

College Authorities' Leadership Styles and Practices on School Effectiveness of Ghana's Colleges of Education

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Abstract

Effective school leadership calls for the sharing of leadership responsibility in the area of supervision of instruction and other related activities of an educational institution. Such leadership styles and practices ensure high curriculum coverage and tend to offer better learning opportunities for students. This study employed a concurrent mixed- method design to explore the influence of Colleges of Education (CoE) authorities' leadership styles and practices on school effectiveness of the two teacher education colleges in the Upper East Region of Ghana. The study comprised second -year and third- year students, tutors and leadership of the colleges. A sample size of three hundred and eight (308) was utilised. A simple random sampling technique was used to draw both second year students and tutors. A cluster sampling technique was also used to cluster the population of the third- year students and a simple random sampling technique was then subsequently used to draw the students who were out in the field for their internship. Intensity case sampling technique was used in sampling school leadership. Two instruments namely an in-depth interview guide and a questionnaire were used to elicit responses to address the research question. The interview guide gathered responses from college leadership and the questionnaire was administered to both students and staff. The study revealed that college authorities use human-centred approaches in the management and governance architecture of the colleges, delegate responsibility to subordinates and adopt participatory decision-making mechanisms that bring on board internal publics to the decision-making table. The study largely disconfirmed Douglas Mc Gregor theory X assumptions. The study recommends that college authorities should continue to engage students and staff in the governance and management of their respective colleges and also expand the frontiers of the existing collaborations among internal publics of the colleges. In light of the foregone, authorities should continue to utilise democratic, shared and transformational leadership styles.

Keywords: Colleges of education: College authorities: Leadership styles: School effectiveness

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Introduction

Educational leadership plays a crucial role in the promotion of school effectiveness. Spillane, John and Loyiso (2003) indicate that leadership is central to the improvement of educational outcomes. Accordingly, principal leadership, in particular, is critical in developing and sustaining school-level conditions believed to be essential for school improvement. Leadership practices from the perspectives of teachers and students concerning school effectiveness are enormous (Herrera, 2010). Cotton (2003) explains that the practices of school principals exert a powerful influence on teacher quality and student learning. Admittedly, there is a positive impact of leadership on school effectiveness.

However, it is worthy to indicate that teachers, students, non-teaching staff, governments, non-governmental organisations and other stakeholders operating in the field of education play crucial roles in adding to the efforts of school leaders to ensure the effectiveness of educational institutions. Effective teaching conducted by teachers engenders school effectiveness. As a driver of school effectiveness, teacher quality is crucial for students' academic achievement (Minca, 2015). Ruzek, Domina, Conley, Duncan and Karabenick (2015) in their study conducted in California, intimate that in the global arena, value-added models are used in measuring teacher contributions to student learning. Students' learning outcomes are good measure of educational institutions effectiveness.

In making a preliminary search on studies conducted on school effectiveness, the researcher did not come across any scientific study done in Ghana highlighting research on the subject. What comes close to this study is that of Newman (2013) in his study on the issues and prospects of the upgrading of teacher training institutions to Colleges of Education.

Statement of the Problem

Internal publics of educational institutions such as school leadership, teachers and students remain committed to promoting the effectiveness of their respective schools. They do this by playing their roles and responsibilities as expected. Agezo and Frimpong (2015), postulate that school effectiveness depends much on leadership and teachers and the way they perform their tasks. Studies on school effectiveness from various countries and school contexts consistently highlight principal leadership in making schools more effective (Bush, 2007).

This notwithstanding, Adu (2011) in his study conducted in Ghana intimates that relevant studies are scarce as well as literature in the subject area especially in Sub-Saharan Africa and Ghana in particular. Accordingly, where such studies are conducted elsewhere, there is always an attempt to apply hook, line and sinker findings to different contexts. Therefore, Fertig (2000) intimates that if school effectiveness research is to be conducted in developing countries, there is a need to move towards a contextual model, one that considers the internal processes as well as the cultural context in which the school operates. Considering the foregoing, this study sought to explore the extent of influence of the leadership styles and practices of the two education colleges' authorities on school effectiveness in the Upper East Region of Ghana.

Objective and Research Question of the study

The study sought to investigate the leadership styles and practices of Colleges of Education (CoE) authorities' influence on school effectiveness at the college level. Therefore, the accompanying research question is stated below.

