UNIVERSITY FOR DEVELOPMENT STUDIES

PERCEPTION OF TEACHERS ON HEADTEACHERS LEADERSHIP STYLES AND

ITS IMPLICATION FOR TRAINING AND DEVELOPMENT: A STUDY OF PUBLIC

SENIOR HIGH SCHOOLS IN TAMALE METRO POLIS

ISSAH ABDUL-KUDUS

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THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT AND POLICY STUDIES

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PERCEPTION OF TEACHERS ON HEADTEACHERS LEADERSHIP STYLES AND ITS IMPLICATION FOR TRAINING AND DEVELOPMENT: A STUDY OF PUBLIC SENIOR HIGH SCHOOLS IN TAMALE METRO POLIS

BY

ISSAH ABDUL-KUDUS

(UDS/MTD/00008/20)

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FEBRUARY, 2023

DECLARATION

I hereby declared that this thesis is the result of my original work and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Declaration

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

Name: ISSAH ABDUL-KUDUS

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis was supervised following the guidelines on supervision of thesis laid down by the University for Development Studies

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

Name: Dr. Mohammed A. Mashoud

ABSTRACT

The purpose of this study was to evaluate the leadership styles of headteachers from the perspective of teachers and the implications of such leadership styles on the training and development needs of headteachers of senior high schools within the Tamale metropolis. This research employed a descriptive survey design to collect teachers' opinions of headteachers' leadership philosophies and their implications for training and development. The sample size was two hundred and sixty-two teachers. A descriptive survey design was used for data collection. STATA 5.1 was used to analyzed the data. The results demonstrated that headteachers were autocratic and were using an autocratic leadership style. It was also noted that headteachers needed to be trained in all the leadership styles, most especially democratic leadership styles. The study recommended training and development of headteachers on the various leadership styles.

ACKNOWLEDGEMENTS

DEDICATION

To my family and my supervisor, without whom the completion of this work would not have

been possible.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ACCRONYMS

ABBREVIATIONS	MEANING
UNDP	United Nations Development Project
GES	Ghana Education Service
NCSL	The National College for School Leadership
NPQH	National Professional Qualification for Headship
EHP	Early Headship Programme
UK	United Kingdom
USA	United States of America
ETDP	
SETA	setattribute javascript
OJT	On-the-job training
OND	Ordinary National Diploma
HND	Higher National Diploma
CEO	Chief Executive Officer
NCSL	National College for School Leadership

SHS   Senior High School

TNA   Training Needs Analysis

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

This chapter deals with the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study, and organization of the study.

Education is the most effective route for bringing prosperity to every society and it served as the cornerstone to every nation's overall growth and development (Ahmed & Qazi, 2011). Educational institutions are critical places where the next generation is educated, and school leaders bear a heavy burden of responsibility for their institutions. In every educational institution, the function of the head teacher is critical to the school's success. The promotion of strong teaching and learning methods among instructors and students is the responsibility of the head teachers. Head teachers' roles have become so important that, despite having limited resources, they are responsible for settling any conflicts that may occur among their teaching staff, pupils, and stakeholder preferences as to the direction the school should be handled. Hence head teachers need special training in relation to leadership to be able to run their various schools well (Elnaga & Imran, 2013).

Afful-Broni, and Duodu (2013) argue, however, that current knowledge and avenues available for the production of successful approaches to produce these leaders in the senior high schools is insufficient and therefore required pragmatic measures to get the right leadership styles in our various senior high schools.

Successful school leaders improve student achievement, according to a growing consensus on the characteristics of effective school leaders. Some reformers prioritize leadership styles and managerial abilities over academic proficiency, while others advocate for the development of teachers who have a profound understanding of instruction and have demonstrated leadership potential (Kyei & Aboagye, 2015).

To the schools, the headteacher is a symbol of authority. The headteacher has the ability to direct the school's course and bring about reforms. Having the necessary leadership abilities is consequently critical to the school's overall success. Effective educational leadership style makes a difference in boosting learning, according to Leithwood, Seashore, Anderson & Wahlstrom, (2004) as cited in Armstrong-Vogel (2008). Elnaga and Imran (2013) argue that headteachers are critical in enhancing teachers training and fostering a productive working environment for teachers. The headteachers are involved in the development of various training programs aimed at improving teachers' learning, aptitudes, and capacities in order to achieve institutional goals. These efforts not only improve teachers' perceptions, but they also improve the organization's reputation (Fang et al., 2010). Head teacher training is the process by which headteachers acquire in-depth subject knowledge, cutting-edge pedagogical abilities, professional ethics, and experiences by thoughtfully conversing with knowledgeable professionals and colleagues about the theories, techniques, practices, and difficulties involved in curriculum and resource management in educational institutions. (Ayeni, 2020). Training for head teachers is necessary since they take the mantle of leadership positions in their respective school. Effective Leadership in Senior High Schools is needed for the smooth administration of the schools.

Several approaches have been taken to provide meaning to the term leadership, resulting in varying definitions in different studies. Traditional leadership viewpoints see leadership as

encouraging obedience and respect (Karikari et al. 2015). These viewpoints are based on the leader's responsibility in setting objectives and ensuring that they are met. Shaw (2005) argues that, in order to develop the kind of connection that encourages and boosts productivity in the institutions, leaders should focus on what they can put into people rather than what they can get from them. According to Mullins (2005), leadership is described as a reflection in which one person impacts the behaviour or activities of others. Mullin's definition of leadership includes team building, motivation, interpersonal behaviour, and the communication process. Apart from the traits included in his definition, selflessness, excitement, endurance, encouragement, and foresight are all part of the process of influencing the behavior and actions of the individuals you work with in any setting and condition.

School leadership in Ghana is defined by Afful-Broni and Duodu (2013) as educational administration, educational management, and effect on instruction, school culture, and values. In essence, excellent school leadership is the effect of desired outcomes from interpersonal relationships and the dependence on successful methods. The examination of school leadership, in a larger sense, depicts direct consequences on individuals, school culture, and children's educational success. All of this, however, requires the headteachers in Ghanaian schools to play effective leadership responsibilities. For the purposes of this research, "leadership" refers to the technique headteachers use to inspire teachers to put forth their best effort in order to produce the desired outcomes. Headteachers must consider the environment and their subordinates when choosing their leadership style in order to improve performance in their various schools.

According to Anyango (2015), leadership style refers to the approach in which individuals are given direction, implementation of plans, and motivation of people. There are many factors that influence teachers' perceptions of their headteachers leadership style, but, the most important

3

factor in a teacher's perception of their head teacher's leadership styles is the actual leadership styles of the headteachers.

A study by Nyenyembe et al. (2016) at secondary public schools in Tanzania discovered that leadership style is one of the key factors determining the perceptions of teachers on head teachers leadership styles and its implication for training and development. According to the study, primary school heads in Tanzania have a significant influence on a number of characteristics of teachers' well-being, which is directly tied to their perceptions on head teacher's leadership styles. They investigated the connection between teachers' work satisfaction and the leadership styles used by school heads in secondary schools in Tanzania. The results showed that when school leaders worked closely with teachers, mentored them, and cared about their personal wellbeing, teachers were more content with their jobs.

Also, transformational leadership has been shown to improve teachers' perception on head teachers leadership styles by teachers (Nyenyembe etal., 2016). Positive work environments are produced by transformational leaders who inspire and motivate their teams. However, there is less consensus about the impacts of transactional leadership styles on teachers perceptions on head teachers leadership styles, with some studies indicating a marginally unfavorable impact (Nyenyembe et al., 2016).

Similarly, Kosgei and Edabu (2023) looked at the impact of head teachers' participative leadership style on teachers' job satisfaction in public primary schools in Kenya's Baringo Sub-County and discovered that it had a positive effect and that also has an impact on teachers perceptions on head teachers leadership styles. When the development of headteachers' leadership knowledge, attitude, and skills increases their capacities to accomplish short- and

long-term school and personal goals, successful leadership in schools requires the training and development of school leaders. (Groot & van der Molen, 2000; Millar & Doherty, 2016).

A sufficient supply of technically and socially competent headteachers for both administrative and managerial positions required proper training and development (Mullins, 2007). Schools and individual teachers' perceptions are mainly driven by the quality of the leadership styles adopted by the heads of those institutions. Headteachers can be trained in a variety of ways, including effective communication of ideas among coworkers, participatory management, and staff training. It is considered that the more headteachers are trained in a school, the better they would perform by way of improving good relationship with their teachers resulting in increased output (Kyei & Aboagye, 2015). Rodriguez and Walters (2017) describe training as educational opportunities intended to enhance each employee's short- and/or long-term job performance.

A report by UNDP (2007) describe training as the process by which people, groups, and communities acquire, grow, and maintain the skills required to create and realize their own long-term development objectives. Engage stakeholders in training and development, assess training assets and needs, formulate a training response, implement a training response, and evaluate training process to increase productivity are the five steps that the UNDP has identified in the analysis and programming of training and development policies.

1.2 Statement of the Problem

Headteachers leadership styles can affect teacher perception regardless of their willingness and commitment to institutional set goals. Leadership styles have an impact on a wide range of managerial tasks and organizational processes (Ford et al., 2019). Awan & Mahmood (2009)

5

ascribe that, teacher perceptions on their headteachers is influenced by many factors but not excluding leadership styles in the school and how the teachers perceived the headteacher.

Ghana senior high schools' leadership has confronted leadership setbacks (for instance, recent demonstrations among students against some public school headteachers) that demands educators, stakeholders, and researchers in education to take a close look in order to intervene quickly and prevent a potential disaster (Kyei & Aboagye, 2015). Despite the numerous initiatives taken by Ghana's successive governments to enhance the quality, structure, access, content, management, efficiency, and effectiveness of public senior high schools, there are still a number of problems to be resolved, particularly with regard to school leaders and their leadership philosophies (Afful-Broni & Duodu 213).

According to Nthuni (2012), the problem of teachers' perceptions of their headteachers is widespread in secondary schools, affecting school management. This is due to evidence of exposing uncovered syllabus, little or no class preparation, and inadequate assessment of students. The premise is that various administrative elements such as working conditions, pay, school environment, and leadership styles such as autocratic, democratic, and laissez-faire in those institutions influence teacher perception.

Various studies have been conducted in the developed countries (Adeyemi, 2011; Ankomah et., 2002; Kyei & Aboagye, 2015), to draw some relationships between headteachers' leadership style and teachers' performance. However, it appears that little has been done in the Tamale Metropolitan to assess teachers' perceptions of headteachers' leadership styles and its implication for training and development for headteachers in various senior high schools. Much of the literature is focused on exploring the relationship between headteachers leadership and performance with little attention to how teachers in various schools perceive the leadership styles

of the headteachers as being appropriate or otherwise. Whiles much work has been done regarding headteachers leadership style on teacher performance, job satisfaction and retention (Nthuni, 2012; Lioyd, 2009; Kyei & Aboagye, 2015; Adeyemi, 2011. Little research exists regarding the training and development needs of headteachers before they take the mantle of leadership which may have serious implication on school management.

In Ghana, there has been some internal unrest in various Senior High Schools due to poor leadership in the schools. It has therefore become imperative to investigate the training and development needs of headteachers when appointed before they assume their duty of leading the schools. This current study therefore seeks to fill this gap in the empirical literature by assessing the perception of teachers of headteachers' leadership styles and its implication for training and development with some selected senior high schools within the Tamale metropolis.

1.3 Purpose of the Study

This study's goal is to evaluate the leadership styles of head teachers from the perspective of teachers and to evaluate the implication of such leadership styles on the training and development needs of headteachers of senior high schools within Tamale metro polis.

1.4 Objectives of the study

In order to accomplish the main objective, the study examined the following specific objectives:

1. To investigate the various types of leadership styles employed by headteachers in the senior high schools within the Tamale metro polis

2. To ascertain the perceptions of teachers on headteachers leadership styles in senior high schools within Tamale metro polis

3. To assess the training and development needs of headteachers in relation to leadership styles in senior high schools within Tamale metro polis.

1.5 Research Questions

The following research questions were posed to respondents in order to measure the objectives of the study:

1. What are the various leadership styles employed by headteachers in senior high schools within Tamale metropolis?

2. What are the perceptions of teachers on headteachers leadership styles in senior high schools within Tamale metro polis?

3. What are the training and development needs of headteachers in relation to leadership styles in senior high schools within Tamale metro polis?

1.6 Significance of the Study

This research is noteworthy in a variety of ways. Its conclusions would give headteachers in the Tamale Metropolitan a useful knowledge to help them develop their leadership skills in the senior high schools. The headteachers would be informed of the teachers' perceptions of the leadership styles in use at different Senior High Schools. Stakeholders in the education sector, including the Ministry of Education (MoE) and Ghana Education Service (GES), may use this information to emphasize the "issues that need to be addressed while giving freshly hired and in-service heads in-service courses.

