



The Effects of Leadership Styles of Headteachers on Academic Performance at Seniagya – Effiduase Sekyere East in the Ashanti Region

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This work was carried out in collaboration between all authors. All authors read and approved the final manuscript.

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ABSTRACT

The purpose of the study was to find out the effect of leadership styles of Headteachers on the academic performance of students. The study was a multi-pronged approach, commonly referred to as triangulation combining both qualitative and quantitative research methods. The samples that provided data were from Headteachers, Teachers, Parents, Students and Educational authorities at the district. Data were collected through questionnaire and the analysis of the questions was done using Statistical Package for Social Sciences (SPSS); and in order to eliminate errors in the data entry, all data were re-entered through the Epi-Info software interface. The results were also subjected to cross tabulations to bring out details of the results in relation to the independent variables (leadership styles). Over 60% of respondents (271) maintained that the leadership styles of Headteachers have some influence on academic performance of students. The conclusion and

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recommendations were that Headteachers should be equipped with knowledge and skills in leadership, therefore Teacher Training institutions should incorporate into their curriculum, training in the art and science of leadership in order to groom leaders, right from school.

Keywords: Headteachers; leadership styles; students; teachers; academic performance; effects.

1. BACKGROUND OF THE STUDY

Academic performance is a major concern area in educational delivery in Ghana. Stakeholders like parents, teachers, students, policy makers and society as a whole are anxious to see learners excel in their academic work. Even without the necessary framework and resources, everyone still expects that the standard of performance should be high at all times, and for poor academic performance, the Head of the school is mostly held responsible.

Education is a vital strategy for the development of society [1]. This strategy requires careful planning at every stage of its development especially in the development of the human capital. Nsubuga observed that human resources determine the pace of economic and social development through the principal mechanism of formal education. Education empowers access to the productive nature of man, not only in social and economic terms but in term of imparting “values, ideas, attitudes and aspirations important for natural development” [1].

Many people tend to believe that a leader implies one person dominating another person or group of people; however, a leader is one who unifies and embodies the opinion of the people to any desired goal. Leadership is a key factor to improve the condition of any department and is also the same in school aspects. Functional schools and outstanding performance do not exist without effective leadership styles.

In the light of the above, this study attempted to find the relationship between leadership styles and their respective impact on academic performance of students in schools, with particular reference to Junior High Schools (J.H.S) in the Effiduase-Sekyerere East district of the Ashanti region of Ghana.

The poor academic performance of students in the district has been a source of concern to the district assembly and the district Directorate of the Ghana Education Service (GES). The schools' performance in public examinations, especially, at the Basic Education Certificate

Examination (BECE) level has not been encouraging for the past five years.

The Effiduase-Sekyerere East District, with Effiduase as its capital, is located in the North-eastern part of the Ashanti Region. It lies approximately between latitude 6°45' - 7°32' North and longitude 0°22" West. The district covers an estimated area of about 730.5km² and has forty-one settlements of varying sizes of which Seniagya is one. The estimated population of the district is 82,935.

The main economic activities in the district are farming, small scale processing of agricultural produce (cottage industries) and trades like hair dressing, tailoring carpentry and blacksmithing. However, due to urbanization there are various government departments and agencies whose workers enrol their children in schools in the area.

1.1 Statement of the Problem

Government policy to deliver quality education that should translate into high academic performance has remained unachieved. As such, stakeholders have resolved to halt the trend of poor academic performance through research, instructional materials, quality teachers, remuneration, motivation and improved discipline but without much success [1].

The pressure from politicians and the public on the performance at the BECE level has motivated this researcher to isolate the role of Headteacher from other factors that can affect academic performance of students in schools.

In an attempt to find how to improve academic performance, there is the need to throw the light on the leader in the school. There is a gap between the existing research and the description of leadership relations and their effect on students' achievement. This study was to explore the leadership styles of Headteachers and its effect on academic performance at Seniagya-Effiduase Sekyerere East in the Ashanti region.