To what extent do leadership styles and practices of college authorities influence school effectiveness at the level of CoE?

Literature Review/Theoretical Framework

Leadership Styles of School Heads

Leadership styles (LS) are consistent patterns of behaviour that characterises leadership at the school level. They are approaches to providing direction, implementing plans and motivating people to put out their best (Northous, 2015). School leaders identify the best styles that would fit the management of their institutions. According to Alkulitani (2015), the suitability of LS to be used in an organisation is based on the sector of operation. Some heads either employ the people or relationship-centered approach. Others prefer an autocratic production-centered approach. This current review of literature in LS is not exhaustive. Those captured in the review include the following;

Autocratic Style

This LS referred to as the classical approach, is also called the authoritarian style of leadership. It centralises power and authority in management. The purpose of this style is to achieve high productivity in the organisation. Individuals or employees are normally not consulted in decision-making. Because of its tasks-oriented nature, management uses workers as machines to promote productivity. Employees are expected to obey orders without receiving any explanation. The environment here is a creature of a structured set of rewards and punishments (Khan, Khan & Qureshi, 2015).

The advantage associated with this LS is that, it compels workers to work quickly and not to sleep on their tasks, thereby leading to high productivity. Its weakness, however, is the absence of the development of freedom of choice. There is also the presence of less or no self-confidence on behalf of employees. The leader bears all the weight of decision-making that can cause stress to him or her. Finally, not being willing to hear people or involve them during the decision-making process can cause some resentment in employees

Democratic Style

This style also termed participative style places priority on the needs, interests, rights and freedom of the employees (subordinates). The subordinates are part of the decision-making process. Albeit, leadership influences followers to some extent, but this does not dominate their thinking. In this respect, the leader acts as a facilitator and provider of information rather than being autocratic or authoritarian. Because the style drives participation and discussion, it is seen to be excellent for organisations that are focused on creativity and innovation. Workers are praised as and when the need is. Its advantages are; high morale among workers; workers' are free to exercise their responsibilities; and increase productivity. Leaders here, value group discussions, promote a work environment where all and sundry feel belong, are rational in their

decisions, good mediators of conflicts in the organisations and show flexibility in their thought processes. However, it takes long periods to arrive at a consensus during the decision-making process.

Laissez-faire Style

In this type, leaders pass on their responsibility of decision-making to the group. This style presupposes that the leader has no confidence in his/her leadership ability. Decision-making is slow and comes with a great deal of "buck-passing."

This style is effective only when employees are highly skilled, experienced and educated. Accordingly, its advantages are that there is no burden or pressure on group members and the leader hardly requires any time for preparation (Khan, Khan & Qureshi, 2015). However, the group members sometimes overstep their limits. Additionally, accountability and responsibility are absent on behalf of followers. The style is not suitable for new employees as they require guidance and support during the early days in the organisation. It thus can lead to an absence of organisational structure that can cause the feeling of inadequate support by workers. Scholars admit that it is the most passive and less effective of leadership styles.

Transactional Style

This style of leadership focuses on the exchanges that exist between leaders and followers (Bass, 2000; 2008; McCleskey, 2014). Transactional leadership allows followers to fulfil their self-interest, minimises workplace anxiety and more importantly, increase production (Sadeshi & Pihie, 2012). Leaders here are practical and pragmatic. Scholars, however, criticise this style because it only uses a "one-size-fits-all universal approach to leadership theory construction that disregards situational and contextual factors" (McCleskey, 2014, p.122). The style also stifles creativity and demotivates those who have not been given incentives by way of monetary rewards.

Transformational Style

Leaders inspire eagerness in their teams and motivate employees to move forward. This leads to some excitement and commitment from teams thereby bringing about high productivity in the organisation. Transformational leaders, therefore, guide their followers towards established goals by clarifying role and task requirements. They "inspire followers to transcend their self-interest for the good of the organisation and this can have an extraordinary effect on the members" (Robbins & Judge, 2011. p.424).

Researchers report that transformational leaders are more effective because they are more creative. It is therefore the reason why such leaders are highly sought for in educational institutions. Conversely, it reposes too much confidence in the leader.