Through democratic, autocratic, or laissez-faire leadership styles, the study's findings may also encourage a positive interaction between headteachers and teachers. School unrest may be reduced as a result of this understanding.

Additionally, the study may contribute to existing body of knowledge on the subject matter of headmasters' leadership styles and training needs as well as stimulates further research on news issues that may emerge through the findings.

1.7 Limitations of the Study

Like any academic research, this study has encountered its own set of limitations. The study did not represent all teachers of the northern region of Ghana at all levels. It was only limited to teachers teaching at the senior high schools within the Tamale Metropolis. The sample size of the study also limits the generalizability of the study. Another limitation of the study was difficulty in determining whether the responses of the respondents were accurate or not.

1.8 Delimitation

This research focused on the perceptions of teachers on the headteachers' leadership styles and its implications for training and development in Tamale senior high schools. The study is also limited to Tamale Metropolis' Senior High Schools. This is because Tamale's senior high schools have a sufficient population to generate an adequate sample and sample size.

Another delimitation of the study was the selection of only public senior high schools and focusing on only trained and professional teachers. Non-professional teachers, national service personnel and student teachers were not captured in the study.

1.9 Organization of the Study

There are five chapters in the study. The background, problem statement, study purpose, study goals, research questions, significance of the study, study restrictions, study scope, study structure are all introduced in chapter one. The second chapter examines literature that is relevant to the styles of leadership employed by headteachers in the senior high schools, the concept of

9

leadership, theories and assumptions including the conceptual framework. Chapter three presents the study methodology, while Chapter four presents the results of the data analysis and a discussion of the findings. The study's findings and suggestions, summary and conclusion, as well as areas for further studies are addressed in chapter five and the last chapter of the study.

CHAPTER TWO

LITERATUER REVIEW

2.0 Introduction

The purpose of this study is to evaluate the leadership styles of head teachers from the perspective of teachers and to evaluate the implication of such leadership styles on the training and development needs of headteachers of senior high schools within Tamale metro polis.

A literature review is a comprehensive and rigorous examination of previously published scholarly works, including books, papers, and other pertinent sources that are concentrated on a single area of research. It includes the process of looking for, analyzing, and synthesizing the results from numerous studies to provide a succinct summary of the present body of knowledge, pinpoint research gaps, and suggest future lines of inquiry (Kuivanen et al., 2016; Abdul-Rahaman & Adusah-Karikari, 2019; Bannerji & Bandopadhyay, 2019; Fouche & Brent, 2020).

This chapter contains scholarly material pertaining to the current study's conceptual, theoretical, and empirical literature. It brings together theories about teachers' perceptions on headteachers leadership styles and its implication for training and development in senior high schools. The description of several essential ideas connected to the subject matter of teachers' perceptions of headteachers leadership styles and its implication for training and development, training objectives, training types, training techniques, and challenges facing worker training and development, particularly for senior high school principals, are reviewed in this chapter. The findings of comparable studies, as well as the knowledge gap that this research sought to fill, are also discussed.

This chapter gives a review of the relevant literature pertaining to the topic under study. The literature is reviewed under the following thematic areas as captured by the objectives of the study: The theoretical review, perceptions of teachers on headteachers leadership styles, training and development needs of headteachers, the concept of training, methods of training, training process and steps involved, identifying and assessing training needs, establishing specific objectives, select appropriate training methods, benefits of training, factors hindering training, concept of leadership, leadership styles and conceptual framework

2.1 Theoretical Review

2.1.1 Contingency Theory

The situational variable interacts with a leader's demeanor and behavior in this leadership theory, which was first put forth by Fiedler in 1967. According to Fiedler (1967), a leader's manner of leadership reflects the underlying need-structure that motivates behavior. He claimed that consistency is a trait of effective leadership. Therefore, instead of changing their own ways, leaders change the circumstances.

This approach, according to Northouse (2013), attempts to connect leaders with appropriate settings. According to Robbins & Judge (2010), the efficacy of a leader can be increased in one of two ways: either the situation changes to fit the leader, or the leader changes to match the situation. The fundamental issue in this argument is that a leader's efficacy is situational, suggesting that a leader may be successful in one organization or setting but not in another. This theory is applied to determine a person's leadership style, including whether it is relationship- or task-oriented, and whether the environment is optimal for the leader's style to yield the best results (including the relationship between the leader and followers, the task structure, and the level of authority).

12

The theory makes the following assumptions, among others:

1. There is no one best kind of organization that works for all businesses. In other words, various settings and internal circumstances call for various sorts of structures, procedures, and approaches

2. To deal with various problems, multiple approaches may be required, even within the same organization.

3. A lot of factors, such as a person's ambitions, attitudes, and sense of values, as well as technological advancements and market conditions, influence an organization's structure, workflow, and overall strategy.

4. Management must master the necessary diagnostic skills in order to identify the appropriate kind of policy at the appropriate time and under the appropriate conditions.

5. One of the main problems facing contemporary organizations is their ability to adapt to change, particularly environmental change. The organization should be built with adequate adaptability to evolve with the environment.

The extent to which the circumstances allow the leader to exert control over the followers is implied by the statement that leadership is mostly decided by how favourable the situation is at the time. Robbins and Judge (2010) further conceptualize the circumstance in terms of how beneficial it is for the leader, from extremely favourable to extremely unfavourable. He further argued that, the more control the leader has over the situation, the better the outcome. According to Robbins and Judge (2010), three elements determine how favourable the situation is. Leader-follower relationships come first in terms of importance. This gauges the leader's popularity with the followers and their level of acceptance of him or her. A high degree denotes favourable

leader-follower relationships, while a low degree denotes unfavourable leader-follower relationships. In the context of this study, the teachers' (subordinates') perception of the headteacher (leader) in terms of ratings will determine the extent (favourable or unfavourable) of the relationship between the headteacher and the teachers. Assessing this relationship will help to decide the training needs of head teachers.

In the senior high institutions, the contingency theory is applied. All approaches to contingency leadership share one element despite their significant differences. The central tenet of the contingency theory of leadership is that the context, the task, and effective leadership is impacted by each member. Various leaders will respond to various workplace conditions in different ways, each with their own distinct leadership style. The size of the team, the number of resources available, and the deadlines are some of the variables that may affect a leader's success. According to the contingency theory, leaders must be able to admit that their environment played a role in some of their victories while also dealing with specific challenges on a regular basis. To gain favorable views from their teachers for both themselves and the schools they are leading, headteachers and managers may need to adapt their leadership styles to the situation. With the help of leadership growth and training, headteachers may be able to win over the respect of their teachers.

2.1.2 Trait Theory

The idea that certain qualities or traits are inborn in leaders is known as the trait theory of leadership. The concept was first put forth by Thomas Carlyle in the 1800s. The theory's underpinning assumptions included the notion that motivational tendencies like motives and ideals and dispositional tendencies like adaptability and comfort with uncertainty in behavior are connected to personality and an effective leadership style. Gender has by far gotten the most

14

focus when it comes to leadership styles. Gender is not a deciding demographic trait, as most researchers have discovered that both male and female leaders are equally successful. The approach individuals take to finishing and performing tasks is known as task competence. This category frequently contains traits like emotional stability, intelligence, conscientiousness, and openness to novel circumstances. These traits have to do with how a boss interacts with others. According to Hoffman and others (2011), traits like agreeableness and extroversion belong to this category.

Robbins and Judge (2010) suggest two strategies to increase a leader's effectiveness. Either alter the leader to fit the circumstance, or change the circumstance to fit the leader. The primary objection in this argument is that a leader's efficacy is situational, suggesting that a leader may be effective in one organization or circumstance but not in another. This theory is applied to determine a person's leadership style, including whether it is relationship- or task-oriented, and whether the environment is optimal for the leader's style to yield the best results (including the relationship between the leader and followers, the task structure, and the level of authority.

The traits theory, according to Foster (2002), is a part of conventional leadership theories that place an emphasis on the transactional process in which a leader awards subordinates for their deserving effort and successful completion of the task. Through the lens of trait theory, the characteristics of successful leaders are investigated. The theory considers the innate qualities or traits that distinguish successful leaders. These concepts are based on the notion that leaders are in charge because they are righteous, and that leadership is anchored in that authority (Oyetunyi, 2006). The trait theory assumes that great leaders are born with distinguishing traits or characteristics that put them apart from other people, just like theories about great men.

According to Omar (2005), effective school leaders possess certain personal qualities, interpersonal skills, and technical management competencies.

Humor, boldness, discernment, honesty, intelligence, perseverance, are some examples of personal qualities of leadership are work ethics and knowledge of opportunities. Interpersonal skills like extroversion, teamwork, and compassion are examples of interpersonal competencies. The ability to produce results, resolve conflicts, assess and evaluate issues, improve the working environment, and have a goal-oriented mindset are all examples of technical management skills. Additionally, Stogdill (2013) discovered that leaders had a slight advantage over non-leaders in terms of weight, wit, extroversion, assertiveness, inventiveness, and responsibility. The researcher came to the conclusion that a person does not become a leader due to a mix of attributes, which was a contradiction of what he had earlier said, even if the effect of characteristics varies depending on the circumstance.

The early emphasis on individual personality and talent is no longer considered as the only determinant of an effective leader, however a good combination of personal characteristics is still seen as a vital contributor to successful leadership. Self-assurance, initiative, and intelligence are allegedly commonly regarded as being crucial qualities, according to Rowley (2012). The analysis of traits and characteristics comes to the conclusion that potential leaders can be found within the framework of trait theory by using the framework. The traits theory in this study is founded on how staff members (teachers) at various senior high schools view the personality traits of their superiors (headmasters). As was previously mentioned, good character alone does not make a good leader, and training in leadership provided to headteachers may be the final piece needed to enable them to perform effectively in their leadership positions.

2.1.3 The Technology-Based Theory

Lev Vygotsky developed the technological foundation theory between 1896 and 1934. This theory is predicated on the idea that while human behavior may not be determined by technology, it may be shaped by it. Here, important ideas include: Technical objects are culturally built and interpreted, according to interpretive flexibility. This means that there is flexibility in the design of the objects as well as in how people perceive or think about them. Because of this, technological artifacts have the power to shape and influence what a given technological tool means and stands for in a given community or culture. This relates to social constructivism and technology theory because it demonstrates how people shape technology to represent themselves. A pertinent social group has a specific set of meanings it assigns to a specific artifact. Critics of technological advancement and innovation contend that when the pertinent social group has come to an agreement, economic stabilization frequently happens. "A social group's sociocultural and political environment shapes its norms and ideals, which in turn affect the interpretation of an object."

Leadership training is a process of skill formation, according to the technology-based approach. According to this perspective, modern-day training is influenced by rapid technological advancement and labour changes Dorfman (2022). Because it examines an organization's needs, this type of leadership training is recommended for enhancing employee performance and growth.

Institutional leaders reportedly encounter training problems as a consequence of four main factors, according to Luo (2000). The first thing to note is that the training program is not centered on the technical aspects of the job. Second, despite the fact that prior needs analyses are generally encouraged in training recommendations, they are rarely done. Third, groups and

17

instructors who deliver training infrequently evaluate its results. When an assessment is made, it is frequently recorded on how the training made the learners feel rather than what they had learned. The responses from students are gathered on feedback forms, also known as "smile sheets," in order to assess the effectiveness of the training. Fourth, the rapid growth of personal growth and training has taken place with little to no evaluation of the empirical data showing that such training can aid organizations in achieving their goals.

2.2 .0 Empirical Review

This part of the research focused on the review of past studies that are linked to the current study in terms of outcomes, variables, and the defects of those past studies.

2.2.1 Leadership Styles Employed by Headteachers

A study conducted by Nakola (2011) on the topic "Effects of principals' leadership philosophies on teachers' levels of motivation in Kenya's Narok North District public secondary schools". This study looked at how principal leadership styles affected teachers' motivation levels in Kenya's Narok North District's public secondary schools. The study's particular goals were to investigate the leadership philosophies practiced by principals of public secondary schools to run their schools, determine how much these philosophies affect teachers' levels of motivation, assess secondary school teachers' motivation, and develop leadership interventions that would boost teacher motivation. The survey was done in 30 public secondary institutions in the Narok North District. The sample group included 30 principals and 74 instructors. The research was conducted in Kenya, so the results there might not be comparable to those in Ghana. Additionally, the study's context restricted its focus to teacher motivation and headmaster leadership styles, without a consideration of the headmasters' needs for training and development, which this research does.

