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Headmaster-teacher relationship in leading school

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Tiivistelmä - Abstract <p>The study explored principal-teacher relationships in four Junior High schools in the Sekyere South District of Ashanti in Ghana. One of the things that government, policy-makers and educators in Ghana rarely or never discuss is the value and significance of human connections - the relationships in schools. The focus of the study was to uncover the significance of developing and sustaining a high-quality relationship between principals and teachers for effective leadership and performance. Again, the study projects a broader conception of leadership, one that shifts away from the traditional thinking approach where the figure-head is seen as ultimately responsible for the school outcomes, to involve all staff members as a collective responsibility process.</p> <p>The qualitative case study adopted semi-structured one-to-one interviews to collect data from one principal and a teacher from each of the four schools selected. The data was analyzed through a content analysis approach. The results revealed that a quality exchange relationship between principals and teachers has a significant influence on cooperation, commitment and performance to both principals and teachers. The results also showed that working together in a cordial relationship and in a more democratic environment brings long-lasting dividend for the school and the learners. But these vital elements are mostly hampered by the mundane procedures, dictatorial decisions, strict supervision of the directorate of education and some principals. This had not only negatively affected the principals' and teachers' work roles and exchange relationship, but teaching and learning as well. These traditional behaviors have also created fear, pressure and resentment in teachers, and prevent them from sharing innovative ideas and being committed to school activities.</p> <p>The interpretation of this study was purely engrained in the respondents' context. The study recommends a further study in a larger scale to ascertain the affect and effect of the results or the hypothesis revealed. Perhaps it might be good if further discussion can be done on enhancing a quality exchange relationship among principals, teachers, circuit supervisors and the directorate of education. Effective leadership occurs as a result of building a quality relationship with the leader and the led.</p>	
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<p>Tiivistelmä - Abstract</p> <p>Tämä tutkimus tarkasteli rehtorin ja opettajien välistä suhdetta neljässä yläkoulussa Sekyere South District alueella Ashantissa Ghanassa. Yksi asia, josta hallinto, poliitikot ja kasvattajat Ghanassa harvoin tai eivät koskaan keskustele on ihmisten välisten yhteyksien - ammatillisten suhteiden - tärkeys kouluissa. Tämän tutkimuksen kohteena oli tuoda esille rehtorin ja opettajien välisen korkealaatuisen suhteen kehittämisen ja ylläpitämisen tärkeys tulokselliselle johtajuudelle. Tutkimuksen tavoitteena oli myös laajentaa perinteistä ymmärrystä siitä, miten johtaja on täydellisessä vastuussa koulun tuloksista kohti ymmärrystä, jossa kaikki henkilöstön jäsenet ovat kollektiivisesti vastuullisia.</p> <p>Laadullisessa tapaustutkimuksessa käytettiin aineistonkeruuna puolistrukturoituja yksilohaastatteluja. Haastateltavina oli yksi rehtori ja yksi opettaja neljästä valitusta koulusta. Aineisto analysoitiin sisällön analyysin keinoin. Tulosten mukaan laadukkaalla ammatillisella suhteella rehtoreiden ja opettajien välillä on merkittävä vaikutus yhteistyöhön, sitoutumiseen ja sekä rehtoreiden että opettajien suoriutumiseen. Tulokset osoittivat myös, että työskentely yhdessä, syvässä ammatillisessa suhteessa ja demokraattisemmassa ympäristössä tuottaa pitkäkestoisen tuloksen koululle ja oppilaille. Näitä tärkeitä elementtejä haittaavat ennen kaikkea arjen menettelytavat, itsevaltaiset päätökset ja kasvatusalan hallinnon ja joidenkin rehtoreiden toteuttama tiukka ohjaus. Nämä eivät ainoastaan kielteisesti haitanneet rehtoreiden ja opettajien työrooleja ja heidän välistä suhdetta vaan yhtälailla opetusta ja oppimista. Nämä perinteiset käyttäytymistavat ovat myös kasvattaneet pelkoa, paineita ja mielipahaa opettajissa ja estäneet heitä jakamasta innovatiivisia ajatuksiaan ja osallistumaan koulun aktiviteetteihin.</p> <p>Tutkimuksen tulkinta on sidottu tutkittavien omaan kontekstiin. Tutkimuksen perusteella suositellaan jatkotutkimukseksi laajempaa tutkimusta, jonka avulla varmistetaan tulosten vaikutukset ja seuraukset. Tulevissa keskusteluissa olisi hyvä sisällyttää laadukkaaseen vuorovaikutussuhteeseen rehtorit, opettajat, aluetarkastajat ja kasvatustieteen hallinnon henkilöt. Tuloksekas johtajuus toteutuu sen tuloksena, että luodaan laadukas ammatillinen suhde johtajan ja johdettavan välillä.</p>	
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ABBREVIATIONS

CB	Consideration Behavior
IB	Initiative Behavior
IL	Individualized Leadership
JHS	Junior High School
LMX	Leader-Member Exchange
MI	Multiple Intelligence
NGOs	Non Governmental Organizations
OECD	Organization for Economic Co-operation and Development
POS	Perceived Organizational Support
TLM	Teacher Learner Materials
UNESCO	United Nation Educational, Scientific and Cultural Organization.
VDL	Vertical Dyad Linkage
VSO	Voluntary Service Overseas
WTP	World Trade Press

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1 INTRODUCTION

Over the years, the role the leader plays and the relationship the leader develops with their subordinates have been measured as fundamental components for the subordinates' work performance in various organizations (Yariv, 2009, p. 445; Sias, 2009, p. 2). Principals hold the heart of the school organization and their actions and relationships with their teachers affect the satisfaction, cohesion, and commitment levels of teachers and principals as well (Price, 2012, p. 40). This implies that principals' leadership influence or relationship has a considerable impact on the teacher's work output and can either make or mar the teacher with reference to Hackman and Johnson's (2004, p. 2) affirmation that whatever the context may be, if the leader is effective, the followers flourish, however if the leader is ineffective, the followers suffer. Similarly, the actions of the organization and its representatives, such as support for members or fair decision-making, have a significant influence on the member's performance and commitment to the organization, and it requires a mutual exchange relationship (Settoon, Bennett, & Liden 1996, p. 219-220).

The world in which education leaders operate is changing into a global community (Starratt, 2005, p. 124). This has considerably influenced the task role of school principals to a more challenging and overloaded situation (Fullan, 2003, p. 22). Consequently, it is an extremely difficult task for anyone to produce and maintain an imperative public school system in such a complex society without a committed and highly proficient teaching force or teachers working together for a continuous improvement of the schools (Fullan, 2003, p. 5). It is upon such complex phenomenon that Kuozes and Posner (2007, p. 25) underscore that leadership success absolutely depends on the leader's

ability to build and sustain a relationship that enables the subordinates to frequently work towards the achievement of organizational goals. Similarly, Walsh (2005, p. 2) lays more emphasis on school principals, saying that building and sustaining a positive relationship with teachers maximizes the potential for student outcome rather than purely principals' innate abilities, characteristics and behaviors.

Despite the fact that both the leader and the led function collaboratively, to date, some studies still believe that all aspects of leadership role are embodied in a single individual, especially those at the helm of affairs in organizations or within a group (Friedrich, Vessey, Schuelke, Ruark, & Mumford, 2009, p. 933; Hackman & Johnson, 2009, p. 19). This is because the leadership literature over the years has mostly focused on the leader's influence at the neglect of other domains such as the subordinates and the dyadic relationship that exists between the leader and the led. The issue has created confusion, disagreement and complexity in understanding what leadership really is. (Graen & Uhl-Bien, 1995, pp. 220, 221.)

Studies have shown that the education system of Ghana, for some decades now, has experienced a significant and ambitious restructuring process in an attempt to improve the quality of education and to produce skillful and knowledgeable people for the economic progress and development of Ghana (Osei, 2006, p. 38-39). These short periods and recurring changes of the education process have affected the teachers' profession and have also created dysfunction in the system (Osei, 2008, pp. 40-41; Oduro, Dachi, & Fertig, 2008, p. 9). For instance, a recent study informs that there is a problem of understanding the parameters within which headmasters/principals and teachers work and the process of achieving the demands of the educational principles. This has seriously portrayed the relationship between headmasters and teachers as a milieu of conflicts and counter accusations. (MacBeath, Swaffield, Oduro, & Bosu 2010, p. 10.) According to studies, some of these conflicts and accusations emanate from the absence of proficient and effective leadership and management (UNESCO, 2005; Oduro, et al., 2008, p. 13; VSO, 2006, p. 2).

Ironically, in Ghana principals and teachers are expected to work together, live in a genial relationship, have a mutual trust in each other, and share ideas together for the prime aim of accomplishing a common goal (Annoh, 1997, 109). These quality relationships between people must be noticeable in schools to encourage effective teaching, learning and administration. However, most of these interactions tend to be cordial or

strained (Annoh, 1997, p. 109). To encourage a quality relationship in the school environment, the author enumerates some activities headmasters should ensure: involving teachers in school administration, respecting teachers' ideas, opinions and decisions, communicating freely with the teacher, acting as a role model for teachers, and being fair and just to teachers (Annoh, 1997, p. 110). Annoh (1997, p. 110) acknowledges that embezzlement of school funds and illegal collection of monies can make or mar the relationship between headmasters and teachers.

Explicitly, in Ghana power distance is now a common and relevant phenomenon at the basic schools, as principals always want to maintain their status and that has also created a wide distance between their authority and the teacher. "The headteacher's status is affirmed and preserved by maintaining a distance from teachers, symbolically behind his or her office desk and by not being seen to fraternize with staff". (MacBeath et al., 2010, 12.) Power distance is concerned with the distribution of power between the superior and the follower (Lau & Eggleton, 2004, p. 145). In a broader sense, power distance refers to the extent that a subordinate or a less powerful member in an organization accepts from his/her superior that power is reasonably distributed unequally in the relationship (Lian, Ferris & Brown, 2012, p. 108; Casimir, Waldman, Bartram, and Yang 2006, p. 69; Hofstede, 1980, p. 99). MacBeath et al. (2010) note that for principals to enhance their status and mystique they have to uphold their solitude and confidentiality, and that situation has significantly subdued the free sharing of ideas among schools leaders.

Besides, the headmaster is assumed as the chief executive officer of the school organization, and he or she is ultimately answerable for the success and failure of the school (Archer, & Adentwi, 2006, p. 26). Archer and Adentwi (2006, p. 32-38) add that by virtue of the formal authority conferred on them and the distinctively identified position they occupy, they are given the prerogative to make work-related decisions for their organizations. However, leadership is not a sole-proprietorship or a one-man business, rather it is a relationship, multiple engagement and collaborative efforts that promote capacity building, mutual interaction and it also influences mutual respect, trust, confidence that overcomes adversities and leaves a legacy of importance within an organization. It has never happened in any organization that a leader single-handedly achieves any extraordinary performance alone without the support and involvement of others. Everyone can be a leader, therefore leadership involves collaborative relationships that

lead to collective action. (Levin, & Fullan, 2008, pp. 294-295; Kouzes & Posner 2007, p. 223.)

In Ghana, principals and teachers are seen as the most potential agents of change and implementers of educational policies to produce the needed people for the progress and the development of the country (Osei, 2006, p. 38). It is incredible that there is not enough, if any, attention and research on the principal-teacher relationship and how they work together while implementing these policies. However, in Ghana the teacher who is considered to be playing a key role and as the most significant potential of change agent in the system of schooling, is always criticized, blamed and scorned by all and sundry, especially by the educational officials, academia, the press, and the general public at large for low and unsatisfactory students' achievement (Osei, 2006, p. 38-40). Interestingly, studies have attributed the low level of performance to many factors comprising: poor teacher motivation, low level of job satisfaction, inadequate incentives, poor leadership and management, and the vertical decision-making procedure in the system, just to mention a few (Akyeampong, 2010, p. 15; Bennel & Akyeampong, 2007, p. vi, xi; Oduro, et al., 2008, p. 13; 2006, p. 41; VSO, 2006, p. 20; Osei; UNESCO, 2005;).

This study adopted a qualitative case study approach to explore the principal-teacher relationship in four Junior High Schools at the basic level of education in the Sekyere South District of Ghana. The findings and the conclusion were achieved through content analysis of the respondents' responses. The study explored three areas: the leadership role, the kind of relationships that exist between principals and teachers, and the teacher support and participation in schools. The study aims to project a broader conception of school leadership where leadership is understood as a shared responsibility between the principals and the teachers in contrast to the traditional style where the figure head is seen as ultimately responsible for the school outcomes. Again, leadership should extrapolate the traditional thinking about the leader and the member to investigate leadership as the development of high-quality relationship or partnership among dyadic members (Graen & Uhl-Bien, 1995, pp. 229, 233).

The study reflected on three research questions: How do you as a principal/teacher see leadership roles in schools? What kind of relationship exists between school principals and teachers? And how is teacher leadership deemed at the basic level schools?

There was a consequential rationale for researching the topic in the context of Ghana. The value in analyzing the topic is that the research can be used by principals and teachers to assess their leadership behavior roles in relation to their workplace relationship. More importantly, it is a wake-up call to research into the topic, especially in a situation where the larger population of the headmasters has not had formal training in educational administration and management, whereas most of their teachers have acquired such competencies and skills from their university studies (see Afful-Broni, 2006, p. 4). Also, the study was necessary especially where the relationship between a principal and teachers is viewed as a milieu of conflict and teachers are aggrieved. Finally, lack of previous literature on the topic in Ghana illustrates how important this area is to be studied.

My influence for this study was first and foremost based on my personal background experience and aspiration in the leadership career. Secondly, it is based on research recommendations. And thirdly, I was moved and challenged by the strong bond of relationship and collaboration between teachers and principals at the high schools in the City of Jyväskylä. Candidly, the intriguing scenario was the inimitable axiom made by all the principals during my practicum training and observation in the schools: *'I trust my teachers'*. This axiom consistently resonated and echoed through my thoughts and that necessitated my interest for this study in my own country. Undoubtedly, the system cannot be transferred elsewhere, though substantial knowledge and inference could be made and used.

2 PROFESSIONAL RELATIONSHIPS

Professionals in school organizations live in a world of relationships that consistently demand helping and supporting one another for varying reasons or problems (Gillies, 2012, p. 181). This relationship, according to Trenholm and Jensen (2008, p. 296), is a “jointly created worlds of shared meaning”. Relationships are unavoidably present and significantly important in the sense that every activity that goes on in any organization, happens in the context of relationships (Sias, 2009, pp. 1-2.). There are many types of workplace relationships or interpersonal relationships. These relationships include, for example, leader-member relationship, peer coworker relationship, workplace friendship, customer relationship, romantic relationships and so on. (Sias, 2009, p. 2.)

