



Examination of Leadership Practices in Senior High Schools in the Upper East Region of Ghana: A Study of Tempane Senior High School

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ABSTRACT

The study examined leadership practices in Senior High Schools in the Upper East Region of Ghana with particular reference to Tempane Senior High School.

The objectives of the study were to identify the types of leadership styles used in Tempane Senior High School, how leadership is being practiced and to identify the role of individual leaders.

The research design for the study was a descriptive survey. A stratified sampling method was used to select 60 staff and 440 students as a sample for the research.

The study shows that leaders at Tempane Senior High School use a democratic leadership style.

The study reveals that the majority of the staff and the students know most of the roles performed by individual leaders in the school.

The research indicates that involvement of staff and students in school administration, a delegation of authority and encouragement of the committee system were some of the leadership practices at Tempane Senior High School.

The study also shows that school authorities do not provide a suggestion box for staff and students. The study again revealed that leaders at Tempane Senior High School do not define the role of individual leaders in the school, which always creates problems in the school.



It is also recommended that leaders should always define individual leaders' role in the school to avoid conflicts.

Introduction

According to Aful-Broni (2004:127), leadership exists in every known community, organization or institution, be it formal or informal, ancient or modern, simple or sophisticated. It is one of those universal phenomena known to any person or group of persons. It is experienced and perceived by different in deferent ways because of the central role it plays in every person's life, and this means that it is possible for a person's perception and definition of leadership to be shaped or determined by his place in the organization. A person's knowledge base and background would naturally also play a role in his definition of leadership.

Tempane Senior High School is located in the Garu-Tempane District in the Upper East Region of Ghana. The school was established on 28th February 1998. It has a student population of over two thousand, teaching and non-teaching staff of ninety. The area shares boundaries with the Togo and Northern Region of Ghana.

There is no doubt that leadership forms an important component in school administration. According to Bass (1990), leadership is often regarded as the single most important factor in the success or failure of institutions. The effect of leadership on a school frequently emerges as a key component in achieving significant school reform (Kouze and Posner 2003). Cotton (2003) noted that involving the staff in decision-making has the greatest impact on teachers' morale and students' achievement while there is expansive literature about school structures. The essence of leadership is followership, in other words, it is



the willingness of people to follow that makes a person a leader. Moreover, people tend to follow those whom they perceive as a means of achieving their own ideas, wants and needs.

The relationship between the leaders and the followers is symbolic or reciprocal for harmonious living and initially rewarding outcomes. Followers depend on the achievement of a group's goals. The leader needs co-operation and loyalty of the followers.

Kouzes and Posner (2002) say self-knowledge comes from an internal search process that requires honesty and the support and counsel of others.

Discussions with Tempene Senior High School staff and students revealed that many of them do not understand the concept of leadership. Some of the staff were of the view that leader is to follow their ideas, wants and needs and not what the leaders believe. Evidence from Tempene Senior High School students confirmed that many students have the problem of the concept of leadership.

It is a common occurrence at Tempene Senior High School to see staff members and students struggle with school authorities over certain decisions taken by school leaders.

The researchers took an interest in finding out what brings about this problem.

Statement of the Problem

In any school situation, it is expected that the tone of the school will be cordial and suitable to promote smooth administration and academic excellence. The tone is normally expected to be set by the administration under the leadership of the head and his or her staff through their leadership practices.

However, the researchers, who were also teachers at Tempene Senior High School, had observed certain negative attitudes and actions and/or inactions among staff which border on lack of commitment on the part

of some teachers. Such attitudes, actions and/or inactions have the tendency to affect the academic performance of students in the school and smooth administration of the school.

Informal interactions the researchers had with some staff gave the researchers the impression that those negative attitudes could be traceable to the leadership style in the school.

The researchers, therefore, decided to undertake a study in leadership practices in Tempene Senior High School to ascertain the veracity or otherwise of the observations made and impressions created, hence this study.

Objectives of the Study

The study attempted to:

- i. Identify the types of leadership styles being used at Tempene Senior High School.
- ii. Identify how leadership is being practiced in Tempene Senior High School
- iii. Find out the individual leaders role at Tempene Senior High School

Research Questions

1. What types of leadership styles are or are being used in Tempene Senior High School?
2. What are the roles of individual leaders at Tempene Senior High School?
3. How is leadership practiced in Tempene Senior High School?

Significance of the Study

With the renewed interest and concern about the management of the school as shown by parents, teachers, Board of Governors, students, past students' association, the community, N.G.Os, and Ghana Education



Service, the study will help leaders in various institutions and concerned people to understand the important role leaders play in society.

The research findings and recommendations are expected to assist heads of institutions and researchers to use it as a base for further research into school leadership.

The study will also help the society, teachers, students, Ghana Education Service and opinion leaders to understand the various leadership styles being practiced in schools.

Delimitation and limitation of the study

The researchers faced a lot of problems during the study. Lack of funds was a problem since the researchers needed money to print questionnaires whose printing cost was very high. Some of the respondents were demanding money before accepting the questionnaires. Some staff and administrators refused to co-operate because they thought that the study was aimed at exposing them.

Literature Review

Definitions of Leadership

According to Astin and Layland (1999:8), leadership is a process by which members of a group are empowered to work together synergistically toward a common goal or vision that will create change, transform institutions, and thus improve the quality of life. What Astin and Leland said is a fact because whatever comes out, be it good or bad, affects the whole group and entire organization.

Leadership is simply the ability to influence individuals to work toward attaining organizational objectives (Mescon, Albert and Khedouri, 1988:494).

Gardner (1990) cited in Afful-Broni (2004:2), describes leadership as a process of persuasion or example, by which an individual induces a group to pursue objective held by the leader or shared by the whole



group. This means that the leader cannot rely only on policies, statutes, laws, and protocols of an institution to rule effectively. He cannot maintain authority unless subordinates are prepared to believe in that authority.

Blasé & Blasé (1995), stressed that society is bound to be filled with needless tension, which would be counterproductive to the very reason for building institutions. A leader should not only be selfconfident and ambitious, but he must also originate his own methods and make his own decisions.

According to Burns (1978:425), leadership is the reciprocal process of mobilizing by persons with certain motives and values, various economic, political and other resources in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers.