Theoretical Frameworks

Two theories of management and administrative science underpinned the study. The first is titled Theory X and Theory Y, which was created by Douglas McGregor while working at MIT Sloan School of Management in the 1950s. The theory was updated in the 1960s. The second is that of Locke and Latham Goal-Setting Theory. This theory was revised in 1990.

Theory X and Theory Y

Douglas Mc Gregor in the 1960s studied the attitude employees have towards work and the study revealed certain assumptions (beliefs) that he categorised into Theory X and Theory Y. He labelled Theory X as negative and Theory Y as positive. He pointed out that managers' views of human beings are based on certain assumptions and that managers tended to mould their behaviour towards employees according to those assumptions.

In the case of Theory X, the assumptions are that managers believe employees inherently dislike work and must therefore be coerced into performing their assigned tasks. Again, most people are unambitious, they shy away from responsibilities and prefer to be directed or led. The average man works as little as possible. He/she is motivated only at the physiological and safety levels as proposed by Maslow. To conclude, most people are inherently self-centred and mostly indifferent to the goals of the organisation.

Under Theory Y, in contrast, managers assume employees view work as natural as rest or play hence the average person learns to accept and even seek responsibility. They also show commitment to objectives as a function of rewards associated with their achievements. This theory further assumes that human beings can exercise relatively high imagination and creativity in the solution of organisational problems. Therefore, external control and the threat of punishment should not be the modus to put people to work.

On the scale of balance, relative to the two theories, Theory Y assumes that high-order needs dominate individuals. The theory thus proposes ideas such as participatory decision-making, responsible and challenging jobs as well as group relations as approaches to maximise an employee's involvement in job performance.

In conclusion, the theories and their assumptions provided a good theoretical framework that underpinned the study. For instance, the theories were used to ascertain how college leadership perceived internal publics and how that impacted their involvement in promoting the effectiveness of their institutions.

Goal-Setting Theory

American psychologist Edwin Locke in the mid-1960s studied the power of goal setting. He initially posited that employees were motivated by goals and feedback in his article titled "Towards a theory of task motivation and incentive". Locke and Latham (1990) later fine-tuned the theory to include that the difficulty and specificity nature of the task were a good predictor of performance.

The goal-setting theory was developed over 25 years based on laboratory and field studies. (Locke & Latham, 1990; 2000). Locke together with Latham published the ground-breaking work in 1990 in a book titled "A Theory of Goal-Setting and Task Performance". The theory has gained global recognition among researchers, academics and business administrators. The basic principles of the theory are summarised below:

Goals need to be specific: Specific goals produce a higher level of output than the generalised goal of "do your best". The specificity of the goal acts as an internal stimulus. Such goals let organisational members know what to reach for and to allow them to measure their progress.

Goals must be difficult but attainable: When goals are difficult, people persist in trying to attain them. These challenging goals get the attention of employees and they tend to focus more on such goals. Such goals, therefore, tend to energise employees to move on. In the end, organisational members discover strategies that will help them perform the tasks assigned to them effectively.

Feedback on goal attainment: Feedback is necessary for goals to remain effective and retain commitment. Without feedback, organisational members become unaware of their progress or otherwise. It then becomes difficult to gauge the level of effort required to pursue the goal (Sorrentino, 2006). Feedback allows individuals and teams to identify weaknesses in their current goals to make modifications possible (Smith & Hitt, 2005). By receiving feedback, individuals will know that their work is being evaluated and evidence of some recognition of their contributions.

Acceptability and commitment to goals: A powerful way organisation members accept goals is when they are allowed to participate in the setting of the goals. In other words, taking part in the goal-setting process tends to enhance goal commitment. If, on the other hand, there is no participation of members in the process, managers assigning the goals must clearly explain the importance of such goals to the employees to motivate them to work towards achieving the same.

The evaluation of performance and deadlines to achieve set goals: when employees know from the outset that their performance will be evaluated in terms of how well they have worked to attain the set goals, their impact will be much more felt. Furthermore, most employees will work harder when deadlines are attached for completion. These deadlines serve as a time control mechanism and ginger employees to meet such timelines.

In conclusion, the theory was used as a basis to determine whether the college authorities set specific goals for tutors to work towards the achievement of set goals. Also, the difficulty levels in terms of the attainability of the goals, the extent to which leadership gives feedback to subordinates regarding the set goals, and whether or not that resulted in school effectiveness.