For the purpose of this study more attention is centered on the leader-member relationship, though it may intermittently extend to other relationships for references. This chapter starts by introducing in 2.1 Interpersonal exchanges, followed by 2.2 the importance of professional relationships in schools. 2.3 emphasize Good relationships in school, followed by 2.4 Building, sustaining and supporting professional relationships in schools. Professional relationship and emotions are then discussed in 2.5 followed by stressing the value of trust in professional relationships. The chapter ends by a detailed description of leader-member theory through its evolutionary stages to the present stage.

2.1 Interpersonal exchanges

Within an organization such as a school, abounds numerous forms of communication encounters: face-to-face interactions with colleagues and customers, group meetings,

performance appraisals with supervisors, memos, e-mails, internal newsletters, and annual reports or mission and vision plans, and so on (Threshold & Jensen, 2008, p. 344). Drew and Ehrich (2010) identify three dimensional models of relationship which leaders should acquire to enhance organizational relationships: transpersonal, intrapersonal and interpersonal. Transpersonal relationship or strategic organizational development covers knowledge of and engagement with the external environment. Intrapersonal dimension or self-awareness or reflective capacity refers to building the individual capabilities of leaders to reflect on and develop their leadership capabilities, and their personal robustness of leadership in order to succeed in complex environments. Interpersonal relationship or engagement or collaboration, to which this study is connected, refers to people's involvement and collaboration in the leadership process.

As emphasized earlier on by Gardner (1979, p. 347-349, 362), people such as salespeople, politicians, teachers, clinicians and religious people are different and come to organizations with different cognitive talents. Gardner proposes two kinds of immeasurably essential personal brainpowers that all leaders must have but that have been less understood and elusive to research in leadership relationships: *Interpersonal intelligence* is "the ability to understand other people: what motivates them, how they work, how to work cooperatively with them". *Intra-personal intelligence* is the capacity to notice one's own moods and ability to draw conclusions about one's feelings as a means of understanding and guiding behavior.

Apparently, diverse perspectives of social exchange exist, however, scholars of the field concur that social exchange involves a series of interactions that create commitment and interdependency relations. These mutually supporting relations can create a high-quality relationship. (Cropanzano & Mitchell, 2005, p. 874). According to Tyson and Jackson (1992, p. 45), social exchange theory presumes that, "as individuals, we actually balance the costs against the rewards of membership of certain groups". Obviously, the theory stresses that offering repetitive rewards gradually loses its value, and the less people frequent the groups for a short period of time, the more the gain. This means that people can serve as a basis of comfort, encouragement, approval and support

According to Brandes, Dharwadkar and Wheatley (2004, p. 276), the social exchange concept focuses on the social interactions the members encounter within their employing organizations, as proposed from the outset by Blau in 1964. Brandes et al.

(2004, p. 277) indicate that within this frame of interactions there are two key social exchange relationships that have frequently captured the attention of scholars: 1. Member's relationship with his/her leader or supervisor (LMX) and 2. The member's relationship with the organization (Perceived organizational support, POS). Similarly, Settoon, et al. (1996, p. 219) identify that social exchange emphasizes how organizations support and motivate employees and how leaders relate and react to employees' behavior and attitude within organizations.

Moreover, Settoon et al. (1996, p. 219) affirm that adequate and quality support motivates employee commitment to organizational goals, and creating quality social relationship makes employees feel belonged and work with maximum effort towards achieving the organizational goals. One might quickly implicate on the viewpoint of Settoon et al. (1996, p. 219) that less support from the organization or the leader to the employee might also create an unenthusiastic relationship between the leader and the employee or diminish the level of employee's commitment to the organizational goals. More importantly, it might also alienate the employee from the organization which can lead to employee turnover. Again, this might influence the employee to focus strictly on the contractual function or role in the organization and that the need for mutual agreement between the leader and the subordinates is palpable.

Additionally, social approval is a positive way of supporting, indicating your personal respect or approval for others and the notion of reciprocal relations as its name implies (Tyson & Jackson, 1992, p. 45). A mutual exchange process of service creates a bond between parties involving in the social exchange. Offering a reward induces a receiver to reciprocate or do similar action or service to the donor. (Blau, 2009, p. 16.) Blau (2009, p. 16) further explains that one good turn deserves another, and that anybody who, one way or the other, has been favored by another feels grateful and indebted to the giver. The reciprocating effect of this favor fortifies the social exchange interaction or bond between the two parties. Generally, human beings are egoistically motivated by their action to want everything for themselves.

"A person who fails to reciprocate favors is accused of ingratitude. This very accusation indicates that reciprocation is expected, and it serves as a social sanction that discourages individuals from forgetting their obligation to associates...An apparent altruism pervades social life; people are anxious to benefit one another and to reciprocate for the benefits they receive" (Blau, 2009, p. 16).

2.2 Importance of professional relationships

Professional relationship is explained as where two or more people come together with a significant purpose, leading to an authentic relationship that facilitates a real dialogue to occur that extrapolates and beneath the mundane (Kroll, 2010, p. 70). Kroll (2010, p. 70) underscores that when such relationship becomes successful, it provides a foundation for trust, commitment, disclosure, progress, and transformation.

Sias (2009, pp. 1-2.) explains that relationships are the core of the living system and the foundation of an organization. It is through these relationships that organizations enjoy harmony or emotional stability, settle dispute or anarchy and bring divided members to work together. These significant underpinning principles reflect why organizational leaders and managers should focus on building and sustaining relationships and capacities rather than laying more emphasis on tasks, functions, and hierarchies. (Sias, 2009, pp. 1-2.) Sias (2009, pp. 1-2) notes that the pattern and the extent of interaction and connection between the leaders and the led determine the value or the quality of the relationship. The closer the leader and the members work together, the stronger the relationship and the more emotional the connection become.

2.3 Good relationships in school

Emotions and relationship have become part and parcel of the daily activities and it is almost inevitable in the school environment, as emphasized earlier on by Sias (2009, p. 1-2). According to Roffey (2012, p. 146.), in a situation where school experiences the negative of these feelings and relationships, it becomes devastating and affects the members in the school community, especially the defenseless students. However, encouraging both positive feelings and quality relationships among members in school environment does not only assist learning and make them flourish, but promotes discipline as well.

Positive relationship in schools can meaningfully transform various levels and therefore, leaders are encouraged to focus on developing quality relationship in schools to enhance educational excellence and genuine wellbeing. School leaders can be powerful initiators and drivers of quality relationships in the entire school, however, they need support from their superiors as well. “Nothing succeeds like success. Celebrating and

sharing good practice and the outcomes gained is effective in inspiring positive change” (Roffey, 2012, p. 158-159). Roffey, (2012, p. 2) explains that human beings as we are need one another, want to feel part of or linked, connected to others and involved in a relationship that develops their mind, body and spirit. This is because people deem relationship as the cause of life satisfaction and wellbeing and that has been their social linkage since infancy. It is therefore a necessity to have the requisite knowledge to be able to deal with all diverse relationships in our schools and other places as well.

Research has shown that when colleague teachers or staff members engage in positive interactions, it strongly impacts their wellbeing. However, when teachers feel they are no more as effective as they used to be, or when they see that their skills are atrophied, they tend to isolate themselves from other teachers or the group. Again, when teachers feel that their efforts are not acknowledged, especially by their leaders, they feel de-motivated and that can endanger the school environment with low quality exchange between members in the school. Such a negative situation can be communicated or augmented by developing a positive relationship among them to strengthen them both emotionally and practically (Roffey, 2012, p. 8-9).

According to Green and Sherony (2002, pp. 543-544), a quality relationship among leaders and members relentlessly influences the co-worker exchange relationship within an organization. As the leader develops a positive relationship with the subordinates, it also influences the subordinate-subordinate relationship or other co-workers’ attitude towards work. More importantly, an unbalanced exchange relationship of a leader in an organization negatively affects the organizational members’ commitment and work attitude, as those members with low relationship with the leader might have a feeling of antipathy and members with a high relationship with the leader might also feel liked by the leader.

2.4 Building, sustaining and supporting professional relationships

For a relationship to be successful there is the need to establish rapport between or among the parties involved to prepare the grounds for action to take place (Kroll, 2010, p. 70). The purpose of building rapport is to make the people involved feel valued and understood (Kroll, 2010, p. 78). Kroll (2010, p. 71-78) demonstrates a clear example of

rapport building that led to a professional relationship encounter with drug misusing parents and their children as a benchmark for leaders who wish to initiate a similar relationship. In this rapport building, Kroll (2010, p. 78) places more emphasis on the experiences, the feelings and the expectations that the involved parties bring into the relationship, the importance of connecting life histories of the parties, and the resistance mechanism that might expose during the process. Kroll concludes that preparation, making a warm, human connection, empathy, sympathy, and intuition are the main interpersonal skills for rapport building.

According to Bolman and Deal (2003, p. 185), in building relationships managers must recognize, understand, and be able to manage the inevitable political dynamism such as interdependency, divergence interest, scarcity and power relations that generate political activity characterized organizations. Bolman and Deal (2003, p. 186) contend that managers must perceive organization as a “living, screaming political arenas that host a complex web of individual and group interest”. Within these organization arenas there are political alliances of different individuals and interest groups, who bear differences in values, beliefs, information, interests, and perceptions of reality. Dealing with these differences and assigning available resources make conflict a fundamental issue and underscore power as the most significant asset of an organization. Successful managers in such environment build relationships to win support and to utilize the effort of other members to get things done, because success depends on the cooperation of others (Bolman, & Deal, 2003, p. 210).

Learning to work in and with relationship in educational sectors will continue to be a complex phenomenon upon practitioners due to its high demands in relation to the self-qualities, needed theoretical and intuitive capacities (Ward, 2010, p. 183). For sustaining a professional relationship, Ward (2010, p. 84) argues for a community of practice where teachers learn from what they experience within the group’s relationship to enable them to put their felt-experience into practice. What really matter are the nature and quality of teacher relationships and the informal behaviors in education. In this learning process, critical attention must be paid to regular meetings, ‘in between time’ communication, the value of ongoing support and supervision. Increasing the reflective practices in the relationship assists practitioners to combine the experiences gained in the learning milieu with the relevant demands of the field of practice. Crucially, it increases the practitioners’ awareness and understanding level of the associated anxieties

on how to manage or cope with them in their work environment (Ward, 2010, p. 184, 186.)

Ward (2010, p. 185) suggests six key principles to learning for relationship-based practice in relation to the application of the learning context to practice: 1. placing a premium on working with the experience and process of the helping relationship, 2. attending to the emotional as well as the cognitive elements in practice, 3. maximizing the opportunities for helpful communication, 4. the need for reflection at a deep level, 5. focusing on the self of the worker, and 6. an emphasis on personal qualities and values.

Simmonds (2010, pp. 218-219) identified two significant forms by which power and authority are used in relationships and in relating in groups: dominant/submission and supportive/companionable. However, power use within a supportive/companionable relationship appears exclusively needed in organizations. The basis for these necessities stems from the idea that accuracy and effectiveness of task is dependent on the members' understanding of the purpose, the importance of the task and the feeling of shared ownership in the task. It is also dependent on the level of respect both parties have for one another. Simmonds cautions that:

"It is important to recognize that whatever intentions a person might have, in principle, to be supportive and companionable in their relating does not make them immune to be pulled into a dominant/submissive form of relating" (Simmonds, 2010, p. 219).

According to Simmonds (2010, p. 219), the dominant/submissive form of power and authority in relationship groups and those characterized by assessment culture and compliance, often makes members feel in themselves fear, anxiety, shameful to share their private information in the relationship. These limit members to take a disengaged position at meetings, to protect themselves in a form of defense from further emotional problems thereby taking a submissive position in pretense. To better assist people to work in a professional relationship as previously described, Ward (2010, p. 184) stresses the necessity for practitioner to extrapolate the instructional style of education to a process of increasing understanding of emotional process. McColl-Kennedy and Anderson (2002, p. 547) emphasize that as long as leaders and members involve themselves in a series of relationships or interactions, they are exposed to circumstances that create emotions that can possibly impact their feelings, attitude and behaviors. It is worthwhile to draw more attention to the significant impact emotion has on both the leadership style and workers performance in the relationship.

2.5 Professional relationship and emotion

In professional educational field, relationship is associated with people's emotions, and if proper care is not taken, it might trigger and its consequences will negatively affect the working environment and performance of a group (Ward, 2010, p. 187; Goleman, Boyatzis, & McKee, 2001, p. 44). Goleman et al. (2001, p. 44) caution that a leader's mood, to a certain extent, is literally communicable, as it diffuses rapidly and inexorably throughout the organization. The leader's emotional intelligence creates a culture where information sharing, trust, healthy risk-taking and learning flourish. Using meetings, reflection and insight, discussion and thinking space are ways to cultivate and support people's ability for relationship-based practice at the workplace (Ward, 2010, p. 190-195). Workplace is one of the most interpersonally frustrating environments that people must pay attention to, and the understanding of the accompanied emotion is critical (McColl-Kennedy & Anderson, 2002, p. 548).

Principals often show exceedingly positive emotion and like toward teachers who, in their views, perform above average compared to teachers who do poorly (Yariv, 2009, 445). This often causes leaders to pay more attention, show respect, provide more opportunity and interact frequently well with a few liked individuals called in-group members, rather than others who receive less attention, respect, interaction opportunities, also called out-group members (Graen & Uhl-Bien, 1995, p. 227). Yariv (2009, p. 446) contends that such differentiation or out-group people in an organization occur as a result of the attitudes of leaders who disregard members and look down upon them as neither qualified nor motivated. With that in mind, the leader's behavior then becomes highly dictatorial and the pattern of communication towards such people becomes unidirectional.

This stigmatization of *being weak teachers* makes them feel less committed and enthusiastic towards task obligations (Yariv, 2009, p. 445). The unbalanced exchange relationship of leaders in organizations, negatively affects members' commitment and work attitude as the out-group members might have the feeling of antipathy and the in-group might also feel liked by the leader (Green & Sherony, 2002, pp. 543-544).

Emotion makes people feel continuously ensnared in a toxic state (Goleman, 1995, p. 289). Miner (2005, p. 236) affirms that the relationship between the leader and the members in organization is a much more internal phenomenon and it is the most important consideration leaders must observe. In an organization or at the workplace, it is anticipated that both the leader and the followers can feel and display emotions (Mccoll-Kennedy & Anderson, 2002, p. 547). What is needed to support members in professional relationships is a secured and safe environment within which members will feel free to discuss and share their emotional feelings and challenges. If people work within a hostile or critical environment, there is the likelihood for members to harbor unspoken assumptions in them (Ward, 2010, p. 187). Ward (2010, p. 187) amplifies that, "What is needed is an environment of mutual trust and respect in which all members will feel able to contribute on an equal footings unspoken assumption".

Whatever substantial leaders wish to achieve must have a purposeful meaning that emanates from within. Personal enthusiasm or self-motivation or inner feeling is a valuable key that helps leaders to transcend the present circumstances into the future (Kouzes & Posner, 2007, pp. 114-116.) Kouzes & Posner (2007, 114-116) address that if leaders are not motivated and committed to whatever they do, they cannot make others motivated or committed to do likewise. Relationship is a reciprocating process - if leaders recognize, value and care for others, it will induce them to return, if not more, the same to them. People who are intrinsically motivated extrapolate what is expected of them in terms of work performance. However, those who are extrinsically motivated or controlled do not work well when the reward or the punishment is removed. This is because passion is the antecedent to compassion. (Kouzes & Posner, 2007, pp. 114-116.)