1.2 Purpose of the Study

The purpose of the study is to examine the effects of leadership styles [2] of Headteacher on academic' performance at JHS. To achieve the purpose of this study, the following objectives were set out:

- To establish whether leadership styles of the Headteachers influence the academic performance of students.
- To establish whether a particular school leadership style is more positively associated with student performance.

1.3 Research Questions

The study was guided by the following Research Questions:

- Does the leadership style of the Headteachers have influence on the academic performance of students?
- Is one particular leadership style positively associated with student performance.

1.4 Significance of the Study

There is a gap between the existing research and the descriptions of leadership relations and their effect on students' achievement. The study attempts to fill the gap by understanding the leadership styles and their effects on students' achievement by identifying leadership styles and their relationships between the current practices and academic performance. The Headteachers would examine their leadership styles and their role as leaders.

There are numerous studies on leadership but few specially link students' performance and leadership style. It is, therefore, important to measure the relationship between leadership styles of headteachers and the effect on students' academic performance.

The expected findings of this would assist policy makers, and training institutions to address the issue of leadership styles and the effects on performance or output and to serve as a means to influence the practice of teaching and learning in schools.

1.5 Limitations of the Study

The limitations were, timely access to relevant and recent literature relating to the topic in the

Ghanaian context, retrieving of questionnaires, time constraints and financial resources. The issues of cross validation also require a large sample size since it was limited to the Effiduase-Sekyere East District.

1.6 Delimitation of the Study

The research was carried out in JHS in Effiduasi in the Effiduase-Sekyere East District of Ashanti region of Ghana, among Head teachers, teachers, students and Parents. Leadership styles that were of interest to the study include: Autocratic, Bureaucratic, Laissez Faire, Democratic, Visionary and Distributed leadership styles.

2. REVIEW OF RELATED LITERATURES

2.1 Overview

As part of factors affecting students' academic performance much attention has been attributed to the leadership styles in our schools most especially the junior high school [2].

Maxwell in [3] defines leadership as nothing more than influence, and others believe that leadership is a process of social influence where one person is able to motivate others to solve a common task . Alan Keith of Lucas Digital state , "Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen".

Leadership can also be the way of leading a particular group to positively influence their growth, and development towards achieving their set goal and for a collective purpose" The definition implies that a leader should not be self-centered but make sure to please most of his constituents if not all. Again the leader's way of life should influence his followers in a positive way as to the achievement of the collective goals of the group. From the above, certain variable are needed in defining leadership. These variable are "influence", motivate, others' (people) "accomplish task" and" make something extraordinary happen".

Hence the review was designed to provide a review of leadership in general; leadership theories and styles; leadership and management origins of leadership; educational leadership styles in schools and conclusion.

2.2 Leadership and Management

Leadership is a broader concept than management.

“Management is a special kind of leadership in which achievement of organizational goal is paramount.

Leadership occurs when ever one person attempts to influence the behaviour of an individual or a group regardless of the reason. It may be for one’s own goals or the goal of others and these goals may not be congruent with organizational goals” [4,5].

Abraham Zaleznik created a distinction between leaders and managers. “Leaders are visionaries, mangers and planners. Leaders care about substance, manager’s care about form and process. Leaders inspire: managers motivate” [4,5]. In effect, in any organization, including the school, there is the need for leaders to have powerful influence on the quality of teaching and student performance.

In a review of literature for American Educational Research Association, Leithwood and Reihl [6].

“Concluded that school leadership has significant effects on student learning, Second only to the effects of the quality of curriculum and teachers instruction.” This factor is critical in arriving at the role of Headteacher in affecting instructional outcomes, particularly, academic performance. Leithwood and Reihl as in [6] again observe that large scale quantitative studies of schooling concluded that the effects of leadership in student”.

Adding that, [2] leadership effect on academic work is often indirect, helping to promote “a vision and goals” by making available materials and directions for teachers to engage students meaningfully.