Method

Research Approach and Design

The study adopted the mixed-methods approach. The rationale for the choice of the mixed-methods tradition is because of its ability to draw on the two data types and simultaneously, being capable of dealing with the limitations of both approaches. The design of this study is the convergent parallel design. Here, the researcher collected both data sets concurrently from respondents and or participants, analysed data separately and compared the results to ascertain whether the findings confirmed or disconfirmed each other. It is normally assumed in this design that quantitative and qualitative data provide different results (Creswell, 2014).

The Population of the Study

The targeted population for the study comprised tutors, second and third-year students of the two education colleges in the region. Additionally, college leadership made up of the principals, secretaries, librarians, finance officers as well as matrons of the two colleges formed part of the population. The total population of leadership for both colleges stood at ten (10) and that of tutors stood at eighty-one (81), with males forming a larger majority. Together, the two colleges produced a student population of one thousand three hundred students (1300) for levels 200 and 300. The total population of the study stood at one thousand three hundred and ninety-one (1391) participants and respondents.

Sampling Techniques and Sample Size

First, the simple random sampling technique was employed to select students in the second year as well as tutors in the colleges to obtain part of the quantitative data. Accordingly, this sampling technique allowed sampling the population of the students and tutors in such a way that every member of the population had an equal chance of being chosen (Fraenkel & Wallen 2006). Sarantakos (2005) categorically states that this technique accords all units of the target population with an equal chance of being chosen or selected. Therefore, sixty-five (65) second-year students' and twenty (20) tutors were drawn from each college. It is also worth indicating that though the researcher initially targeted twenty (20) tutors from each college, twenty-one (21) tutors were inadvertently selected in one of the colleges. Concerning the third-year students who were in the field for their internship during the time of the data collection, the study employed the cluster sampling technique of probability sampling to select the clusters after which the simple random sampling technique was employed to draw the respondents.

The study also employed the intensity-sampling technique of purposeful sampling to draw participants. According to Patton (2002), intensity-sampling deals with information-rich cases that manifest the phenomenon of interest intensively. Ten (10) participants formed the sample size that provided qualitative data for the study. The total sample size was thus three hundred and eight (308).

Data Collection Instruments

In-Depth Interview Guide

This instrument that was utilised enabled the researcher to go beneath the surface of the phenomenon under study and elicited responses from college authorities regarding the influence of their leadership and management practices on the effectiveness of the respective colleges. Charmaz (2006) posits that in-depth interviews make it possible for an in-depth exploration of a particular topic or experience.

Questionnaire

This instrument sought to collect data from both students and tutors about the leadership styles and managerial practices of the college leadership in the promotion of effectiveness in the colleges. Using questionnaire as data gathering tool has become widely accepted in research arenas because it is relatively easy to be used for an average large sample size and responses can easily be coded and analysed. The instrument was largely made up of closed-ended items.

Testing the Questionnaire to ascertain Validity and Reliability

A pilot study was conducted to pre-test the questionnaire for tutors and students. The instrument was pre-tested in Tumu College of Education located in the Upper West Region of Ghana. The said college shares similar characteristics with the study areas in terms of student numbers and staff population, academic programmes and school infrastructure. Forty (40) respondents comprising tutors and students were engaged. Relying on the experiences of professors in the subject area, the researcher contacted them to have a look at the questionnaire in terms of its validity before the pre-testing activity. They offered some insightful suggestions about the questionnaire and the researcher subsequently amended the questionnaire to cater to the suggestions made.

Having effected the corrections, the researcher then proceeded to collect data from the piloted college. Exactly a week was used to administer and retrieve the questionnaires from the respondents. The instrument was subjected to a reliability analysis test. The overall alpha Cronbach alpha stood at .9233 indicative of the fact that it was very good to be used in the main study.

Testing the In-Depth Interview Guide to determine Rigour and Trustworthiness

The researcher first of all, contacted experts in the subject area to go through the instrument. After that, three main strategies were used to ascertain rigour. First, the researcher used member checking. In this regard, the researcher took back parts of the transcribed data obtained from the instrument to the research participants for confirmation of what they said and meant. Second, the researcher engaged in an audit trail and spent some good time in the field during the data collection period so that that would develop in an in-depth understanding of the phenomenon. Finally, the researcher also triangulated the different data from participants.

