

# An Evaluation of the Perceived Impact of Leadership Styles of School Heads on Teacher Job Performance in the Ejisu Municipality: A Mixed Method Analysis.

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## ABSTRACT

This study sought to explore ‘how’ leadership styles of the headmasters and headmistresses in the five selected schools affected the performance of teaching staff in senior high schools. The study found out ‘why’ certain leadership styles of the heads resulted in certain job performances on the part of the teachers. Both qualitative and quantitative research approaches were adopted for this study. The type of case study used was exploratory in nature. The instruments employed to collect data for the study were questionnaire and interview guide. The participants of this study were all headmasters and headmistresses as well as sampled teachers who teach in Senior High Schools in the Ejisu Municipality. Five heads from the five selected study schools in the Ejisu Municipality were chosen using the non-probability technique of purposive sampling. Also, in selecting 230 teachers for the survey questions, the study adopted the probability sampling method of simple random sampling. The results gathered were then subjected to statistical computations using frequencies, percentages and graphs. The study concluded that if the appropriate leadership styles and positive relationships are adopted by school heads, teachers are likely to cooperate and work hard to give optimum performance that will help achieve the goals of their schools. It was therefore recommended that Ghana Education Service conduct performance appraisal regularly for Senior High School heads and their teachers to provide a ready reference on the performance of each school.

**Keywords:** Employee performance, Leadership styles, School heads, Evaluation, Appraisal, Job satisfaction, Teaching staff.

## INTRODUCTION

In the dynamic field of education, school heads play a critical role in establishing organizational culture, supporting professional development and training for classroom teachers, and ultimately influencing the standard of instruction that students receive (Stephen et al., 2019; Connolly et al., 2017). Stronge (2018)

argues that a key component of school leaders' efficacy is their leadership style, which includes a variety of actions, viewpoints, and methods used to oversee and manage their teachers. Due to its consequences for school effectiveness, teacher satisfaction, and student results, the impact of headmasters' leadership styles on teachers' job performance has received a lot of attention in educational research recently (Tucker, 2017; Sayadi, 2019). Bolman et al. (2018) have established a correlation between beneficial outcomes such as increased teacher morale, better student success, and increased organizational effectiveness and effective leadership in schools. But the effect of leadership on classroom teachers' work performance is complicated and multidimensional; it depends on a number of variables, including organizational culture, communication styles, decision-making procedures, and leadership behaviors. According to Atsebeha (2016), these dynamics and teacher motivation, engagement, and professional development are significantly shaped by leadership styles, which range from transactional and authoritative to transformational and servant leadership.

Research on educational leadership has highlighted the role that transformational leadership plays in promoting teacher effectiveness and organizational success. Transformational leadership is defined by visionary goal-setting, inspirational motivation, intellectual stimulation, and individualized consideration Shak, M.I.M.; Suhaida, M.S.; Yuzainee, M.Y. (2019). A culture of innovation and continuous improvement is fostered by transformational leaders that empower their faculty, encourage teamwork, and establish a common vision of excellence (Andoh, J. & Ghansah, B. 2019). On the other hand, Mensah (2016) made hints that authoritarian, micromanaging, or lack of support leadership styles could impede teachers' autonomy, creativity, and job satisfaction, which would lower morale and productivity. As a result, a leader's chosen leadership style which can be simply defined as how a leader carries out his or her duties within an organization becomes a crucial instrument for enhancing subordinates' performance (Anyango, 2015; Northhouse, P. G., 2018; Mohammadi, 2012; Munir, 2018). Thus, in most organizations, the caliber of leadership that is accessible to businesses, institutions, and organizations has become a critical element in determining their success.

As the importance of improving one's leadership abilities has grown (Parks, 2008; Sayadi 2016), it is even more crucial for leaders to select and utilize the appropriate leadership style (Engel, 2009; Saleem, 2015). Due to this requirement, in recent years, academics and practitioners have focused their discussions and debates on a variety of leadership behaviors that result in the accomplishment of desirable worker productivity in diverse sectors (Chan, 2005; Engel, 2009; Parks, 2008; Amaechi, 2018). Chan (2005) states that it is becoming more and more important to have a better and acceptable leadership style, especially in public organizations. As a result, a variety of theories on different leadership styles have evolved, though many of them have also been identified to possess striking similarities (Engel, 2009; Crosby et. al. 2018). On the other hand, job performance, defined as the capacity of employees to meet organizational aims and targets in an effective and efficient manner (Adair, 2005; Jamaa, 2019) have been identified as the essential catalyst for organizational success. Positive job performance, explained by Armstrong (2005) to encompass accomplishing defined responsibilities, meeting deadlines, team input, and attaining departmental objectives also lead to efficiency, specialty, operational feed-back and harmonious relations within organizations. The important role of leadership in bringing about the desired job performance of employees in organizations is therefore well espoused.

The performance of teachers has been recognized as the cornerstone of the Ghana Education Service's (GES) organizational structure as the success of education in the nation. It has also been placed on the heads of these schools to ensure that teachers perform at their best (Aghenta, 2000; Ige, 2001; Abelha et

al., 2018). The way in which school heads, particularly those of senior high schools, conduct themselves as leaders consequently becomes a key factor in determining how well instructors perform in their respective institutions. Although several works of literature (Chan, 2005; Parks, 2008; Engel, 2009) have discussed the relationship between leadership concerns and employee performance within enterprises, the same cannot be said of the Ghanaian context. In fact, extensive and detailed studies have been conducted in several jurisdictions throughout the world.