18

According to Nakola (2011), leaders who were seen as having a democratic style had significantly more highly engaged employees because they consulted them on the planned actions and decisions and encouraged their participation. Democratic leadership was characterized by leaders who had faith in and respect for their subordinates. The leaders of the staff allowed for open communication, were open to staff suggestions, and did not impose policies on the workers by instilling fear in them. Additionally, it was shown that the staff's job satisfaction was significantly impacted by the leadership style. When a democratic leadership style was used, employees did not express their dissatisfaction or frustration through negative behavior, and the opposite was true when an autocratic style was employed. Examples of such negative behavior include writing or verbally attacking superiors and coworkers, arriving late to work, and absenteeism. One of the elements of the study was the headteachers' leadership style. This is relevant to the current study because we are also looking at the headteacher's leadership styles. The point of departure between that study and the current study is that his work looked at how the headteacher's leadership style could affect teachers' motivation, whereas the current study is looking at the teachers' perceptions of the headteacher's leadership style and its implications for trading and development. Locationally, the work was done outside this country, and on that basis, it could not have been the real situation in the Tamale metropolis. The sample size was limited to 74 teachers, but the current study includes 262 teachers who are depressed.

In the Bomet sub-county of Kenya, Sigilai and Bett (2013) conducted a study to ascertain the impact of headteachers' leadership styles on the efficiency in implementing the pre-tertiary school curriculum. According to the study, there was no statistically significant link between the leadership style of headteachers and how well they are able to oversee the execution of the curriculum in public schools. Since no single leadership style is appropriate in all circumstances,

the study concluded by recommending that headteachers cultivate and employ a variety of leadership styles in school administration. This study's major aim was to evaluate how well head teachers managed the financial resources of the schools in the Bomet sub-county. The way head teachers carry out their responsibilities as prescribed by the Ministry of Education determines how effective they are at managing financial resources. The study design employed was a descriptive survey. A sample of 120 head teachers of public primary schools in the Bomet sub-county was chosen from 174 head teachers. Apart from the differences in location of the study, the study used a sample of only 120 teachers which may not be representative enough, but the current study has 262 teachers as a sample size and to examine the perceptions of teachers on the headteachers' leadership styles and their implications for training and development.

In an empirical study on the impact of headmasters' leadership styles on teachers' work satisfaction, Machuru and Kaitila (2014) found that autocratic leadership was most prevalent in low-performing schools in Tanzania's Songea and Morogoro regions. The best-performing schools were also found to have democratic leadership. The study therefore came to the conclusion that there is a strong link between democratic leadership style and high teacher job satisfaction, which may have translated into effective performance. Adeyemi (2010), however, discovered a substantial positive correlation between teachers' work performance in secondary schools in Nigeria's Ondo State and autocratic leadership style. The focus of these studies was on democratic and autocratic leadership styles without considering other styles of leadership employed by headteachers.

Nsubuga's (2008) research showed a negative correlation between secondary school performance and the laissez-faire leadership style. According to the research, head teachers frequently employ this leadership style, and as a result, those to whom they have delegated tasks perform less well.

Nthuni's (2012) study discovered that teachers under the direction of head teachers who used a laissez-faire style of leadership were considerably demotivated based on the researcher's highlighted leadership components. The laissez-faire leadership style promotes total employee autonomy, a non-interference philosophy, and no particular methods for achieving goals. Although the leader is still accountable for the judgments made in this situation, the employees are given the freedom to make their own decisions. The organizational structure of schools is not the best place to employ this approach since complete delegation without follow-up procedures could result in performance issues that would likely reduce the effectiveness of the school.

2.2.2 Perceptions of Teachers on Headteachers Leadership Styles

Perception is the primary cognitive mechanism through which man interacts with the outside environment. Philosophy and science have always placed a particular emphasis on the study of perception because this fundamental mode of consciousness serves as the foundation for or the source of all conceptual knowledge. Musa and Zamani-Farahani (2012). McCarley et al. (2016) looked at how 399 teachers' assessments of the school climate were influenced by their head teachers' perceived degrees of transformational leadership. The study discovered a significant relationship between teachers' opinions of headmasters' transformative strategies and the effects of the encouraging, agitated, and involved school climate. However, transformational leadership undermines the success of fostering a positive school environment by having a direct and negative impact on teachers' levels of frustration. Additionally, it was found that the traits of transformational leadership are closely related to teachers engaged and supportive conduct in a school environment (McCarley et al., 2016). According to the research, the degree of annoyance among teachers can be attributed to leaders who focus on organizational processes like policies and procedures, on which teachers may not concur or align. Teachers' positive emotional states

21

may be indirectly promoted by principals' adoption of transformational leadership techniques. In terms of the scope, the research is limited to teachers' perceptions of the transformational leadership styles of headmasters, with less attention given to other leadership styles.

Bogler (2011) conducted a study on the leadership styles of headmasters and their effects on employee happiness, as well as teachers' perceptions of the headmasters' decision-making processes and perceptions of teachers' occupations, using primary and secondary teachers in Israel. The study focused more on observing teachers' perceptions of their headmasters than on examining the headmaster's real actions. Of the 930 participants in the sample, 745 from 98 different schools in Israel's urban, suburban, and rural school districts answered, representing a range of student populations. Teachers' work satisfaction and transformational leadership had a positive correlation (r =.56, p.0001), whereas transactional leadership had a negative correlation (r = -.21, p.0001). Due to the different research's scope, the results from this study might not apply to this one.

Similar to this, Hariri et al. (2016) evaluated teachers' perceptions of leadership and decision-making styles in connection to job satisfaction in Lampung Province, Indonesia, while controlling for teachers' individual characteristics. 475 teachers in all, representing six distinct geographic districts, took part in the study. In contrast to other types of leadership and decision-making styles, the descriptive study discovered that the majority of headmasters displayed transformational leadership and a rational decision-making style. According to the regression analysis, rational decision-making and transformational leadership have a greater impact on teacher work satisfaction than other leadership philosophies. This finding is consistent with statements made by Griffith, Bogler, and Nguni et al (2004). The findings show that laissez-faire (b = -0.121, p.001), intuitive (b = -0.131, p.001), and avoidant (b = -0.234, p.001) decision-

22

making styles have a negative impact on teacher job satisfaction, while transformational leadership (b =.263, p.001) and rational decision-making (b =.0257, p.001) are the best predictors of a positive impact on teacher job satisfaction. Three hundred and eighty-seven teachers were surveyed by Sayadi (2016) to learn how they felt about the influence of leadership styles on organizational commitment and work satisfaction in Iran. The results demonstrated that organizational commitment and teacher work satisfaction were positively impacted by both transformational and transactional factors. However, charismatic leadership had a more significant effect on teacher job satisfaction (b = 0.38, p.05) and value commitment (b = 0.52, p.01) compared to the other transformational leadership dimensions. Additionally, charismatic leadership was the only trait that predicted both commitment to principles and job satisfaction. On the other hand, laxity or a lack of leadership was a significant (negative) predictor of commitment to stay (b = -0.40, p.01).

2.2.3 Training and Development Needs of Headteachers

The development of school leaders is planned and systematic, with applicants getting leadership training before being hired and continuing support afterward to enhance their capacity to carry out their duties. One of these organizations is the National College for School Leadership (NCSL) in England, which offers training for aspiring head teachers through the National Professional Qualification for Headship (NPQH) Program, a pathway into school leadership through the Early Headship Programme (EHP), and opportunities for growth through the Head for the Future (HfF) program (Brundrett & de Cuevas, 2007).

The implementation of collaborative-based programming was examined in the United Kingdom by Keay and Spence (2012), who found that successful superiors provide guidance and technical support from seasoned peers that should help new administrators adapt and flourish. The process

of creating effective school leaders should continue through ongoing skill-building, despite the fact that it might seem that the search for a head of school ends once a candidate is selected for this managerial post.

According to Mulford (2003), "there is an increasing need for school leaders, but there is little evidence that the quality of candidates for school leadership roles is deteriorating. The causes of this scarcity can be grouped under societal, systemic, and educational aspects and include ongoing change, increasing and occasionally incompatible standards, mandates and accountability, bureaucracy (particularly excessive paper work), the rise in intermediary bodies, and other elements.

The establishment of institutions and programs for the training and development of school heads has been spearheaded by Asia; Hong Kong and Singapore. Their programs are largely modeled after institutions and initiatives in developed nations. For instance, the Hong Kong Education Department established the conceptual underpinnings of leadership education for heads of schools in 1999 following study visits to comparable initiatives in England, Scotland, Austria, and Singapore (Roberts, 2018). A nine-day required induction program is provided by the Education Department for newly appointed school administrators. The headmasters are given a foundational understanding of school management theory and practice in this course. The training and development of school heads is not as pronounced or systematic as it is in the industrialized world, particularly in Africa. In reality, it is typically absent or informal (Bush & Oduro, 2006).

According to Naidoo (2019), any educator in South Africa can be appointed as head of school, unlike in the UK and the USA, regardless of whether they have a certificate in school

management or leadership. In this manner, impromptu attempts have been made to offer South African school heads a professional development program (ETDP SETA, 2002).

2.3 Conceptual Review

2.3.1 The Concept of Training

Various academics from a range of disciplines have described the idea of training.

Training, according to Ezeani and Oladele (2013), is a process whereby individuals gain the knowledge, abilities, experiences, and attitudes required to carry out their jobs more successfully and support the achievement of organizational goals. Wulnye and Abdul-Fatawu (2018) claim that training is a deliberate action meant to raise the standard of each employee's work output. Ngirwa (2009) defines training as a learning process that helps people develop the knowledge, skills, and attitudes needed to do their tasks more effectively and support the company's goals. It bridges the gap between the requirements of the position and the qualifications of the current workforce. It simply entails modifying workers' knowledge, work habits, and attitudes toward their organizations and places of employment.

According to Raza and Khosrav (2015), worker training and development is one of the main issues that many companies are currently facing. This has negatively impacted employee performance in a number of different ways. Some workers or employees must carry out routine organizational upkeep and performance. Employee development and training will surely lead to an improvement in staff performance. A tool that leads to an improved result or accomplishment is training. Every type of company, whether it is a small one with a few employees or a large corporation with many, understands the importance of training and development. The crucial

point, however, is that training is necessary in every organization in order to prevent future deception, especially among these organizations' executives.

Worker training and development, according to Rodriguez and Walters (2017), is the act of inspiring, challenging, and motivating employees to perform the duties of their position to the best of their abilities while abiding by local, state, federal, and licensing organization guidelines by offering them training, workshops, coaching, mentoring, or other learning opportunities. The purpose of an employer's structured training program is to provide opportunities for employees to learn skills, attitudes, and knowledge that are relevant to their employment (McGhee et al., 1996). For almost all organizations in a developing country like Ghana to be successful, training and human resource development are crucial (Ezeani & Oladele, 2013).

2.4 Methods of Training

According to Asad and Sadler-Smith (2020), in a company, there are many different ways to train employees. There are now more training methods available thanks to the use of technology, both "hard" (like computing technology) and "soft" (like instructional design). The two most prevalent types of training are on-the-job and off-the-job.

The term "on-the-job training" (OJT) refers to learning a task while performing it (Dessler et al., 2005; Sims et al., 2006). On the other hand, on-the-job training is a technique where a learner learns skills in a real-world setting while using the tools and resources provided during the training. By operating under the supervision of an experienced worker, on-the-job training seeks to transfer job knowledge, according to De Grip and Sauermann (2013).

On-the-job training, according to Malaolu and Ogbuabor (2018), is a means of acquiring specialized skills while an individual is on the job. On-the-job training is required to improve the

26

performance of employees who lacked the necessary academic qualifications for their jobs when they were hired in a time of severe labour scarcity. This is often referred to as industry training or organizational policy training, according to Onyeador, Hudson, and Lewis (2021).

On-the-job training comes in various forms, as discussed below.

For the next generation of practitioners in a specific trade or profession, apprenticeship is a common type of training. It can include everything from low-skilled tasks to tightly controlled professions needing a professional license. This training strategy equips students with the skills they need to practice a craft or a range of related occupations (Ezeigbo, 2011). The following is a list of the most common questions we get from our customers. Typically, the employer would give the trainees a stipend for living expenses during the training time. This training is provided to new hires to acquaint them with the operations, policies, goals, and specifications of the company (Menamin, Blencowe, & Roland, 2014). Within the first day or week of returning to work, newly hired employees are given their new job duties. They are given tools and other working equipment, as well as guidance on how to use them. In this type of training, trainees are assigned varied work duties and responsibilities in several departments over a period of time trainees are rotated from one task to the next, giving them exposure to the entire organization's activities. This is a proven method for preparing individuals for management positions. A well-structured job rotation program at work improves job satisfaction and the motivation to take on new responsibilities. The benefits of this method include the development of excellent leaders, job enhancement, and incentive to perform as a result of exposure to new challenges and career advancement.

On-the-job training is frequently saved for government jobs and professions. Although they are comparable, internships and apprenticeships are aimed toward different professional pathways:

27

apprenticeships are for trade or vocational occupations, whereas internships are for professional careers. Internships are popular with undergraduate students. Additionally, post-graduate students can apply for internships. Through internships, you can increase your knowledge while also getting important professional experience. There are internships that are compensated, unpaid, or part-time.