Types of Leadership Styles

Leadership styles may be identified on the basis of the role of authority. It can also be classified according to the style of ruling, which differs from person to person. The classification may categories them according to their conception for the power and authority they possess and how they use them.

According to Mankoe (2007:49), leadership styles refer to the general ways in which a leader behaves towards subordinates in order to attain organizational objectives, and Kossen (1991) as cited by Mankoe observes that many leaders face the problem of balancing the two values of participating and decisiveness.

The types of leadership styles are:

Autocratic Leadership Style

According to Afful-Broni (2004:136-137), a leader with this style centralizes power and authority in the management. The leader gets others to do what he or she directs with little or no scope of the part of those directed for influencing the decision. The leader takes decisions with little or no group participation. This



makes decision making very quick. To get results, an authoritarian leader may use fear, threats, either actual or implied, the authority and prestige inherent in his or her organizational position or the vigour of his own forceful personality. This style is good for inefficient subordinates because their weaknesses are not revealed.

Kesson (19991), cited in Mankoe (2007:49) refers to autocratic managers as tellers. The autocrat deliberately appeals to the lower-level needs of subordinates on the assumption that this is the level on which they operate.

Advantages of Autocratic Leadership

According to Mankoe (2007:50), autocratic leadership style has the following success with their style:

Autocratic leaders have broad and diversified backgrounds. Such leaders succeed with their style, Some employees who are either somewhat submissive prefer not to be responsible for participating in planning and decision making tend to respond positively to boss centered leadership, Employees whose job responsibilities are not clearly defined or who lack sufficient knowledge and training to perform their jobs without assistance often welcome more directive leadership, Leaders who are referred to a benevolent autocrats, retain absolute decision-making power, but they try to provide positive rewards to employees who follow their directives. Some employees respond favourably to benevolent autocratic leadership, some situations leave the manager with no option than the application of autocratic leadership; for example, in an emergency or crises where there is rarely sufficient time to assemble the group for a discussion session.

Disadvantages of Autocratic Leadership

According to Mankoe (2007:50), autocratic leadership style also has the following disadvantages:

Being x-theory-oriented, the autocratic manager feels that the individual employee lacks the capability for providing constructive input, the leader creates problems for both morale and production in the long run.

The manager fails to develop the workers' commitment to the objectives of the organization. Employees on the receiving end of the autocratic leadership frequently lack information about their functions for fear of losing their own initiative in their work, Individual growth and development are far more difficult to attain within an autocratic framework. **Democratic Leadership**

The leader seeks to lead mainly by persuasion and example rather than force, fear, status or power. He considers the opinions and feelings of his followers, makes them feel important and attempts to put group and individual goals above his own personal objectives. Studies have shown that the democratic style of leadership, gives subordinates greater job satisfaction and enables them to co-operate better. There is however doubt as to whether decisions taken under this sort of leadership are better.

According to Afful-Broni (2004:138), there is a lot of collaboration and consultation, and all along with the leader, does not impose his ideas on the subjects. He ensures that there are sufficient incentives for workers' openness prevails, and there is respect for the opinions of people at all levels in the organization.

According to Douglas McGregor, cited in Mankoe (2007:50), the democratic leader's assumptions about people at work fall under what he called theory y.

Based on the theoretical assumptions, the democratic leader characteristically:

Avoid imposing his/her will on subordinates, Shares decision making actively with subordinates who enjoy a wide latitude executing tasks, allow subordinates to define their own objectives that are consistent with those of the manager after he/she has explained the organization's objectives to them, usually waits until



the task has been completed before making an evaluation, practices a two-way communication and plays development and guidance role.

Advantages of Democratic Leadership

Mankoe (2007:51) says a democratic leadership style has the following advantages:

The participative approach tends to be very effective in numerous situations, Workers feel that their ideas are important and tend to feel more committed to changes in which they have participated, Workers develop greater feelings of self-esteem; often the combined knowledge of a group exceeds that of the leaders, Problems worked on collectively often give birth to new ideas; created as a result of the interpersonal exchange.

Democratic leadership promotes greater group productivity, and personalities shaped by this type of leadership are more mature, more capable of objectivity and less aggressive (Musaazi 1982:64).

Disadvantages of Democratic Leadership

According to Afful-Broni (2004:139), democratic leadership has the following setbacks:

Some workers may consider the leader as incompetent or weak because he consults with them even on important issues, in the case of workers who are not efficient, the organization may suffer as all may have taken part in decision-making process, there could be strong resistance from those who may have been consulted in the past and who may expect to be autocratically included in the future. This may create the wrong impression in some staff that their views ought to be sought after in every situation, this process may take too much time as consulting with many could be frustrating, the participative approach makes certain assumptions that when false, can result in complications for the organization. The style assumes that workers have the necessary knowledge and skill to participate in the decision-making process. If this



knowledge and skill are lacking, managers may find that they must either be bound by bad decisions or override the decisions of the group thus distracting from the participative approach, some managers feel uncomfortable using a participative style especially those leaders who haven't developed an open climate of trust and confidence in their workgroups (Mankoe, 2007:51).

Laissez-Faire Leadership

Laissez-faire is a French expression meaning "leave it alone". A laissez-faire leader does just that. The leader gives the subordinates virtually total freedom to select their objectives and monitor their own work. With a free-rein approach, the leader presents a task to group members who ordinarily work out their own techniques for accomplishing those goals with a framework of organizational objectives and policies (Mankoe, 2007:52). Kossen (1991:89), observes that the leader acts principally as a liaison between outside sources and the group and ascertains what necessary resources are available to them. This type of leadership allows people to do what they wish. The leader gives complete freedom to his followers and supervision is very little. He or she works under no physical or emotional stress. He hardly identifies errors in order to correct them. Followers of this leader are likely to take over the position of the leader illegally. Subordinates are less efficient and do less and poorer work.

Advantages of Laissez-Faire Leadership

In situations where the subordinates are seasoned experts in their individual fields, this system of leadership is rather more appropriate. An example is in a well-established university, where it would not be expected that the vice-chancellor would make daily rounds, checking on the attendance of lecturers or their quality of teaching. Such a comment must be made with qualifications, for we know that even at the university level where there is believed to be a comparatively larger and higher amount of expertise, the vice-

chancellor supervises work through his deans, directors, and heads of departments, and may, himself pop in as and when he so desires or is able (Afful-Broni, 2004:140).