In Ghana, it appears various sectors, including the public education sector, have however, not experienced enough scientific scrutiny of the type of leadership behaviour exhibited by these heads of institutions and how such behaviours affect the job performance of its workers. Even though education is expected to play a significant role in the country's overall economic development, it appears that different sectors of the Ghanaian economy, including the public education sector, have not received enough scientific scrutiny regarding the types of leadership behaviors displayed by these heads of institutions and how these behaviors affect the job performance of their employees (Andoh & Ghansah, 2019; Parmenter, 2015). Therefore, it is not possible to conclusively state from empirical data that one type of leadership is more appropriate than another in achieving the desired goals in Ghanaian institutions.

Furthermore, it is not possible to say with certainty from empirical data that a particular type of leadership has demonstrated a specific level of performance and, as a result, should be preferred over another type of leadership in Ghanaian public schools. These findings suggest that rather than being informed by empirical research, headmasters' personal intuitions are mostly responsible for the leadership styles that have been adopted for Senior High School teachers' optimal performance.

There are in fact certain fundamental questions that need to be answered. These include the following: Could the adoption and operation of certain types of leadership skills positively influence job performance of teachers working in such schools? Do certain poor leadership styles by some headmasters in Senior High Schools lead to poor job performance on the part of teachers? Are there different and more appropriate leadership styles that, when employed, can lead to optimum performance of Senior High School teachers within the Ejisu Municipality? All these issues point to gaps in knowledge regarding how leadership styles in high schools affect job performance of teachers in the schools, yet it appears available literature on Ghanaian education have not addressed these issues. It is this gap in knowledge that this study sought to fill. Thus, precisely, the study sought to find out how the leadership styles adopted by heads of Senior High Schools in the Ejisu Municipal affected the performance of teachers. The Ejisu Municipality serves as an intriguing context for exploring this relationship. As a microcosm of broader educational systems, the municipality presents a unique blend of challenges and opportunities shaped by local socio-cultural dynamics, educational policies, and resource constraints. Within this context, understanding how headmasters' leadership styles intersect with and influence teacher job performance can offer valuable insights for enhancing educational practices and informing leadership development initiatives.

Although the literature currently in publication offers insightful information about the connection between leadership styles and teacher job performance, localized research is required to clarify the subtleties of this relationship due to the context-specific nature of educational settings (Lumbantoruan et al., 2020; Gkolia, 2014). Examining the effects of headmasters' leadership styles on teachers' job performance can provide educational stakeholders in the Ejisu Municipality with findings that are contextually relevant and practical recommendations. This is because the Ejisu Municipality is home to a varied range of school environments, demographic profiles, and educational issues.

Suryani (2018) posits that comprehension of the relationship between leadership styles and teacher job performance can guide policy initiatives, recruitment tactics, and leadership development programs that aim to improve school leadership efficacy and create a supportive work environment for educators. This study aims to add to the expanding body of knowledge on educational leadership by analyzing the experiences, perspectives, and results of teachers in the Ejisu Municipality. It also aims to offer useful advice for boosting teacher job performance and, eventually, raising the standard of education in the area.

### **Purpose of the Study**

The main purpose of the study was to assess the effects of leadership styles of heads of Senior High Schools on the job performance of teachers within the Ejisu Municipality within the Ashanti Region of Ghana.

### **1.3 Research Questions**

To achieve the stated purpose, the following relevant questions were set to guide the study:

1. What type of leadership styles have the various heads of senior high schools in the Ejisu Municipality adopted?
2. How have the teachers in senior high schools in the Municipality been performing their assigned duties?
3. What is the relationship between the leadership styles of heads and the job performance of teachers in senior high schools in the Ejisu Municipal?

## **LITERATURE REVIEW**

### **Empirical Studies**

It seems that there hasn't been much empirical research done in Ghana on the suitable and dominant leadership style, especially in governmental institutions. Nonetheless, due to the same setting, research done in other African nations bears some relevance to the Ghanaian scenario. Several writers, most notably Chondry (1986) and Kiggundu (1988), who studied the leadership styles prevalent in the Southern African Region, came to the conclusion that the most common leadership philosophies were authoritarian, individualized, rigid, and conservative.

Led by Rensis Likert, a team of researchers at the University of Michigan conducted extensive interviews with both leaders (managers) and followers (subordinates) and identified two basic forms of leader behaviours: Job centered and employee-centered behaviours. They realized that managers who were job-centered leaders explain work procedures, pay close attention to subordinates' work, and are keenly interested in subordinates' performance. However, managers who were employee-centered were found to be primarily concerned with the welfare of the employees, and rather interested in building a cohesive team and ensuring that employees are satisfied with their jobs. The study thus concluded that the two styles of leadership were at the extreme ends of a continuum and each leader may be found either at an extreme end or somewhere in between. Likert, however, preferred the employee-centered leadership, arguing that such leadership style tended to be relatively effective than the other styles along the continuum.