Of the job training: Employees can learn new skills and information outside of the workplace through off-the-job training. It comprises group talks, individual tutorials, lectures, reading, training courses, and workshops (Kulkarni et al., 2013). It enables people to change careers and leave their present jobs. According to De Grip and Sauermann (2013), off-the-job training benefits include the trainee's capacity for concentration, evaluation of prior behaviors, and reflection on what has and hasn't worked. In a suitable and safe environment, this type of training enables the transfer of information and skills.

Off-the-job training is the kind of formal education that candidates undergo before being appointed, according to Imran & Tanveer (2015). At schools, colleges, and even universities, it is usually pursued full-time for a predetermined amount of time. The author claims that there are three phases to one's professional training. They are referred to by him as non-degree, first-degree, and postgraduate training. Two stages of non-degree training are offered. A two-year certificate program merely results in an ordinary diploma, whereas a two-year diploma program results in a national diploma. Typically, a certain amount of time—one, two, or more years—of on-the-job training is needed after receiving an Ordinary National Certificate (OND) in addition to the Higher National Diploma (HND) Foundational classes in social, natural, and agricultural science are part of a first-year degree program. Up until the final year of graduation, specialization in a specific subject becomes more intense. Postgraduate study is required to

obtain higher degrees, such as a Master of Science (MSc) or a Doctor of Philosophy (PhD). This necessitates more specialised training and study.

For this kind of trainings, off-site locations like specialised training facilities and professional universities are frequently used. The main objective, according to Khan, and Khan (2011) is to excite and absorb the general ideas of many concepts as well as to compare these concepts based on prior information. Among the strategies used in this approach are lectures and case studies. Seminars, workshops, conferences, and symposiums can all be used to complete this type of instruction. A form of assessment is typically conducted after the training, and a certificate of participation is given. When a worker receives this type of training, they are shown how to use a machine or carry out a job that is typical of the workplace. Under the direction of a qualified instructor, the training course is finished away from the place of employment in a setting that is not the workplace. After completing their training for a predetermined amount of time, the trainees are deployed to their actual employment, where they are required to apply their freshly learned skills (Salas, Tannenbaum, Kraiger, & Smith-Jentsch, 2012).

Any business problem that can be solved by an employee is the subject of a case study. The chance is offered for the learner to assess the problem and suggest any workable solutions. This tactic can assist staff members in developing their critical- and analytical-thinking abilities.

The learners are supplied with reports, correspondence, and notes to handle in this form of training exercise, which simulates a real-life work setting. Employees that participate in business exercise training improve their decision-making, time management, planning, and communication abilities (Anwar & Shukur, 2015).

2.5 Training Process and Steps Involved

Training is a sequential process that doesn't finish until each step has been successfully accomplished. The development of a training policy is typically followed by the identification of training requirements, the design and execution of training plans and programs, evaluation, and training feedback for further action, according to prior training literature (Liu, Shi, Cao, Zhu, & Liu, 2017). For creating an efficient training program, Liu et al. (2017) provide a methodical, step-by-step process that involves the following:

2.5.1 Identifying and Assessing Training Needs

The business's strategic, human resource, or personal development plans may already include details regarding the workforce's training requirements. The performance gap between expected and real performance is known as the training gap. The issue of who needs to be trained is serious; employee training is expensive, so it is important to choose wisely who will be trained. Additionally, training programs should be created to make the most effective use of resources and to assess a worker's comprehension and application of the material. The training experience must also inspire the staff members. The program's inability to accommodate an employee not only wastes resources but also ruins the employee. The success of the program depends on selecting the right students. Using processes that control the selection of people for training from the Human Resource division, the training analyst recognizes job groups where training needs have been identified, and a supervisor recognizes the real names of employees who attend training (Grimm et al., 2015).

To ascertain training needs, one could look at the organization's fundamental human resource areas, work characteristics, and individual needs. The following questions will be addressed by this assessment: where training needs to be provided; what skills employees need to acquire to be

more productive; and who needs to be trained. According to Bae and Roh (2020), a need is merely the gap between what is currently being done and what is necessary. Planning and implementing a training program without first conducting an analysis is virtually impossible because doing so will solve an issue that has nothing to do with a lack of training.

The needs of the company, the kind and nature of the job to be done, and the skills needed to complete the work should be the main topics of training. Every business should make sure that appropriate analyses are carried out to ascertain the organization's current state and conditions, as well as what it does best and the abilities of its staff to carry out these tasks. This assessment will offer some standards or goals that can be used to gauge the effectiveness of the training program. The group must also assess its financial stability to see if it can afford to fund the training initiatives. Any attempt to create a fantastic training program will be unsuccessful if the company lacks the funding to implement it (Di Muzio et al., 2016).

The human resource officer can assist in identifying the general knowledge and abilities attained by workers as well as the many training and skill-related areas that are of utmost importance. This talent database will help the business identify the skills that are currently in demand and those that are necessary for future development. Comparing a worker's present performance or skill level to what is expected of them by the company allows for employee evaluation. Any difference between one's actual skill level and what is anticipated shows a need for training (Steinert et al., 2016).

According to Bae and Roh (2020), organisations can determine their training requirements by employing a variety of methods. One is by conducting a task analysis, which will be done before the needs analysis. The skills, knowledge, abilities, and other qualities (such as motivation and drive) that officials need to perform their duties successfully should be identified in the work

analysis. They continued by saying that surveys and interviews with incumbents and supervisors, performance reviews that highlight performance shortfalls, criticisms or complaints from clients, staff members, or individuals working for agencies that employ your employees, modifications to operating procedures, requests for additional training from incumbents, and changes to procedures or operating rules can all be used to determine what training is necessary.

2.5.2 Establishing Specific Objectives

It is necessary to evaluate, rank, and create training objectives for the company based on the deficiencies found. To bridge the gap between anticipated and actual performance, a training curriculum will be created. Once the requirements have been determined, it is easy to identify the training goals. Reports used for training reasons outline the level of knowledge, abilities, and other qualities that employees should have after completing the training course. The objectives outline how to assess progress and determine the level of success that is ideal. On the other hand, the training schedule shouldn't be structured until the training activity that will be used is chosen. In order for training to be effective, they should be classified as precisely as feasible (Ward, 2016).

Training goals must be specific, measurable, and achievable. Because it will be used to assess their work, it must be straightforward and easy to use for both the employee and the manager. If the goals are not achieved, failure offers Human Resource input on the program and its participants. If the objectives are achieved, a training program can be put into action. In order to make sure that the objectives are worthwhile and realistic, it is crucial to keep in mind that improving training objectives should be a team endeavor that includes management, staff, supervisors, and trainers (Harkin & Whelan, 2022).

Organisations should begin by evaluating their present situation, including how they function, their areas of strength, and the capability of their staff to carry out these tasks. This evaluation will offer some standards by which the training program's effectiveness can be evaluated. The company should also assess its financial commitment to supporting the training concepts. Otherwise, creating a solid training regimen would be impossible. The organization must also define precisely where training is needed. The human resource officer will help in identifying the numerous areas that may require training and a stock of skills, as well as in determining the general knowledge of the employees, according to Ngiwra (2009). The business could use this inventory to determine what skills are currently in demand and what are needed for future growth. By contrasting current skill levels or capacities with performance standards or anticipated requirements for the company, specific employees can be assessed. Any difference between the real and expected skill levels points to a training requirement.

2.5.3 Select Appropriate Training Methods

The training goals are identified and determined by means of an action plan. There are numerous training techniques, but the effectiveness of each depends on the company's training requirements. Employees who participate in the training and development program can quickly adapt to shifting work requirements and keep up with emerging techniques. On-the-job and off-the-job training methods are two main categories of training and development that are naturally available to both public and private-sector businesses. In view of the particular circumstances and other elements of your training and development program, such as "who," "what," and "why," what strategy should be used for the organization?

2.6 Benefits of Training

The primary goals of training are to increase knowledge and skills while also altering attitudes and behavior. One of the most powerful potential motivators is training, which has many advantages for both people and companies. Butler, Camilleri, and Zutshi (2021) assert that training can assist individuals in achieving the following goals:

The results of the survey are enumerable. For example, higher productivity is achieved through acquisition of a variety of skills, knowledge, and technological know-how when teachers are taken through training. This enables individuals to work more effectively, which raises product quantity and quality. Also, the idea of cutting down on the time and expenses involved in training, a well-planned and structured training program enables trainees to pick things up more quickly. It also imperative to note that training courses can aid managers in better management of group tasks. By providing effective and efficient services, group management aids in general administration duties.

2.7 Factors Hindering Training

Many employers oppose training and development initiatives because they believe that employees should have received adequate training from institutions; most employers believe that employees should learn how to do their jobs before being hired; and training and development programs are seen as an expense that is difficult to convince shareholders to approve, according to Marintseva, Mahanecs, Pandey, and Wilson (2022). In terms of output, knowledge, loyalty, and profit, an employer will benefit from offering training and development in the appropriate manner and at the appropriate time, according to Marintseva, Mahanecs, Pandey, and Wilson (2022). Despite the fact that training has many advantages and is advantageous, the majority of

training and development efforts fail. This holds true regardless of whether the courses were taken at renowned universities or instructed by renowned teachers.

Butler, Camilleri, and Zutshi's (2021) discussion of training and development program errors was more in-depth. These two studies conclude that the training objectives do not align with the needs of the business as the primary reason why training and development initiatives fail. Training will be ineffective if, for instance, the cause of the issue of poor performance is due to factors other than training, such as reward systems, job design, and motivation.

Furthermore, training would almost certainly be ineffective without goals to direct and concentrate it. Incorporating a targeted process that enables the worker to think about intended results should be a part of training and development. Objectives give learning the final result—a change in work performance—vital emphasis and direction.

The value of managerial involvement in the learning process cannot be overstated. Another factor contributing to training and development failure is the organization's incapacity to separate the effects of training and development (Harkin & Whelan, 2022).

Performance may be influenced by variables other than exercise. Therefore, it is necessary to pinpoint improvements that are particularly related to training. If this isn't the case, some training programs that directly impact the bottom line might be viewed as unimportant. The commitment of senior executives is crucial to a training program's performance. Effective training and development require participation from top management in the process design as well as resource allocation. Finally, if feedback and specifics about results are not given, training and development will be ineffective. Employees won't be able to monitor their development, and

facilitators won't be able to gauge how well their programs are working if the organization doesn't assess training by giving feedback (Steinert et al., 2016).

2.8.1 Concept of Leadership

The process of influencing people to take action in order to attain specified goals is known as leading, whereas style relates to how a person conducts himself (Daft, 2014). Adelekan and Erigbe (2021) posited that the idea of leadership has changed and mentioned that there are different leadership philosophies, such as transformational, behavioral, situational, and servant leadership. They also emphasized that, given the concept's fluid character, a single, universal definition of leadership is still unattainable.

Additionally, Kamaruzaman et al. (2020) discussed the distributed leadership theory, and examined the notion of teacher leadership. They underlined that anyone in the organization can hold a leadership position; it is not just reserved for a select few. Puyo (2022) looked at moral leadership in the classroom. The author talked about what makes a leader ethical as well as the benefits that come from ethical leadership. Also covered was the idea of ethical leadership and how it relates to morals and ethics. According to Hussain et al. (2019), who established a typology of effective leadership, there are four fundamental leadership philosophies that might encompass the important philosophies discussed in the literature.

2.8.2 Leadership styles

Democratic Leadership style

A leader that practices democratic leadership bases choices on input from all team members or subordinates. Each employee has an equal or fair say in the project's direction, even if the leader

makes the final decision. Members will still have their own opinions on how the project should be done.

A democratic leadership style places a strong emphasis on inclusion, involvement, and teamwork. It has been discovered to have favorable effects on employee performance, turnover intentions, and group member satisfaction. Healthcare, education, and sports groups are just a few examples of the many fields and areas where democratic leadership has proven to be beneficial. Democratic leaders may establish a productive work atmosphere that encourages collaboration, trust, and employee engagement by recognizing the opinions and viewpoints of group members (Foels et al., 2000; Castyana et al., 2021; T.Muguna et al., 2022).

Equal work and duty distribution between leaders and followers is a key component of the democratic leadership style. Samanta and Lamprakis (2018) list six qualities that a democratically chosen leader must have. For decisions to be made, there must be agreement among all members of the institution or group. Second, the job description is thoroughly discussed between leaders and followers so that everyone is clear on what the leader anticipates from the follower and what the follower is expected to create. Finally, executives' step in to talk about employment expectations during work performance. Fourth, the regulations have been loosened to let members work with whomever they choose. Work is distributed by the group as well. Finally, praise and criticism are given impartially based solely on achievement.

Autocratic Leadership style

Autocratic leadership stands in stark contrast to democratic leadership, as it involves the leader independently making decisions without seeking input from their subordinates. Under this style, employees are neither taken into consideration nor consulted prior to a change in direction. They

are simply expected to adhere to the leader's decisions promptly and without question (Samanta & Lamprakis, 2018).