Disadvantages of Laissez-Faire Leadership

In some instance a free-rein approach degenerates into chaos, e.g. situation where subordinates may not all be responsible or may not have the skill to perform the job;

It can result in less work, work of poorer quality and more pay (Mankoe, 2007:52). The lack of full participation or application of a leader's supervisory skills can lead to a poor state for the leader and the organization in consequence. There is the possibility of junior staff assuming illegal leadership roles as a result of the laissez-faire attitude of the leader, the leader would lose respect among all, including those he may have tried to please through his consistent inaction (Afful-Broni, 2004:141).

Paternalistic Leadership

Macmillan English Dictionary (2006:1038), explains paternalistic leadership as a system in which someone in authority advises and helps people but also controls them by not letting them make their own decisions and choices. This leader assumes duty as the head of the family.

Advantages of paternalistic leadership

There are law and order under this leadership, the leader takes everybody in the organization as his/her children

Disadvantages of paternalistic leadership

This type of leadership does not allow an individual in the organization to make their own decisions and choices and the leader sees subordinates as children who cannot think for themselves.

Leadership practices

Kouzes and Posner (2017) say successful leadership was less about an individual's personality and more about his/her behavior. Five leadership practices have endured since asking individuals the same question from 1982, "What did you do when you were at your personal best as a leader?" When leaders were asked to describe performing at their personal best, five practices of exemplary leadership emerged. These five practices of exemplary leadership emerged regardless of gender, age, race, organization, position, or geographical location. Kouzes & Posner, (2017) say good leaders model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart.

Means of communication

Young & Post (1993) are of the view that accurate communication takes place only if the meaning that the sender intended to transmit is the same as what is understood and interpreted by the receiver.

Organizational communication enables superiors and subordinates to act mutually in the direction of organizational goals in a hierarchy. Decision-making is based on accurate communication in an organization and is a process of verbal and non-verbal communication forms, usually from superiors and subordinates (Sexton, 1970).

McQuail (2005), defines communication as the process of sharing ideas information, and messages with others in a particular time and place. Communication includes writing, talking, as well as non – verbal ones, visual and electronic communication; it is a vital part of personal life, business, education and any other situation whose people encounter each other. Different tools are used to disseminate information within learning institutions. McQuail (2005) identifies face-to-face presentations, handouts, textbooks, telephone, fax, audio, video, email and web pages as among communication tools used in organizations.



Robbins (1988) says the method of communication used in schools include memos, letters, notices, reports, staff meetings, morning assemblies, school durbars, and circulars.

Individual Leaders Role in the School Administration

The Office of the Headmaster

According to Sekyere, (2008:38), headmaster of any established second cycle school performs the following roles:

It is the highest authoritative organ of the school, so far as it functions rightly under the Board; the headmaster gives approval for major decisions and purchases, he exercises general control and supervision, he gives approval for major disciplinary actions against students as well as members of staff. He appoints senior housemaster, housemasters, form masters and heads of subjects and departments. The holder of this office (whether substantive or acting) should: Normally have the appropriate professional or academic qualifications particularly as required by the type(s) of courses or options offered by the school, have high sense of integrity, honesty, and accountability, have very good sense of human relations particularly with staff, students, parents, and guardians, have the capacity to work under difficult conditions, be resourceful.

Assistant Headmaster/Headmistress

Sekyere (2008:39) says, assistant headmaster/headmistress is appointed through selection interview conducted by District/Metro Education Office on behalf of the Regional Director. Assistant Headmaster/Headmistress performs delegated duties, and in so doing assist the Head of the school to perform his or her duties. In addition to the delegated duties, he or she carries some teaching periods. The load is however below the minimum Ghana Education Service stipulated periods per week. **Office of the**

Assistant Headmaster Academic



He is responsible:

For the day to day supervision of teaching and learning and particularly ensuring that the time table is effectively followed, for preparing the school time table with the assistance of the school's time table planning committee., for ensuring that the terminal reports are well completed and dispatched to parents within two weeks after examinations, for organizing both internal and external examinations with the assistance of examinations committee, for ensuring that both teachers and students regularly and punctually attend classes and evening studies (PREP) for organizing the school library, for organizing and chairing the academic committee, for performing any other duties that may be assigned by the headmaster.

Assistant Headmaster Administration Duties

Responsible for the day to day supervision of the lower-level administrative personnel, responsible for the Students' Representative Council (S.R.C) affairs, responsible for organizing and selection for school prefects for the various student schedules., acts as the School Board's Secretary, handles official correspondence as will be determined by the Head of the school, drafts testimonies and letters of consent and assurances, responsible for organizing official academic functions, performs any other duties assigned by the Head of the school, works closely with other Assistant Heads in the school.

Assistant Headmaster/Headmistresses Domestic Duties.

Responsible for both staff and students accommodation, responsible for environment and security of the school, responsible for ensuring general discipline among the school community, responsible for students' co-curricular activities e.g. clubs and societies, gives approval to requests from students to spend a night outside the school for justifiable cause, ensures that the school properties are kept safe; school properties

include furniture, buildings, and the school land, monitors the work of the school nurse. Supervises the work of senior housemaster/housemistresses, performs any other duties that may be determined by the Head of the school, Works closely with the other two assistant heads.

Office of the Senior Housemaster

According to Sekyere (2008:41), Senior Housemaster performs the following roles in a school: Responsible for supervising the work of the housemasters/housemistress, exercising disciplinary control over the boarding houses with the assistance of the housemasters and the school prefects and the entire student representative council, Supervising to ensure orderly service of meals and proper behavior of students in the dining hall, responsible for collating reports from the dining hall prefects and masters on-duty and submitting them to the headmaster through the assistant headmaster domestic, responsible for allocating new students to houses, responsible for organizing weekly inspection on the houses to ensure good sanitation with the assistance of the environment committee, responsible for ensuring regular supply of utility services (water and electricity) to the school, assisting the Assistant Headmaster (Domestic) to ensure internal security by supervising the work of the watchmen.

Duties of a Subject Master

Sekyere (2008:42) says, subject master performs the following duties in the school: Ensuring effective teaching and learning during class hours, ensuring discipline among the students, preparing scheme of work for each term, preparing teaching or lesson notes based on topic to be treated each week, Setting and marking class exercises, keeping records of class work-continuous assessment, Testing and assessing students' performance at the end of each term, attending classes regularly and punctually, performing any other duties that may be assigned by the head of programme from time to time.