On the part of assessing performance of teachers, research conducted over the years has shown that traditional performance ratings, using superiors or external evaluators may not be the best method for assessing teachers' performance (Nhundu, 2009). Rather, on the contrary, most teachers view self-

appraisal as the most appropriate evaluation method compared with supervisor/administrator and peer evaluation which they ranked second and third, respectively (Stark and Lowther, 2004). Research findings also show that teachers are not enthused with traditional assessment practices that dwell on the opinions of external evaluators (McLaughlin, 2004; Reavis, 2008; Wolf, 2003). Hence, Levin (2009) and Paulin (2010) have found that teachers, individually or through their professional organizations, have expressed misgivings about being evaluated by external evaluators, especially when they do not trust the evaluator's expertise and also when they are not represented in both the design and implementation processes of the evaluation.

Studies on job related features such as job performance, job satisfaction, employees' loyalty and workers' commitment have uniformly reported that leaders in organizations can make a difference in how their subordinates perform at work (Bass, 1990; Burns, 1978; Chan, 2005; Daresh, 2002; Engen, 2009; Nathan, 1996; Parks, 2008). These earlier studies established that employees' favourable attitude towards their leaders contributed to their positive attitude at work, which was also linked directly to their job performance and job satisfaction (Bass as cited in Chan, 2005).

Self-evaluations, on the other hand, have been shown to have the greatest potential of producing changes in teaching practices because they provide teachers with the rare opportunity to reflect on their teaching and modify accordingly (Balser, 2003). It thus appears that there is affinity for self-evaluation on the part of teachers than for other forms or methods of evaluation. Johnston (as cited in Balzer, 2003) compared the effects of traditional and self-evaluation practices on behaviour modification and found that self-ratings showed greater potential in changing teaching behaviour than traditional approaches. This finding is also supported by Natriello (2007) who cites similar evidence from his studies with some US community schools. For instance, there has been studies in the USA regarding how the type of leadership within the police force impact on the performance of police officers in Texas (Parks, 2008), in Malaysia, there has been revelations on the importance of how transformational leadership at an Islamic University led to improvement in staff performance (Nor, 2011). The relevance of the various types of leadership styles in influencing job performance of workers in various units and sectors within economies of other countries have therefore been widely researched into, with the results usually informing future decisions in such sectors.

## **Theoretical Expositions**

### **Traits Theories of Leadership**

Numerous studies have examined the common characteristics of effective leadership. Nonetheless, there hasn't been much success in determining the shared personality traits or physical and mental attributes of several "good" or "successful" leaders (Connolly et.al. 2017). Research has revealed lists of characteristics that, for the majority of attributes, appear to be overlapping, conflicting, or have no association. This characteristics approach, according to Yukl (2006), stresses the qualities of leaders, including their talents, values, motivations, and personalities.

Suryani (2018) argues that the trait theory of leadership is based on the presumption that leaders are born, and that those with the right characteristics and qualities are therefore more suitable for leadership roles. This idea frequently pinpoints common behavioral traits among leaders. One of the earliest academic theories of leadership, in his opinion, is the characteristic theory of leadership, which aims to explain why some people make good leaders while others do not. The theory actually dates back to the nineteenth century, when a guy by the name of Thomas Carlyle used this knowledge to pinpoint the abilities, traits,

and qualities of those who became powerful. According to Saleem (2015), the trait theory of leadership predicts the efficacy of leadership by drawing on the traits of several leaders, both successful and failed. The likelihood of success or failure is then determined by comparing the generated lists of attributes with those of potential leaders.

It is hypothesized that once identified, these innate leaders can be developed into exceptional ones. This strategy was predicated on the idea that certain individuals are born leaders, with unique qualities that set them apart from others. Early views of leadership linked unusual skills like unceasing energy, keen intuition, uncanny foresight, and irresistible persuasive talents to managerial success (Yukl, 2006). According to Mullins (2006), the attributes theory of leadership posits that leaders are distinguished from their followers by a set of inherited features, or personality traits. This method concentrates attention on the employee—the man or woman—rather than the work itself.

### **Behavioural Theories of Leadership**

Behavioral models are theories of leadership that highlight the distinctions between the acts (behaviors) of successful and unsuccessful leaders, according to Hellriegel and Slocum (1992). Stated differently, they examine the real behaviors of both successful and ineffective leaders, including how they assign work to subordinates, where and when they interact with others, how they carry out their jobs, and so forth. In contrast to features, behaviors are observable and teachable. People can be trained to lead more skillfully if behaviors can be taught. Therefore, in order to train people to be leaders, behavioral theorists discovered the factors that influence leadership. They believed that the best leadership philosophies could be learnt and created training programs to alter managers' behaviors. (Northouse, 2018; Tucker, 2017).

### **Styles Theories (Leadership Styles)**

A leader's relatively constant pattern of behavior is known as their leadership style. Therefore, understanding leadership through behaviors, abilities, and practices logically leads to the concept of style. A leader needs to select a style of leadership that complements their personality and is suitable for achieving results. A leader's preferred pattern of behavior is referred to as their leadership style. Marie and others (2011). According to Mosadegh (2003), a manager's attitudes, traits, and abilities in various contexts in line with personal and corporate principles constitute their leadership behavior and style. Research has demonstrated that various leader behaviors have distinct effects on work outcomes, including job satisfaction (Swanson & Johnson, 1975; Cheng & Yang 1977; Euske et al., 1982; Savery, 1994; and Mosadegh, (2006). Leadership style is "the way in which the functions of leadership are carried out, the way in which the manager typically behaves towards members of the group," according to Laurie J. Mullins (2012).