Laissez-faire leadership style

Laissez-faire leaders don't issue orders and empower their followers to take initiative. This type of leadership gives the followers a great deal of autonomy to select their own objectives and make progress toward them without much guidance from the boss. Al-Malki and Juan (2018) found that this method works best when the followers are mature adults who are eager to work autonomously. These followers can support themselves. To function, you will require a lot of flexibility. In other words, followers are allowed to take any action they see fit to further the objectives of the group. The group's decision-making and execution are not actively carried out by the leader, with the exception of providing followers with details when necessary (Hunter, Cushenbery, Thoroughgood, Johnson & Ligon, 2011). While some of a head teacher's duties or leadership approach have a direct bearing on students' academic growth, others do so in an indirect way. Foster (2002) claims that the quality of leadership in schools has an effect on teacher motivation and the quality of teaching that takes place, despite the fact that teachers' output directly affects students' learning outcomes.

Strategic Leadership style

Stakeholder expectations for businesses to achieve triple bottom line performance objectives present a challenge for strategic executives. The connection between the values and leadership philosophies of strategic leaders and such measurements, however, has not been empirically studied. We discussed values, prevailing and emerging leadership philosophies, and the results of empirical research on how these factors affect organizational performance. We identified gaps in our understanding of these connections and make recommendations for additional study. With

the help of factors such as economic, social, and political climate, a continuum of leadership styles is constructed, ranging from transactional to responsible (Carter & Greer, 2013)

Transformational leadership style

Transformational leadership motivates people to achieve unexpected or extraordinary outcomes. After training, it gives employees the power to make decisions and authority over specific duties. Some of the fundamental traits of transformational leadership include mobilization, which involves organising people into work groups, morale, which involves improving a group's well-being and motivation through excellent rapport, and inspirational leadership, which involves the leader inspiring followers to find better ways to accomplish a goal. Followers are also skilled at resolving disputes (Samanta & Lamprakis, 2018).

Transactional leadership style

Transactional leaders are rather prevalent in today's society. These leaders give their workers rewards for their efforts. A marketing team that receives a bonus every quarter for contributing to the generation of a particular number of prospects is an illustration of transactional leadership. When you first start working under a transactional supervisor, you might be given an incentive system to motivate you to rapidly master your routine tasks. Sending ten marketing letters, for instance, could result in a bonus if you work in marketing. On the other hand, a transformational leader might only reward you if your work results in a significant amount of email signups. Employees are helped by transactional leadership to clarify their duties (Carter & Green, 2013).

The Coach-Style Leadership

Like the coach of a sports team, the coach leader is interested in identifying and developing the unique talents of each member of his or her team. Additionally, they focus on teamwork strategies that will improve collaboration. Similar to democratic and strategic leadership, this

leadership style places more emphasis on the development of the particular employee. This leader may create a team with members where each have a specific area of expertise rather than asking all staff to concentrate on the same abilities and objectives (Chammas, & da Costa Hernandez, 2019). This leader concentrates on creating effective teams that can work together to complete tasks by being able to communicate clearly and value each other's unique skill sets. A manager with this leadership style can support workers in building on their strengths by giving them new tasks to complete, providing direction, or convening meetings to share constructive criticism. Additionally, they might support one or more team members in enhancing their current skills by picking up new ones from their comrades (Kesting, Ulhi, Song, &Niu, 2015).

2.9 Conceptual Framework

A multitude of socioeconomic factors influence a person's or an organization's performance. Employee self-motivation, personal characteristics, job responsibilities, and, finally, organizational policies and structures can all have an impact on a person's performance level. When evaluating an employee's performance, socioeconomic factors such as their educational status, work experience, training, financial incentives, working hours, and mobility should all be taken into account. The conceptual framework is represented in Fig (2.1).

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                    ┌─────────────────────┐
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│             │     │    Boost Employee    │     │    Organizational    │
│  Mobility   │────▶│      Efficiency      │◀────│     Performance      │
│             │     │                     │     │    Improvements      │
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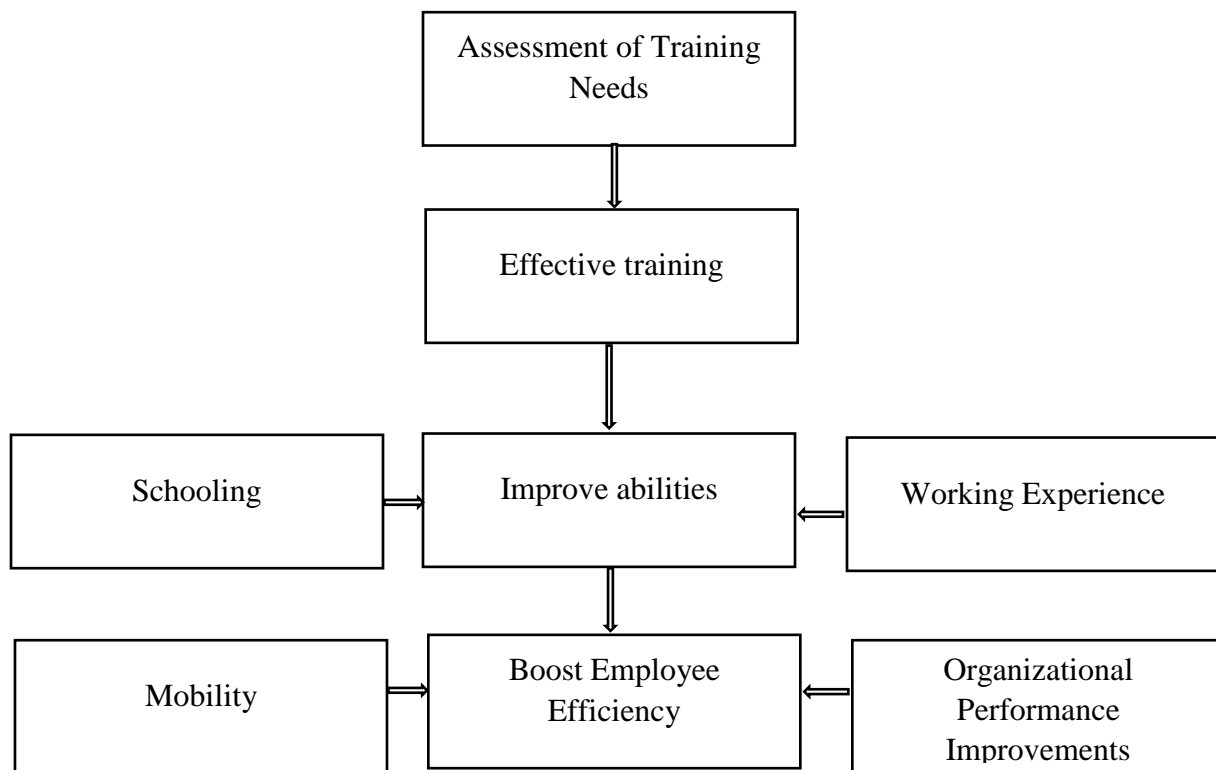
Figure 2.1: Conceptual Framework

Source: Author's Conceptualization

The current level of competency, skill, and knowledge in one or more areas of leadership at that level can be gleaned from a training needs assessment in order to be compared to the competency standard set for the headteacher role or other positions within the senior high schools. After determining the head teachers' training requirements, effective training is achieved. How well the training procedure supports learning and learning transfer determines how effective the training is. There are various ways to assess a training program's effectiveness.

What to Assess: You should assess both learning and learning transfer, if at all feasible. Training and work experience will improve trainees' skills, and this will also increase employee output and efficiency. When an employee's performance improves, he may be given the chance to become the headteacher of another school and further his career.

Formal education and professional training are changing significantly as a consequence of rising industry expectations and demands. The rapid pace of technological advancement in the information era, the increased level of subject matter expertise needed for manufacturing, the shortened product life cycle, and the continuously evolving production techniques all seem to be creating a new situation for businesses. One of the many effects of these standards is the duty of workers to keep learning.

Training Needs Analysis (TNA) processes are essential in this respect because they give clear instructions on which professional skill deficiencies must be fixed and what the ideal trainee profile should be. McGehee and Thayer (1961) contend that inadequate knowledge, unsuitable worker attitudes, and underdeveloped abilities are the root causes of training demands.

TNA is a methodical process of compiling, analyzing, and interpreting data on individual, group, and/or corporate talent gaps, according to Wright and Geroy (1992). The following seven characteristics should be present in TNA processes: In order to be effective, training must (a) be based primarily on corporate culture and philosophy, (b) be proactive rather than reactive, (c) have a method for determining which situations can be handled through training and which cannot, (d) be based on observable skills rather than leaders', managers', and professionals' views, (e) be based on observable skills, and (f) take into account the variety of organizational actors who are either directly or indirectly interested in and involved in training

2.10 Summary of Review

This chapter provided the research's foundational literature. A variety of factors influence the adoption of Training and Development systems in different nations, according to the study.

Training and development involve preparing people to adapt to changing situations and do their duties successfully, as well as enhancing their productivity.

Despite the benefits, training and growth face significant obstacles, especially in developing countries. The expense of training, the dearth of data banks, accessibility problems, and the level of leadership commitment needed to start and maintain training, particularly in public organizations, are just a few of them.

The empirical review, however, uncovered sizable research gaps. There was little study on the education sector assessing the perceptions of teachers on the leadership Additionally, only a small number of studies—out of many—were conducted in Ghana on teachers' views of headteachers' leadership styles.

The study took into accounts of three theories and they included the Contingency Theory which talks about how leadership is mostly decided by how favourable the situation is at the time and that, time and circumstance predict the actions of leaders styles of leaderships. The second theory looked at was the Trait theory. The theory is on the foundation that, leaders are not made, but born and that certain qualities or traits are inborn. The third and the last theory which made its way into the study was the Technology based theory. This theory is predicated on the idea that while human behavior may not be determined by technology, it may be shaped by it.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The purpose of this study is to assess head teachers' leadership styles from the viewpoint of theie teachers and to assess the impact of such leadership styles on the needs for training and development of head teachers of senior high schools in the Tamale metropolitan area.

This chapter covers research approach, research design, population of the study, sample size, sampling technique, sampling procedure, data collection method, data collection instrument, data collection procedure, data analysis procedure, and ethical consideration.

3.1 Research Approach

The data collection and analysis for this study used a quantitative research method. This study used a well-structured questionnaire to collect its primary data because the quantitative method allowed for the use of questionnaires to gather primary data from targeted respondents. According to Creswell (2013), a research approach is a series of steps that involve using open assumptions with various techniques of data gathering, analyzing the data, and deriving conclusions. Quantitative research approach is adopted in this study. The purpose of which is to try to describe and to interpret current status of institutions, individuals, settings, events, or conditions (Mertler, 2014). Quantitative research approach is based on positivism and follows the principles and assumptions of reach in the natural science. A research approach that prioritizes (quantification in the collection and analysis of data) can be described as quantitative research (Bryman, 2008). The quantitative method used numbers as a way to test theories and as a way to look at how different variables relate to one another (Creswell, 2009). Typically, these

factors are measured on instruments to produce numerical data that can be analyzed through statistical techniques.

3.2 Research Design

To evaluate teachers' perceptions of the headteacher's leadership styles and their implications for training and development, this research used a descriptive survey methodology. A descriptive survey design is a type of research design that tries to describe a specific person or group of individual's characteristics (John et al., 2022). It entails gathering information on people's perceptions, attitudes, behavior, or values using surveys or questionnaires. The information provided by this methodology describes a range of current events (John et al., 2022). To put it another way, the study is done through observational techniques. Natural setting: Because descriptive research can be carried out in respondents' natural settings, it guarantees that accurate and reliable data is gathered.

Assumptions particular to descriptive survey design include

One of the quantitative study designs that aims to collect quantifiable data for the statistical analysis of the community sample is descriptive research. It is a well-liked tool for market research that allows analysts to compile and describe demographic segment traits. The fact that this system has uncontrollable variables is one of its difficulties. There is no influence of any kind of the variables in descriptive study. Observational methods are employed to conduct the study. As a result, the researcher has no influence over the characteristics or behavior of the factors.

According to Saunders (2012), the overarching strategy for how the research questions will be answered is known as the research design. By studying a sample of the population, Fowler

(2008) defines a descriptive survey as one that aims to offer a numerical or quantitative account of the be haviour, attitudes, opinions, or trends of that population. In order to extrapolate findings from a sample to the entire population, it combines longitudinal and cross-sectional studies with surveys or structured interviews as the data gathering tools (Fowler, 2008). This approach was chosen because it allows for the simultaneous collection of information from numerous groups of respondents who have different degrees of opinions and interests. Descriptive research is an appropriate technique for this study because it aims to identify the traits, frequency patterns, trends, and categories of significant variables.