Head of Department Duties:

Supervising the work of the staff under him with regard to teaching and keeping of records of work, Responsible for ensuring discipline among the staff with regard to regularity and punctuality at classes, Allocating subject areas and classes to tutors with involvement to enable the time table committee plan the master time table effectively, Ensuring that the teachers have to access to syllabus and the necessary teaching and learning materials, Conducting meetings periodically with the staff to discuss issues and evaluate their performance to enhance teaching and learning, Attending academic board meeting to discuss academic matters, Perform any other duties that may be assigned from time to time by the headmaster (Sekyere 2008:43).

Bases of Leadership: Afful-Broni (2004:130), classified the bases of leadership under legal, traditional and charismatic. They are:

Legal Leadership: This is a position held fundamentally by law. Examples are political leaders, school leaders or heads, managers, and directors of governmental and some private corporations. There are laid down requirements that ought to be fulfilled for one to be chosen as head of school or any formal organization, and its leadership selection procedures are also guided by rules and regulations.

Charismatic Leadership: The basis of charismatic leadership is in the personal charisma of the leader who may initially not have a legal or traditional basis for leadership. The legitimacy is in the people's conviction that the leader has a special and unique duty to fulfill for a revolutionary change of the social order. He is given legitimacy and support based on his personality traits, his strength of character, his extraordinary spirit and eloquence and other appealing ways of dealing with ordinary people.

Traditional Leadership: This is the leadership that has the fundamental basis not primarily in the legal system of the formal organization nor the charismatic nature of the candidate, but rather in the traditional status quo. One very feature which is unique with this type of leadership is that its inheritance is by lineage in certain tribes or clans through matrilineal or matrilineal links.

Basis of Leaders Power: According to Afful-Broni (2004:134) power may be sought, and when it is obtained, it can be used to accomplish a multitude of things positive and negative. In the school set-up, the head teacher, by virtue of the legal authority he obtains, gets the power to enable him to carry out his tasks in the community.

The classroom teacher also has power over his students as he guides them through the stipulated course outlines.

Mankoe (2007:47), says power may take several forms as follows:

Legal Power: The basis of his power is not questioned by most people in society. The population has the belief that by virtue of his given office, the leader has been given certain rights to lead, and should be followed. Obedience and good performance within an organization's boundaries can be enhanced by the leader's use of his power to reward.

Expert Power: This type of power has its basis in the people's belief in, and recognition of certain unique talents or skills which the leader has to enable him to accomplish the goals of the organization in ways not possible by the ordinary staff.

Referent Power: This power arises from the subordinate's belief that the leader has characteristics or attributes that cause the subordinate to be strongly attracted to or identify with the leader.



Reward Power: The basis of this power resides in the belief of the members of the organization that if they behave in certain ways, or do certain things the system or organization will reward them. In this case, they accept to obey the dictates of the leader, in hopes of being rewarded by him.

Coercive Power: This power arises from the subordinate's belief that the leader or influencer has the ability to punish him in a way that will prevent the satisfaction of a need or otherwise will be unpleasant.

Coercive power influences through fear. It is what makes people criticize power.

Qualities of a good leader

According to Sekyere (2008:63), a leader is one who heads, manages and leads a group to perform activities to achieve the group's set goals. A head of an educational institution is, therefore, a leader. A good leader should necessarily possess some qualities or attributes that enable him to perform his duties effectively and efficiently. He/she should therefore be:

Courageous in Taking and Implementing Decisions: A leader needs to be confident and bold. Leaders who are courageous often achieve progress and development. People who have unwavering courage become good leaders. No follower wishes to be ruled by a leader who lacks self-confidence and courage.

Self-Control: Any good leader needs to have the quality of self-control so that he can decide and manage his personal affairs.

Co-operation: A successful leader must be prepared to work with, and through, others. This implies he accepts the views of his people and is sensitive to their needs. Co-operation involves working harmoniously with people.

Accepting Responsibilities: To become a good leader, one must be willing to accept full responsibility for his actions and inactions and shortcomings of his followers.



Good Planning and Foresight: A leader with a high sense of intelligence always plans ahead. This enables him to foresee and identify future problems and come out with a plan of action to deal with them.

Decision-Making: A good leader should be able to make choices from several alternatives. This ensures the effective use of resources and time.

Sympathy and Justice

A leader must be in sympathy with his followers and understand their problems and be willing to find solutions to them.

Planning: A leader is to lead and not to be led. This means that a good leader must have a plan with which he intends using to lead his followers

Knowledgeable and Versatile: Fluent and outspoken (orator), visionary, resourceful, time conscious, respectful and tolerant, fair and firm in dealing with issues, intelligent and have the presence of mind, diplomatic, selective in the choice of words, neat in appearance, sensitive to problems and be a role model.

Delegation of Authority

According to Per Dalin (2005:82) delegating means giving teachers, pupils and others a chance to develop by giving them responsibility; entrusting certain matters so that the manager can concentrate on tasks he has to do.

Importance of Leadership

- i. Leadership is the strategic factor and most significant in human co-operation. It inspires and instills faith in-group members for a common purpose.



- ii. It ensures meaningful direction, proper guidance is essential to avoid waste and dissipation of efforts which may bring frustration.
- iii. It safeguards the integrity of the group in order to ensure viability. The values and identity of the group have to be maintained.
- iv. In its highest form, it gives character to an organization by setting goals and formulating policies to achieve them.
- v. It manages internal conflicts. It is the accommodating force that ensures how many, in order to maximize zeal and confidence for the attainment of the overall mission.
- vi. It responds to the needs of members by giving due recognition to and showing genuine interest in them for their development and group.

Weaknesses of a leader

According to Ayertey (2002:325), leaders who tend to exhibit the following below fail in administration.

Unwillingness to serve people is one of the weaknesses of a leader. Truly, great leaders are always willing to serve, and not to be served. Leaders who want to be served always fail, because if they do not receive what they want, they become temperamental and go out of gear. The biblical saying that “the greatest among you shall be the servant of all” is a truth, which all able leaders must observe (Matthew 20:26)

Selfishness

The plans of a leader are put into reality by followers. A leader who claims all the honours for the work of his followers is likely to be rejected. Besides, leaders fail when they live in “glory” and fail to recognize the plight of their followers.