When selecting the best leadership style for a given situation, bear in mind that past performance affects the present and the future and that a leader's actions affect subordinates in the same manner that subordinates affect leaders. When the task, the environment, and the subordinates are all cohesive, that is the most effective leadership style (Crosby and Bryson, 2018). Behavior, or a visible collection of skills and aptitudes focused on motivating those under one's direction, is what constitutes leadership. Personality has no bearing on this. The theory goes that supervisors who choose a specific leadership stance have a higher probability of having their staff members function well under them (Kouzes and Posner, 2002).

In summary, organizations continuously rely on the distinctiveness of these diverse teams to generate a wide variety of perspectives of solutions necessary for sustained business success. As such, the leadership

style that a leader adopts when leading a team is very essential in creating a positive, motivation-oriented environment to satisfy the self-actualization needs as defined by Abraham Maslow (1998) in his hierarchy of needs to empower employees to maximum capability and high performance output (Goodnight, 2004).

### **Types of Leadership Styles**

According to Mullins (2006) and Rollinson (2002), there are many dimensions to leadership and many possible ways of describing leadership style, such as, for example: dictatorial, unitary, bureaucratic, benevolent, charismatic, consultative, participative. The style of managerial leadership towards subordinate staff and the focus of power can, however, be classified within a broad three-fold heading.

#### **Authoritarian Leadership Style**

Anyango (2015) defines authoritarian leadership, sometimes referred to as autocratic leadership, as a management style in which the individual in question has complete control over his subordinates and all decision-making authority. With little to no input from followers or team members, an authoritarian leader sets policies, procedures, and collective goals. In this type of leadership, all group interactions gravitate toward the manager, who is the center of authority, according to Munir and Iqbal (2018). The manager is the only one with the power to decide on policies, how to reach objectives, how to manage relationships at work, and how to give out rewards or penalties.

#### **Laissez-faire Leadership Style**

According to Sayadi (2016), a manager who practices laissez-faire will notice that team members are producing quality work on their own. The management deliberately chooses to give members more authority, to give them the flexibility to behave whenever they see fit, and to refrain from interfering—yet to remain accessible in case assistance is required. Gkolia et al. (2014) state that there is frequently misunderstanding regarding this type of leadership behavior. The word "genuine" is highlighted because it stands in stark contrast to the manager who appears indifferent, carefully avoids conflict areas, and refuses to become engaged. The management simply lets the team members finish the task at hand. This might be considered abdication as it is more of a non-style of leadership. According to Anyango (2015), the translation of the French term "laissez-faire" is "let it be" or "leave it alone." In actuality, this implies that managers give their staff members the freedom to carry out tasks as they see fit, without imposing rigid guidelines or rules.

#### **Transactional, Transformational or Charismatic Leadership**

The transformational leadership theory first appeared in 1978, when Burns made the attempt to study political leadership; as such it was derived from political science Burns (1978), and developed later by Bass (1985). The present believes that transformational leadership is a key of change, through its factors of influence (idealized influence, intellectual stimulation, inspirational motivation and individual consideration). Transformational leadership refers to a process focusing on the exchange between leaders and followers by motivating followers' attitudes, it is the process of building employee loyalty to meet the organizational visions, missions, strategies and objectives by the leaders Yukl, (1989), not only because it is detrimental to the behavior of leaders and greatly affect individuals' performance, but also because it built on creative exchange between the Burns (1978) attempted to research political leadership, which is where the transformational leadership idea originated. Bass (1985) later developed this theory based on

political science. As a result of its influential factors (idealized influence, intellectual stimulation, inspirational drive, and individual consideration), transformational leadership is currently thought to be a key to change. In order to achieve the organizational visions, missions, strategies, and objectives, leaders must foster a culture of loyalty among their followers through the process of transformational leadership, which is centered on the interaction between leaders and followers. According to Yukl (1989), not only does it negatively impact leaders' conduct and performance, but it also fosters innovative communication between the leader and followers to meet organizational vision through a change in values.

Originally, there was the story of the charismatic leader by Max Weber (1947). According to Max Weber, charismatic leaders brought about transformation and change in the world before being replaced or overthrown by conventional or bureaucratic authority. Bass (1985) continues to distinguish between two (2) types of leaders transactional and transformational of which charismatic leadership is a component. Burns (1978) reasoned that charismatic heroic leaders were the transformation leaders, and transactional leaders were like bureaucrats.

### **Consultative Leadership Style**

According to Abelha and colleagues (2018), consultative leadership is task-oriented. They claim that it emphasizes the outcome nearly as much as the directed leadership style. In addition, the consultative leader goes above and beyond the directive leader by soliciting input from his subordinates. Though he is the one with the last say in matters, he is open to hearing what his team has to say. This is most likely a result of the consultative leader's position, which leaves him unable to make an educated choice without the views and opinions of the team on the ground. This is most likely a result of the consultative leader's position, which leaves him unable to make an educated choice without the views and opinions of the team on the ground. This might occur in a large company or in a specialized field where the front-line engineers and scientists are the experts (Crosby and Bryson, 2018).