2.3 Origins of Leadership

The assertions above have made it more compelling to study the role of leadership styles of leader in Ghanaian schools. It would be patinent to put into perspective the views of the likes of Leithwood and Reihl, to ascertain the universality of their studies on the effects of school leadership styles on academic performance. Leadership styles consider what leaders do, say and how they behave in given

situations. It is the leaders approach to the use of authority and the resultant participation of others in the decision-making process. In influencing decision making, the leader takes cognizance of the people he wants to influence, the purpose and the effect of the decision.

Form the time of Plato (Republic) to Plutarch’s lives; they explored the question, “what qualities distinguish an individual as a leader?” and whose works prompted decades of research done in the field, which identified skills and physical characteristics of men who rose to power, while some works examined leadership qualities in families of powerful men.

Leadership Theories such as Trait (Behavioural) and Contingency (transformation), charismatic and consensus leadership, Transformational and situational leadership have been identified. Afful-Broni in [7] explored motivational leadership as well as motivational Theories of Abraham Maslow hierarchy of need, George McGreger’s Theory X and Y, Clayton Alderfer’s ERG Theory and William Ouchi’s Theory Z. Afful-Broni [7] also introduced legal and traditional leadership.

2.4 Leadership Style

There are leadership styles which are common to school leaders. Examples are: Autocratic leadership, Bureaucratic leadership, charismatic leadership, Laissez faire leadership and Democratic leadership.

Other leadership styles include servant leadership, Christian leadership, Distribution leadership, leadership teams, instructional leadership, community leadership and visionary leadership.

Globally, leadership is everything and this must be developed every day. Effective leadership is seen in the ability of the leader to inspire constituents to catch the vision of the leader. Likewise, in the field of education, we need to get our Head teachers to be aware of leadership in the performance of their duties so that teachers and leaner’s especially, would” want” to do extraordinary things when inspired.

However, for the purpose of this study, emphasis would be on Autocratic, Bureaucratic, Laissez-Faire, Democratic, Visionary and Distribution leadership styles. The study would also discuss briefly on some leadership theories, namely

motivational, situational, Transformational [8], Transactional and contingency. The differences in academic attainment among students and schools are not just reflections but also the effect of professionals; especially the leadership in those schools [9,10].

Leadership styles and quality academic performance is one issue of increasing interest for researchers. As [11] has suggested, "The investigation of leadership models ... across settings is potentially a rich area for empirical exploration, that it may both broaden and deepen our understanding of how cultural context may impact the theory and practice of school administration".

There is the need to look leadership styles in cultural context and not as a "simplistic assumption that leadership styles may be universally applicable". Bush and Glover as cited in [11]. Leadership search is ongoing. Findings from a number of studies in quality-related issues in education (in Ghana) between 1987 and 2005 suggest that the quality of leadership and management in basic education is generally poor especially in deprived rural areas' [11].

2.4.1 Autocratic leadership style

It is a domineering style, where the leader alone takes decision for others to implement without previous consultation, very little communication, coercion, dictatorial; using threats and punishments, with trust in good intentions of others. Psychologists believe this styles stems from fear and feeling of insecurity. Brutal force is then a defensive tool; obviously, the underlying theory is McGregor's Theory Y [12].

2.4.2 Laissez – faire leadership style

The terminology is from the French "Let them do what they wish." There are no hard and fast rules, which lead to complete freedom or autonomy to staff of the organization. When a wrong person is put in charge, he or she refuses to take action in order not to offend the followers, thus producing disastrous consequences [12].

However, where the subordinates are skilled in the various disciplines, this system can be appropriate. The above notwithstanding as Afful-Broni points out, the Laissez-faire leadership can lead to apathy and anarchy on the part of the staff.

2.4.3 Democratic leadership style

This style is grounded on the thesis that the organization is the responsibility of all, even though the leader has the primary role of guiding the rest of the group in arriving at the collective decisions, thus encouraging delegating, coaching, accepting responsibility and recognition of the ability and potentials of others. Leaders therefore are considered *primus in pae*"-first among equals [12].

Notwithstanding the current management style used by headmasters/headteachers, the transformational or facilitative leader has become an effective leadership style in current public education system. Many researchers had also proposed that moving towards transformational leadership was the only viable way for school restructuring and reform [13].