Mismanagement and Corruption

Leaders are chosen by followers to manage the affairs of society efficiently but where followers notice gross incompetence in leadership, they may take actions to replace their leaders. Added to improper management is corruption. Leaders who use dubious means to amass wealth for themselves are likely to end up miserably.

Research Methodology

Research Design

The research design for this study is a descriptive survey study. This type of study design is usually used by researchers, where there is a problem identified in the on-going project which should be addressed to keep the project on course.

According to Gajendrak and Ruth (1981:51), early developments in educational research have been concerned with making precise and accurate assessments of the educational problem and relationships of the phenomena that existed. Descriptive research may not answer all the fundamental questions, but it provides useful data that can serve as a basis for further research using a more rigorous experimental design.

The researchers choose this type of design because it is an effective method of collecting data. This is also relatively cheaper compared to other methods. Again, it was convenient for researchers.

Population

Seidu (2006:23) says the population is the sum aggregate or totality of the phenomenon of interest to the researcher. The population involves all the people, objectives, instructions, among others who are the



objects of the study. The population for the study was the Senior High Schools in the Upper East Region of Ghana; however, the accessible population used was Tempene Senior High School.

The target population for the study comprised all administrators, teaching and non-teaching staff, and all students of Tempene Senior High School. The researchers selected this population because; administrators and the teaching and non-teaching staff are the people who are deeply involved in the running of the school.

Sample and Sampling Techniques

To get reliable data, the researchers used a stratified sampling method to come by five hundred respondents. According to Seidu (2006:37), stratified random sampling is a more refined form of random sampling, which introduces stratification or grouping of the population or variable according to its different traits or attributes, in order to ensure that the same takes care of all the different attributes of the populations.

The sample involved in the research were sixty staff of Tempene Senior High School, both teaching staff and non-teaching and four hundred and forty students including student leaders of the School. The researchers chose the stratified sampling method because they involved all those who were holding leadership positions in order to get the required information on leadership practices.

Data Collection Procedure

Data for the research was collected from both primary and secondary sources of information. The primary data was collected by means of a questionnaire administered to respondents. The secondary data/source, on the other hand, was gathered from published materials such as textbooks, articles, and electronic media.

Instrumentation

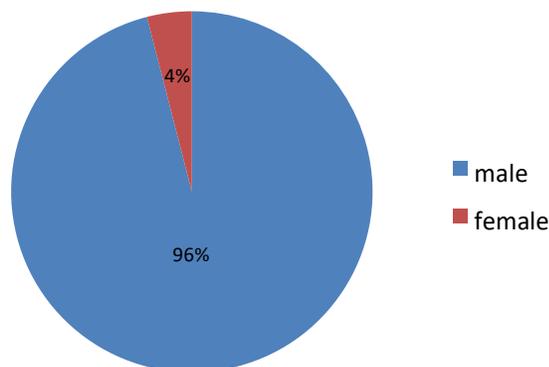
The questionnaire was the main tool used for the study. It is a data collection instrument used in most social and educational surveys.

The questionnaire is a systematically prepared form of document deliberately designed through the compilation of questions to elicit responses from respondents or research informants for the purpose of collecting data or information (Seidu, 2006:50)

Data Analysis: The data was processed and analyzed using descriptive statistics and Microsoft office excels and the results were presented in tables, and pie charts using frequencies and percentages.

Results and Analysis

Figure 1: Sex of staff respondents



From figure 1, the majority of the staff 96% were males while only four percent were females. The reasons have been that the school has very few female staff

Figure 2: Highest education qualifications of Staff

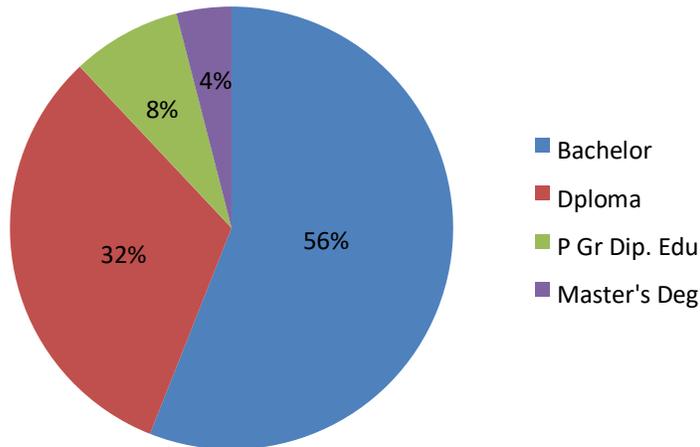


Figure 2 shows that 56% of the staff holds a Bachelor's degree, 32% of them hold a Diploma, eight percent of them hold Post Graduate Diploma in Education and four percent of them hold a Master's Degree. It is significant to note that the majority of the teachers hold a Bachelor degree.

Figure 3: How Staff became leaders in the school

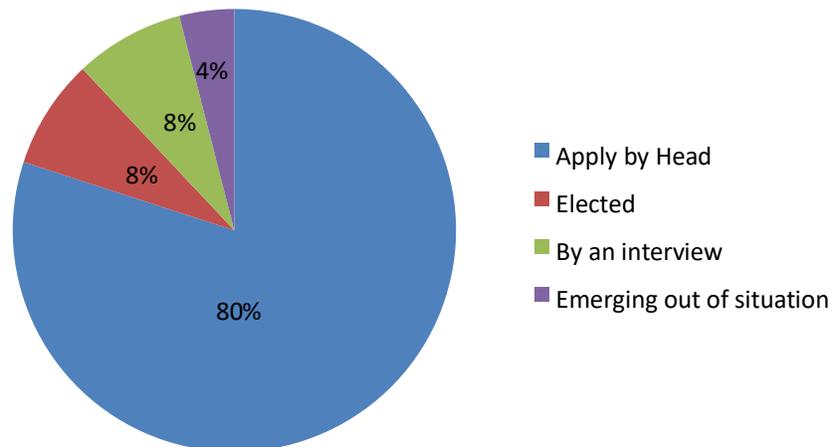


Figure 3 indicates that the majority of the Staff holding offices, 80% were appointed by the headmaster, eight percent each was elected by staff, and bypassing an interview respectively and four percent indicated that they became leaders through emerging out of a situation or circumstances. The question arises as to whether those appointed by the Headmaster would own allegiance to and allow themselves to be manipulated by the head or be independent-minded and objective in a situation that called such. It is clear to note that 80% of the Staff were appointed by the Headmaster. **Figure 4: Sex of Students**