### **Delegating Leadership Style**

Saleem (2015) believes that a delegating manner appears to be a surrender of leadership. He describes it as the leadership style in which the leader stands back and doesn't seem to be doing anything. It is actually one of the most difficult styles to utilize. It entails relinquishing control so that the group can decide for itself. It can be challenging in the first round, but the leader has faith in them. Saleem (2015) went on to say that supervisors that practice delegating leadership distribute power and accountability among their staff members. Workers are empowered to finish assignments and projects by themselves. This is not to say that leaders don't offer instructions; rather, delegation calls for a manager to speak with a worker before assigning a task, ensure the employee understands the task and give the employee the tools necessary to complete it.

### **The Coaching Leadership Style**

In the latter part of the 1960s, Paul Hersey and Kenneth Blanchard were the first to define the coaching leadership style. Daniel Goleman outlined the mentoring leader as one of his six leadership philosophies in 2002. Coaching leaders solicit feedback and recommendations from their followers while clearly defining responsibilities and tasks for them. The leader still makes decisions, but there is a true two-way exchange of information. When a leader adopts a coaching leadership style, they put their attention into supporting people in both their professional and personal growth. By closely collaborating with others to



ensure they have the skills and resources necessary to complete their tasks, the coaching leader helps others catch up. When a worker is open to suggestions for improvement and already recognizes their areas of weakness, this leadership style functions well. Sayadi (2016) and Suryani (2018).

### **Pacesetting Leadership Style**

The pacesetting leadership style is one of the six identified leadership types, according to Daniel Goleman in 2002. Setting high expectations for themselves and their followers, as well as modeling the behavior they want to see in others, characterizes pacesetting leaders. Daniel Goleman thought that depending on the situation, some leadership philosophies worked better than others. Our term for this is situational leadership. Stronge (2018) argues that highly talented and self-motivated followers are ideal for pacesetting leadership. For instance, when a group has been working well as a unit and the leader wants to quicken the group's work to finish a significant project before the deadline. The coercive style of leadership is another crucial approach that needs to be considered.

### **Coercive Leadership Style**

The "command and control" foundation of the coercive leadership style means that it should be applied with prudence. People that contact with this kind of manager experience a decline in motivation as a result. The forceful leader works best when an organization or group needs a total transformation. As a last resort, it is also useful in handling underperforming staff members and during emergencies (Crosby and Bryson, 2018).

### **Effect of Leadership Style on Job Performance**

To create productive expectations through a process of self-renewal, schools rely on leadership across the board (Arumugam et al. 2019; Senge et al., 1999, 2000). According to Yusuf (2008), a school's performance should be evaluated based on a variety of educational outcomes, including the affective and psychomotor domains, in addition to its academic performance. In a similar spirit, Mumbe (1995) looked into the leadership styles of secondary school principals and their impact on student academic achievement. He came to the conclusion throughout the study that a democratic leadership style encouraged teachers to collaborate with principals to accomplish school goals and had a beneficial impact on student and overall school performance. The current decline in educational standards combined with the adage "No school can be greater than their leaders" Odewunmi (2008).

This study, which focuses on the principal-teacher relationship in school leadership, looks at how active collaboration between the two can improve student achievement and teaching quality. The contrast of two theories of leadership—transformational and instructional—forms the basis of the analysis. As leaders, principals have the power to change or preserve school cultures (Firestone & Louis, 1999; Leithwood & Jantzi, 1999).

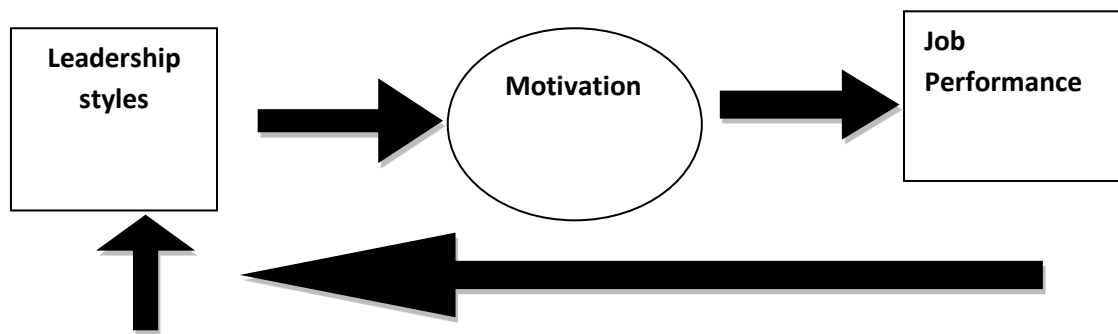
Oino and Asghar (2018) state that instructional leadership emerged during the 1980s movement for effective schools and saw the principal as the main source of educational knowledge. The principal's duties included overseeing classroom instruction, coordinating the school's curriculum, keeping an eye on student development, and maintaining high expectations for both instructors and students in order to standardize the practice of successful teaching (Barth, 1986). On-site help and mentoring were scarce for principals who lacked the necessary abilities to complete these jobs. In reality, instructional leadership was far from perfect (Cuban, 1984; Murphy & Hallinger, 1987). Furthermore, with school restructuring

and the push to empower teachers as professional educators in the late 1980s, a democratic and participatory school organization arose, which ran against to the hierarchical orientation of instructional leadership.