3.3 Population of the Study

The targeted population for the study was 763 teachers from all the eight public senior high school in the Tamale Metropolitan. This target population was made up of 515 males and 248 female teachers. This population was considered to be appropriate for the study because, Tamale Metropolitan is a cosmopolitan area with varied ethnic groups and varied religious backgrounds. One other reason for the selection of this population was that, the public senior high schools in the area were just eight, thereby making conclusions and findings applicable to all.

Table 3.1: Distribution of Teachers

S/N	NAME OF SCHOOL	TEACHING STAFF	RESPONDENTS FOR EACH SCHOOL
1	ST. CHARLES SHS	48	13
2	PRESBY SHS	59	15
3	TAMALE GIRLS SHS	87	27
4	VITTING SHS	95	34
5	DABOKPA TECH	108	38
6	GHANA SHS	112	40
7	BUSINESS SHS	137	55
8	ANBARIYA SHS	117	45
	TOTAL	**763**	**262**

Source: Ghana Education Service, Tamale Metro (2022)

From the Table 3.3, the total number of teachers in the 8 SHS in Tamale metro polis amounted to 763. This therefore represents the total population for the study. This population was crucial in assisting the researcher in determining the sample size for the study.

3.4 Sample Size

The sample size was determined using a formula by Yamane (1967):

$$n = \frac{N}{1 + N(e)^2}$$

Where;

n = Sample size

N = Population or Sampling frame

e = margin of error

Any empirical research that seeks to infer information about a population from a sample must consider sample size. It is occasionally difficult to enlist the entire population for a study of this kind that is carried out for academic purposes, so a sample is taken in its place. (Hair, et al., 2014).

According to Tamale Metropolitan Education directorate, a total of 763 teachers were currently in active service across the 8 SHS in the Tamale metropolis as at the beginning of the 2021-2022 academic year. With a five percent margin of error, the sample size was calculated.

$$n = \frac{763}{1 + 763(0.05)^2}$$

$$n = \frac{763}{2.9075}$$

$$n = 262.43$$

$$n \approx 262$$

Hence, 262 teachers were randomly selected from all the 8 SHSs to take part in the sample. Therefore, the total sample for the study was 262.

3.5 Sampling Technique

According to Tang (2021), sampling is the procedure of selecting individuals from the entire population. The study's population was chosen using multiple-stage sampling techniques. Multi-stage sampling is a research method for selecting a sample from a population over time. It entails taking a sample from each of the smaller groups or clusters formed by the population's division.

This method makes it possible to collect data quickly and affordably, and it can increase the generalizability of study results. Sports science, psychology, and medicine are just a few of the disciplines where it has been applied (Knutson et al., 2004; Okwong, 2019). This complex type of group sampling involves dividing the relevant groups from the selected population into subgroups at different points. The major objective is to make primary data collection simpler and to increase the sample's population representation. The multi-stage sampling technique employs more than one sampling technique when determining the sample size for particular research (Creswell, 2003).

The following are the prerequisite for employing the multi-stage sampling technique;

1. Where the population is too huge and it is virtually impossible to research every individual, multistage sampling can be used in a multistage design.

2. Multi-stage sampling can also be used to survey workers at institutions who are dispersed throughout various locations.

3. Multi-stage sampling is also used by researchers who are short on time frame for a study and cannot examine the entire population. The results of the sample can then be utilized to extrapolate conclusions about the overall population.

The context of this study therefore fits the above assumptions as the population (teachers) of the study is large and it is practically impossible to survey all within the time frame of this study.

3.6 Sampling Procedure

In the first stage, the Tamale metropolis was purposively sampled as a study area. Tamale metropolis was used as a study area due to the close proximity of the area to the researcher. The choice of Tamale Metropolitan was also to reduce cost of transportation as the researcher reside

with the Metropolis. Tamale Metropolis can also boast of having most of the oldest senior high schools in the northern region and could possibly have enough senior teachers who could assist the researcher. Another reason for the choice of the Tamale Metropolis is the availability of large number of teachers serving at various capacities within the metropolis.

In the second stage, senior high schools within the Tamale metropolis consist of Tamale central, Tamale south, and Tamale north. However, schools sampled for this study were all located within the Tamale south constituency because, all the senior high school are sited within the Tamale south. The researcher could not have selected any school from Tamale central and Tamale north, because, no public senior high school exists there.

The third and final stage involved the use of a random sampling technique to select teaching staff from various SHS to form part of the sample.

Thirteen (13) teachers were drawn from St. Charles SHS, fifteen (15) from Presbyterian SHS, twenty-seven (27) from Tamale Girls Senior High School thirty-four (34) from Vitting Senior High School, thirty-eight (38), forty (40) from Ghana Senior High School, fifty-five (55) from Business Senior High School, and forty-five (45) from Anbariya Senior High School.

The selection of respondents in the various schools was motivated by the number of teachers in each school.

3.7 Sources of Data
The information for the study was gathered from both primary and secondary sources. Secondary data is information that has previously been acquired and given to statistical analysis, in contrast to primary data, which were received directly from respondents in the field (Neuman, 2011; Kothari, 2004).

50

The secondary data were collected through reading through pertinent previously published information in the form of papers, journal articles, and theses. Using online search engines like Google and Google Scholar, these details were discovered. Additionally, official records from the Tamale Metropolitan Assembly and the Ghana Education Service were collected and examined for inclusion in the study.

3.8 Data Collection Procedures

The study adopted a descriptive research approach. In line with this, quantitative data was used for this study. Quantitative data refers to data that can be measured and evaluated numerically using statistical techniques. It entails gathering and analyzing data that can be expressed as numbers or amounts. A population or phenomena can be described in general terms and conclusions drawn based on this type of data, which is typically objective (Caldas, 2003). Quantitative data involves measurements of variables and elements which the researcher is investigating. The methods and means by which pertinent information regarding the main concepts of the study's objectives and questions are acquired in order to answer the questions are referred to as data collection. (Descombe, 1989; Alreck & Seatle, 1985).

This study employed questionnaire to collect data. A questionnaire is a list of questions that is professionally organized and distributed to several people in a consistent manner. Two research assistance who were natives of the study area were trained to assist the researcher in the collection of data for the study.

3.9 Data Collection Instrument

A structured questionnaire comprising both closed- and open-ended questions was used to collect the data, and respondents were required to respond to the same set of questions in a specific

order. In all, fifty (60) structured items were presented to be answered by the respondents. Fifty-seven (57) of the items were closed ended questions, while the remaining three (3) were open ended questions. Four sections, addressing personal and sociodemographic characteristics made up the questionnaire; types of headteachers' leadership styles in senior high schools; perception of teachers on headteachers' leadership styles in senior high schools; training and development needs of headteachers on various leadership styles. The original instrument was looking at only three types of leadership styles. That is autocratic, Laissez-faire and democratic leadership styles. But this study is looking at additional four leadership styles in addition to the previous three (3) leadership styles, and they are Transformational Leadership Style, Strategic Leadership, Transactional leadership and the Coach-Style Leadership.

The instrument was checked for validity and reliability. The validity and reliability of the procedures and data are usually used to set the research standard. When conducting a study, reviewing findings, and defining data quality.

Validity, according to Babbie and Mouton (2008), is the ability of an instrument to measure what it intends to measure in the study area in which it is used. After that, the questionnaire was built to correspond to each study question. As a result, all research questions were addressed. The questionnaire utilized in this study was presented to independent specialists for face and content validity and conceptual clarity, and investigative bias in cooperation with a statistician.

Reliability is the consistency with which an instrument measures what it is intended to measure. The instrument is regarded as reliable if there are no measurement errors and the authentic score component is at its highest (Polit & Hungler 2007). If a study and its conclusions are reliable, it means that the same outcomes would be obtained if the study were to be repeated using the same methods. The degree of dependability was assessed using the Cronbach's alpha reliability test.

Nunnaly (1978) stated that a scale's reliability and validity are indicated by an alpha score of higher than 0.7 (>0.7). This is consistent with our pilot study as our results turned out to be 0.8.

3.10 Data Collection Procedure

An introductory letter was obtained from the university by the researcher. The introductory letter outlining the study's goals was sent to the schools under investigation, seeking permission before the data was collected. Additionally, a letter asking for permission to participate in the data collection was addressed by the researcher to the sampled schools. The researcher conducted a follow-up to ensure that the sampled schools have officially consented to participate in the study. A pilot study was carried at Northern School of Business, a senior high school near the researcher, before the real data collection using the questionnaire to assess the questionnaire's clarity and the wording of the questions. Some of the questions were rephrased for easier comprehension as a result of this procedure.

3.11 Data Analysis Procedure

Research objective 1 was analyzed using descriptive statistics, such as frequency tables. This tool helped us to summarize and present the data in an easy-to-understand format, and gives an overall picture of the different leadership styles employed by headteachers in senior high schools in the Tamale Metropolis.

Out of a total of 262 questionnaires, 234 were successfully completed and returned for the data gathering and analysis process. This resulted in an 89.3 percent response rate and a 10.7 percent non-response rate. Babbie (2014) notes that a response rate of at least 50 percent is deemed sufficient for analysis, a rate of 60 percent or more is deemed good for analysis, and a rate of 70

percent or more is deemed very good for analysis. Therefore, the 89.3 percent response rate was deemed sufficiently well for analysis in this study.

The use of descriptive statistics for the analysis of these research questions goes with three assumptions, where the observations being analysed should be independent of one another, the sample of data used in descriptive statistics should be representative of the population and the data should be measured using a reliable and valid instrument, such as a survey questionnaire, to ensure accuracy and consistency.

The data was analysed in STATA 5.1 using the steps outlined below:

1- Data was collected from a representative sample of the population using a survey questionnaire.

2. Data was organized in excel and exported to STATA 5.1.

3. Descriptive statistics of data was done using measures of central tendency (mean, median, mode) and measures of dispersion (range, variance, standard deviation) to describe the data. This was achieved using the summarize command in STATA 5.1

4. Interpretation of tables was done focusing on key trends and patterns in the data and conclusions drawn.

The analysis of research question two was also done using descriptive statistics, such as frequency tables to summarize and present the data in an easy-to-understand format

The analysis of this research question was done on the assumptions that the variables used in collecting the data are independent and were obtained using sampled data that were representative of the entire population and reliable data collection instrument. In the case of the

descriptive analysis, data analysis was hinged on the assumption that random sampling was used such that each individual has an equal chance of being included in the sample. The t- tests to be used was assumed to follow a normal distribution with no outliers could strongly impact the results.

The steps involved in the analysis of this objective included:

1- Data was imported into STATA 5.1 from excel.

2. The 'tabulate' command was used to do descriptive statistics of data. This generated frequency distribution tables of the data. Content analysis of the frequencies and percentages were done to compare the perceptions of teachers.

Data obtained in the field in its raw form, according to Mugenda and Mugenda (2003), is difficult to interpret unless it is cleaned, processed, and evaluated. To answer the study questions, quantitative analysis entailed evaluating, categorizing, tabulating, and recombining pieces of evidence.

3, 12 Ethical Consideration

Regardless of the type of data used, research ethics issues are an essential component of every study (Saunders et al., 2012). Because confidentiality, anonymity, and safety were regarded as essential components, this study complied with all ethical standards for research. the ethical standards for study because safety, anonymity, and confidentiality were valued as essential components. The reference section contained a list of all sources that were referenced, and the essay had been checked for plagiarism. Additionally, this research contained no data fabrication or falsification. Before anything was done, everyone engaged was asked if they would voluntarily take part in the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the results of the study. The also provides a detailed and thorough discussion of key findings emanating from the results. The presentation of results and discussion of findings are done based on the specific objectives of the study.

4.1 Response Rate

Table 4.1: Response Rate

Parameter	Frequency	Percentage (%)
Responded	234	89.3
Non-responded	28	10.7
Total	262	100.0

Source: Field Data, 2022

Out of the total of 262 questionnaires issued to the respondents, 234 were successfully completed and returned for the data gathering and analysis process. This resulted in an 89.3 percent response rate and a 10.7 percent non-response rate. Babbie (2014) notes that a response rate of at least 50 percent is deemed sufficient for analysis, a rate of 60 percent or more is deemed good for analysis, and a rate of 70 percent or more is deemed very good for analysis. Therefore, the 89.3 percent response rate was deemed sufficient for analysis in this study.

4.2 Demographic Information of Respondents

The demographic information that the study concentrated on included sex, age, education level, responder category, and occupation.

Table 4.2: Sex Distribution of Respondents

Sex	Frequencies	Percentages
Male	160	68.4
Female	74	31.6
Total	**234**	**100.0**

Source: Field Data, 2022

As shown in Table 4.2, men made up the bulk of respondents, accounting for 68.4% of the sampled respondents, while women made up 31.6% of the sample. This exemplifies the Ghana Education Service's unfavorable gender balance in terms of employee composition (GES).