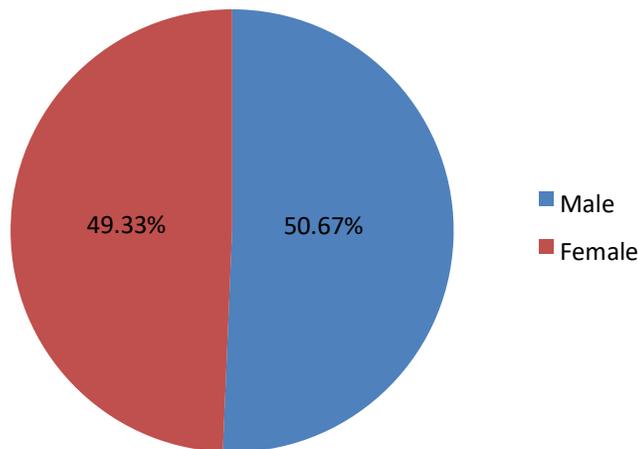


Figure 4 shows that almost 51% of the students were males and 49% were females.

The percentages are almost the same because the researchers used a stratified method of sampling.

Figure 5: How students became leaders

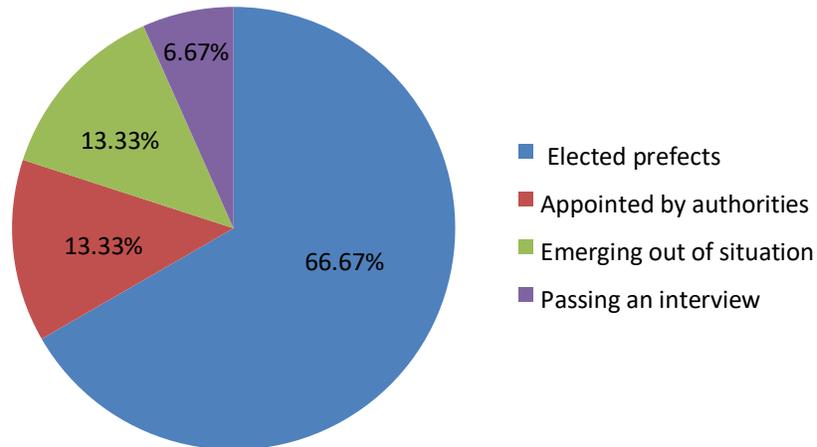


Figure 5 shows that the majority of the students 66.67% were elected prefects; 13.33% were appointed by the authorities; 13.33% emerged out of a situation and almost seven percent passed the interview. From the data, it is significant to note that the school is a democratic institution which is a good practice.

Research question one was “What Types of Leadership Style is being practiced by leaders in Tempene Senior High School?”

Table 1 Types of leadership style

Position	Staff				Students			
	SA	A	SD	D	SA	A	SD	D
	F%	F%	F%	F%	F%	F%	F%	F%
8. Autocratic Leadership Style								
Headmaster	5 (8.33)	--	--	--	30(6.8)	--	--	--
Assistant Headmaster	10(16.66)	----	--	--	50(11.4)	--	--	--
Snr. Housemaster	15(25)				100(22.7)	--	--	--
House master/mistress		--	--	--	--	140	31.8	--
Heads of Department		--	--	--	--	70	15.9	--
9. Democratic Leadership Style								
Headmaster		50(83.3)	--	--	350	79.6	--	--
Assistant Headmaster		40(66.7)	--	--	300	68.2	--	--
Snr. Housemaster		30(50)	--	--	260	59.1	--	--
House master/mistress		35(58.3)	--	--	280	63.6	--	--
Head of Department		41(68.3)	--	--	290	65.9	--	--

Item 8 on table1 indicates that fifteen or 25% out of 60 staff and 100 or 22.7% out of 440 students respectively strongly agreed with the item that Senior housemaster leadership style was autocratic; 10 or



16.7% of the Staff and 50 or 11.4% of the students said Assistant Headmaster leadership style was autocratic and five or eight percent of the Staff and 30 or seven percent of the students respectively mentioned that headmaster leadership style was autocratic. The data shows that generally there is no autocratic rule in the school as a negligible number of students and staff identified the Senior Housemaster, Assistant Headmaster and the headmaster respectively with that style of leadership.

Item 9 shows that 50 or 83.3% of the Staff and 350 or 79.6% of the students indicate that headmaster leadership style was democratic; 40 or 66.7% of the Staff and 300 or 68.2% of the students show that assistant headmaster's leadership style was democratic; 30 or 50% of the Staff; 260 or 59.1% of the students indicate that senior housemaster's leadership style was democratic.; 35 or 58.3% of the Staff and 290 or 65.9% of the students indicate democratic for housemasters and 41 or 68.3 % of the Staff and 290 or 65.9% of the students indicate that heads of departments leadership styles were democratic.

From the data, it is important to note that almost all Staff and the majority of the students show that the school leaders use a democratic leadership style. The data is consistent with Afful-Broni (2004) which says that there is a lot of collaboration and consultation and all along the leaders do not impose ideas on the subjects.

Table 2: Types of leadership style

Item	Staff				Students			
	SA	A	SD	D	SA	A	SD	D
	F%	F%	F%	F%	F%	F%	F%	F%

10. Laissez-faire leadership style

Headmaster	5(8.33)	--	--	--	--	30(6.8)	-	-	-	-	Assistant Headmaster
	10(16.66)	--	--	--	--	50(11.4)	-	-	-	-	Snr. Housemaster
											15(25)
											100(22.7)
House master/mistress											140(31.8)
Heads of Department	--	----	--	--	--	--	--	--	--	--	70(15.9)

11. Paternalistic leadership style

Headmaster	50(83.3)					350(79.6)				
Assistant Headmaster		-	-				-	-		
Snr. Housemaster		-	-				-	-		
House master/mistress		-	-				-	-		
Head of Department		-	-				-	-		

Item10 on table 2 shows that 15 or 25% of the Staff and 100 or 22.7% of the students were of the view that Housemaster/mistress leaderships style was Laissez-faire; 10 or 17% of the staff and 50 or 11.4% of the students indicate Laissez-faire leadership style with assistant headmaster; 70 or 15.9 of the students disagreed with the item that heads of Department leadership is laissez fair; five or eight percent of the staff and 30 or seven percent of the students respectively strongly agreed with the item 10 that headmaster has that leadership style. The result shows that there is a Laissez-faire attitude among some heads of department and some housemasters.