Elmazi (2018) suggested that instructors required discretionary authority to decide on their own curricula and methods of instruction because they held vital knowledge about their pupils and how they learn (Hallinger, 1992; Sykes, 1990). Having the freedom to make these kinds of choices would benefit students' academic performance as well as instructors' work lives (Darling-Hammond & Goodwin, 1993; Maeroff, 1988; Schlechty, 1990). Furthermore, teachers' involvement increased the likelihood that educational change would succeed (Blase & Kirby, 2000; Conley & Goldman, 1994). Teachers could influence the objectives and ethos of their schools while maintaining their ties to the classroom by taking on leadership roles (e.g., lead teachers, staff developers, or chairs of site councils) (Conley & Goldman, 1994). Teachers' legitimacy as leaders increased as a result (Little, 1988; Smylie & Denny, 1990).

**Conceptual Framework**

**Figure 2.1 A Conceptual Framework of the Study**



**Source: Authors' Construct (2024)**

The researchers then went on to present a conceptual framework that built upon and expanded upon the conclusions drawn from this literature study. The framework outlines fundamental theories of performance, motivation, and leadership and offers a method for demonstrating how a leader's style of leadership can effectively spur subordinates to attain team objectives. The conceptual framework essentially proposes a course of action for worker performance. The framework consists of three main parts. The first, which is primarily based on the literature, is leadership style, and it forms the basis for achieving employees' performance. The second element, motivation, offers a mechanism via which employees' performance is impacted by a leader's style. The performance itself makes up the final element. The overall framework simply shows how performance is achieved. It portrays that it is not only the kind of leadership of the leader that really matters or gingers the employees to strive for organizational goals; but it is the driving force (motivation) behind the leadership style which really leads to employees' performance. Hence, leadership style leads to motivation and motivation also leads to performance. That is to say that when the needs and expectations of employees are met, they really learn to subordinate their individual parochial interest to achieving the organization's vision; thereby achieving overall performance.

## THE METHODS AND MATERIALS

### Research Design

The survey design used by the researchers was descriptive. Descriptive studies aim to observe, characterize, and record elements of a situation as it naturally occurs. Descriptive research, according to Fraenkel and Wallen (2000), is the gathering of information to evaluate hypotheses or respond to research inquiries about the present conditions of the study's subjects. In terms of the quantitative aspect however, a survey approach that relied on the use of questionnaires was adopted. The questionnaires were distributed among the teachers of the selected schools for the needed information. The results gathered were then subjected to statistical computations using frequencies, percentages and graphs (Cohen, et al 2018).

### Participants

The target population of the study was all Senior High School Headmasters and Headmistresses as well as all the teachers who teach in Senior High Schools in the Ejisu Municipal. For the interviews, five heads from the five selected study schools in the Ejisu Municipality were chosen using the non-probabilistic technique of purposive sampling.

Also, in selecting teachers for the survey questions, the Slovin’s sampling method (Guilford & Fruchter, 1973) was used in determining the sample size of the teachers who served as respondents for the survey. Teachers in the five (5) selected schools totaled 538. Using a margin of error of 5%, a sample size of 230 was thus obtained. The researchers therefore gathered information from 230 respondents in order to draw reliable conclusions.

**Table 1.1: Proportionate Sample of Teachers by School**

School	Total Teacher Population	% Selected	Sample
Ejisuman Senior High School.	117	21.7	50
Achinakrom Senior High School	86	16	37
Bonwire Senior High School	115	21.4	49
Church of Christ Senior High	87	16.2	37
Ejisu Senior High Tech. School	133	24.7	57
<b>Total</b>	<b>538</b>	<b>100</b>	<b>230</b>

Source: Fieldwork, 2024

### Data Collection Procedure

The study utilized both primary and secondary sources to obtain the necessary data for the study. The information gathered in this regard was information that spanned a period of five years. This data was obtained directly from respondents through interviews and survey. The secondary source of information was obtained from documents from schools such as teachers’ attendance books, and data of students’ performance (WAEC results) over the study period.

Questionnaires and interview schedules with cover letters indicating the importance and nature of the study were distributed to the respondents. Follow ups were made to respondents to make sure that the questionnaires were filled and collected for analysis. A total of 230 questionnaires distributed to the teachers and 5 interview guides developed for selected heads to probe further some of the issues emanating from the responses on the questionnaire. The return rate for the questionnaires was 81.7%.

### Data Analysis Procedure

Since the study adopted both qualitative and quantitative approaches in gathering the data for the study, both techniques were similarly adopted in analysing the data gathered. In terms of the qualitative analyses, the responses from the interviewees were summarized and reported in consonance with the research objectives. Regarding analyses of the quantitative data that was gathered, the responses were grouped and given appropriate headings. The questionnaires were also checked to ensure there were no missing data, coded and inputted into the computer and processed with the aid of Statistical Package for Social Sciences (SPSS). The data on the research questions were systematically analyzed using descriptive statistical tools such as Frequencies, Means and Standard Deviation (SD).

### RESULTS AND DISCUSSION

The section focuses on analyses of the data collected from the respondents: headmasters and headmistresses as well as teaching staff. The analyses place particular emphasis on the specific objectives of the study, focusing on issues such as assessment of the specific leadership styles adopted by the various heads of schools in the Municipal, the relationship between leadership style and job performance of teachers in senior high schools, and how the leadership styles of heads of schools affect the job performance of teachers in the schools.