Communication is the process through which individual members in an organization create and share information among themselves to attain a mutual understanding (Rogers, 1995, p. 17). Leaders must be vigilant of their mode of communication with members in relationship since communication transforms the attitudes and behaviors of others to meet collective organizational goals and needs (Hackman & Johnson 2004, p. 12). The goal of communication in a group places more emphasis on creating a shared reality between the message senders and the receivers (Hackman & Johnson, 2004, p. 6).

2.6 The value of trust in professional relationship

Recently, trust relationship and collaboration have been projected as indispensable resources in school restructuring and its effectiveness and also in other organizations (Kouzes & Posner, 2007, p. 224; Kochanek, 2005, p. Xix; Tschannen-Moran, 2001, p. 315). Tschannen-Moran (2001) delineates that collaboration and trust are mutual processes which one cannot do or work without the other - they go hand-in-hand. The explanation is affirmed by Kouzes and Posner's (2007, p. 224) assertion that trust is the heart of collaboration and the core of human relationship inside and outside an organization. In the same stratum, cooperation and collaboration are mostly conceptualized to be allied and regarded as synonymous and they are often used interchangeably. Cooperation and collaboration are referred to as the "the act of two or more people working together for a common purpose" (Yeatts & Hyten, 1998, p. 89).

Study has indicated that social trust is an influential model that shapes the thinking and behavior of local school players (Bryk & Schneider, 2002, p. 12). When there is ingenuousness coupled with strong interpersonal relationships in the school environment, it has the tendency to encourage a climate of trust, and those relationships lead to decision participation (Tschannen-Moran, 2001, p. 314). Besides, fostering a climate of trust pays significant dividend to school, improves effectiveness, communication, organizational citizenship and student achievement, which are? are worthy ends. It creates more genuine forms of collaboration between the principal and teachers, between teacher colleagues and between parents and the school. This is evident in Finland, the world's leader measured in 15-year-old students' performance (Hargreaves & Fink, 2008, p. 234-235).

The Finnish comprehensive schools' success has attracted the attention of the globe, and is attributed in one way or the other to "the heart of human relationship that comprise Finland's educational system and society a strong and positive culture of trust, cooperation and responsibility" Hargreaves and Fink (2008, p. 235). Hargreaves and Fink (2008, p. 235) point out that the enormity of trust between school principals and teachers is such that ineffectiveness and absence of principal is not deeply felt in schools since there is a sense of collaboration and togetherness among members as teachers take over.

Collaboration and trust promote sharing of resources and responsibilities and partnership and interdependency relationships. Building trust in school requires five facets of trust: benevolence, reliability, competence, honesty and openness. Principals who do not trust their teachers will not share their authority and responsibility. Teachers who do not trust one another will not give over a measure of their autonomy in order to collaborate with others. If principals and teachers are genuinely involved, it fosters more trust. (Tschannen-Moran, 2001, p. 314-315.) The primary outcome of leaders who practice dictatorial leadership is due to lack of trust. Where there is no trust it is impossible for a genuine relationship to thrive between leaders and subordinates. And when this genuine relationship too is lacking between the leader and the led, effective leadership is impossible. (Hitt, 1990, p. 145.)

Research has shown that a lack of trust and collaboration weakens organizational effectiveness and leader-member relationship (Kochanek, 2005, pp. 47-49; Tschannen-Moran, 2001, p. 313). For example, the lack of trust leads to conflicts in schools and sometimes renders school principals under siege or prolongs efforts to overcome problems in the school (Kochanek, 2005, p. 47-49). Conflict conventionally refers to discrepancies between two or more individuals that bring mistrust, poor communication, and lack of cooperation (Yeatts & Hyten, 1998, p. 89).

Additionally, while distrust in organizations has toxic effects on communication, it also compels employees to distort information and attitude, and it deteriorates employees' performance and makes them harbor feeling of leaving the organization especially when broken promises are rampant (Tschannen-Moran, 2001, p. 313). Effectiveness of organizations are mostly impeded due to the fact that most leaders substitute trust relationship with an institution of rules and regulations which stimulates distrust and resentment and only makes easy organizational function (Tschannen-Moran, 2001, p. 313). Leaders must walk the talk to create a higher level of trust and respect from followers (Mihelic, Lipicnik, & Tekavcic, 2010, p. 33).

2.7 Leader-Member Exchange (LMX) theory

LMX theory is a relationship-based approach to leadership that projects the relationship between leaders and members as the central concept of the leadership processes (Northouse, 2013, p. 182). The concept of the LMX theory is based on two key issues:

“1. Development of LMX relationship is influenced by characteristics and behaviors of leaders and members and occurs through a role-making process, and 2. Higher-quality LMX relationship has very positive outcomes for leaders, followers, work units, and the organization in general” (Graen & Uhl-Bien, 1995, p. 229)

The majority of the extant scholarships of leadership theories focus primarily on the perspective of the leader or the member and the situation. However, the LMX theory takes over an exclusive position among leadership theories because of its central dyadic relationship between leader and subordinate (Krishnan, 2005, p. 15). LMX theory interprets leadership as a process that is mainly concerned with the interactions between leaders and followers. (Northouse, 2013, 161; Graen & Uhl-Bien, 1995, pp. 220-223.)

The LMX theory contends that leaders develop high-quality relationships with all their members. For the last few decades, LMX theory has triumphantly advanced its concept that effectiveness of leadership comes about as a result of the quality exchange relationship or partnership between the leader and the members. The interaction between the leader and a member is based on incremental influence of relationship. (Northouse, 2013, p. 169; Van Gils, et al., 2010, p. 333; Hackman & Johnson, 2004, p. 76; Yukl, 2002, p. 119; Schriesheim, Castro, & Cogliser, 1999, p. 64; Graen & Uhl-Bien, 1995, p. 225). Graen and Uhl-Bien (1995, p. 225) hold that the Leader-member exchange concept is a developmental process of leadership that has thrived through transactional leadership to transformational leadership and it initiates as a transnational social exchange and evolves into a transformational social exchange.

Evolution of LMX Theory

Subordinate work output or performance critically depends on the role the leader plays and the relationship the leader develops with the subordinates (Yariv, 2009, p. 445).

According to Schriesheim, Castro, and Cogliser (1999, p. 64) the relationship-based approach to leadership initially called the vertical dyad linkage (VDL) has undergone a significant transformation or *metamorphosis* since its inception and it has consequently progressed along two very diverse lines of development, comprising Leader-member exchange (LMX) and individualized leadership (IL). Schriesheim et al. (1999, p. 64) mention that a recent meta-analysis and loads of studies indicate an increasingly substantial amount of interest in the LMX model. For the purpose of this study the subsequent descriptions are pivoted on LMX theory. The development of the LMX theory may be explained through four stages: 1. Discovery of differentiated dyads, 2. Investigation of characteristics of LMX relationships and their organizations' implications 3.

Description of dyadic partnership building and 4. Aggregation of differentiated dyadic relationships to group and network levels (Graen & Uhl-Bien, 1995, p. 225).

1. Discovery of differentiated dyads

In the initial stages, the LMX theory asserts that a leader develops a series of informal differentiated relationships through social interaction with each subordinate (Van Gils, et al 2010, p. 335.; Yariv, 2009, p. 445; Hackman & Johnson, 2004, p. 76; Yukl, 2002, p. 116; Schriesheim, et al, 1999, p. 64; Graen & Uhl-Bien, 1995, p. 225;). This was contrary to the prevailed assumption that leaders developed steady behavior towards (the so called Average Leadership Style or ALS model) all subordinates in their work role (Northouse, 2013, p. 161; Schreisheim, et al., 1999, p. 64). The LMX Theory confronted this supposition and called the scholars' attention towards the distinction that may be present between the leader and every member under him/her (Northouse, 2013, p. 161). Studies indicate that people in organizations achieve their tasks through role-making processes inherent in different leader-member exchanges, and because managers were limited with resources and had time pressure to socialize with all the members or reinforce this differentiation, the need to identify a few trusted members to help in the performance of the work unit was indispensable. The remaining members were obliged to comply with the contractual agreement or formal role requirements. The focus of the scholars was on the type of the vertical dyad or connection the leader created with every member (leader domain). (Northouse, 2013, p. 161; Graen & Uhl-Bien, 1995, p. 225; Dienesch & Ledin, 1986, p. 621.)

Two different groups - *in-group* and *out-group*, were identified in the LMX relationship process. The in-group is characterized by a high degree of mutual trust, respect, confidence, attention, opportunities, information, and support whereas the out-group is associated with a low level of trust, respect, information, attention, opportunities, support and low quality exchange relationship between leaders and members. Members who complied with or focused on only the formal role requirements or responsibilities became out-group members and received little attention or opportunities from the leader. However, those who negotiated with the leader or increased their role requirements or responsibilities obtained extra consideration, opportunities and benefits from the leader and they were categorized as in-group members (Northouse, 2013, p 163; Van Gils et

al., 2010, p. 334; Hackman & Johnson, 2009, p. 91; Northouse, 2007, p. 171; Yukl, 2002, p. 117; Graen & Uhl-Bien, 1995, p. 227).

2. *Investigation of characteristics of LMX relationships and their organizations implications*

In the second or the acquaintance stage, the focus is shifted from VDL to LMX relationship. The LMX relationship begins with an offer from the leader where the member also reciprocates the offer based on task-related preferences and career-oriented social exchange (Van Gils, et al., 2010, p. 335, Northouse, p. 156; Graen & Uhl-Bien, 1995, p. 130). In this exchange relationship, both the leader and the subordinate involve in testing and evaluating one another's intentions, attitudes, and potential resources to be exchanged, and to establish mutual role expectations (Yukl, 2002, p. 117).

It also tests the subordinate's willingness to the new task responsibility and develops confidence in the leaders through more sharing of resources and personal or work-related information. Again, the testing is also to determine if both can build their relationship on the trust, respect and obligation that will pave the way for high-quality exchange to thrive. The interaction is then moving away from strict contractual requirements to develop greater trust and respect for each other. At this point self-interest is reduced and the focus is on the purposes and organizational goals. (Van Gils et al., 2010, p. 335; Yariv, 2009, p. 445; Northouse, 2007, p. 156; Graen & Uhl-Bien, 1995, p. 229). Yariv (2009, p. 446) contends that if the respond is positive then there is high-quality exchange and if it is not positive or not reciprocated then the relationship will not develop. At this juncture, Graen and Uhl-Bien (1995, p. 229) state "Effective leadership processes occur when leader and follower develop and maintain high quality social exchange relationships". This stage indicates that a quality leader-member relationship apparently recompenses members who may feel less empowered in organizations. It also illustrates that organizations benefit from leaders who create a good working relationship (Northouse, 2013, p 165).

3. *Description of dyadic partnership building*

The third stage emphasizes a leadership making model, a prescriptive and more practical approach which pays more attention to moving beyond in-group and out-group issues to emphasize effective leadership through expansion of effective leadership making

relationship. This stage underlines that leaders should shift from the traditional thinking approach that focuses on the leader or the subordinate and the situation to make leadership accessible to all members without prejudice. Moving beyond in-group and out-group relationships to enhance effective leadership, demands leaders to develop a high-quality partnership or exchange with all the members rather than only with a few members (Northouse, 2013, p 165; Northouse, 2007, p. 155; Graen & Uhl-Bien, 1995, p. 229; Dansereau, Graen, & Haga, 1975, p. 46). Leadership making is a life cycle of leadership relationship maturity that has developed through three phases: 1. Stranger phase 2. Acquaintance phase 3. Maturity Partnership phase (Northouse, 2013, p 166; Graen & Uhl-Bien p. 230).

In the *stranger* phase the individual comes to the organization as a stranger. The interactions in the leader-member exchange are generally focused on strict rules governing the contractual agreement or it is more of a ‘cash and carry’ economic exchange or a transactional process, and the relationship is within prescribed task-related roles. The subordinate is expected to do only what is prescribed to him and the leader and the member have a low quality relationship. This phase is primarily based on offer and acceptance for an improved working relationship through work-oriented interactions. In this phase, while leaders focus their attention on members who have enthusiasm, involvement, sociability and things outside the self, members are interested in leaders who are delightful, trusting, supportive and agreeable. (Northouse, 2013, p. 166-167; Northouse, 2007, p. 155; Graen & Uhl-Bien, 1995, p.230.)

Afterwards the dyads can move to the second phase of the relationship: *acquaintance* phase. In this phase the interaction is strengthened through sharing of more resources and personal or job-related information. The interaction or exchange is shifted from strictly defined and prescribed roles to a somewhat more involved relationship. The second phase is vital since those who are not able to make it move back to the stranger phase and those who are able to make it move to the maturity partnership phase.

In the *maturity partnership* phase, a high-quality exchange relationship is experienced by the leader and the subordinate based on mutual trust, respect and obligation towards one another. At this point, work-related social involvement and interaction is tremendously increased and influence almost unlimited, leading to interdependent relationship, a high degree of reciprocity between the dyads. Each one can ask for assistance from the other. For instance in a school, a principal can ask a teacher to do co-

curricular activity and the teacher can also rely on the principal for needed support or encouragement. (Northouse, 2007, p. 157; Graen & Uhl-Bien, 1995, p. 232.) Consequently, the leadership relationship develops a set of shared values and commitments that bond the leader and the subordinate together for a common cause (Sergiovanni, 1990, p. 23). The entire life cycle of leadership making is simplified in Figure 1.