Data Collection Procedures

The researcher applied for clearance and an introductory letter from the Ghana Tertiary Education Commission, an agency under the Ministry of Education in charge of tertiary educational institutions in Ghana. The letter introduced me to the principals of the two education colleges in the region regarding my intention to conduct a study in their institutions. Having been granted permission by the two principals upon showing them both the clearance and introduction letters, the researcher then set in motion, the collection of data.

Collecting Data using In-Depth Interview Guide

The researcher booked appointments with the college authorities in order to avoid the unpleasant situation of unannounced visits. Therefore, prior notification allowed them to adequately prepare before the start of the interviews. During the interview sessions, the researcher attentively listened to the submissions of the participants, thought quickly and distilled points that they made. In the process, there was the maintenance of a clear and logical mind throughout. The interview schedules lasted about one hour per participant in most cases. At the end of the interview process, the researcher thanked the participants for their time and agreed to share their rich experiences and knowledge on the issues.

Collection Data using the Questionnaire

The researcher visited the two colleges and the basic schools that fell under the two clusters of each college and personally distributed the questionnaires to both tutors and students. Sample frames of those who were selected to respond to the questionnaires were checked and identification numbers were assigned to every respondent. This allowed the distribution of the questionnaires to be easy and faster. A period of an hour was allowed for respondents to respond to the items after which questionnaires were retrieved.

Findings

Quantitative Results

Influence of Leadership Styles and Practices of School leadership on School Effectiveness

Fourteen statements that constituted the questionnaire were used to elicit responses from tutors and students concerning this theme. The statements sought to gauge the views of the respondents about how the leadership styles and practices exhibited by college authorities influenced the effectiveness or otherwise of the institutions. The ensuing table details the respondents' responses to the statements.

Table 1: Leadership Styles and Practices of School Head on School Effectiveness

Statement	Student			Tutor			(M and SD)	
	N	\bar{X}	SD	N	\bar{X}	SD	\bar{X}	SD
School heads use goal-oriented and human-centered approaches to run the school.	257	3.75	1.14	41	3.73	0.95	3.74	1.05
The kinds of leadership styles employed by the head influence the management of the school positively	257	3.71	1.15	41	3.49	1.03	3.6	1.09
School heads operate an open-door policy that allows all stakeholders to be part of the decision-making process.	257	2.99	1.33	41	3.51	1.121	3.25	1.22
School heads delegate responsibilities to subordinates to perform.	257	3.75	1.09	41	3.8	0.98	3.77	1.03
School heads set goals as a way of motivating subordinates to work hard.	257	3.45	1.22	41	3.56	0.84	3.50	1.03
The goals set by the school heads are specific.	257	3.50	1.01	41	3.78	0.73	3.64	0.87
The goals are difficult but attainable.	257	3.46	1.06	41	3.63	0.83	3.54	0.94
School heads provide feedback on goal attainment	257	3.35	1.26	41	3.8	0.78	3.57	1.02
School heads motivate subordinates to accept and remain committed to the goals set	257	3.6	1.15	41	3.37	1.09	3.48	1.12
School heads evaluate the performance of subordinates and set deadlines for achieving the set goals.	257	3.58	1.13	41	4.00	0.50	3.79	0.81
School heads assume that employees inherently dislike work and must therefore be coerced to perform their assigned task	257	3.13	1.18	41	3.07	1.10	3.1	1.14
School heads assume that employees are motivated only at the physiological and safety level.	257	3.19	1.11	41	3.24	0.92	3.215	1.01
School heads assume that employees view work as natural and playful.	257	3.29	1.14	41	3.44	0.92	3.365	1.03
School heads assume that employees show commitment to objectives as a function of rewards.	257	3.64	1.13	41	3.56	0.84	3.6	0.98
Total		3.45	1.151		3.57	0.92	3.51	1.02

Source: Fieldwork 2019 Scale: Strongly Agree =5, Agree = 4, Uncertain = 3, Disagree = 2, strongly Disagree=1

