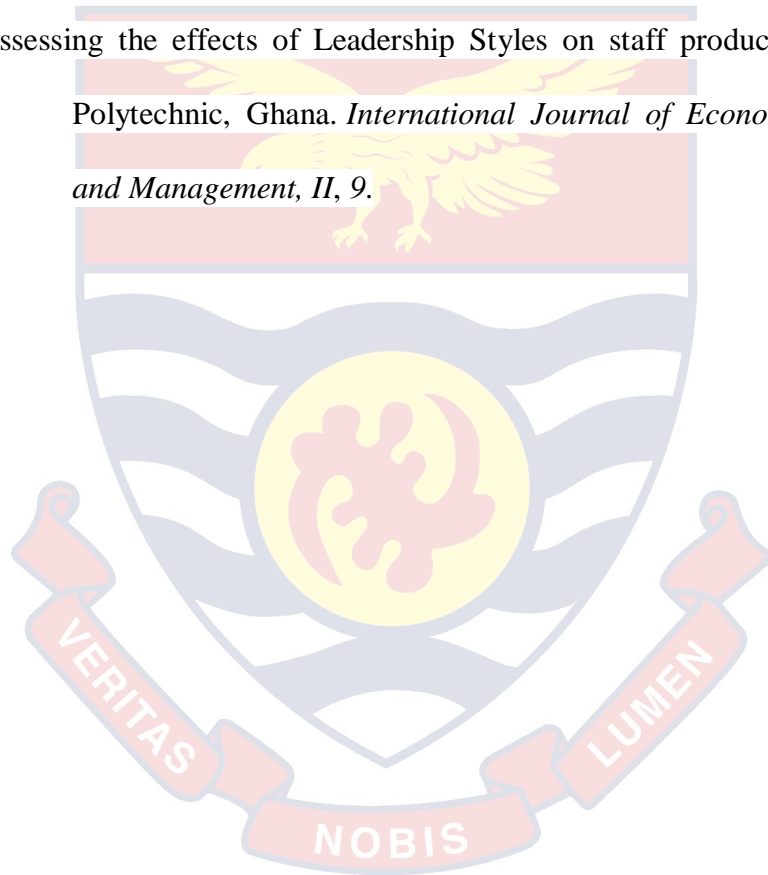
APPENDIX

SURVEY QUESTIONNAIRE ON LEADERSHIP STYLE AND PERFORMANCES OF STAFF AT BEREKUM SENIOR HIGH SCHOOL

This survey is designed to gather information on Leadership style and performance of staff at Berekum Senior High School. Your views are very much important to the study. Every information you provide would be 100% confidential. Thanks for accepting to participate in the study.

SECTION A: DEMOGRAPHIC INFORMATION OF RESPONDENTS

Please indicate your response by ticking (√) in the applicable box for each question.

1. **Sex:**

Male   [   ]   Female   [   ]

2. **Age:**

18-24   [   ]   25 – 34 [   ]   35 – 45 [   ]

      46 – 55   [   ]   56 – 65 [   ]

3. **Highest Level of Education:**

Certificate [   ]   Diploma   [   ]   Degree [   ]

Professional [   ]   Others(specify) ……………………

4. Teaching experience (years)

Below 5   [ ]   5 – 10 [ ]   11 – 15   [ ]

16 – 20   [ ]   21 – 25 [ ]   26 – 30   [ ]

Above 30   [ ]

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SECTION B: PERCEIVED LEADERSHIP STYLES

On a scale of 1 – 5, please rate your level of agreement to each statement. Please tick (√) appropriately, from **1 (least agreement) to 5 (Highest agreement).**

	Statements	1	2	3	4	5
1	My superior has absolute power over the staff and does not allow us to make suggestions (autocratic)					
2	My superior invites all the staff to participate in decision making (democratic)					
3	My superior allows us to do everything on our own but communicates back to us when necessary (laissez-faire)					
4	My superior wants the staff to work strictly according to the rules of GES and the school (Bureaucratic)					
5	I think my superior inspires staff to achieve great things and this drives us forward (Charismatic)					
6	Since the day I accepted to work in this school, my superior always want me to totally agree with him/her (transactional)					
7	My superior is someone who inspires staff with constantly shared vision of the future (transformational)					
8	I perceive that, my superior is focused only on the staff getting the job done (task-oriented)					

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| 9 | I think my superior is totally focused on organising, supporting and developing the staff in the school (people-oriented) | | | | | |

SECTION C: TRANSACTIONAL LEADERSHIP STYLE

On a scale of 1 – 5, please rate your level of agreement to each statement. Please tick (√) appropriately, from **1 (least agreement) to 5 (Highest agreement).**

	Statements	1	2	3	4	5
1	I am always informed on what to do if I want to be rewarded appropriately					
2	My Superior is satisfied when I meet agreed upon standards.					
3	My superior punishes any staff member who does not meet expected standards					
4	My superior provides rewards when academic goals are achieved					
5	My leader corrects any staff member for not meeting expected standards					
6	My superior has established clear rules, regulations and standards which every staff member is expected to follow					
7	My superior directs me to attain pre-determined targets					
8	My superior informs staff on the standards we have to know to carry out our works					

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9	My superior is concerned with my performance for a particular term only					
10	My superior allows us to bring new ideas and create new ways of doing things in the school					

SECTION D: TRANFORMATIONAL LEADERSHIP STYLES

On a scale of 1 – 5, please rate your level of agreement to each statement. Please tick (√) appropriately, from **1 (least agreement)** to **5 (Highest agreement).**

Statements	1	2	3	4	5
My superior clearly defines the school's vision to staff					
My superior provides support to the staff					
My superior enables me to view problems from new perspectives					
The interest of staff is of great concern to my superior					
My leader is focused on transforming the lives of staff in the school					
My superior concentrates on staff growth and development					
Performances of staff is of great concern to my superior					
My superior gives personal attention to all the staff in the school					

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| My superior assists staff in improving our motivational levels | | | | | |
| My superior is able to settle disputes between staff amicably whenever they occur | | | | | |

SECTION E: STAFF PERFORMANCE

On a scale of 1 – 5, please rate your level of agreement to each statement. Please tick (√) appropriately, from **1 (least agreement)** to **5 (Highest agreement).**

Statements		1	2	3	4	5
1	My performance in the school is measured by my ability to respond quickly to respond to students' problems					
2	My ability to teach well whenever there is a change in curriculum is used to measure my performance in the school					
	Dependability of a staff member is used to measure his/her performance in the school					
	My ability to deliver topics in my syllabus well and efficiently is used to measure my performance					
	My punctuality to school and class is used to measure my performance					
	The content of the syllabus I prepare for lessons is used to measure how I perform in the school					
	My performance is measured by the responses I give to students whenever they ask me questions					
	My overall work output in the school is used to measure my performance					

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My ability to use teaching and learning materials in class is used to measure my performance					
The overall performances of the students I teach is used to measure my performance in the school					

THANK YOU FOR PARTICIPATING