Table 4.3: Age Distribution of Respondents

Age	Frequency	Percentage
20 –30 years	17	7.3
31 – 40 years	96	41
41 – 50 years	66	28.2
50 years and above	55	33.5
Total	**234**	**100.0**

Source: Field Data, 2022

According to Table 4.3 above, the majority of respondents (96/324) are between the ages of 31 and 40, making up 41 percent of the sample, followed by those between the ages of 41 and 50, who make up about 66 (28%), and those 50 and older, who make up about 55 (33.5%) of the respondents. Only 17 (7.3%) of respondents are between the ages of 20 and 30.

Table 4.4: Level of Education of Respondents

Education	Frequency	Percentage
Postgraduate degree	115	49.1
Bachelor's Degree	111	47.4
Diploma	8	3.4
Total	**234**	**100.0**

Source: Field Data, 2022

In terms of the educational level of respondents, results from Table 4.4 showed that greater percentage of the participants 115 (49.1%) were Post graduate degree holders, 111 (47.4%) were Bachelor Degree holders, and the remaining 8 (3.4%) were diploma holders. The statistics regarding the respondents' level of education indicates that the participants were highly educated to fully comprehend the issues relating to headmasters' leadership styles in the selected schools.

Table 4.5: Distribution of Years Respondents Work with GES

Years	Frequency	Percentage
1-5 years	51	21.8
6-10 years	59	25.2
11-15 years	22	9.4
16-20	33	14.1
20 and above	69	29.5
Total	**234**	**100.0**

Source: Field Data, 2022

In relation to years of working with the GES, results from Table 4.5 illustrated that 69 (29.5%) of the respondents worked with the GES for 20 and above years, 59 (25.2%) of the respondents worked with the GES within 6 – 10 years. 52 (21.8%) of the respondents worked with GES within 1 – 5 years, 33 (14.1%) of the respondents served with the service within 16-20 years, while the remaining 22 (9.4 %) worked with the system for about 11-15 years. The distribution with regards to working with the GES, it is established that greater percentage (29.5%) of the respondents worked for at least 20 years with the service. This means that a greater number of the respondents are experienced and are capable of providing the needed information relating to the headmasters' leadership style.

Table 4.6: Distribution of Years Respondents Work with GES

Years	Frequency	Percentage
1-5 Years	74	32.0
6-10 years	70	30.0
11-15 years	34	14.5
16-20	16	6.8
20 and above	40	16.7
Total	**234**	**100.0**

Source: Field Data, 2022

Table 4.6 also showed results on the number of years respondents worked with their current school, in this regard, greater number 74 (32.0%) worked with the school within 1 – 5 years, 70 (30%) of the respondents worked with the school within 6 – 10 years, 40 (16.7%) of the respondents worked with the school for at least 20 years, 34 (14.5%) of the respondents have been with the school within the period 11 – 16 years, and the remaining 16 (6.8%) of the respondents worked with school within the period 16 – 20 years.

Table 4.7: Distribution Showing How Long the Teacher Worked with the Head Teacher

Number of Years	Frequency	Percentage
1-5 Years	171	73.1
6-10 years	57	24.4
11-15 years	6	2.6
16-20	00	00
20 and above	00	00
Total	**234**	**100.0**

Source: Field Data, 2022

In relation to how long the teacher worked with the head teacher, Table 4.2 indicated that greater number representing 171 (73.1%) of the respondents worked with the head teacher for only a period of 1 – 5 years, 57 (24.4%) of the respondents worked with the head teacher within a

period of 6 – 10 years, while 6 (2.6%) of the respondents worked with the head teacher within the period of 11 – 15 years.

4.3 Leadership Styles Used by Headmasters in Senior High School

The first research question was to assess the various leadership styles employed by headteachers in senior high schools within Tamale. In order to answer this question, a scale of 1 – 5 was employed. Where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree respectively. Table 4.3 summarizes the results. The results generated were interpreted based on the following:

Mean Range	Response	Interpretation
4.21 – 5.0	Strongly agree	Very high
3.41 – 4.20	Agree	High
2.61 – 3.40	Neutral	Moderate
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly disagree	Very low

Table 4.2: Democratic Leadership Style

Statement	N	Min	Max	Mean	Std. Deviation
Head teacher ensures that each teacher goes by his duties without threats	234	1	5	2.36	1.007
Decisions are arrived at upon consultation and consensus through group participation	234	1	5	2.34	1.121
Head teacher listens and shares ideas with teachers	234	1	5	2.46	1.089
Head teacher ensures effective communication with teachers	234	1	5	2.38	1.130
Average mean score				**2.39**	

Source: Field Data, 2022

On the question of democratic leadership style of the head teacher, Table 4.3 showed that all four (4) elements recorded a mean range of (1.81 – 2.60). The average mean scores also indicated a 2.39 (1.81 – 2.60) mark, which implies a disagreement (low acceptance) of the democratic leadership style of the head teacher. The distribution showed that there is a unanimous disagreement with the democratic leadership style of the head teacher.

Table 4.3: Autocratic Leadership Style

Statement	N	Min	Max	Mean	Std. Deviation
Head teacher specifies and undertakes performance and evaluation standards all alone	234	1	5	4.25	1.073
Head teacher is not considerate relating to staff disciplinary measures	234	1	5	3.95	1.083
Head teacher delegates work and responsibility to only few staff	234	1	5	4.06	1.036
Head teacher seeks self-interest rather than group interest	234	1	5	4.03	1.076
Average Mean Score				**4.07**	

Source: Field Data, 2022

With respect to questions on the autocratic leadership style of the head teacher, Table 4.4 showed that with the exception of the first element which has a mean mark of 4.25 and fell within the range of (4.21 – 5.0), which indicated a strong agreement, the remaining three (3) elements have mean marks of 3.95, 4.06, and 4.03 respectively, which fell within the range of (3.41 – 4.20), which means agreement on the autocratic leadership style of the head teacher. The average mean scores 4.07 (3.41 – 4.20) implied an agreement in the autocratic leadership style of the head teacher.

Table 4.4: Transformational Leadership Style

Statement	N	Min	Max	Mean	Std. Deviation
Headmaster rewards good performance and punishes teacher wrong doings	234	1	5	2.91	1.221
Head teacher foster good relationship between administration and the teachers	234	1	5	2.83	1.169
Head teacher builds a sense of belonginess and empowers teachers	234	1	5	2.56	1.123
Headmaster supports teacher professional development	234	1	5	2.60	1.061
Average Mean Score				**2.73**	

Source: Field Data, 2022

On transformational leadership style of the head teacher, Table 4.5 showed that with the exception of the third item with a mean score of 2.56, all other items fell within the mean range of (2.61 – 3.40). which means respondents were neutral to the questions posed to them with regards to transformational leadership style of headteachers. Also, the average mean score of 2.73 showed that a moderate number of respondents are neutral with regards to the questions on transformational leadership style of the head teacher.

Table 4.5: Laisser-faire Leadership

Statement	N	Min	Max	Mean	Std. Deviation
Head teacher give directives and let the teachers make their own decisions	234	1	5	1.90	1.022
The head teacher provide freedom to choose our own goals and work toward them without much intervention	234	1	5	2.43	1.464
The head teacher considers us adults who are eager to work independently	234	1	5	2.67	1.417
Average Mean Score				**2.33**	

Source: Field Data, 2022

Table 4.6 showed that the mean marks of all respondents fell within the mean range of (1.81 – 2.60). The average mean score of 2.33 (also within the 1.81 – 2.60 mean range) clearly showed a disagreement in the questions regarding laisser – faire leadership style of head teacher.

Table 4.6: Strategic Leadership Style

Statement	N	Min	Max	Mean	Std. Deviation
The head teacher expresses the vision of the school in a way that members can understand	234	1	5	2.80	.838
The head teacher motivates teachers as and when needed	234	1	5	2.63	.926
The head teacher is fair in dealing with all staff members	234	1	5	2.92	.948
Average Mean Score				**2.78**	

Source: Field Data, 2022

On strategic leadership style of the head teacher, Table 4.7 showed that the mean score of all elements fell within the mean range of 2.61 – 3.40. Also, the average mean score of 2.78 (also within the mean range of 2.61 – 3.40) indicated that respondents were neutral as regards the questions relating to the strategic leadership style of the head teacher.

Table 4.7: Transactional Leadership Style

Statement	N	Min	Max	Mean	Std. Deviation
The interest of the head teacher is on his/her personal achievements	234	1	5	4.19	1.150
Head teacher rewards teachers when they perform	234	1	5	3.76	1.192
The main aim of the head teacher is to get positive outcome regardless the procedure employed	234	1	5	3.79	1.248
Average Mean Score				**3.91**	

Source: Field Data, 2022

On the question regarding transactional leadership style of the head teacher, Table 4.8 showed that respondents agreed with the issues raised as the mean scores of all three elements fell within the mean range 3.41 – 4.20. The average mean score of 3.9, which also fell within the mean range of 3.41 – 4.20 showed how respondents agreed with the issues raised with regards to strategic leadership of the head teacher.

Table 4.8: Coach Style Leadership Style

Statement	N	Min	Max	Mean	Std. Deviation
The head teacher focused on helping their teachers achieve the goals and objectives of the school	234	1	5	2.03	1.068
The head teacher makes efforts in understanding teachers' strengths and weaknesses	234	1	5	2.19	1.271
The head teacher provides tailored support to teachers based on their strengths and weaknesses	234	1	5	2.24	1.117
The head teacher provides guidance and support to help teachers reach their full potential	234	1	5	2.21	1.139
Average Mean Score				**2.17**	

Source: Field Data, 2022

Table 4.9 showed that all the statements regarding the coach style leadership style of the head teacher recoded a low positive mean mark within the range of (1.81 – 2.60). The average mean score of 2.17 is also within the same range, indicating a disagreement to the coach style leadership style of the head teacher.

4.4 Perceptions of Teachers on Head teachers Leadership Styles in Senior High Schools

The second research question was to assess the perception of teachers on headteachers' leadership style in senior high schools within the Tamale metro polis. Again, in order to answer this question, a scale of 1 – 5 was employed. Where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree respectively. Table 4.10 summarizes the results.

Table 4.9: Perception of Teachers on Head teachers Leadership Styles in Senior High Schools

Statement	N	Min	Max	Mean	Std. Deviation
The leadership style by the head teacher is appropriate for the general management of the school	234	1	5	2.32	1.248
Head teacher leadership style makes the teachers' job less difficult	234	1	5	2.22	1.183
Head teacher leadership style brings the best out of the teachers	234	1	5	1.99	1.194
Head teacher leadership style makes teachers feel more valued and appreciated	234	1	5	2.17	1.173
Head teacher leadership style helps maintain discipline among students in school	232	1	5	3.56	1.350
There is improvement in students' academic performance due to head teacher leadership style	234	1	5	3.63	1.165
Average Mean Score				**2.6**	

Source: Field Data, 2022

From Table 4.10, the first four (4) statements about the perception of teachers on leadership style of head teachers of SHS, fell within the mean range of (1.81 – 2.60) which implies disagreement,

69

while the last two (2) statements fell within the mean range of (3.41 – 4.20) which implies agreement. The average mean score of 2.6 also fell within the mean range of (1.81 – 2.60), which also means disagreement. Since all statements are positive, the distribution showed a low agreement, and a high disagreement to the statements.

4.5 Training and Development Needs of Head teachers in Relation to Leadership Styles in Senior High Schools

The research question was to assess the training and development needs of headteachers in relation to leadership styles in Senior High Schools within Tamale. Again, in order to answer this question, a scale of 1 – 5 was employed. Where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree respectively. Table 4.11 summarizes the results.

Table 4.10: Training and Development Needs of Head teachers

Statement	N	Min	Max	Mean	Std. Deviation
Head teacher needs to be trained on school administration	234	1	5	4.55	.864
Head teacher needs training on the usage of communication technology	234	2	5	4.51	.809
Head teacher needs training on performance assessment of staff	234	1	5	4.43	.887
Head teacher needs training on effective planning of school activities	234	1	5	4.48	.840
Head teacher needs training on human resource management	234	1	5	4.39	.939
Average Mean Score				**4.47**	

Source: Field Data, 2022

On issues relating to training and development needs of head teachers of Senior High Schools, Table 4.11 showed that the mean of all responses fell within the mean range of (4.21 – 5.0) which indicated a strongly agreement to the statements. Also, the average mean scores 4.47 was within the same mean range of (4.21 – 5.0). Which implied a strong agreement? Since all statements are positive, there is a very high agreement to all the statements.

4.6 Discussion of Findings

This section presents a detailed discussion regarding key findings that emerged from the study. The discussion is done based on the research questions of the study that need more insight to really appreciate the results from the previous chapter.

4.6.1 Research Question One:

What are the various leadership styles employed by head teachers in senior high schools within Tamale metropolis?