About Table 1, the first statement that school heads use goal-oriented and human-centred approaches to run the school from the perspectives of students and tutors mean values were 3.75 and 3.73 respectively, therefore, pointing to their agreement to the statement. The standard

deviations of 1.14 of the students and 0.95 of the tutors as captured did not make much of a difference in terms of the variability of their responses. Also the summary statistics of the assertion that the kinds of leadership styles employed by the head influence the management of the school positively gave a mean rating and standard deviation of 3.71 and 1.15 respectively for the students. Therefore, the students agreed with the statement. Similarly, a mean rating of 3.71 and a standard deviation of 1.15 was found for the tutors implying that they equally agreed with the assertion that the kinds of leadership styles employed by the heads influence the management of the school positively. Concerning the delegation of responsibilities to subordinates, students had a mean rating of 3.75 and a corresponding standard deviation of 1.09. Similarly, the tutors mean value was 3.80 and the standard deviation of 0.98. They both, therefore, were homogenous in their responses. Their standard deviation values were also not of any significant difference. Furthermore, a take on respondents' views of the statement, school heads set goals as a way of motivating subordinates to work hard, the results indicated that students were uncertain about the assertion with a mean and standard deviation of 3.45 and 1.22 respectively. In contrast, the tutors indicated their affirmation of the statement with a mean and standard deviation of 3.56 and 0.84 respectively. It is therefore instructive to note that tutors were more converging in their responses as opposed to students.

In response to the statement that the goals set by the school heads are specific, the summary statistics, as displayed in Table 1 reveal that both students with a mean value of 3.50 and standard deviation of 1.01 and tutors with a mean value of 3.78 and standard deviation of 0.73 agree with the statement. However, it is again worth noting that tutors were closer to one another as far as their responses were of the essence. This assertion is founded on their relatively lower standard deviation value. The respondents were further asked to indicate the extent of agreement to the assertion that goals set by school heads are difficult but attainable. The results revealed that students were again uncertain with a mean and standard deviation of 3.46 and 1.06, respectively. However, the tutors agreed to the assertion with a mean rating of 3.63 and a standard deviation of 0.83. According to the standard deviation values, tutors' responses were closer to their mean. Furthermore, students with a mean value of 3.46 and a standard deviation of 1.26 were found to have settled on the response set of uncertainty regarding the statement that school heads provide feedback on goal attainment.

Tutors with a mean of 3.80 and a standard deviation of 0.78 on the other hand, agreed with the statement. Additionally, tutors' responses were much closer to their mean. In response to the statement that school heads motivate subordinates to accept and remain committed to the goals set, a mean rating of 3.60 and a standard deviation of 1.15 were found regarding the students. This implied that the students had agreed with the statement. However, the tutors were uncertain about the claim. The table displays a mean rating of 3.37 and a standard deviation of 1.09 for tutors. The standard deviations for the two categories of respondents do not differ significantly in terms of their spread around their respective means. On school heads evaluate the performance of subordinates and set deadlines for achieving the set goals, students with a mean score of 3.58 and standard deviation of 1.13 and tutors mean score of 4.00 and standard deviation of 0.50 asserted to the assertion. The difference, however, was in the case of their standard deviations. The statement that school heads assume that employees inherently dislike work and must therefore be coerced to perform their assigned task, with students mean score of 3.13 and standard deviation

1.18 and tutors with mean score 3.07 and standard deviation of 1.10 disagreed with the statement. There was also no significant difference between their standard deviations. There was a congruence by both parties in terms of the results to the statement that school heads assume that employees are motivated only at the physiological and safety level. In this regard, mean ratings of 3.19 and 3.24 were found for the students and tutors, respectively. The standard deviations were not much of a difference with scores of 1.11 and 0.92 regarding students and tutors. Also, a mean rating of 3.29 and a standard deviation of 1.14 were obtained when students' views were sought on the claim that school heads assume that employees view work as natural and playful. On behalf of the tutors, a mean rating of 3.44 and a standard deviation of 0.92 was obtained. Both students and tutors were therefore uncertain or unsure about the declaration. Tutors, however, recorded a relatively lower standard deviation. Finally, on the statement that school heads assume that employees show commitment to objectives as a function of rewards, the table reveals that both students and tutors asserted to the declaration. The students mean score was 3.64 and the standard deviation was 1.13. Tutors also had a mean of 3.56 and 0.84 corresponding standard deviation. Tutors' responses were however much closer to their mean compared to the students.