"A transformational leader is keen to changing environment and has the knowledge and skills adapt to the rapidly changing situations. A transformational leader is flexible, open-minded, sensitive to other people's need, encourage participation sharing, decision-making and highly tolerant of diversity" [13].

2.4.4 Transformational leadership style [8]

With this style of leadership, the followers feel trust, admiration, loyalty, and respect toward the leader, and they are motivated to do more than they originally expected to do.

It is a multidimensional construct that involves three cluster charisma (identifying and sustaining a vision of the organisation) intellectual, stimulation of members, and individual consideration. According to Burns, Transformational Leadership is a process where "leaders and followers raise one another to higher levels of morality and motivation" it rejects self interest for group goals. Leaders are people who do the right thing, managers are people who do things right thing, managers are people who do things right" [14].

2.4.5 Transactional leadership style

This style of leadership creates clear structures for what is expected of subordinates. Transactional leaders achieve goals by acting within established procedures and standards. The leader assigns specific task to subordinates and requires that they fulfil that responsibility to

meet the standards prescribed. This emphasis the exchange that occur between the leader and the follower. This involves directives from the leader regarding the requirements and objectives. As far as rewards and correction methods are concerned, one can liken it to “carrot and stick” approach. ‘Rewards are contingent on the successful completion of the “transaction”. The transactional rewards are often material (awards, pay increase and job security). However, there are some psychological rewards also present such as praise and positive feedback.

Unlike the transactional, the transformational style aims at higher goals. It inspires and motives followers by encouraging their initiative create a shared vision and a sense of purpose among team member. Transactional leadership motivates by raising followers concerns from basic needs (security) to achievement and self fulfilment.

2.4.6 Charismatic leadership style

This leadership style is strongly influenced by the ideas of an early sociologist named Max Weber. According to Weber, charisma occurs during a social crisis, when a leader emerges with a radical vision that offers a solution to the crisis and attracts followers who believe in the vision. It is assumed a leader possesses exceptional qualities as perceived by subordinates. Leader’s influence is not based on authority or tradition but on the perception of the followers [14].

2.4.7 Visionary leadership style

According to Kouzes and Posner, leaders “ignite” subordinates’ passions and serve as a compass by which the leader guides followers [14].

The followers deserve to contribute and the leader’s ability to motivate others to action. It is about articulating visions, embodying values and creating the environment within which things can be done.

2.4.8 Situational leadership style

The situational leadership style combines the Great man Theory, Trait Theory and situational Theory. The leadership is the product of situational demands; situational factors determine who will emerge as a leader rather than a person’s heritage. The emergence of a great leader is the result of time, place and circumstances [14].

Situational Leadership provides a model for talking about performance problems in a rational way that focuses on the key issues involved” [5].

2.4.9 Distributed leadership style

Distributed view of leadership recognizes that leading schools involved multiple leaders such as Assistant heads and teachers who share responsibilities for operating a school [15,16,17]. The basic notion is outlined by Yukl as in [15]. Distributed leadership perspective moves beyond the “hero of leadership genre or heroic leader paradigm”. This presupposes that the leader endeavours to again adherents for a shared process of leadership. There is openness of the boundaries of leadership by recognizing other people’s expertise. Proponents of this leadership style argue that knowledge acquisition is an intensive enterprise therefore, in teaching and learning there was no way to perform these complex tasks without distributing leader responsibilities [15].

2.4.10 Servant leadership style

This primarily implies leadership by serving others.

Characteristics of this leadership involves listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to others and communication buildings [14].

2.4.11 Spiritual leadership style

This style influences people’s souls rather than controlling action. Fairholm like in [14] believes that spiritual leadership involves connecting with others. A leader’s influence stem from his or her knowledge of the organizations’ culture, customs, values and traditions.

2.4.12 Educational leadership

In the educational organization, leaders are described as designers, teachers and stewards since they are in charge of building organizations where people continually expand their capabilities to understand complexity, clarity, vision and improve shared mental models-that is they are responsible for learning.