Furthermore, the table indicates that 50 or 83.3% of the staff and 350 or 79.6% of the students respectively strongly agreed that the headmaster’s leadership style was paternalistic. The presentation and analysis from the item show that generally there is no paternalistic leadership rule in the school as only the headmaster was identified with that style of leadership.

Research question two was “What are the roles of individual leaders at Tempene Senior High School?”

Item	Staff				Students			
	SA	A	SD	D	SA	A	SD	D
	F%	F%	F%	F%	F%	F%	F%	F%

Headmaster

12. Gives approval for major decisions and

purchases	36(60) 24(40)	352(80) 88(20)
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13. Implements major

Disciplinary actions 31(52) 12(48) - - 293(67) 147(33) - - **Table: 3**

Role of individual leaders

Assistant Headmaster

14. For daily supervision of teaching and learning 24(40) 12(20) 17(28.3) 7(11.7) 176(40) 147(33) 117(27) 29(7)

15. Chairs disciplinary commi48(80) 12(20) - - - 411(93) 29(7) - - these meetings in the school

Snr. Housemaster

16. Responsible for ensuring regular supply of utility services in the school 43(72) 17(28) - - 352(80) - 88(20)-

17. Responsible for discipline 60(100) - - - 440(100) - -

House master/mistress

18. Responsible for affairs of students welfare 15(25) 30(50) - 15(25) 140(32)300(68) - -

Head of Department

19. Allocates subject areas and Classes to teachers - 60(100) - - 70(16) 370(84) - -

Item 12 indicates that 36 or 60% of the staff, 352 or 80% of the students strongly agreed with the statement that headmaster gives approval for major decisions and purchases in the school; 24 or 40% of staff and 88 (20%) of the students agreed with the statement.

It is significant to note that all the staff and students agreed that the headmaster has the sole authority in the school. The data agrees with Sekyere (2008), that the headmaster gives approval for major decisions and purchases.

Item 13 shows that 48(80) of the staff, 293 or 67% of the students strongly agreed with the statement that headmaster gives approval for major disciplinary actions against students as well as members of staff, 12 or 20% of the staff, 147 or 33% of the students agreed with the statement. It is observed from Table 3 that all



staff and students stated that the headmaster is the sole implementer of major disciplinary actions against students and staff. This confirms Sekyere (2008), that headmaster's gives approval for major disciplinary action against students and staff.

From item14, 24 or 40% out of 60 staff, 176 or 40% out of 440 students strongly agreed with the statement that assistant headmaster is responsible for the day to day supervision of teaching and learning in the school; 12 or 20% of the staff, 147 or 33% of the students agreed with the statement; 17 or 28% of the staff, 117 or 27% of the students however strongly disagreed with the statement; seven or 12% of the staff, 29 or seven percent of the students disagreed with the statement.

The data indicate that the majority of the staff and the students agreed with the item. It is important to note that both staff and student's responses were almost split between agreed and disagreed. This occurred because some staff and students were not quite sure of the item.

From item 15, 48 or 80%, 12 or 20% of the staff, and 410 or 93%, 30 or seven percent of the students respectively strongly disagreed and disagreed with the statement that assistant headmaster chairs disciplinary committee meetings in the school;

According to items 16, 43 or 72%, 17 or 28% of the staff and 352 or 80%, 88 or 20% of the students respectively strongly agreed and agreed with the item.

Item 17 indicates that 60 or 100% of the staff and 440 or 100% of the students respectively agreed with the statements that Snr. Housemaster is responsible for discipline in the school.

The data indicate that the majority of the staff and the students know the role of the Snr. Housemaster in the school, as almost all the staff and the students, agreed on the items.

Item 18 shows that 15 or 25%, 30 or 50% of the staff and 140 or 32, 300 or 68% of the students respectively strongly agreed and agreed with the item. 15 or 25% of the staff, however, disagreed with the statement.

Item 19 indicates that 48 or 80% of the staff, 293 or 66.6% of the students respectively strongly agreed with the statement that heads of department allocate subject areas and classes to tutors; 12 or 20% of the staff and 147 or 33.40% of the students agreed with the statement.

The data show that both students and staff understand the role heads of departments in the school. This data agrees with Sekyere (2008), that heads of department allocate subject areas and classes for tutors.

Leadership Practices

Research question three was “How is Leadership Practiced in Tempene Senior High School?”

Item	Staff				Students			
	SA	A	SD	D	SA	A	SD	D
	F%	F%	F%	F%	F%	F%	F%	F%
19. Involvement of staff and students' in administration	4(7)	36(60)	- -	20(33)	-	-	400(91)	- -40(9)
20. Appointment of school prefects by authorities		20(33)	- -	40(67)	-	-	-	-440(100)
21. Provision for suggestion boxes	-	12(20)	- -	48(80)	- -	-	40(9)	- - 400(91)
22. Delegation of authority	36(60)	24(40)	- -	- - - -	380(86)	- -	- -	60(14)

Table 4: Leadership practices

23.	Encouragement of the committee system	48(80)	12(20)	-	-	-	-
	352(80) 88(20)	-	-	-	-	-	-
24.	Model the way	-	-	-	60(00)	-	-
							440(100)
00) 25.	Define the role of individual leaders	-	-	24(40)	-	36(60)	70(16)
-	-	370(84)	-	-			

Item 19 on table 4 shows that 36 or 60% out of 60 staff, 400 or 91% out of 440 students respectively agreed with the statement that school authorities in Tempene Senior High School encourage staff and students' participation in school administration; four or seven percent of the staff strongly agreed with the statement. 40 or nine percent of the students, however, disagreed with the statement

It is significant to note that school authorities involve staff and students in school administration. The majority of the staff and students agreed with the item. The data confirms Cotton (2003) that involving the staff in decision making has the greatest impact on staff' morale and students' achievement.

Item 20 indicates that 40 or 67% out of 60 staff, 440 or 100% of the students respectively disagreed with the statement that leaders always appoint students as prefects. 20 or 33 % of the staff strongly agreed with the statement.