Further scrutiny of the table revealed that the mean of means and standard deviation values about the collective or composite responses of students and tutors as a whole pointed to some number of agreements regarding some statements. For example, school heads use goal-oriented and human-centred approaches in the colleges (Mean of Means=3.74, SD=1.045), school heads delegate responsibilities to subordinates in the performance of their duties (Mean of Means=3.775, SD=1.035). Also, school heads evaluate the performance of subordinates and give timelines for activities to be executed (Mean of Means=3.79, SD= 0.815). Additionally, the values, particularly in the case of the standard deviations indicated that responses of respondents did not show variability on a large scale. It is also worth indicating that respondents were also undecided about some statements in connection with the styles and practices of college authorities. Thus, the table captures statements such as school heads operate an open door policy (Mean of Means=3.25, SD=1.227), school heads assume that employees inherently dislike work and must be forced to perform their assigned duties (Mean of Means=3.1, SD=1.14) and lastly, school heads assume that employees are motivated only at the physiological and safety levels (Mean of Means=3.15, SD=1.015). Here again, the collective responses of respondents in terms of the various statements were in sync with one another.

All in all, the total of the fourteen statements about students' responses stood at (Mean of Means=3.456, SD=1.151). Tutors on the other hand stood at (Mean of Means=3.570, SD=0.902). The implication here is that tutors were more definitive regarding the response set of agreement on the issues raised. Students, however, somehow adopted a middle position between either being undecided or agreeing to the statements.

Qualitative Results

School Authorities Styles and Practices on School Effectiveness

Two questions were asked under this thematic area to elicit responses from the interviewees. The questions posed were ;(1) what leadership styles and practices do you exhibit in line with your duty? (2) How do such styles and practices influence or impact school effectiveness?

In responding to the first question, the themes that emerged showed that school leadership engaged in open-door administration, democratic and transformational leadership styles. Accordingly, their styles and practices motivate members of their departments to actively participate in decision-making. Furthermore, because of their styles and practices, the staffs take up their assigned roles seriously by working towards the realisation of the set goals. All stakeholders within the school setting are responsible and committed to work. A sense of collective responsibility is thus achieved leading to the effective management of time and resources that ultimately culminates in the achievement of set goals and objectives.

To further elucidate his position on the styles and practices exhibited, a participant intimated that *“I run an open door administration where every staff or student has equal opportunities to contribute his or her quota to the achievement of objectives set within a specified period. the satisfaction of the needs of persons who find their way into my office is topmost priority. In effect, I work to achieve college goals and the personal and social needs of all”* (P9). Similarly, another participant also explained further that

“Hmm for me, I try to be assertive and democratic though. I am strict. Students are allowed to air their disagreement in class when they have issues of concern and through this, their misconceptions are known and lectures are tailored towards Addressing those issues. Also, as an administrator, or if you call me a school leader, I involve all those under me particularly tutors in my Department in decision making. This reduces the tendencies of in-fighting in the department” (P5).

In the case of (P10), she also said that she employs various styles and practices to yield good results. For the record, she stated that *“.....I am a transformational leader. I incorporate or blend the different approaches and I try involving all members of my department to understand what it is that we have achieved and further assign roles to them towards the achievement of more goals”*.

In response to the question of how the styles and practices exhibited by school leadership impacted or influenced school effectiveness, the themes from all participants hinted that the styles and practices adopted have greatly influenced the effectiveness of their respective colleges. Also, the

gains chalked by their respective institutions are to a large extent attributable to the management and administrative styles of college leadership. As a result, tutors and students feel part of whatever decision that leadership takes. This is because all internal stakeholders are allowed to make inputs based on the issues at stake which eventually translates into achievements in both academic and co-curricular activities. For instance, one participant asserted that

“My leadership style impact greatly on school effectiveness of the college in that, I respect the views of all and sundry when performing my duty. My style and leadership practices also motivate staff and students to give their best thereby making my college becoming an effective one” (P3).

Furthermore, all participants intimated that people feel appreciated, belong and motivated. The college academic environment is congenial. Thus, staff and students are committed because they feel part of the system. Therefore, styles and practices of leadership have a positive impact on school effectiveness. For instance, one participant during our interface articulated that

“..... oh yes! Most of my colleague staff feel satisfied that they are involved in the running of the department, hence targets relating to the department and college as a whole are met or reached according to schedule” (P1).