School as institutions are different to other organizations as regard to leadership and management. He insists that schools cannot operate efficiently if there are no competent

management. Further contends that in schools, leadership is the major factor that determines success in the organization.

Schools refers to some belong to diverse group of stakeholder that include parents and children, locals businesses, churches and other community groups. These groups must interact with each other's the school, educational authorities, policy makers and the government. Due to the above, the school leader requires a level of leadership skills to operate successful.

Educational institutions face unique pressures that are not present in other institutions. Schools are expected to play the socializing agent role by compensating for the changes in the society and family that affect the children; change in family structure, television and popular culture, internet and pornography commercializing, poverty, inadequate nutrition and its attendant health care, violence, child abuse and increasing social unrest. As school leader struggles to meet these demands place the school leader continually on the forefront of change.

Effective educational leadership style involves multiple roles; vision and influence to set high expectations on students academic performance, resources and supportive of this teachers create positive learning ambience with high expectations that the students would consequently be able to perform better academically [13]. The school ecology is interrelated to the Head's leadership style and has a significance relationship with all the factors related to school academic performance. The educational leader must be an organizational architect, educator, moral agent and a person of influence in the community. The leader should be multi-talented in various roles and willing take challenge [13]. Other leadership styles include, Competency Based Leadership, Management and strategic leadership, Result Based leadership, contingency leadership and instructional leadership.

Leadership has significant effects on student educational outcomes, second only to the quality of the curriculum and teachers' instruction. Leadership is therefore important as it takes a successful leader to transform a school from a loose collection of individual classrooms to an effective connected school with shared mission and successful students' outcome.

2.4.13 Leadership styles in schools

Leadership style in education is rooted and influenced by scientific management theory with well structured bureaucracy. It is loosely linked to the autonomy of teachers, based on pyramid theory of top down management style which is criticized for lack of effectiveness because participation and creativity were discouraged, with no room for followers to have a part in the decision-making process.

Lin in [13] state, "The change from autocratic to democratic leadership where hierarchical approach of control and predictable routines would change from autocratic leadership where hierarchical approach of control and predictable routines would change to transform approach that nurtures acceptance and inspires follow in a facilitative role play of supporters and not at the centre stage".

This has been supported by research that shows that Learners' achievement had been higher in schools with share decision-making, while authoritative management approach was linked with lower student achievement [13].

3. METHODOLOGY

This section of the study is made up of research design, population, sample and sampling procedures, instrument for data collection and method of data analysis.

3.1 Research Design

The design for the study was a mixed study using both the qualitative and quantitative analyses. It was a correlation survey design to establish effect of leadership styles of headteachers on academic performance of students in schools in Effiduasi – Sekyere East District. A triangulation approach was used in combining both qualitative and quantitative research methods because it was anticipated that the survey questionnaire would provide extent of coverage which could be credible enough to be applied to a wider population from which the sample of the study was drawn.

3.2 Population

The population for the study was the entire JHS in the country but the target population was the JHS in the Sekyere East District. There were 63

JHS in the Sekyere East District (Effiduasi) However, only 60 schools presented candidates for the B.E.C.E. Therefore the research concentrated on the 60 schools.

The survey population covered JHS Headteachers, circuit supervisors, examination officers, selected teachers, learners, parents, subject co-ordination, District statisticians, and District director of education and officials of the Ghana education service (G.E.S) and ministry of Education (MOE).

3.3 Sample and Sampling Procedures

In the cases of learners, parents, teachers and officials from G.E.S and MOE, it was random sampling, while the Headteachers, subject co-ordinators, District statisticians and Director of Education was specific to office holders.

4. PROFILE OF RESPONDENTS – BIO DATA

The Tables present the personal description of the respondents of the questionnaire. A cross-section of teachers, students, parents, headteachers, circuit supervisors, subject co-ordinators and a district director of education were selected as respondents to the questionnaire. Where 46 Junior High Schools were selected across the District. The gender of respondents was almost equally represented with the males' respondents, 213 formed (50.1%) slightly above the females' of 212 (49.9%). The modal age group of the respondents was 31-40 years.