This data shows that all students and the majority of the staff disagreed with the item that school authorities appoint prefects. This indicates that the school does not impose certain things on students. This is a democratic way of doing things.

Item 21 reviews that 48 or 80% out of 60 staff, 400 or 91% of the students respectively disagreed with the statement that leaders always provide suggestion boxes for both staff and students; 12 or 20% of the staff



and 40 or nine percent of the students however respectively agreed and agreed with the statement. The data suggests that leaders at Tempane Senior High School do not provide suggestion boxes for the staff and the students.

Item 22 indicates that 36 or 60% of the staff, 380 or 86% of the students strongly agreed with the statement that authorities at Tempane Senior High School delegate authority to subordinates; 24 or 40% of the staff agreed with the statement. 60 or 14% of the students, however, disagreed with the item.

It is important to note that the school authority allows some of their authority to subordinates to act. All the staff and the majority of the students agreed with the statement.

The data agree with Per Dalin (2005), the definition of the delegation of authority which means giving staff, students and others a chance to develop by giving them responsibility, entrusting certain matters in subordinates.

From item 23, 48 or 80% out of 60 staff, 352 or 80% out of 440 students respectively strongly agreed with the statement that authorities in Tempane Senior High School encourage the committee system in the school; 12 or 20% of the staff, 88 or 20% of the students agreed with the statement.

It is clear from the data that the school authorities encourage students and staff to take part in the committee system in the school. This indicates the good practices that the school is doing. All the staff and the students strongly agreed with item 22 that encouragement of committee system is consistent with that of Musaaazi (1984), which showed that benefit of delegation reduces the workload of senior executive and enable him to devote more time to more important matters.

According to item 24, 60 or 100 of the staff and 440 or 100 of the students respectively disagreed with the statement that authorities at Tempane Senior High model the way for subordinates.

Furthermore, item 25 shows that 36(60%) of the staff and 370(84%) of the students respectively disagreed with the item that authority at Tempene Senior High defines the role of individual leaders; 24 or 40% of the staff and 70 or 16% of the students otherwise respectively agreed and strongly agreed with the item. From the analysis, it is clear that authority at Tempene Senior High School does not define the role of individual roles.

Table 5: Means of communication

Item	Staff				Students				
	SA F%	A F%	SD F%	D F%	SA F%	A F%	SD F%	D F%	
26. Staff meeting	10(16)	50(84)	-	-	29(7)	411(93)	-	-	28. Grapevine or gossip - - 24(40) - -36(60) - - 217(49) - - 223(51)
27. Notice board	60(100)	-	-	352(80)	88(20)	-	-	-	29. Morning assemblies
	31(52)	29(48)	-	246(65)	194(35)	-	-		
30. School durbars	-	-	60(100)	-	35(8)	-	405(92)	-	

Key: SA-Strongly Agreed, A-Agreed, SD-Strongly Disagreed, D-Disagreed

In reaction to the statement: item 26 indicates that 50 or 84% of the staff and 411(93) of the students respectively agreed with the statement while 10 or 16% of the staff and 29 or seven percent of the students respectively strongly agreed with the statement.

In the case of item 27 on notice board, 60(100%) of the staff and 352(80%) of the students respectively strongly agreed with the statement that school authorities communicate to them through notice board; 88 or 20% of the students however strongly disagreed with the item.

In response to the statement on item 28; 36 or 60% of the staff and 223 or 59% of the students respectively disagreed with the statement, 24 or 40% of the staff and 117 or 49% of the students agreed with the statement.

Item 29 sought to find out whether or not the school authorities communicate to staff and students through morning assemblies, 31 or 52% and 29 or 48% of the staff strongly agreed and agreed respectively with the statement; while 246 or 65% and 194 or 35% of the students strongly agreed and agreed respectively with the statement that school authorities communicate to both staff and students during morning assemblies.

On item 30 on school durbars, 60 or 100% of the staff and 405 or 92% of the students respectively disagreed with the statement and 35 or eight percent of the students, however, agreed with the statement. From the presentation and analysis, it appears that all staff and the majority of the students understand the means of communication in the school, which is good for understanding in the school. But it, however, appears that the school seems not to know that durbars are also another way they can communicate to staff and students. This finding confirms that there is no occasion that staff and students can have frank discussions among staff and students, which on this part is not good for the school.

Summary of the Findings

The study was specifically undertaken to examine leadership practices in schools, in the Upper East Region of Ghana with particular reference to Tempene Senior High School. The main purpose of the study was to identify leadership practices in schools.



A descriptive research design was used for the study. A precise questionnaire was employed. In all five hundred questionnaires were administered to administrators, teachers, student leaders and non-student leaders. The data collected was analyzed using simple frequencies and percentages descriptions.

The study revealed that leaders encourage staff and students' participation in school administration as 67% of the staff and 91% of the students indicate that school authorities delegate authority to subordinates to perform some of their duties.

The findings of the research show that leaders tolerate ideas from subordinates and have their contributions.

The study further pointed out that leaders encourage the committee system in the school. As many as 80% each of the staff and the students agreed with the statement that leaders encourage the committee system in the school.

The study further revealed that leaders are democratic. This became clear when the majority of the staff and students agreed that leaders do not appoint a student to become school prefects.

It was also found from the study that leaders communicate mostly to staff and students through notice boards, morning assemblies and during meetings with staff and students respectively.

The study again indicates that the school authorities do not provide suggestion boxes available to students and staff. It became clear when all the staff and all the students agreed that school authorities do not provide suggestion boxes in the school.

The study further revealed that leaders in Tempene Senior High School do not organize durbars in the school to communicate to both students and staff.

5.2 Conclusion

Leadership practices have been a difficult task for confronting leaders. It is therefore essential that leaders adopt a positive attitude, which would encourage better understanding amongst leaders and subordinates in schools.

Recommendations

The study indicated that leaders do not define the roles and limits of individual Teaching Staff appointed by the school authorities. It is recommended that:

- i. Leaders should always define the roles of teachers holding the various positions by writing or specifying them in their appointment letters
- ii. Leaders at Tempene Senior High School should improve upon their means of communicating with subordinates in the school by organizing school durbars and providing suggestion boxes
- iii. School authorities should organize durbars for both parents and the community to educate them on some of their roles in the school.

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