#### Research Question 1.

##### Leadership Styles Adopted by the Various Heads of Schools in the Ejisu Municipality

In assessing the leadership styles of the various heads of the study schools as a specific objective of the study, the teachers (respondents) were made to assess the leadership styles of their headmasters and headmistresses in the survey. The questionnaire for the survey consisted of a section that contained a number of questions, all of which were targeted at soliciting information on the leadership styles of the heads of schools. This information was largely centered on leadership characteristic and behaviour of the heads, sensitivity to the needs of employees, and the nature of leadership skill that were exhibited by the heads in the execution of their work. The following sections provide an account of the responses gathered in this respect.

##### Leadership Characteristic and Behaviour

Regarding the leadership characteristic and behaviour as assessed by the teachers, the results of the field survey as shown in Table 1.2 revealed a number of leadership characteristics and behaviour. For instance, 51.5% of the teachers classified their headmasters and headmistresses as being innovative while 21.1% of the respondents described their heads as aggressive. A similar 21.1 percent of the teachers also described their heads as results oriented personalities. Finally, a paltry 6.1 percent of the respondents declared their heads to be persons who are unable or avoid taking decisions. These observations are illustrated in Table 1.2.

**Table 1.2: Leadership Characteristic and Behaviour**

Character and Behaviour	Frequency	Percent
Innovative	97	51.5
Aggressive	40	21.2
Results oriented	40	21.2
Avoid taking critical decisions	11	6.1

Total	188	100.0
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**Source: Field Data, 2024**

It is very clear that the dominant leadership trait among the surveyed heads was the fact of being innovative. Being innovative on the part of leadership in organisations has been defined by Mullins (2006) to mean constantly challenging the status quo by seeking out new ideas, ways and strategies of performing tasks. Mullins (2006) further explains that there is always the likelihood for leadership in democratic settings to be questioned on their decision to deviate from norms, conventions, or statutes which have been established to regulate the performance of specific duties. This, he observed, usually limits the innovativeness of many leaders, and thus to attempt to be an innovative leader is a decision that comes with a lot of challenges including fear of what may happen if the attempt at innovating backfires.

Also, for 21.2 percent of the respondents to have indicated that their heads were result oriented is to imply that some of the heads have put some programmes or projects in place and were ensuring that certain desired results are yielded to the schools they lead. This observation is consistent with the observation made by Hersey, Blanchard and Johnson (2001) when they assessed the John Adair Action-Centered Leadership as put forward by John Adair where leaders who were observed to have taken steps to execute self-initiated projects to address identified problems were described as result oriented leaders. In this study, about one-fifth of the teachers revealed that their heads were result oriented judging by the efforts they had put in to ensure that projects and programmes were initiated and executed at their schools. In this respect, one headmaster commented that,

*“I believe that it is the duty of every good leader to scan and identify the problems that confront his organization, and put in measures that will address such problems. Schools are no exceptions: we, as heads, must be result-oriented”.*

Furthermore, from the data gathered in the survey, a few of the teachers, representing 6.1 percent, revealed that their heads avoid taking critical decisions in the running of the schools. This observation authenticates Stogdill's (1948), first survey on traits approach to leadership; where he indicates that usually, there is a percentage of leaders in every industry who have a difficulty in taking decisions as leaders of organizations in such industries.

**Research Question 2.****Teachers' Performance in the Various Senior High Schools**

Another objective of the study was to assess the performance of the teachers in the studied schools. The literature also provides a number of methods in assessing these performance indicators to determine the performance of a teacher in his or her school. These assessment methods include: assessment by students; assessment by other teachers, popularly referred to as peer assessments; self-evaluation; assessment by employers; assessment by heads of institutions; and assessment by alumni (old students of the school). Seven (7) Performance indicators that literature has identified as a measure of optimal performance of teachers in second cycle institutions (Senior High Schools) were assessed. These seven (7) performance indicators are: demonstrates knowledge of subject matter content, demonstrates professional leadership, designs and plans instructions, creates and maintains learning climate, implements and manages instruction, assesses and communicates, and evaluates teaching and learning process. The study therefore used these indicators to determine whether the teachers in the studied schools had been performing optimally or not. Thus, the respondents were asked to consider each of the seven (7) indicators and personally assess how they had been faring in terms of each indicator. The teachers were thus asked to

rank their performance in each of the 7 listed indicators. The study used the five-point Likert rating scale in the ranking. The ranking was done as illustrated below: **1 – Very low: 2 – Low: 3 - Not sure: 4 – High: 5 – Very high.**

The mean scores from the data are thus illustrated in Table 1.3.

**Table 1.3: Descriptive Statistics of Teachers’ Optimum Performance and its Indicators**

Variable	Obs	Mean	Std. Dev.
Optimum performance	188	.67713	.4686254
Demonstrates knowledge of content	188	3.95067	.6453486
Demonstrates professional leadership	188	3.76516	1.005082
Designs and plans instructions	188	3.53991	.8353529
Creates and maintains learning climate	188	3.63228	.8324704
Implements and manages instructions	188	3.56306	1.017087
Assesses and communicates	188	3.62991	1.187235
Evaluates teaching and learning process	188	2.93722	1.206441