Of the seven leadership types investigated by the study, autocratic leadership was found to be the most predominant type employed by headteachers in senior high school within the Tamale Metropolis, with an average mean score of 4.07. In pre-tertiary institutions, leadership is more authoritarian, with much power vested in the headteacher, who delegated responsibilities to other masters in the school. This finding is consistent with that of Sigilai and Bett (2013), who found that leadership in pre-tertiary educational institutions, is mostly autocratic, with power centred on the head of the school. Also, Machuru and Kaitila (2014) found that autocratic leadership was most prevalent among pre-tertiary schools in Tanzania's Songea and Morogoro regions. In most cases, power is vested in the headmaster, who can decide to initiate the transfer of a master in the school all by himself without much consultation. The headteacher also has the prerogative of appointing and assigning specific duties to masters within the school. This makes the teachers have some kind of fear for the head teacher, who can decide the fate of a teacher within the school setup. Most of headteachers are using autocratic leadership just to hid their own inefficacies. This may also implies that, some of the headteachers do not have trust in their subordinates , hence they do not want to share power

72

4.6.2 Research Question Two

What are the perceptions of teachers on headteachers leadership styles in senior high schools within Tamale Metropolis?

Overall, there was a general perception and feeling among the teachers that the leadership style of headteachers in the SHS has to be a more engaging one with teachers to ensure that school activities run smoothly. The response rate in terms of the mean rating regarding how appropriate headteacher leadership is in various SHS was very low (2.32). Thus, the respondents opined that the leadership style employed by the headteachers makes the work of teachers in the schools a bit difficult and makes teachers feel less valuable and underappreciated. This finding resonates with that of Carley et al., (2016), who found that the lack of transformational leadership in various second-cycle schools sometimes demoralize teachers which makes them feel less attached to the school.

4.6.3 What are the training and development needs of headteachers in relation to leadership styles in senior high schools within Tamale Metropolis?

Results from Table 4.11 revealed that head teachers need a lot of training on the various leadership styles to effectively run the schools, especially in dealing with teachers. The training needs range from school administration to information and communication technology, the planning of school activities, and more importantly, human resource management. In relation to head teachers' training, Naidoo (2019) discovered that, unlike most schools in Africa, the appointment of heads of schools in the UK and USA is strictly based on the appointee's training in school management or leadership. The dynamics of leadership in schools is a bit complicated, as the school environment encompasses a diverse group of people with different characters coming from different backgrounds. In such an environment, no one form of leadership can be

effective in managing the diverse nature of the school population. Hence the need for head teachers to adopt different leadership styles to effectively handle the different groups within the school setting. Most head teachers, however, are usually accustomed to one particular leadership style, which may be less effective. It also implies that, most of the head teachers in the senior high schools are only used to the autocratic leadership styles.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Based on the analyses and discussions of the study in the previous chapter, this chapter presents a summary of the findings based on the objectives outlined in the study. Recommendations were also presented to be implemented and as a proposal for further studies.

5.2 Summary of the Study

The main purpose of the study was to evaluate the leadership styles of senior high school headteachers in the Tamale metropolitan area from the viewpoint of the teachers, and to determine its implications for training and development. The purpose of the study is to summarize the current body of knowledge, identify research gaps, and propose new avenues for further studies.

A quantitative research methodology was employed for the data gathering and analysis in this study. Because the quantitative method allowed for the use of questionnaires to get primary data from targeted respondents, the study employed one with a well-structured questionnaire to collect its primary data. A well-structured questionnaire was used to gather the primary data, making the study's design quantitative.

To summarize and present the data in an understandable fashion, descriptive statistics, such as frequency tables, were used to assess the data. A survey questionnaire was used to gather the data from a sample of the population that was representative of the whole population.

Purposive sampling, a non-probability sampling approach, was employed in this study to pick a sample based on the researcher's perception of or familiarity with the community.

5.2.1 Major Findings

The main results of the study are:

1. The research question that, what are the various leadership styles employed by headteachers in senior high schools within Tamale metropolis. It was found that, majority of the headteachers were using autocratic leadership style.

2. The second research question that, what are the perceptions of teachers on headteachers leadership styles in senior high schools within Tamale metropolis? It was revealed that, teachers were not comfortable with the leadership styles been used by their head teachers

3. The third research question that, what are the training and development needs of headteachers in relation to leadership styles in senior high schools within Tamale metro polis? It was established that, teachers want their headteachers to be trained in all the seven leadership styles, most especially democratic leadership style.

5.3 Conclusions

The study was conducted to assess the perceptions of teachers about headteachers' leadership styles and their implications for training and development. Data gathered from the questionnaire and analyzed indicated that the type of leadership style of headteachers from the perspective of teachers was more autocratic than democratic. Hence, headteachers should be trained on all the leadership styles to make them more effective in their managerial duties. Headteachers should also delegate responsibilities to their subordinates to ensure decentralization of power and

authority. Finally, it is clear that teachers do not like the autocratic leadership style employed by headteachers, hence headteachers need to use the democratic leadership style which is preferred by teachers in the governance of schools.

Training and Development Implications

The study offers teachers in the Tamale metropolis insightful information about the leadership styles of senior high school headteachers. The study emphasizes the need of headteacher training and development before, during, and after appointment, which can result in enhanced leadership styles and greater teacher job satisfaction. The study also highlights research gaps in the body of knowledge already available on the subject and offers new directions for investigation, which can aid researchers in furthering their investigation and adding to the body of knowledge on leadership styles in educational institutions. Those who are interested in increasing the standard of education in senior high schools can find the study to be helpful.

5.4 Recommendations

Based on the findings of this study, the following recommendations were made:

Headteachers should be encouraged to adopt a more diverse range of leadership styles rather than relying predominantly on the autocratic style. A balanced combination of democratic, strategic, and transactional leadership styles can foster a more inclusive and effective school environment.

Also, appropriate stakeholders should organize leadership training programs for headteachers to enhance their leadership skills and develop a deeper understanding of different leadership styles. The training should focus on the application and appropriate use of each style in various situations.

Headteachers were encouraged to incorporate transformational leadership elements into their leadership styles. Transformational leaders inspire and motivate their staff by setting high expectations, providing support, and fostering a sense of shared vision and purpose.

Great emphasis should be placed on effective communication in leadership training. Headteachers should be trained to be proficient in various communication tools and techniques to ensure clear and transparent communication with their staff and stakeholders.

Training should be provided for headteachers on how to conduct fair and constructive performance assessments for their staff. This will help improve staff morale, job satisfaction, and overall school performance.

Additionally, training should be offered to headteachers on effective human resource management practices. This includes recruitment, staff development, conflict resolution, and creating a positive and supportive work culture.

Mentorship programs should be provided for headteachers, where experienced and successful school leaders can guide and support less experienced ones. This can help new headteachers navigate challenges and develop their leadership skills.

Also, there should be encouragement, collaboration and involvement of various stakeholders, such as teachers, students, parents, and community members, in the decision-making process. This participatory approach can lead to better decisions and a stronger sense of ownership among all stakeholders.

Stakeholders of education should create a school environment that values and supports the professional growth and development of headteachers. This includes providing access to resources, ongoing professional development opportunities, and a supportive network.

Stakeholders of education should also conduct periodic evaluations of headteachers' leadership styles and their impact on the school's performance. This can help identify areas for improvement and make necessary adjustments to enhance leadership effectiveness.

By implementing these recommendations, schools within the Tamale metropolis can improve the quality of leadership, create a positive working environment, and ultimately enhance the overall performance and success of the educational institutions.

5.5 Recommendation for Further Research

Since this study used the quantitative method for data gathering and analysis, any other researcher who want to use the same topic should use the mixed method or qualitative method.

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APPENDIX

UNIVERSITY FOR DEVELOPMENT STUDIES
QUESTIONNAIRE FOR TEACHERS

I am a student at the University for Development Studies, conducting a study to assess *teachers' perception of headteachers' leadership styles and its implication for training and development in Senior High Schools within the Tamale metropolis*. This is purely an academic work in partial fulfillment of the requirement for an award of Masters of Philosophy in Training and Development.

You are humbly assured that the information you provide will be treated as confidential as it desired. Feel relaxed; spend some few minutes of your time and answer the questions as the issues exist in the school. Please tick where appropriate and supply information where necessary.

SECTION A: DEMOGRAPHIC INFORMATION

INSTRUCTIONS: Where applicable, please mark (√) against the proper answer and fill the blanks provided.

1. Sex

    a) Female ( )
    b) Male ( )

2. Age

    a) 20 – 30 ( )
    b) 31 – 40 ( )
    c) 41 – 50 ( )
    d) 50 and above ( )

3. Marital status

    a) Single ( )
    b) Married ( )
    c) Divorced ( )
    d) Widowed ( )
    e) Separated ( )

4. Qualification of employee

    a) Postgraduate degree ( )
    b) Bachelor degree ( )
    c) Diploma ( )
    d) Certificate ( )

Others, please specify…………………………………….

5.   Rank

    a. PS ( )

    b. AD2 ( )

    c. AD1 ( )

    d. Director ( )

6.   How long have you been with the service…………………………….

7.   How long have you been with the school……………………………

8.   How long have you work with the Headteacher……………………….

SECTION B: LEADERSHIP STYLES USED BY HEAD MASTERS IN SENIOR HIGH SCHOOLS

Instructions: This table provides a description of headmaster's leadership style. The descriptive statements are listed below. State by ticking (√) how frequently each statement fits your headmaster's leadership behaviour. Please, be honest about your responses as there are no right or wrong answers. (1-Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree and 5-Strongly agree)

	Statement	1	2	3	4	5
	Democratic Leadership Style					
9	Headteacher ensures that, each teacher goby his duties without threats					
10	Decisions are arrived at upon consultation and consensus					

	through group participation					
11	Headteacher listens and shares ideas with teachers					
12	Headteacher ensures effective communication with teachers					
	Autocratic Leadership Style					
13	Headteacher specifies and undertakes performance and evaluation standards all alone					
14	Headteacher is not considerate relating to staff disciplinary measures					
15	Headteacher delegates work and responsibility to only few staff					
16	Headteacher seeks self-interest rather than group interest					
	Transformational Leadership Style					
17	Headmaster rewards good performance and punishes teacher wrong doings					
18	Headteacher foster good relationship between administration and the teachers					
19	Headteacher builds a sense belongness and empowers teachers					
20	Headmaster supports teacher professional development					
	Laissez-faire leadership style					
21	Headteacher give directives and let the teachers make their own decisions					

22	the headteacher provide freedom to choose our own goals and work toward them without much intervention					
23	the headteacher consider us adults who are eager to work independently					
24	the headteacher takes no active involvement in the group's decision-making and implementation, except from making logistics available					
25	**Strategic Leadership style**					
26	The headteacher express the vision of the school in a way that members can understand					
27	Headteacher delegate some teachers to perform aspects of his/her duties					
28	the headteacher motivate teachers as and when needed					
29	the headteacher is fair in dealing with all staff members					
	Transactional leadership style					
30	the interest of the headteacher is on his/her personal achievements					
31	headteacher rewards teachers when they perform					
32	headteacher punish teachers when they failed to meet their targets					
33	the main aim of the headteacher is to get positive out come regardless the procedure employed					
34	**The Coach-Style Leadership**					

35	The headteacher focused on helping their teachers achieve the goals and objectives of the school					
36	The headteacher makes efforts in understanding teachers' strengths and weaknesses					
37	The headteacher provides tailored support to teachers based on their strengths and weaknesses.					
38	The headteacher provide guidance and support to help teachers reach their full potential.					

SECTION C: PERCEPTION OF TEACHERS ON HEADTEACHERS LEADERSHIP STYLES

This aspect of the questionnaire seeks to assess your perception or opinion about the leadership style of your headmaster. Please indicate the extent to which you agree with the following statements as they as they occur in your school.

(1-Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree and 5-Strongly agree)

	Statement	1	2	3	4	5
39	The leadership style by the headteacher is appropriate for the general management of the school					
40	Headteacher leadership style makes the teachers' job less difficult					

41	Headteacher leadership style brings the best out of the teachers					
42	Headteac her leadership style makes teachers feel more valued and appreciated					
43	Headteacher leadership style helps maintain discipline among students in school					
44	There is improvement in students' academic performance due to headteacher leadership style					

SECTION D: TRAINING AND DEVELOPMENT NEEDS OF HEADTEACHERS ON VARIOUS LEADERSHIP STYLES

On the basis of your responses to the previous sections, indicate the following areas your school's headmaster will require further training to make a positive impact on the school.

(1-Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree and 5-Strongly agree)

	Statement	1	2	3	4	5
45	Headteacher needs to be trained on school administration					
46	Headteacher needs to be provided with training on monitoring and evaluation					
47	Headteacher needs training on the usage of communication technology					
48	Headteacher needs training on performance					

	assessment of staff					
49	Headteacher needs training on effective planning of school activities.					
50	Headteacher needs training on human resource management					

Thank you.