Table 1. Gender

Description	Frequency	Percentage %
Male	213	50.1%
Female	212	49.9

Source: Field survey 2014

Table 2. Age

Description	Frequency	Percentage %
20 years or less	104	24.5
21 – 30 years	84	19.8
31 – 40 years	119	28.0
41 – 50 years	78	18.4
51 years and above	40	9.4

Source: Field survey 2014

The Research question 1: Does the leadership style of the Headteachers have influence on the academic performance of students?

The following tables explain the result of the respondents response to the questionnaires that were used in gathering data of the effect of leadership styles of the headteachers on the academic performance of students, expressed in frequency and percentages.

Table 3a explains the respondents response to the questionnaire about whether headteachers need a particular style in order to improve academic performance of students, majority of the respondents of 321(75.5%) responded positively in affirmation that headteachers “often” need a particular leadership style to improve academic work as against 104(24.5) of the respondents that did not agree.

Table 3b shows over 90 percent of the respondents held the view that, the leadership style of a headteacher should be the one that seeks the opinion of his teachers and students. The respondents response to the questionnaire indicates that for headteachers to improve their students academic performance should adopt a democratic style of leadership, avoid over dictating and often do call on the opinions of their teachers, students as well as parents.

Here, most of the respondents are of the view that, headteachers should inspect student’s exercises. As this can help him or her to render assistance and guidance to both students and teachers when necessary.

The headteachers “often” insist students and teachers do the right thing as 81.2% of the respondents alluded to.

As in Table 3e, majority of the respondents to the questionnaire of 371(87.3%) show that parents as a key stakeholders should “always” be consulted on issues of their wards academic performance.

From Table 3f, it is obvious that, headteachers are expected to always and often practice what they expect from others. As the saying goes, leadership by example and in this regard he or she is expected to lead by example.

Where the above responses lead us to the second question: Is one particular leadership style positively associated with student performance.

The research question was to find out which leadership style of headteachers is positively associated with students performance. With low percentage of 3.5,5.9,7.1, and 11.5 to headteachers who adopt leadership styles such as Autocratic, Laissez faire, Bureaucratic and Charismatic leadership respectively , shows that the majority of respondents did not believe that there is any leadership style that greatly impact positively to students performance other than democratic leadership style, of 306(72%).

Here Table 4b, was directed to seek answer to the question "does the leadership style of the headteachers affect the academic work" and after the analysis it came to light that most of the respondent of 330(77.6%) agreed the leadership style of the headteachers 'often' affect the academic work as against 95(22.4%) who disagreed. However, headteachers need to adopt a leadership style that get students, teachers, parents and all the important stakeholders in education involve in their day to day activities, seek their opinions when necessary and should be seen as an example. This explains that, when headteachers use a democratic style of leadership will have a positive influence on students academic performance.

Table 3a. Do headteachers need a particular leadership style to improve academic work?

Description	Frequency	Percentage %
Often	321	75.5
Not often	104	24.5

Source: Field survey 2014

Table 3b. What style should the headteacher adopt?

Description	Frequency	Percentage %
Does it alone	22	5.2
Let teachers do what they like	8	1.9
Seek the opinion of his teachers and students	395	92.9

Source: Field survey 2014

Table 3c. Does the headteacher inspect student's exercise?

Description	Frequency	Percentage %
Daily	412	96.9
Weekly	13	3.1

Source: Field survey 2014

Table 3d. Does the headteacher insist on the right to be done by students and teachers?

Description	Frequency	Percentage%
Often	345	81.2
Not often	80	18.8

Source: Field survey 2014

Table 3e. Are parents consulted on issues of academic performance on their wards?