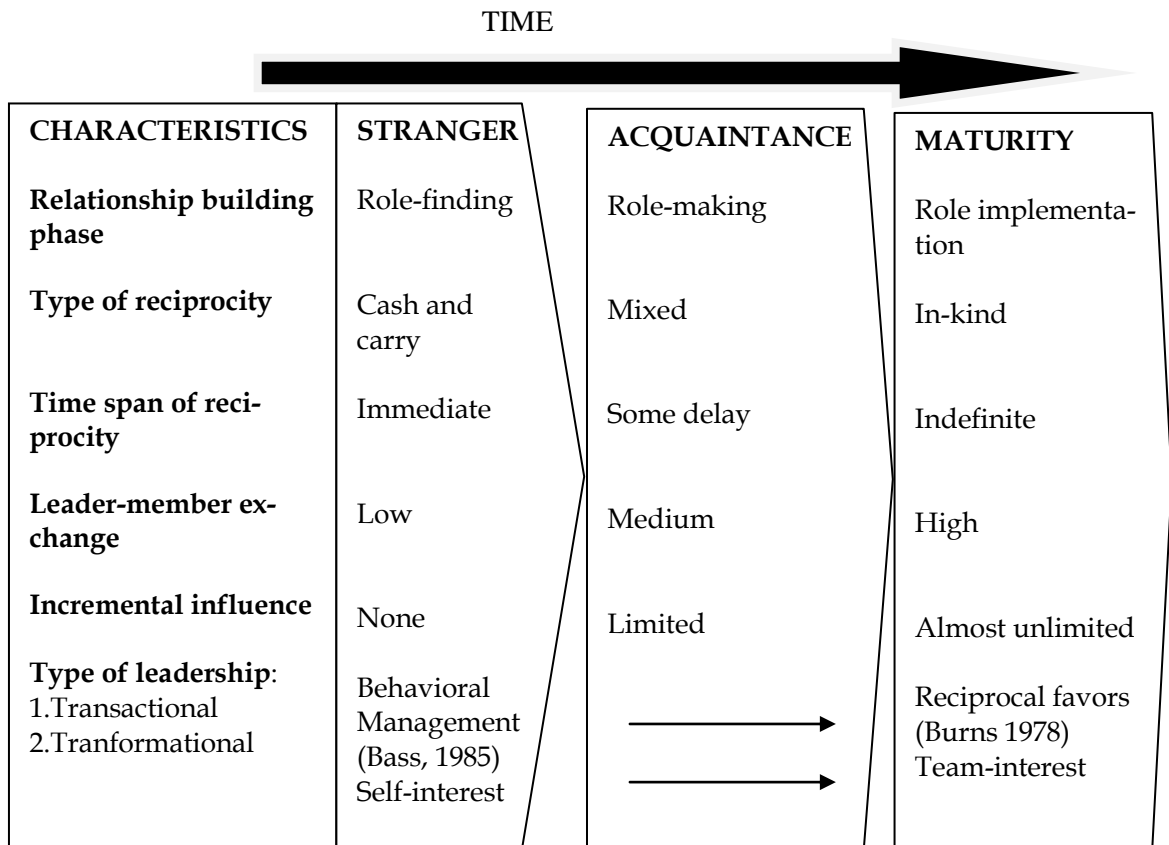


Figure 1. Life cycle of leadership making (Graen & Uhl-Bien, 1995, p. 231)

According to Graen and Uhl-Bien (, 1995, p. 233), this stage is a more pragmatic and unbiased model for building leadership throughout the organization, and they concluded that “the thrust of the stage is that since these relationships are beneficial for dyadic members and organizations, managers should be encourage (and trained) to make the offer of high-quality relationship (partnership building to all of their subordinates”. This partnership development makes the model more transformational since it transforms both partners’ self-interest to a larger interest within the organization by influencing, assisting and empowering each other without asking for payment.

To sum up, according Graen and Uhl-Bien (1995), this can be done in two ways: 1. Leaders can make the LMX process perceived as more equitable and the model more palatable for practitioners who might feel alienated or uncomfortable with the inequity issue. 2. The potential for more high-quality partnership would enhance the possibility for more effective leadership and expanded organizational capacity.

Aggregation of differentiated dyadic relationships to group and network levels

At this stage the scope is broadened from dyad to larger collective and mutually supporting dyadic relationships or the leadership pattern within the organization (network assemblies) by exploring how the dyadic relationships are organized within and beyond the organizational system. This leadership structure should not be formally designed but allow to emerge from the enactment of formally defined roles by organizational members through a network of relationship based on mutual dependencies (Graen & Uhl-Bien, 1995, p. 234)

According to the leader-member exchange (LMX) theory, it is significant to strengthen the interactions among the three domains of leadership: the leader, the follower and the dyadic relationship which influence leadership outcomes (Graen & Uhl-Bien, 1995, p. 223). The theory directs managers to focus their leading role on relationship perspective and also suggest how they can improve their roles through building quality relationships with their followers (Northouse, 2007, p. 161).

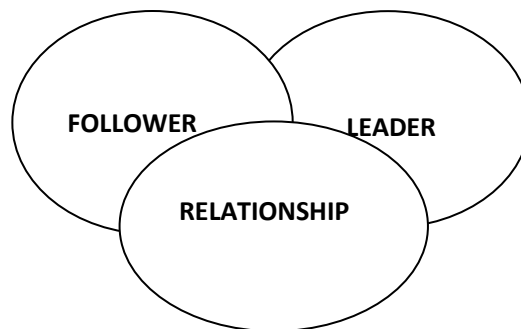


Figure 2. The leadership domain (Graen & Uhl-Bien, 1995, p. 221)

It is very important to mention here that the emergence of the LMX concept in the 1970s was timely to create a more effective and mature leadership that focuses on the three components of leadership - e.g. leader, subordinate, relationship (Graen & Uhl-Bien, 1995, pp. 219-220). Again, there was ambiguity and no clarity in what and how leadership could be achieved. One reason stems from the fact that the focus of leader-

ship was solely on the leader's characteristics and aptitude in different circumstances without equal and simultaneous importance on other levels of leadership such as the subordinate or the leadership relationship.

3 LEADERSHIP

Studies have shown that modern organizations are being challenged with a continuous and progressively more complex situation than ever before and with that, the only assurance that can answer or respond to the situation is demonstrated in the rapidly growing interest in leadership (Alimo-Metcalfe & Alban-Metcalfe, 2008, p. 33; Ardichvili & Manderscheid, 2008, p. 620; Iles & Preece, 2006, p. 318; Day, 2000, P, 582). For some years now, leadership research studies have shown that leader-centered approach solely focuses on the figure head as a dominant factor in organizations (Mayo & Paster 2007, p. 94). These plethora scholarships have placed much emphasis on the leader's attributes and efforts and have ignored the members' attributions to the leadership process (Northouse, 2007, p. 151; Iles & Preece, 2006, p. 318). It is not surprising that the leader's attributes still dominate in many organizations with reference to leadership as one of the oldest concerns or preoccupations in the world (Bass, 1990, p. 3).

The chapter basically places more emphasis on the leadership role or behavior. It starts by introducing a controversy or disagreement that has subjected leadership to a cross-road in 3.1. Is it a specialized role or shared influence? This is followed by discussing effective leadership behavior and role of the leader with some examples and emphasizing a multiple approach to leadership in 3.2. The next subheading is 3.3 Benefits of leadership participation that also focuses on the shift away from the unidirectional leadership focus to a collective and mutual decision-process to obtain the benefits it brings. Subheading 3.4 *leadership as a relationship* - stresses that effective leadership depends on collective efforts. The chapter ends in working toward a balance role in

leadership process by tracing and discussed in 3.6 *roles followers have occupied in leadership process*.

3.1 Leadership as a specialized role or shared influence process

There has been serious scholarly disagreement or argument over whether leadership should be viewed as a specialized role or a shared influence process or widely distributed among organizational members (Yukl, 2002, p. 3, Shivers, 2001, p. 52). Yukl (2002, p. 3.) explains that those who perceive leadership as a specialized role argue that there is in every group role specialization of which leadership role is a part, with a number of tasks and functions that cannot be shared too generally without endangering the efficacy of the group. In other words, within an organization, there are some particular leadership roles, responsibilities and functions, and when shared commonly among the entire group, members will imperil the effectiveness of the group. These scholars perceive that an individual who is anticipated to execute such a specialized role is assigned as the 'leader', and the rest of the members as 'followers'. Nevertheless, some of the followers may perhaps support the leader to execute the leadership function. Scholars who perceive leadership as a specialized role are prone to focus mostly on the qualities that determine the selection of leaders, the distinctive behavior of the leaders, and the consequences of this behavior on other organizational members.

Bass (1990, p. 3) notes that in the era of the Greek and Latin classics, leaders were considered as priests, prophets, chiefs and kings for their people which is even seen in the Old and New Testaments Bible. According to Bass (1990, p. 3), leaders were advised to maintain a social distance. "The leader, mingling with vulgar host, is in the common mass of matter lost". Bass concludes that, as long as the socioeconomic injustice among organizational members increases, the more the power, the morality, and the effectiveness of the leadership in the tradition is distorted (Bass 1990, p. 3). Such unidirectional point of view often regards certain few individuals in the society as extraordinary people who can possess the innate traits that make some people leaders (Northouse, 2007, p. 12). It is in this direction that Clark (2008, p. 8) mentions that the modern day's leadership behavior is embedded in the leader's capability to associate and cooperate

with others in relationship for the betterment of people involved, the organization, and the society at large.

Alternatively, some scholars also argue that leadership should be viewed as a shared influence process that emerges “naturally within a social system which is diffused among the members” (Yukl, 2002, p. 4). According to Yukl (2002, p. 4), scholars who share this perception believe that leadership must be viewed as a social process instead of a specialized role that involves a small number of people who perform such functions in organizations. This view contends that any member in such interactive group or organization may show evidence of leadership at any time, and there is no difference between leaders and followers. Yukl (2002, p. 4) stresses that studying leadership as a social process has a comparative advantage to a specialized role in the sense that decisions about tasks and the process of execution are always reached through dialogue and consensus building among different people who influence one another. Those who perceive leadership as a shared, diffused process are likely to pay more attention to the complex influence processes that emerge among members, the determining factors of when and how they emerge and the ramifications for the organization.

Gronn (2002, p. 429) argues for dispense leadership that does not focus solely on a distinguished individual leader’s behaviors, but rather, it encompasses the aggregated leadership of an organization. In addition, collective behavior in an organization far outweighs a single leader’s behavior. When organization members work together through interdependency and close working relationship over time, it facilitates and creates role sharing, partnership, friendly interpersonal relations, and intuitive and unequivocal understanding among colleagues (Gronn 2002, p. 430).

Muijs and Harris (2003, p. 440) share a similar view with Gronn, and advocate for incorporating teachers in leadership decision-making processes in schools with emphasis on the major role they play. Muijs and Harris add that involving teachers in leadership enhances collaboration and collegiality. This subsequently assists teachers to share ideas, build strong relationships among members, and to accept responsibilities or roles leading to school improvement and change (Muijs & Harris, 2003, p. 441). Adopting teacher involvement in leadership strengthens power re-distribution in schools and encourages peer control instead of hierarchical control, however the effectiveness of such participation is based on mutual trust and support (Muijs & Harris, 2003, p. 443-444).

3.2 Effective leadership behavior and role of the leader

The outcome of the behavior of a leader is a combination of both personal and social influences (Rosenfeld & Plax, 1973, p. 203). Large numbers of the early literatures of the leadership behavioral styles or roles were centered on how the leader's behaviors influence the subordinates' satisfaction and performance without considering the influence of the subordinates (Mayo & Paster 2007, p. 94; Messick, 2005, p. 82; Hackman & Johnson, 2004, p. 46; Horner, 2006, p. 27). To identify and label the dimensions of leadership communication behaviors leaders exhibited that enhance the effectiveness of the organization, a series of research were carried out by scholars. Even though researchers adopted different approaches and measurement techniques, most of the results suggested some similar conclusions (Hackman & Johnson, p. 46; Horner, 2003, p. 28). All these scholars relatively projected a wider picture of assessment and suggested the key and common constituents of leaders' behavior: tasks performance and interpersonal relationships (Northouse, 2007, p. 76; Yukl, 2006, p. 51, 77).

The tasks-oriented style or communication which is also known as production-oriented, initiating structure, Theory X management and concern for production, focuses on tasks behaviors relating to goal accomplishment. Whereas the interpersonal relationship model which sometimes refers to employee oriented, consideration, Theory Y management and concern for people, also lays emphasis on the subordinates' emotions and interpersonal relationships with others within an organization or a group (Northouse, 2007, p. 69, Hackman & Johnson, 2004, p. 47). Two examples of such studies are cited below.

The outcome of the Ohio State leadership studies in the 1950s revealed two broad leader's behaviors or styles: consideration behavior (CB) and initiating structure behavior (IB). Consideration behavior deals with the leader's concern for people and interpersonal relationship, whereas initiating structure also deals with the leader's concern with the accomplishment of the task. (Northouse, 2007, p. 70; Yukl, 2006, p. 50-76; Hackman & Johnson, 2004, p. 47; Horner, 2003, p. 28.) Marturano and Gosling (2008, p. 12) stated that considerate leaders tend to support their followers, make them part of decision-making processes, make them feel equal, and ensure open communication and joint effort. However, leaders who focus on initiation structure behavior structure tasks and

timetables spell out roles and responsibilities and establish and control standards for work completion.

Additionally, the results from the Michigan leadership studies in the 1960s also revealed three behaviors that distinguished between effective and ineffective leaders: task-oriented behavior, relations-oriented behavior, and participative leadership (Yukl 2006, p. 54). The latter focuses on the outcomes of group meetings and discussions through an enabling environment for members' participation in decision-making, quality communication and cooperation, and problem resolution. In that regard, the leader guides, supports and promotes productive meetings and discussion to solve organizational problems (Yukl, 2002, p. 53). Despite the commonalities from the various study outcomes, these efforts were generally inconclusive, contradictory and unclear (Northouse, 2007, p. 72; Yukl, 2006, p. 76). One major weakness of such unidirectional focus of effectiveness was demonstrated in ignoring the vital role the situational and environmental factors play in the leader's level of effectiveness (Horner, 2003, p. 27).

Research indicates that this biasness in the search for effectiveness in education institutions often creates overdependence of others on the figure head, frequently imperiled by the overconfidence of the leader in his or her personal capability or importance (Mulford, 2006, p. 6). Mulford (2006, p. 7) addresses that it is critical for school organizations to recognize the significance of the connivance of members in the leadership process to enrich change and transformation. Northouse (2007, p. 72) asserts that the main purpose of leadership behavior/style approach is to delineate how leaders combine tasks and relationship behaviors to influence the members' effort to accomplish organizational goals.

Research suggests that the construct of leadership or a more effective and mature leadership behavior is rooted in three components: the leader, the members, and the relationship that exists between them (Graen & Uhl-Bien, 1995, p. 222). Focusing on any one of them may limit the behaviors of the other variables. It is therefore important to recognize the proper mix of individual qualities and leader behavior to encourage the desired results. For more details see Table 1. It is recommended that leaders focus on a multiple domain perspective of leadership, the one that encompasses the leader, the follower and the relationship between them as shown in figure 4. This will reduce misunderstanding in the leadership process and increase the possibility of leadership involvement. The study advocates for the right mix or combination of influences from each of

the leadership domains for an equilibrant understanding of the leadership process and leadership result (see Table 1). Failure to acknowledge the multiple domain perspective of leadership as in the traditional leader-based domain, leads to underestimation of the contributions from other leadership variables, and it also restrains the LMX relationship. (Graen & Uhl-Bien, pp. 220-223.)