**Source: Field data, 2024**

From Table 1.3, the mean score for whether or not the teachers were performing optimally was given as 0.67713. This average of 0.67713 implies that 67.73 percent of the teachers in the studied schools declared that they had been performing at their very best. On the other hand, the output in the table also shows how the teachers had been performing in each of the indicators. As illustrated earlier, the value ‘3’ served as the neutral point. Thus, from the output, it was observed that apart from ‘evaluates teaching and learning process’ which had a mean score of 2.9; that was less than 3.0, the mean score of each of the remaining indicators was above 3.0. This observation meant that the teachers in the studied schools performed optimally in all the remaining six performance indicators that were posed to them in the questionnaire. For instance, the results showed that “demonstrates knowledge of subject content” had a mean score of 3.95 which was greater than ‘3’. This meant that the teachers performed well in school by demonstrating that they understood the content which they were teaching in their schools. The mean score of ‘demonstrates knowledge of content’ was also seen as the highest mean score among the listed performance indicators. This was followed by their ability to demonstrate professional leadership in their schools as the next area of performance where the teachers had been doing very well, with a mean score of 3.76. The teachers had also been performing well in terms of creating and maintaining a learning climate in their schools (3.63). Their least area of performance was their evaluation of the teaching and learning process, where it was shown that the teachers had not been performing well (with a mean score of 2.94). This implied that in the opinion of the teachers, they had not been doing well when it comes to evaluation of their teaching and learning processes.

**Research Question 3.**

**4.5: Relationship between the Leadership Style of Heads and Performance of Teachers**

The path-goal theory recognizes that performance can depend on leadership style. In pursuit of the last objective of the study, the study sought to assess the relationship that existed between the leadership style exhibited by the heads and the performance put up by the teachers in the studied schools. Firstly, the teachers were asked to indicate a ‘yes’ or ‘no’, whether their performance was influenced by the leadership style of their heads. The table below shows the responses for the teachers.

**Table 1.4: Performance of Teachers Attributed to Leadership Style of Heads**

Response	Frequency	Percent
Yes	126	67
No	62	33
Total	188	100

**Source: Field data, 2024**

From Table 1.4., it is observed that 147 teachers representing 78 percent of the respondents indicated that their performance was attributed to the leadership style of their heads while 47 of the teachers representing 22 percent, on the other hand, also declared that their performance was not attributed to the leadership style of their heads. Hence, from the results of the gathered data, the study can conclude that there was a relationship between the leadership style of the heads and the performance put up by teachers. The study went further to determine whether this relationship between the leadership style and the teachers' performance was significant. To do this, the Pearson Chi-Square test was done to determine the relationship between the two variables. The result of the tests is displayed in Table 1.5.

**Table 1.5: Correlation between Teachers' Performance and Attribution of Performance to Heads' Leadership Style**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.500 <sup>a</sup>	3	.682
Likelihood Ratio	2.093	3	.553
Linear-by-Linear Association	.066	1	.797
N of Valid Cases	188		

**Source: Field data, 2024**

Thus, from the Pearson Chi-Square test ( $P > 0.1$ ), the study established that there was a significant relationship (0.682) between the teachers' performance in the schools and the leadership styles of the heads. The value also meant that there was a direct relationship between the leadership style and the kind of performance that it induces from the teachers. Thus, overall, it could be inferred that the teachers at the schools had been performing well; and that leadership had a significant influence on the performance of the teachers. The heads were also interviewed to gather more information for an assessment of the relationship between their style of leadership and the performance that such leadership induces from the teachers. Generally, the heads concluded that the kind of leadership style they portrayed had a bearing on the kind of performance that their teachers put up in school. This was how one head summarized his opinion; *if I am disciplined, punctual, and exhibit good interpersonal relationship with the teachers, then the teachers will similarly exhibit optimum performance in their duties.*

**Conclusions and Recommendations**

From the objectives of the study and the subsequent findings made, some useful conclusions were drawn.

1. First of all, it can be concluded that the leadership styles observed on the field point to the fact that leadership is not static but evolves with time. Hence, an approach to solving an issue that proved relevant on a given day may not be appropriate on a different day. To remain relevant to organizational

goals and objectives, applicable leadership styles ought to be contingent on the environment, personality and the situation at hand.

2. In terms of performance of the teachers, the study can conclude that the leadership styles adopted by the heads have resulted in optimum performance of the teachers. This is seen in the various indicators of performance where respondents recorded relatively greater outputs. The fact that the teachers' performance was lower in only one out of the seven indicators show that the teachers in the studied schools were performing creditably.
3. Finally, it can be concluded that the positive relationship found to exist between leadership style and teachers' performance is synonymous with the conclusion of a number of studies: appropriate leadership therefore leads to optimum and desirable performance.
4. There is however, some evidence in the data to the effect that Ghanaian Senior High School Heads also tend to exhibit similar traits of authoritarianism, inflexibility and conservatism. Some explanation offered on these observations attribute the trend to colonial experience and the traditional Ghanaian socio-cultural structure.

In consonance with a number of findings and observations made, the study offers some recommendations to address these findings and conclusions.

1. First of all, the study recommends that leadership seminars and workshops organized by the GES be made a regular feature on the calendar of in-service training for Heads of Senior High Schools.
2. Also, it is recommended that performance appraisal should be conducted for Senior High School heads and their teachers in a regular fashion, and the results used to build a data base on how heads and teachers of each Senior High School have been performing over the years.
3. It is recommended to School Heads that a paradigm-shift from authoritative style of leadership to a more open, consultative type, and yet decisive leadership would bring Ghanaian institutions more productivity. Thus, public institutions, including academic institutions have been urged to adopt effective leadership as essential requirement for improving performance and productivity in their organizations.

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