Description	Frequency	Percentage %
Always	371	87.3
Sometimes	54	12.7

Source: Field survey 2014

Table 3f. To what extend does the headteacher indulge in the following behaviours? Practice what he expects from others

Description	Never	Seldom	Often	Frequently	Always	Total
Frequency	15	55	109	74	172	425
Percentage %	3.5	12.9	25.6	17.4	40.2	100.0
Cumulative	3.5	16.5	42.1	59.5	100.0	

Source: Field survey 2014

Table 4a. Which leadership style of headteachers positively associated with student performance

Description	Autocratic leadership	Laissez faire leadership	Bureaucratic leadership	Charismatic leadership	Democratic leadership	Total
Frequency	15	25	30	49	306	425
Percentage %	3.5	5.9	7.1	11.5	72	100.0
Cumulative	3.5	9.4	16.5	28	100.0	

Table 4b. Does the leadership style of the headteacher affect the academic work?

Description	Frequency	Percentage %
Often	330	77.6
Not often	95	22.4

Source: Field survey 2014

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

The Purpose of this study was to determine the effects of leadership styles on academic performance. Selected demographic variables of the respondents were studied to elicit information on the effect of leadership styles adopted by headteachers of JHS in the Effiduase-Sekyere East District.

5.1 Summary of the Main Findings

This study sought to analyse the leadership styles of headteachers and academic performance of Junior High Schools (JHS) in the Effiduasi District of the Ashanti Region of Ghana.

On the behaviour of the headteachers as to insist the right thing need to be done by the teachers and students to obtain good result. Majority of the respondents 345(81.2%) believe the heads are positive for that. But on the academic performance of the students, 54 respondents signifying 12.7% noted that decisions on the academic performance of their wards are taken without consulting the parents.

To headteacher's practicing what they expert from others, 40.5% (172) respondents said the heads "always" practice them. While 21(4.9%) of the respondents believe the heads 'never' takes risks when things seem to go wrong. Also the leadership style of the headteachers to improve academic work, 306 respondents representing 72% agreed that democratic style needs to be used.

The study also observed that 330(77.6%) believe that the leadership style of the headteacher affect the academic work while the 95(22.5%) of the respondents did not agree.

Hence a number of the responses, did indicates some of the practices that are summarized as leadership Challenges. These were:

- Model the way
- Inspire a Share Vision
- Challenge the process
- Encourage Others to Art
- Encourage the Hearts

Respondents noted that most Headteachers, "model the way", by leading through example; being punctual and regular at school and being exemplary as to become examples to their subordinates and the students. Majority of the respondents maintained that the Headteachers "inspired a shared Vision". They noted that the Headteachers know what is expected of them to improve the quality of teaching and learning.

5.2 Conclusions

The researcher recognized from literature and experience from interviews and observations of leadership styles in the JHS in the Effiduasi District that headteachers adopted one or more of the leadership styles discussed in the literature review. However, the researcher noted that most of them practiced the democratic style of leadership without knowing it [1].

The study noted that unless the Headteachers are well equipped with knowledge and skills in leadership they would not know if they have any influence on their schools and on academic work.

The study also established that even though respondents agreed that a leadership style can affect academic performance, the Headteachers do not gain the confidence of the stakeholders enough in order to build terms that can enhance quality of teaching and learning.

In the Effiduasi District, the 2011 BECE results indicated a low 47% pass and it is instructive to interrogate the issues by looking at the various variables at play and by no means the roles of headteachers in terms of their leadership styles.

5.3 Recommendations

The following were the recommendations we made from the research:

1. There are empirical grounds to hold headteachers accountable for students' academic performance in schools. It is therefore, important to have strong leadership skills to manage Junior High Schools. Here as in [1] alludes to the fact

that “the illiterates of the 21st century are not those who cannot read and write, but those who cannot learn and unlearn”. It is, therefore, recommended that compulsory continuous professional development in leadership is institutionalized in the Ghana Education Service for Headteachers.

2. Training and academic achievements and not the length of service can be used to identify teachers with potentials who can become effective and efficient schools leaders.
3. Teacher training institutions should incorporate in their curriculum, training in the art and science of leadership in order to groom leaders’ right from school.
4. This study also submits that in order to make leadership important and useful in promoting quality education, it must be distributed appropriately among the different levels of administration [1] in order to promote the concept of Instructional Leadership, where the teacher in the classroom is aware that he is also a leader.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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