Table 1. Three Domain Approaches to Leadership (Graen & Uhl-Bien, 1995, p. 224)

	Leader-based	Relationship-based	Follower-based
What is leadership?	Appropriate behavior of the person in leader role	Trust, respect, and mutual obligation that generates influence between parties	Ability and motivation to manage one's own performance
What behavior constitutes leadership?	Establishing and communicating vision; inspiring, instilling pride	Building strong relationship with followers; mutual learning and accommodation	Empowering, coaching, facilitating, giving up control
Advantages	Leader as rallying point for organization; common understanding of mission and values; can initiate wholesale change	Accommodates differing needs of subordinates; can elicit superior work from different types of people	Makes the most of follower capabilities; frees up leaders for other responsibilities
Disadvantages	Highly dependent on the leader; problems if leader changes or is pursuing inappropriate vision	Time-consuming; relies on a long-term relationship between specific leaders and members	Highly dependent on follower initiative and ability
When appropriate?	Fundamental change; charismatic leader in place; limited diversity among followers	Continuous improvement teamwork; substantial diversity and stability among followers; network building	Highly capable and task committed followers
Where most effective?	Structured tasks; strong leader position power; member acceptance of leader	Situational favorability for leader between two extremes	Unstructured tasks; weak position power; member non-acceptance of leader

3.2.1 Benefits of leadership participation

A study suggests a broader view of school leadership, one that shifts from a single person-oriented to a strong and sustainable involvement and collaborative efforts of all members to assume leadership responsibility (Offermann & Scuderi, 2007, p. 72). This could be a potential when leadership is understood as a relationship rather than perceiving it as a sole-proprietorship or a one-man bossiness (Kouzes & Posner, 2007 p. 23-4). Perhaps, viewing it in a broader sense strengthens the assertion that leaders depend on others for execution of tasks and, on the follower's acknowledgment to gain their status as leaders (Gronn, 2002, p. 44).

Research indicates that teachers are ethically obliged to provide the best education for students and for that reason, they have the desire, interest and right to be incorporated into the curriculum and pedagogical decisions to be able address the students' needs (Ho, 2010, p. 614). When teachers are involved in decision-making processes, it increases a sense of fairness and trust in the school (Somech, 2010, p. 181). According to Ho (2010, p. 614) participation refers to the degree of involvement in decision-making in relation to the level of measure, power, procedure, value and preference. And teacher involvement is deeply rooted in collaboration, collegiality and teamwork.

Leadership participation could be identified in many different forms of decision-making processes (Yukl, 2002, p. 81). Yukl (2002, p. 81) outlines four of such varying processes: 1. *autocratic decision* - where the manager takes decision alone without the consent of the members' participation, 2. *Consultation* - where the manager, after asking the members' opinions and ideas then makes his/her decision, 3. *joint decision* - where the manager and the members meet and discuss ideas and problems together and make decisions on consensus and the manager has no more influence on the final decision than the members, and 5. *Delegation* - where the manager provides a member or a group the authority and responsibility to make decisions with limitation within which the final choice must fall, and may or may not need prior endorsement before implementation. (See also Van Vugt, Jepson, Claire, & De Cremer, 2004, p. 2)

Fundamentally, leadership is a dimension through which leaders and members provide satisfaction and support for one another (Messick, 2005, p. 82). Studies place more emphasis on the members' participation and belongingness in an organization which subsequently lead to cooperation; knowledge sharing, decision satisfaction, skills

development, and sacrifice depending on the extent of trust (Messick, 2005, p. 86-95; Yukl, 2002, p. 83-84). Messick notes that certain tasks are complex or impracticable to be accomplished effectively by an individual alone without the collective efforts of the group. The role of the leader is to bring together and organize members to make success a reality. Building a collaborative culture encourages the exchange of ideas and endorses mutual problem solving, thereby providing a rich opportunity for the exercise of teacher leadership, and suitable motivation for potential teacher leaders to develop their capacities (Leithwood, Jantzi & Steinbach, 2006, p. 198).

Followers work effectively and together towards the organizational goals when they see that the leader makes them feel a part. Respect is reciprocal, and when followers acknowledge the dignity and respect rendered to them by their leader, they feel obliged and willing to go by the rules and norms of their task roles and the organization at large. These imaginable benefits demonstrate the fundamental necessity of quality exchange relationship between a leader and his/her subordinates. (Messick, 2005, p. 86-95.) Study indicates that leadership success has been, is now and will continue to be the role of a good relationship between people working and playing together. This implies that leading successfully is utterly reliant upon the ability to build and sustain those human relationships that facilitate organizational members to accomplish unexpected outcomes on a regular basis. (Kouzes & Posner, 2007, p. 25.)

According to Gardner (1997, pp. 347-348, 362), people in school organizations have different capacities and they work with different efforts. Therefore it is important for leaders to foster the diversity of opinions by identifying, nurturing and merging all the individual capabilities and efforts. When such efforts are combined, people will not only feel better about themselves and more competent, but they will also feel involved and will work beyond expectation. This will also be beneficial to the school by creating a suitable platform for problem-solving in the organization.

Similarly, Bhindi and Duignan (1997, p. 119) stress on genuine leadership, one that occurs as a result of self-reflection and a radical shift-away from the traditional conservative ideas of leadership to sharing leadership rooted in interactions, trust, and values through interdependency relationships. The thoughtful distribution of responsibilities sustains cohesion and encourages teacher participation in the school. It must be acknowledged that leadership success is about building a relationship, bringing people together and empowering them. (Cunningham, 2008, p. 31)

3.2.2 Leadership as a relationship

Leadership is not something earmarked exclusively for those at the helm of affairs or top ranking position members; it can neither be genetically acquired nor inherited by a few people, rather it is a distinguishable set of skills and aptitudes that everyone can possess (Kouzes & Posner, 2007 p. 23). Kouzes and Posner (2007, p. 24, 223) stress with certainty that stipulating certain persons in the concept of leadership as ‘great men or women’ is simply erroneous. Leadership is understood as a relationship between the leader and the followers. It is a team effort but not individual work. Thus it is a relationship that makes others desire to be at the forefront and motivates others to prefer to follow. (See also Messick, 2005, p. 81-82).

Leadership emerges as people rely on their mutual commitment, trust, and respect to create a new meaning that replaces what has been traditionally provided by formal structure, planning and control (Day, 2000, p. 606). In leading through relationship, it should be noted that organizational success depends on collaboration that consequently facilitates relationship and creates a climate of trust (Kouzes & Posner, 2007, p. 223). Kouzes and Posner (2007, pp. 24-25) identify relationship as the most essential factor to leadership success in three different study outcomes. The first study rated ‘relationship with subordinates’ as the most vital variable to executive success. The second online research on social skills in using internet listed ‘the web of people’ as the most critical to business success rather than the web of technology. And the third one revealed ‘being able to see saturation from someone else’s point of view’ and ‘getting along with others people’ as two important qualities in a good leader.

It is therefore essential for leaders to have a clear understanding of themselves, the social and organizational group they are in and its priorities (Iles & Preece 2006 p. 323). Significantly, leadership evolves from a process of building shared responsibility in terms of ‘sense-making’ and ‘value added’ through thoughtful enquiry on ‘*How can I participate in the leadership process*’ instead of *how can I be an effective leader*. The reason is that everyone is considered as a potential and can be a leader (Day, 2000).

Kouzes and Posner (2007, p. 25) admittedly note that quality relationship that has its foundation on mutual respect and confidence in others is imperative to the achievement of the leader’s expectations. Modern organizations are encouraged to tactfully challenge the day-to-day situational problems by espousing working together and shar-

ing of leadership responsibilities as an option. And that will increase the diversity of opinion and unity among members to contribute their quota to the organizational goals (Gupta, Huang & Iranian, 2010, p. 334).

3.3 Roles followers have occupied in leadership

According to Burns (1978, p. 19-20), leadership and the follower's needs and goals cannot be detached from one another. Although leaders and followers might not be detached in their role, both persons are not the same. The leader must initiate relationships with members and create connections that permit interactions and exchange to occur. Burns (1978, p. 19-20) states that "the essence of the leader-follower relation is the interaction of persons with different levels of motivations and power potential, including skill, in pursuit of a common or at least joint purpose". On the contrary, members in organizations are often considered as objects being controlled like devices (Ashman, 2007, p. 99). Ashman (2007, p. 98) stresses that it would be a hyperbole to ignore the outstanding contribution of subordinates in the leadership practices which is the basic means through which leaders are judged but extensively, focus on leaders.

Due to such exaggeration leveled against followers, the dominant leader-centered relationship in organizations is heavily criticized. Again, it has also made subordinates over-dependent on the leader. (Shamir, 2007, p. x-xii.) Shamir (2007, p. ix) identifies five primary roles subordinates have occupied in the leadership relationship comprising subordinates as: (1) recipients of the leader's influence; (2) moderators of the leader's influence; (3) substitutes for leadership (4) constructors of leadership; and (5) leader (Self-leadership and shared leadership).

According to Shamir (2007, p. xii) subordinates are assumed as not playing any active role, if any, negligible in leadership and even their commitment and performance to the organization is based on the leader's effort or behavior or intelligence, as shown in Figure 1. This is mostly ubiquitous to the traditional theories and even to more recent ones such as Bass and Riggio's (2006, p. 3) transformational and charismatic leadership. They all focus on the leader's behaviors that are rare in real life situations. To the extreme, the leader makes judgment about and for subordinates.

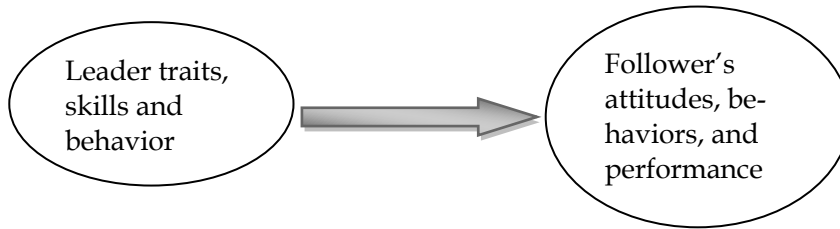


Figure 3. The traditional view- followers as recipients of influence (Shamir, 2007, p. xii)

Additionally, the contingency theory stresses that the level of subordinate attitude, aptitude and motivation determine the effectiveness of the leader's behavioral style. Leader-subordinate relationship in an organization is internal and it is dependent on how subordinates accept the leader, their loyalty to the leader and the emotional reaction of the subordinates to the leader (Shamir, 2007 p. Xiii; Miner, 2005, p. 236.). In some cases though, subordinates may basically need support and guidance in order to accomplish their objectives (Shamir, p. Xiii). The view of subordinates as both recipients of influence and moderators of the impact of leader behaviors is shown in Figure 2.

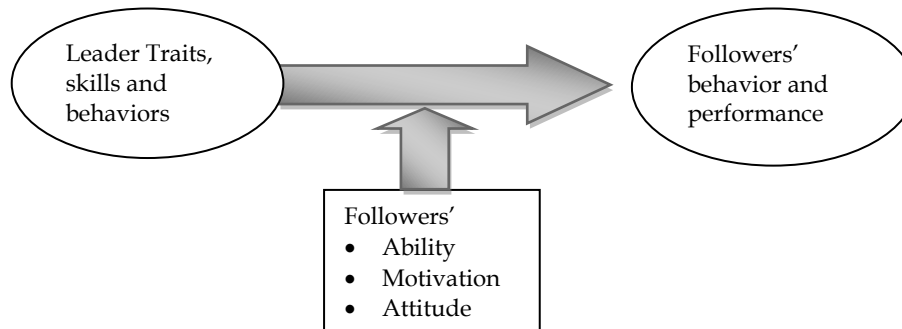


Figure 4. Followers as moderators of leader influence (Shamir, 2007, p. xii)

Moreover, the contingency theory emphasizes that if subordinates are given the necessary training, they gain the needed experience and the requisite job-related knowledge, and they internalize the standards that support task performance. In other words, when they are highly guided, supported and motivated, the leaders' style and behavior have no significant influence on their performance and satisfaction. At that point followers can lead themselves without the leader. In that case, subordinates are seen as substitutes for leadership. (Shamir, 2007, p. xiv.)

More importantly, according to Shamir (2007, p. xiv) leadership is largely produced by the subordinates' attribution or subordinates-driven phenomenon but not necessarily by that of leaders. There is a belief that subordinates learn leadership cognitive schema through their culture and become prototype leaders. They comply with their leaders not because they are leaders, but rather, they see them as their parents who assist them emotionally and psychologically. How subordinates perceive and respond to their leaders is not because of their characteristics or persona, but the cognitive representation and social view they already have in them. It is the subordinates' interpersonal relationships that make the leadership. The more individuals work closely together within the social network, the more likely they are to share leadership views. (Shamir, 2007, pp. xiv-xvii.)

Finally, both contemporary and old studies at least concur that members are leaders, and for that matter, there is no significant distinction between the leader and the members. Leadership should not be viewed as a role but as an activity that can be shared, distributed or dispersed among organizational members. The emphasis should be geared towards collective responsibility of the group. (Hackman & Johnson, 2009, p. 19; Edwards, 2009, p. 84-85; Shamir, 2007, p. xvii; Burns, 1978, p. 19-20.)

4 RESEARCH METHODS

Generally, research methods explain the purpose of the study, the kind of questions being addressed, the techniques used for collecting data, approaches for selecting samples and how the data was analyzed (Gray, 2009, p. 131). The chapter is centered on the focus of the research, the research methodology, data collection and data analysis approaches for the study.

4.1 The focus of the study

The study adopted a qualitative case study approach to explore the principal-teacher relationship in four Junior High School (JHS) at the basic level of education in Ghana. The study primarily placed emphasis on effective leadership behavior through a quality exchange relationship and collaborative effort of leaders and their members. Again, it stressed teacher support and involvement in leadership through developing and sustaining a quality relationship between principals and teachers. This study was timely in relation to Clark's (2008, p. 8) implication that modern day's leadership behavior is embedded in the leader's capability to associate and cooperate with others in a relationship for the betterment of people involved, the organization and the society at large. More importantly, the study projects a broader view of leadership, one that shifts from a single person-oriented leadership to involve all members to assume leadership responsibility (Offermann & Scuderi, 2007, p. 72). Research indicates that school leadership is a property that teachers must have to contribute to school improvement (Murphy, 2005, p. Vii).

The study addressed three research questions:

1. How is leadership role seen at the basic level of education?
2. What kind of professional relationship exists between principals and teachers?
3. How is teacher leadership role deemed at the basic level?

The researcher envisaged that the application of the study will significantly help to reduce the vertically hierarchical structure in educational institutions. Again, it may possibly influence leaders and managers to shift away from the traditional thinking approach which either focuses on the leader or the subordinate, to make leadership accessible to all subordinates, by making LMX process perceived as more equitable and the model more palatable for practitioners who might feel alienated or uncomfortable with the inequity issue (out-group). Moreover, it may perhaps create a potential for high-quality partnership to enhance the possibility for more effective leadership and expanded organizational capacity. (See Graen & Uhl-Bien 1995, p.229.)

Furthermore, it can prepare a fertile ground for better cooperation or teamwork among staff, students, directorate of education and parents, which is undoubtedly a necessity for effective leadership in Ghana (Afful-Broni, 2004, p. 6). More importantly, it can facilitate sharing of leadership responsibilities and engagement of robust dialogue among both principals and teachers for the students' benefit. The nonexistence of previous literature focusing on the study topic, illustrates how important and timely this area is and how it needs to be studied. The value in analyzing the principal - teacher relationship is that the document can be used as a descriptive and prescriptive approach to improve principals' and teachers' leadership relationships and development.