Furthermore, another participant indicated the positive influence of his styles and practices to the effect that

“Everyone gets the opportunity to contribute towards ensuring the effectiveness of the college. Again, every person feels satisfied to some extent and remains committed to performing assigned roles (P7).

Discussion

Research Question. To what extent do leadership styles and practices of school authorities influence school effectiveness at the level of Colleges of Education?

First, the quantitative results of both students and tutors showed that they were uncertain in terms of goal-oriented and human-centered approaches adopted by leadership in the administration of the colleges. The qualitative results conversely indicated that college authorities' styles and practices encompassed the utilisation of goal-oriented and human-central approaches. Again, whereas both students and tutors were uncertain about the positive influence of the styles and practices of leadership in terms of school effectiveness, the qualitative results showed the contrary. Accordingly, leadership styles such as democratic, shared or distributed and transformational as well as the policy of open-door administration are employed in the line of duty. It is imperative to note that leadership will have a contrary view from students and tutors in that they have been put in the spotlight. The position of authorities is consistent with the stance of Amanchukwu, Stanley and Olulube (2015) who maintain that transformational leadership style makes leaders to inspire eagerness in members of the organisation to be committed to their tasks. Also, Robins and Judge (2011) in support of such a stance intimated that followers are inspired to transcend their self-interests and work for the good of the organisation.

Both students and tutors further indicated their uncertainty to statements such as school heads delegating responsibility to subordinates to perform, school heads set goals for subordinates to work towards the achievement of the goals, the goals set are specific. The goals set are difficult but attainable, school heads provide feedback on goal attainment and school heads motivate subordinates to remain committed to the set goals. Alternatively, as can be gleaned from the qualitative results, college authorities affirmed the goal-setting theory of Locke and Latham (1990) because their leadership styles and practices were akin to this theory.

Furthermore, whereas students were uncertain about the statement that school heads set deadlines for achieving set goals, tutors on the other hand agreed to the statement. College authorities confirmed the position of the tutors. Finally, on the issues of school heads assuming that employees inherently dislike work, that employees are motivated only at physiological and safety levels, employees view work as natural and playful and employees show commitment to objectives as a function of rewards, both students and tutors indicated their uncertainty to the issues. Qualitative results also showed uncertainty on the issues. This could mean that authorities in this regard do not exactly assume certain attributes for the internal publics in the administration of the colleges or better still, do not have a certain negative mind set towards subordinates. This contradicts the Theory X component of Douglas McGregor. Maybe, the reason why college authorities asserted earlier on that they apply hook, line, sinker, democratic and transformational styles in their management and leadership approaches.

All in all, the total of all fourteen statements about student responses that stood at (Mean of Means=3.456, SD=1.151) and tutors (Mean of Means=3.570, SD=0.902) implies that tutors were more positive in their outlook regarding the styles and practices of college authorities. Relatively, students' adoption of a middle position of not being certain could be deciphered to mean there could be the need for authorities to improve upon their practices in college administration.

Conclusion

This study explored the influence of college authorities' leadership styles and management practices on school effectiveness of the two teacher education colleges in the Upper East Region of Ghana. Anchored on the findings, it is lucid to conclude that authorities of the colleges assert that their styles and practices have enabled effectiveness of the colleges. Thus far, leadership administer using democratic, shared, transformational styles and open-door policy, participatory decision-making and consensus-building approaches. However, both staff and students have not been categorical and definitive in support or denial of the position of leadership on the matter.

Recommendations

Based on the findings of the study, the following recommendations have been proffered to college authorities and other educational stakeholders regarding the way forward.

1. College authorities should continue to be more open and transparent in running the affairs of the institutions. To this end, leadership should make their styles such as democratic, shared/distributed and transformational which are human-centred more recognisable by the

- internal publics of the colleges in the governance process. These styles would inspire confidence and motivate both students and staff to work assiduously in achieving set goals.
2. The leadership of the colleges should make it a priority to create good school climates such as the open and autonomous types to bolster effectiveness. And, should continue to actively engage students, tutors and other employees in areas that fall within their respective interests in the decision-making process and further delegate authority to subordinates to perform certain duties as and when the need arises.
 3. College authorities should involve relevant stakeholders' relative to issues about students' admissions, discipline, school infrastructure, recruitment and staff development. College should also continue to set SMART goals for subordinates to work towards achieving the same in order to promote effectiveness in the colleges.

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