4.2 Research methodology

Research methodology is a theoretically based decision-making and involves “a general approach to studying research topics” and reflects on the whole strategy for the study (Silverman, 2005, p. 109). The ultimate goals of a study are to formulate questions about testable phenomena and to find answers to those questions. It is argued that no one can ask all questions about a phenomenon as well as provide all answers to a single question. However, researchers must limit themselves to a specific strategy such as: exploration, description, prediction, explanation, or action that figures out questions fit

to ask and answers we attempt to find. It is the researcher's decision to select which method best suits the chosen case under study. (Dane, 2011, p. 6.)

Qualitative research focuses on explaining and understanding the meaning people or groups assign to a social or human problem or events. It involves making sense out of a phenomenon. (Taylor & Bogdan, 1998, p. 7; Creswell, 2009, p. 4.) Additionally, it "involves an attempt to determine whether or not a phenomenon exists" (Dane, 2011, p. 7). As well, qualitative research emphasizes how a particular socio-cultural phenomenon functions (Tetnowski & Damico, 1999, p. 22). It works well with a relatively fewer number of cases, however, the researcher should be ready to sacrifice span for detail (Silverman, 2005, p. 9). "Qualitative designs are naturalistic to the extent that the research takes place in real-world setting and the researcher does not attempt to manipulate the phenomenon of interest" (Patton, 2002, p. 39). Unquestionably, qualitative study is a complex field of inquest due to diverse directions and methodologies (Yin, 2011, p. 3). Yin (2011, p. 3-6) stresses that qualitative study has become perhaps the conventional or the acceptable form of investigating into a wide range of topics of your preference and different social science disciplines and adopting this form, the researcher obtains a "contextual richness of people's everyday live", and it is a useful way of understanding the relationship between two or more people comparable to other social science research.

For a deeper understanding, Yin (2011, p. 7) outlines five considerations characterizing qualitative inquiry that researchers must note, comprising:

- "studying the meaning of people's lives, under real-world conditions,
- representing the views and perspectives of the people in a study,
- covering the contextual conditions within which people live,
- contributing insights into existing or emerging concepts that may help to explain human social behavior, and
- striving to use multiple sources of evidence rather than relying on a single source alone"

In qualitative research, the researcher gains a deeper and holistic overview of the framework of study through face-to-face interaction with the participants and obtains their opinions in a real life setting (Gray, 2009, p. 166.) It also enables the researcher to

project a detailed view of the topic (Creswell, 1998, p. 17). That is not to say that qualitative research is the only approach to obtain detailed information about a topic or case.

Silverman (2005, pp. 8-15) debates that it is not committing ourselves to one methodological paradigm such as a qualitative, quantitative or mixed method that matters or determines the depth of a study, rather, it depends on what you want to describe, how accurately it links to your purpose, and the available resources at your disposal.

Qualitative research was selected on the basis of the exploratory nature of the topic, the framing of the research questions and the strong rationale for the study. This was also in line with Hartas' (2010, p. 18) argument that there is no one clearly defined way of moving from an enquiry to the method. Rather, thorough thinking about the topic and the questions it can be determined which approach to adopt and it is the selected method or approach that makes the questions more effective. Moreover, it was based on the researcher's decision to analyse the data from the respondents' context.

4.3 Case study

Case study research refers to research that provides a thorough report and analysis of one or more cases (Christensen & Johnson 2004, p. 376). Case studies can be single or multiple-case designs, where a multiple design must follow a replication rather than a sampling logic (Tellis, 1997). Silverman (2005, p. 127) identifies three types of case study: intrinsic, instrumental and collective case study. The *intrinsic case study* is where no attempt is made to generalize beyond the single case or even build theories. The *instrumental case study* is basically used to obtain insight into a phenomenon or to reverse generalization. The *collective case study* is where a number of cases are studied in order to investigate some general phenomenon. Case study should be based upon a concept and also generate justification which can be generalized or have a great extent of meaning (Silverman, 2005, p. 128). I adopted an instrumental case study approach which was consistent with my intent to obtain insight of the event without generalization.

In case study research, the researcher must be knowledgeable in the field of study and hide his opinion as well. Comparatively, it has the ability to examine the depth of the study in a real-life situation (Yin, 1994, p. 111). It also enables the researcher to

investigate an important topic not easily covered by other methods, on the contrary other methods cover many topics better than the case study research does.

Case study helps researchers to make direct observations and collect data in natural settings. The case study in this master's thesis topic, *principal-teacher relationship*, was chosen based on a number of factors carefully and critically considered by the researcher to arrive at the decision of using a case study approach. Some of these factors are subsequently delineated. The interest developed in the researcher when studying the course content of the program and time span available as a student in educational institutions (Silverman, 2005 p. 126; Lundholm, 2004, p. 117). My interest in researching into the topic in the context of Ghana was motivated and developed from the relevance of the course content of the Master's Degree Program in Educational Leadership, recommendations made by other researchers, the pragmatic learning visits to pre-university schools in Finland and constant discussions and refinement of the study topic with my supervisors, which made me realize that the topic is doable.

Studying in Finland "one of the world's leaders in the academic performance of its secondary school students' (OECD, 2010, P. 117), where leadership is decentralized, systematically distributed and collaborated to counter to forces brought about by declining school enrollments and resources (Hargreaves, Halász, & Pont, 2008, p. 69). In contrast, the researcher comes from a background where leadership is equally decentralized in principle, but generally domineering and most school principals have a less formal leadership, management and administrative proficiency than their staff. The situation where power distance restrains the sharing of ideas calls for critical attention. (MacBeath et al., 2010, 12; Afful-Broni, 2004, p. 16.) Case study was the good option for such project.

4.4 Data collection

In getting good information that answers the research questions, the researcher engaged in a number of activities and processes to arrive at the conclusion of this project. These significant processes enabled the researcher to institute a good relationship with the participants who provided good information about the study topic for further analysis (Creswell, 2007 p. 118). Creswell (2007, p. 118) stresses that the researcher must determine

a strategy for the selection of the participants or the site that must not be based on likelihood, rather it must be purposefully sampled to best inform the researcher about the case or topic under investigation. In making decision on such a journey as data collection that Yin (2004, p. 56) notes that the researcher must decide on the limit of the data collection - either single or multiple means of collecting data- for example doing fieldwork where the researcher participates in and observes events in a real-life situations or resorting to interview only, and many others explained in the next sections.

4.4.1 Selection of location and participants

I initially targeted four principals and 15 teachers on the basis of random purposive sampling which allows the researcher to select more respondents than needed for the study and later scale it down to a reasonable number for the study (Gay, Mills & Airasian, 2006, 115). However, upon further and fruitful discussions and deliberations with my supervisors and critical thinking, I then changed the sampling technique and limited the number of participants in relation to the focus of the study, and the time span for the project which did not permit me to interview every person who might have contributed to the project. This influenced my practical decision to use a purposive sampling approach to select 12 participants who were willing to participate without fear or favor for the study. Purposive sampling requires the researcher to think decisively about the parameters of the participants under study and select the sample case cautiously on that basis (Silverman, 2005, p. 129).

Two basic assumptions that influenced the selection of participants who were willing and ready to participate were: the socio-cultural sensitivity and the lifestyle of the native people, which do not encourage someone to say unpleasant things about his/her boss or leader especially when the leader is around, even though that might be the real truth of the matter. The researcher happens to be a native of the region where the research took place and has broad knowledge of the background of the people.

In selecting a site or district for the study, the researcher initially selected Kumasi metropolitan assembly in Ashanti Region on the basis of its densely populated school in the country, and that was also a place where the researcher has taught and could have enough access to the schools and the participants. However, after a series of discussions with my supervisors and the necessary rapport done with some schools, the researcher realized a fault of his for not considering the proximity, time and schedules of the re-

search assistant who would be making preliminary enquiries for such project. This made the researcher to rescind his decision since it was not possible to gather information from such premises. The time spent on preparations in the form of a letter of permit and acknowledgement obtained from the university, telephone calls and emails, became a fiasco.

Another district of Sekyere South, formerly Effigyia Sekyere, within the same region of Ashanti was selected in the middle of May, 2011. This time around, the selection of the district was based on convenience and proximity of the research assistant in Ghana. The research assistant was a teacher in the same district, with a limited time schedule to reach other districts for the preliminary investigation and preparation before the actual interview was carried out by the researcher, hence the selection of the district. Sekyere South district has a unique feature of both urban and deprived schools. 4 out of the 10 schools contacted gave full assurance for the interview to be carried out. Two urban, one semi-urban and one village or deprived schools were chosen (see appendix 5).

By 28th June 2011, all the necessary interactions with the 4 schools and good rapport have been established, appointment date for the interview has been booked and new documents have been obtained from the supervisors and the university to be dispatched to the district directorate of education. These documents were vital in two ways: The documents served as authentic proves for the district directorate in Ghana to grant the researcher a permission to carry out such project in its schools. Again, the documents served as a protective cover or protection of the participants' right. (See Creswell, 2009, p. 177.)

Knowing very well the bureaucratic nature of the system in Ghana as a former teacher, I went ahead without the directorate knowledge, and send copies of the research permit letters request through email to my research assistant on the 29th of June, 2011 and they were dispatched to the principals and teachers in the 4 schools. Principals in the selected schools were automatic participants, nonetheless, teachers were selected based on willingness and readiness for the interview to avoid compulsion and forced responses. A series of telephone calls and emails were made afterwards to communicate the purpose of the study and the scheduled date to the participants and to inquire their readiness for the research.

Prior to the interview, three central research questions that broadly explore the concept of the research and present diverse views or senses of the participants were developed through a series of discussions with my supervisors. Again, seven sub questions were developed under the central questions and that made the interview questioning open and narrowed down the focus of the research. (Creswell, 2009, p. 129) (See Appendix 4). Creswell (2009) explains that “the intent is to explore the complex set of factors surrounding the central phenomenon and present the varied perspectives or meanings that participants hold”. The questions were tested with my study mates to learn and identify any possible mistakes that might surface during the interview process. The questions were later developed further to enhance smooth administration to the actual participants.

4.4.2 Interviews in the present study

I arrived in Ghana from Finland on the 20th of August 2011 and on the 23rd of August the researcher started the process by calling all the participants to get prepared for the interview. On the 24th of August, a follow-up was made to the directorate of education for the approval of the permission to carry out the research in various schools. Surprisingly enough, the director had not gotten the letters delivered by my research assistant to the officer in-charge on the 30th of June, 2011 due to some inducement (*‘how far’*) that was indirectly demanded, which my research assistant did not understand. Fortunately enough, I had copies of the documents with me so I immediately handed them over to them. However, the permission letter was granted on the 13th of September and I got my copy to carry out the process on the 14th of September, and by that time I had only five day to return to Finland.

I traveled from my hometown to interview six interviewees in six different towns of residence. This was costly but fruitful in the sense that it released the participants from pressures and tensions that might have surfaced in school arena. The other 6 respondents were interviewed when schools were in section. All the interviews were tape-recorded. In order to use the same instrument for all the participants in the same manner, semi-structured interviews and open-ended questions were administered to 4 principals and 8 teachers.

Four out of 41 principals and eight out of 414 teachers were interviewed. However, only four out of the eight teachers plus the four principals interviewed were used for

the analysis. In two schools three teachers from each school were willing to be interviewed, whereas in other two schools only one teacher from each school was. Some of the teachers have not yet reported to the school and their whereabouts could not be traced. This created a disproportion of interviewees in the schools and for the sake of credibility of the analysis and to enhance the comparability of the results and to avoid prejudices, one teacher from each school was randomly selected. This random picking was made possible after several readings of their transcripts and after realizing that they provided similar information on the topic.

On the day of the interviews, I had the opportunity to socialize and deepen rapport especially with the first six interviewees who were interviewed in their home towns. On our way to the nearby school for the interview, we introduced ourselves and I quickly engaged the interviewees with jokes and varied conversation to create laughter and to make the interview seen as an informal process. I also dressed casually to remove the home-abroad syndrome that always creates tension in people. This rapport and familiarization were critical, as Kroll (2010, p. 70.) states, the purpose of building rapport is to make the participants feel valued and understood, and when such relationship becomes successful it provides the basis for trust, engagement, disclosure, progress and change. Similar processes were used for the other six participants, however the rapport, the introductory remarks and the interviews were all held in either the principals' office or the store room.

All the 12 interviewees were already aware of the purpose of the study, the confidentiality of the interview and the interviewee, and the hour span of time for the interview three months ahead of time through copies of the research permit and my research assistant. However, I reiterated them to initiate the process as we sat down. I then engaged each interviewee in a semi-structured one-to-one interview. The duration of the interviews ranged between 39 and 54 minutes. I took notes during each interview. The interviewees had no prior idea of the questions administered to them. Interviews were tape-recorded and transcribed afterwards.

After the first interview, there was the need to embark on a series of reflections and frequent reading over the interview questions after each interview to be able to focus on the needs and demands of the research questions and more importantly, to avoid digression and insignificant data collection (Gay et al., 2006, p. 468). I also listened to the recorded version and that prompted me to adjust my interview style. Again, I real-

ized that the tape recorder was posing some sort of threat to the first interviewee. He was from time to time stealing a look at the recorder and every time he looked at it, I saw him jittering. That informed me to put the recorder in my pocket with subsequent interviews, though I made them aware of the recording. Field work lasted for 19 days between the 1st and 19th of September, 2011 in Ghana.

4.4.3 The individual interview

Christensen and Johnson (2004, p. 61), emphasize that the principal approaches of gathering data in qualitative research are interview and observations. Interviewing has several advantages and drawbacks (Kvale, 1996, p. 14). Interview provides the opportunity to cover a broader range of issues than would be possible via observation (Hartas, 2010). Through interviews, in-depth information about a participant's thoughts, beliefs, knowledge, reasoning, motivations, and feelings about a topic is revealed (Christensen & Johnson, 2004, p. 183). In this wise the researcher should be fully aware of his/her ethical considerations, in order not to infringe on the participants' privacy. It is really important because interviewing allows researchers to enter another person's affairs (Patton, 1987, p. 109). Interview also helps researchers to learn about things we cannot directly observe such as feelings, thoughts and intentions (Patton, 2002, p. 340-341). Nevertheless, researchers sometimes influence both the interviewee and the data that are generated and that questions the credibility and validity of the data.

Patton (2010, p. 349) outlines types of variations in interview instrumentation: informal conversational interview where interview questions are not predetermined, but rather, they materialize from the direct situation under discussion. The interview guide approach is another type where questions are systematically and specifically arranged in advance by the interviewer. In this case, significant ideas can be inadvertently omitted which can also lead to difficulty in comparing individual responses. Moreover, in a standardized open-ended interview, the same predetermined open-ended questions are administered to all participants. This reduces the effects of interview bias and increases the comparability level of responses. On the contrary, standardization of the questions may affect the nature of the interview. Finally, in closed, fixed-response interviews, "questions and response categories are determined in advance. Responses are fixed; respondent chooses from among these fixed responses". This type limits the interview-

ees' responses and distorts his/her intentions though it makes the analyses simple and comparable. Comparing the strength and weaknesses of various types of interview instrumentation, I opted for semi-structured open-ended interview to give room for participants' opinions in a natural sense and to reduce prejudice and biases.

4.5 Data analysis

Qualitative data analysis, according to Gay et al., (2006, p. 470) is “a process of breaking down data into smaller units, determining their import, and putting the pertinent units together in a more general, analytical form”. Gay et al. (2006, p. 467) adds that data analysis is an effort by the researcher to condense the data at hand in a dependable and accurate manner.

4.5.1 Content analysis

In this study, I adopted a qualitative content analysis approach. Content analysis is known for its historical significance and is extensively used by researchers in the social sciences and in recent time in the health studies (Hsieh & Shannon, 2005, p. 1277; Krippendorff, 2004, p. xiii; Bos & Tarnai, 1999, p. 659). While researchers involved in natural sciences are concerned with the concept of objectivity of their object of study, content analysts are more concerned with the subjectivity of their subject of study to establish meanings, contents, intentions, and references (Krippendorff, 2004, p. xiii).

Analysts mostly adopt the content analysis method for analyzing text data because of its flexibility (Hsieh & Shannon, 2005, p. 1277). Bos and Tarnai (1999, p. 660) assert that the exclusive subjects of content analysis, in most cases, are texts of various sorts such as newspaper articles, transcripts of interview, descriptions of pictures, written collections and so on. In view of this, a researcher who uses content analysis perceives data as descriptions or embodiments of text, image, and expressions that could be converted for their realities or meanings. This gives the researcher a reason to analyze data from intuition (Krippendorff, 2004, p. Xiii). Krippendorff adds that in content analysis, the researcher analyzes the text in context according to how they are used, and that differentiates it from other approaches of inquiry. Latency

Moreover, the qualitative content analysis extrapolates the pure counting of words to extreme investigation of language to be able to classify voluminous data into manageable categories thereby maintaining the same meanings. Primarily, qualitative content analysis focuses on the characteristics of language as communication with attention to the content or the contextual meaning of the text. (Hsieh & Shannon, 2005, p. 1277-1278.) Despite the usefulness and the flexibility of content analysis for researchers, it lacks concrete definitions and procedures, and that has potentially restricted its application (Gibson & Brown, 2009, p. 6-8; Hsieh & Shannon, 2005, p. 1277; Creswell, 1998, p. 140).

With reference to the present topic as a case study inquiry, Creswell (1998, pp. 144, 153-154) outlines four basic analyses and interpretations of data that are consistent with making a detailed description of the case and its settings in the traditions of inquiry. The first one is the *categorical aggregation* where the researcher seeks for instances and relevant meanings will emerge from the data (Creswell, 1998, p. 153). The second one is the *direct interpretation* where “the case study researcher looks at a single instance and draws meaning from it without looking for multiple instances”. In the third one, the researcher establishes a *pattern* and looks for a correspondence between two or more categories or a tabulation of the categories indicating a connection between two categories. The last one is where the researcher develops naturalistic generalizations from analyzing the data that can be applied to a population of cases (Creswell, 1998, p. 154).

In a similar way, Hsieh & Shannon (2005, p. 1277) identify three distinct approaches classified as qualitative content analysis which interpret text data from a predominately naturalistic pattern: conventional, directed, and summative.

Conventional content analysis is generally adopted where the objective of the study is to describe the event. It is also suitable when an existing theory or scholarship on an event is limited. In such study the analyst avoids predetermined categorization, rather allowing the categories and names of categories to emerge from the data (Hsieh & Shannon, 2005, p. 1279). Hsieh and Shannon (2005, p. 1277) emphasize that it is an inductive approach which permits the researcher to immerse him/herself in the data for new insights to emerge and it is most proper for an interview, open-ended, and allows probing.

Directed content analysis is mostly used for an existing incomplete event or theory or earlier study that needs further description. It is a more deductive and theory-based approach. (Hsieh & Shannon, 2005, p. 1281.) The objective of such approach to content analysis is to authenticate a theory.

Summative content analysis mostly initiates with the idea of identifying and quantifying certain words or content in text to better understand the contextual use of the words, not necessarily to infer meaning but to explore its usage (Hsieh & Shannon, 2005, p. 1283). It is also known as a manifest content analysis or latent content analysis. The number of appearances of words is mostly counted, that is not to say it focuses on counting, but instead, it extends to interpretation of content to discover underlying meanings of the content. (Hsieh & Shannon, 2005, p. 1284.)

This study adopted the categorical aggregation and conventional content analysis techniques based on a number of factors: Firstly, it was based on its usefulness to the objective of the study which focuses on understanding the existing relationship between principals and teachers to be able to explain what enhances effective leadership relationship, especially in the context of the society within which the study was conducted. My interest was not focused on generalizing the results on the basis of the underlying presumptions about the very nature and purpose of social research (Alasuutari, 1995, p. 144). This was precisely because, according to Yin (2011, p. 99), in a qualitative study such generalization does not work well and can create an inevitable dilemma. Yin (2011, p. 99) stated that “No small number of data collection unit, much less a single unit, can adequately represent the larger population of units, even when the larger population can be defined”.

However, my interest was to explain an overview of the problem and to gain a deeper understanding of the phenomenon (Alasuutari, 1995, p. 144). Alasuutari (1995, p. 145) added that the investigator should always try to see further than the sphere of the self-evident. The purpose of social scientific research is not an institution to produce practical information about a society, but rather, it is concerned with a form of significant works that contribute to a more cogent debate on society. The intention of a qualitative study is to comprehensibly explain the phenomenon and not necessarily to prove its existence. (Alasuutari, 1995, p. 145.)

Secondly, it was based on its flexibility as explained earlier on by Hsieh & Shannon (2005). Thirdly, I did not select this approach on the basis of the method, but rather,

it was based on unavailability of specific scholarship about the topic in the society under investigation. Morse (1991, p. 122) suggests that researchers whose reasons and contributions are solely rooted in one research approach have lost sight on the basis that research methods are just instruments utilized to enable understanding.

Fourthly, I was neither interested in early assumptions to develop inductive academic analysis which is rooted in grounded theory, nor interested in the structural or sequential description of the respondents' stories or data which conforms to narrative analysis (Silverman, p. 67-75; Marvasti, 2004, p. 75). Rather, my interest was in "the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" which predominantly, is the focus of the content analysis process. (Hsieh & Shannon, 2005, p. 1278). I was also interested in allowing the categories and themes to emerge from the data (Hsieh & Shannon, 2005, p. 1278-1279.) Finally, I adopted a content analysis technique based on its instant appeal of convenience it offers in simplifying and reducing a huge quantity of information of each respondent into organized segments (Marvasti, 2004, p. 91).

According to Morse (1991, p. 115) "content analysis is analysis by topic and each interview is segmented by these topics into categories". Codes determine the content in the interview, and categories' labels are names used to describe each group of data. When conducting content analysis, the analyst undergoes an intensive reading of the whole data in order to identify several important topics in the data. The identified topics formed the primary categories, or category labels. The initial categories must be broad so that a large amount of data may be sorted into a few groups, usually 10 and 15 categories. This is because if the categories are 'specialized' only few amounts can be sorted under it. A large number of categories is necessary because many of the categories may contain only one or two pieces of data and the researcher eventually combines these data. With too many data, saturation is achieved slowly, however, the analyst might forget some of the categories and effective and efficient sorting may not be achieved. (Morse 1991, p. 115.)

4.5.2 Content analysis in the present study

The analysis was carried out during and after the data collection. During the data collection I initially analyzed the respondent's actions or attitude, meanings and the new concepts that emerged from the interactions. Also, I constantly reflected on and frequently

read over the interview questions after each interview to be able to focus on the needs and demands of the research questions and to avoid digression and insignificant data collection (Gay et al., 2006, p. 468) as emphasized earlier on. For the second part, I then intensively analyzed a limited amount of data to grasp the phenomena of concern and later extensively analyzed the entire data to obtain relevant characteristics in accordance with the previous analysis (Silverman, 2011, p. 62).

The data were immediately transcribed and ready for analysis to take its course (Silverman, 2011 p.58). I organized and prepared the transcribed data, first and foremost, by labeling each respondent with unique alphabets as a file name for easy and accurate referencing of thoughts, see table 2. The anonymity of the interviewees was useful in order to avoid using the actual names of the respondents to ensure confidentiality as discussed with the interviewees. The table below displays how the labels were done (In the table, H means headmaster, T means teacher, B, I, P, R were names of various school, HB means Headmaster from school B)

Table 2. Labeling each respondent and school with unique alphabets

LABEL	SCHOOL	RESPONDENTS	SCHEME
H	B	HB	Headmaster/principal from school B
H	I	HI	Headmaster/principal from school I
H	P	HP	Headmaster/principal from school P
H	R	HR	Headmaster/principal from school R
T	B	TB	Teacher from school B
T	I	TI	Teacher from school I
T	P	TP	Teacher from school P
T	R	TR	Teacher from school R

I analyzed the entire data under three broad headings that linked to the focus of the research questions, the topic and the literature used for the study: leadership roles, professional relationship and teacher leadership roles. These headings also gave a wider focus and meaningful concepts and connections to various codes and themes. These headings

were analyzed separately but comparisons were made between all the headings to enhance coherence and a meaningful description of the respondents' thoughts or sense of meaning. Similar ideas of all the respondents were put together with the help of copy, cut and paste tools of the Microsoft Office Word platform, into single files. Each of these files were put in separate folders bearing the headings as the folder name and they were all subsequently put in a single folder.

To make sense of the respondents' responses or the data gathered, I constantly and successively read and reflected on to familiarize myself with the data and since not all the information would be needed in the sense. This helped me to combine insight and intuition with the data collected even before an intensive analysis started (Creswell, 2009, p. 183-184; Gay et al., 2006, p. 469; Creswell, 1998, p. 140; Taylor, & Bogdan, 1998, p. 142). This also brought about the revelation of some metaphoric terms used by the respondents. I considered metaphors in the respondents' responses carefully in the analysis since the cultural background of the natives under study mostly speaks in a proverbial and metaphorical manner. Research has indicated that the aptness of qualitative study is derived from the nature of the social phenomenon to be explored (Morgan & Smircich, 1980, p. 491). Lantolfz and Bobrova (2012, p. 44) note that, psychologically, conceptual metaphors shape the way people think and talk about their world and also influence the type of activities a culture sanctions.

I then reduced the numerous pages of each data into a few general meanings or thoughts of information, bearing in mind the respondents' tone of the ideas, impression, credibility and use of the information (Creswell, 2009, p. 185) by highlighting, cutting and pasting the main ideas (See appendix 6). The idea of highlighting, cutting and pasting was necessary to avoid my influence and misinterpretation of respondents' thoughts. At this juncture, the data were too large to ensure accurate analysis.

To obtain a detailed analysis of what was actually happening on the field and to generate insight of the topic, I avoided early assumptions or predefined variables which make a great deal of sense when using a statistical logic (Silverman, 2011). Apparently I allowed the categories or codes and themes to emerge from the data (Gay et al., 2006, p. 471). I further transformed the content of these voluminous descriptive data into more quantified categories (Marvasti, 2004, pp. 91-94) by using the Microsoft Word comment tool to highlight the emerged codes from the context in the margins of each page.

I then established connections among the categories and then tallied how often these categories occurred in a particular item of text (Silverman, 2011. p. 64). This tabular counting and tallying was not necessarily to generate an intuitive meaning of the respondents' data, but instead, it was purposefully done to ensure a systematic use of the data and help prove the existence of rule in the cases (Alasuutari, 1995, p. 117) and to also ensure the reliability of the measure and the validity of the findings (Silverman, 2011. p. 65). It is upon this basis that Alasuutari stresses that both qualitative and quantitative analysis is statistically related and the "Tabulation is only a handy way of presenting the material on which qualitative analysis is based" (Alasuutari, 1995, p. 117).

The emerged categories of each respondent were further reduced by grouping those related categories together for a fewer categories without reducing the respondents' sense of meaning. At this point, the emerged categories of each respondent were tabulated for comparison. First, the results of individual teachers were compared to identify similar and divergent views of the respondents. Second, those of the individual heads were also compared in the same manner, third, results from the teacher's data and that of the principals were compared with the aid of symbols, lines and shapes. To make sense of the emerged themes, related themes were carefully grouped in order to avoid twisting the respondents' sense of meaning. I then engaged in intuitive reflection of the pattern of the obtained themes to find related concepts that linked to the respondents' sense of meaning. (From what I experienced, this is the most intricate part of the analysis which involves your whole being- intuition, reflections, contradiction, intelligent judgment, and the learning process, etc). This was made possible through series questions that reflected my personal judgment, the topic under discussion, and the respondents' statements made in the data that linked to the outcome of the analysis if new insight could be made of the phenomenon and why such results occur (Alasuutari, 1995, p. 134). The findings of the analysis are discussed in the subsequent chapter.

5 FINDINGS AND DISCUSSIONS

The chapter presents the results of investigating into the *principal-teacher relationship* at the basic level, specifically at the Junior High school (JHS) in the Sekyere-South District of Ashanti Region of Ghana, formerly Effigyia Sekyere East District. The information gleaned from the Sekyere-South district is within the viewpoint of the principals and the teachers. Educating solutions to the research problem, the respondents responded to three major research questions of which the result is reported and discussed below: 1. how do you as a principal/teacher see leadership roles? E.g. what kinds of leadership roles are there in schools? 2. What kind of professional relationship exists between headmasters and teachers at the basic education level? 3. How is teacher leadership deemed at the basic education level?

8 respondents from four schools were involved in the analysis of the present study of which 4 were school principals labeled as HP, HB, HR, HI and the other 4 were teachers from respective schools of principals labeled as TP, TB, TR, and TI. (In this study, the symbol H denotes Headmaster or principal, e.g. HB means Principal from school B, T denotes T, e.g. TB means Teacher from school B). The anonymity of the respondents permitted their freedom from identification following the ethical discussions and consent I made with them.

5.1 Leadership roles in schools

In this section, respondents answer questions pertaining to the kind of leadership roles, their specific roles and how in their view, leadership should be practiced in schools.

This part of the interview was to see if it has a connection to their professional relationship in the subsequent interviews. Two major topics were involved in the analyses: participative leadership and managerial roles. However, these key topics, according to the respondents, could be influenced by the pertaining environment or situation. I first discuss the leadership situation in brief. For details and the network of the major themes and concepts that emerged, see appendix 9.

5.1.1 Contingencies

Some of the respondents, for instance HI, HB, TP, and HP stressed that leadership role at the basic schools are contingent to the situation in the school. Most of the principals perceived that some teachers are lazy and others are hard-working and for that matter, the behavior of the teachers and mostly the instructions from the directorate will influence the nature of the leadership role a particular headmaster will exhibit. However, teachers believe that leadership depends on the principals in the sense that they have the power and they are the managers. If they adopt an autocratic style, they will not contribute but if they adopt a democratic style, teachers will contribute their quota.

The sort of leadership at the basic level depends on the climate of the school. At the basic level we have as many types of roles as we have different types of leadership: autocratic, democratic and laissez-faire (HB).

At times we have autocratic where teachers are not given the chance to take part in the administrative work in the school, thus, the head dictates everything and they take instructions from the headmaster(TI)

This supports the theoretical argument that situation influences the patterns and the effects of the leader's behavior (Yukl, 2012, p. 77; Vroom, 1976, p.1537). The name situations suggest that different situations demand different types of leadership. This also emphasizes that leadership is about appropriate articulation of directives and supportive effort in a given situation. Therefore for effective leadership to prevail, leaders need to adjust their style of leadership to suit the demands of diverse situations. (Northouse, 2007, p. 91.) Vroom (1976, p.1538) concludes that "participation in decision-making, like all of the other leader's behaviors and traits, has consequences which vary from one situation to another".

5.1.2 Participative leadership roles

The respondents expressed their opinion about the participative leadership role in different manners, however there were some common denominators that the respondents expressed. Participative leadership has a variety of varied methods to incorporate other members in the decision-making process (Yukl, 2006, p. 82). To satisfy the intent of the research question, four themes emerged from the respondents' responses analysis under the participative leadership role: consultation, delegation, dictatorial and democratic decision, which are now discussed.

Consultation

On the question of what kind of leadership is exercised in schools, the respondents indicated that both democratic and autocratic were the predominant leadership practices in the basic schools. Six respondents TP, TI, TB, HB, HR, and HI mentioned that democratic leadership is practiced in their respective schools. However, further analysis justified that leadership roles in schools were consultation rather than democratic. These respondents stressed that both principals and teachers are involved in making decisions in the school through meetings and discussion. They stated in addition that each person is given the chance to express his/her opinions on any issues either brought by the principal or raised by teachers for a consensus to be reached before decision is taken.

I will say it is a democratic role... Democratic in the sense, that everybody is allowed to come out with his/her view without any troubles or constraints and we accept all kinds of ideas and suggestions and if it is good we go by it, others, there is no separation of powers there, some of the teachers complain about not free in terms of playing their roles (TB).

This particular school I think is democratic, oh the headmaster does not impose work on us (TP).

In my school for instance we practice democratic type of leadership where every teacher is made to express his/her opinion about the administration of the school (HI).

This collective decision-making is consistent with the research that placed more emphasis on participative leadership as educational religion for today and the future school. Participative leadership involves considerable agreement and collective strategies and it is critical for effective group management. (Somech, 2010, p. 177.)

Research shows that leaders who are considerate tend to support their followers, make them part of the decision-making processes, make them feel equal, and ensure open communication and joint effort (Marturano & Gosling, 2008, p. 12). On the contrary, the respondents expressed their despondency in contributing to decision-making process during meetings and discussions. Whatever opinions they shared or discussed were not implemented because they were not in line with the headmaster's viewpoint.

Somebody may have an experience which when the person brings out it will bring about the total development to the whole school but since you are not the headmaster, if you have your knowledge you keep it to yourself because your idea cannot influence the headmaster, he is the only one who is responsible for that (TR).

According to the respondents, either headmasters implement their own decisions after considering all suggestions and concerns made during staff meetings or follow the instructions from the directorate which in their opinion, is not helpful to the students. This scenario makes it consultation rather than democratic (Yukl, 2006, p. 82).

Delegation

Sharing power is a form of participation in leadership role which allows individual members in a group to make decisions on related issues (Yukl, 2006, p. 99). Both principals and teachers reported that roles and responsibilities were sometimes delegated or assigned to teachers to perform.

I help in the preparation of the cumulative records in the school. I also act as the guidance and counseling coordinator, I am also doing this work for the headmaster. He delegates the power to me to do it (TI)

But some principals stressed that they must work in line with the laid down procedures. Some teachers added in disappointment that these roles were generally dictated to them or they had to follow rigid orders without the chance to influence what has been entrusted to them. Due to that teachers saw acceptance of leadership as a punishment and wanted to stick to their normal duty.

If he tells you that I have this position if you feel like you can do it then you opt out and say that you can do it but if you can't do it he cannot force to take that position (TP)

This is unfailing in a democratic society where people must be given the right to influence the decisions that affect them significantly (Yukl, 2002, p. 80). Yukl (2006, p. 99)

describes such form of participation as little or no delegation. Another form is moderate delegation where the members need approval before decision is taken. There is also a substantial delegation where the member makes vital decisions and implements them with prior approval.

Dictatorial decision

One surprising discovery from the data was when all respondents unanimously responded that leadership at the basic level schools was generally a dictatorial decision. This dictatorial decision revealed from the study was influenced by two critical tenets: strict rules and austerity measures and unidirectional influence. The respondents expressed that their work was influenced, controlled and they were also obliged to comply with the strict rules and austerity measures from the education directorate to exercise a certain line of action. The situation has compelled principals to work strictly in accordance with the laid down procedures and instructions from the directorate. This was consistent with the earlier study that the historical top-down, dictatorial, and control management system of education in Ghana limits the teachers' active involvement (Osei & Brock, 2006, p. 432). Osei and Brock (2006, p. 432) indicate that over the years, teachers are being suppressed to conform to the directives, policies and to cultivate the culture of obedience to a certain extent over initiative, and that situation has influenced the teachers' unwillingness to embrace an independent role.

More importantly, some respondents explained that the education directorate wanted them to use austerity measures to enhance adequate teacher performance. Again, the directorate had instructed them to issue query letters to teachers on *least mistake* committed. But some respondents underscored that such measures have negative implications and disadvantages on the teachers and the school. According to one principal (HB) observation of how teacher felt and worked in such unproductive conditions, he strategically ignored the strict rules and measures governed in schools and adopted his own strategy to curb the situation. He emphasized that that had made the school the best performing school in the district. He stressed that he gave teachers an opportunity to operate and offered advices and correction when necessary. And with that teachers worked more than expected, and some have vowed to go along with him if he is transferred. This principal shared his secret with me.

The kind of leadership as I said should not be dictatorship or dictatorial it should be friendly so that the teachers would feel free to work because from experience if there should be dictatorship in the school, teaching and learning would not go on successfully, but friendliness is very important, very, very important! It is very important that your relationship with your teachers as well as with the pupils is cordial and you should assign duties to teachers for all to take part in the decision-making then as I said earlier on, if there is any decision to be taken you should meet with all the teachers and then you share ideas to reach a consensus, and then also you should accept divergent views and criticisms from your own staff members (HB).

Nonetheless, some headmasters worked according to the strict rules and instructions of the directorate and frequently issued query letters to teachers on least mistakes without any enquiry. He further explained that when such things happen, teachers pretend to be doing the right thing when the headmaster is present with them, but they stop working when the head is away.

In other instances, respondent (HP) believed that the headmaster was the leader and the one appointed by the directorate as an initiator and implementer of education policies in the school. In accordance with such status conferred on him by the directorate, he had the perception that he was obliged and must comply with whatever the authorities or his boss asked for. He expressed that when such obligations were carried out in the school, teachers saw him as autocratic. This behavioral approach is deeply rooted in the emergence of the global perspective of management that has gradually and magically replaced leadership and has inadvertently become the acceptable and paramount means to express leadership in recent years. (Sergiovanni, 2006, p. 4.) Sergiovanni (2006, p. 5) contends that “when policies and practices are based on the managerial mystique, there is a tendency to focus knowledge, attention and skills so narrowly that principals and teachers become incapable of thinking and acting beyond their prescribed roles”.

Besides, some principals perceived that a leader must apply all the three leadership styles: democratic, autocratic and laissez-faire. And when full freedom is given to teachers' views, they would not be able to implement the policies from the directorate and that might also be interpreted as a violation of authority from above. And for that matter, teachers must go according to the rules governing the school and the instructions from above.

if you give them chance to come out with their views, they may not accept what you want to implement, maybe what you want to implement is from authorities that needs to be implemented from your higher boss... at times conditions will compel you, for instance there may be a policy from the Ghana education service that teachers must be in school at 7:30 at the latest, and if teachers refuse to come to school on

time you have to give them a query letter or you have to report them to the office, in this situation there is nothing you can do but comply... in that case they will say you are autocratic but to you, you are implementing the right policies that you are supposed to (HP).

This scenario in addition reflected the traditional belief that resorting to despotic or coercion or non-democratic administration is the only feasible style to solve social problems (Van Vugt et al., 2004, p. 1).

Some respondents further described the leadership in schools as unidirectional in perspective. For instance, one respondent metaphorically described leadership in schools as a *one way traffic* and others also used the term *father-son* influence. He used his principal as a point of reference and said that his principal always wanted to remain as a father with his sons, he always wanted to reserve his power without delegation, initiate policies, and whatever he said was final without consideration. He mostly gave instructions without listening to teachers, and sometimes disgraced teachers in front of the pupils. Most respondents shared similar sentiments and reported that most principals mostly took an entrenched position in the leadership as a father who guided his sons and daughters to do the right things, and made sure they abided by his instructions. They stressed that such leadership was one-sided and did not consider other opinions.

Perhaps these metaphorical phrases “one-way-traffic” and “father-son influence” have linkage with the cultural behavior of the people in the vicinity. Culture influences the way people think (House, Wong, & Yuen, 2004, p. 4). Recent World Trade Press research indicates that “Ghanaian adults expect young people to be submissive and to comply with their elders’ wishes and rules, exactly” (WTP, 2011, p. 9). The report further stated that in the traditional culture men typically head the family and act as principal decision-makers and breadwinners of the family. According to the report, elders hold a dignified position, and they can decide to overrule others in most household issues. (WTP, 2011, p. 9.)

Additionally, some teachers expressed in desperation that they have good, new intentions and ideas to contribute to the success of the school but they are not given the chance to do so and for that matter, they feel dormant in their work. What worries them is that the headmaster works more closely with the directorate than with the teacher.

Hmm, I told you previously that it is like eeh, one-way traffic hhhmm... the headmaster always coordinates directly with the directorate and whatever they bring he carries it out without deliberation (TR).

This is typical of the traditional leadership approach with reference to the fact that there is evidence of restriction of output, lack of involvement and participation of others in the leadership relationship and mostly characterized by dictatorship. The decision-making process in such type of leadership rests in the confines of the leader's freedom, and issuing orders and directives to followers and keeping an eye on their task roles to ensure conformity to the leader's orders (Vroom, 1976, p. 1538.) More importantly, allowing teachers' rich ideas, ingenuities and experiences to be underutilized also agrees with that global perception that managerial hierarchy is a killer of initiative and a crusher of creativity and it is no more useful in our managerial duties. Nevertheless, managerial hierarchy is the most efficient, the hardest, and in fact the most natural structure ever devised for large organizations. No one should blame the hierarchy for their problems. The blame should be placed on its misuse that has hindered successful management and stifled leadership (Jaques, 1990, pp. 127-128.) These restrictions could also be perceived as a breach of right and trust. Starratt (2005, p. 126) states clearly that "if educators violate the rights and trust of people in the school, they are not only breaking the law, but they also are acting unethically in their role of citizen and public servant."

Additionally, the study revealed that principals are aware that practicing autocratic decision does not yield any meaningful outcome, it only compels teacher to do their work, discourages them from putting up their best and accepting responsibilities, and also makes them stick to the contractual agreement of the job appointment record, but they have no option as they stressed. Teachers confirmed the rigidity of the policies and the directives which in their views do not permit them to *freely work from their heart* and have always put fear and pressure on them. Quoting Bolman and Deal (2003, p. 200), "the traditional view sees organization as created and controlled by legitimate authorities who set goals, design structure, hire and manage employees, and ensure pursuance of the right objectives". Other study also indicates that when leadership becomes dictatorial, schools are crucially trapped with unalterable or routine procedures due to deficiency of others' abilities (Gardner, 1997, p. 362). Working with fear and pressure has a long-term ramification of worker ineffectiveness, in the sense that it makes members unstable and get them frequently thinking about either leaving or staying in the organization (Van Vugt, et al., 2004, p. 2).

To add to the respondents' sense of opinion, there was noticeable fear, resentment and bitterness ingrained in both teachers and principals. Research has indicated that in

examining the affective aspects of manager-worker relationship in organization, most officials typically focus on job satisfaction and performance, relegating the emotional worker and emotional intelligence which directly influence the workers' output to the background or show little attention to such crucial aspects (Yariv, 2009, p. 448). Leaders should not forget that, in the professional educational field, relationship is associated with people's emotions and if no proper care is taken, it might trigger and negatively affect the working environment and performance of the group (Ward, 2010, p. 187). This is true and precarious because emotion makes people feel continuously ensnared in a toxic state (Goleman, 1995, p. 289).

Democratic decision

Another interesting and remarkable theme that emerged was the respondents' perception of how leadership should be practiced. They stressed that there should be democracy in leadership. Even though both principals and teachers expressed their opinion in different ways, there were commonalities in their opinions (see appendix...). The sub themes that emerged were classified under three key concepts: 1. Operating behaviors: friendliness, flexibility, openness, and transparency, 2. Relational behaviors: collaborative, cooperative, and working together, 3. decision behaviors: involvement, mutual and collective decision. These concepts will be discussed in the subsequent paragraphs.

Firstly, the operating behaviors in this study emphasize the mode or the approach of operation or working behavior the leader adopts with his/her members. Respondents HI, TR, HR, HB, mentioned that the leadership role should be friendly, flexible, and open. Duncan (2012, p. 13, 275) stresses that working in a friendly environment engages organizational members' heads, hearts and hopes but it is not about ordering people. When employees are genuinely engaged they acknowledge the significance in what they do, they feel attached to the goals of the organization and provide initiative, creativity and organization strength which are important constituents to organizational success (Duncan, 2012, p. 11, 275). Respondent HB was so emphatic, passionate and continuously stressed friendliness and transparency in leadership. This respondent mentioned friendliness/friendly 14 times in his responses, stating that:

Leadership at the basic level as I see it should be friendly with the teachers and even with the pupils as well. because if as a head if you are not friendly and moreover you use austerity measures if you go by strictly according to the rules governing education then even though you will achieve some successes, there will not be a cordial re-

relationship between you and your teachers. But if you are friendly they feel free to tell you their problems...Friendliness is not enough, you should also be transparent especially with the financial matters. The way I go about my leadership I am always free with everybody and the staff and teachers are very happy also to work with me, the freeness is bringing all these kinds of relationships I am talking about.

Those who stressed the operating roles mentioned some reasons to support their claim. They stated that in such leadership, whether the leader is there or away, teachers will work their best and from the heart, people feel free to share their problems and there would be an amicable resolution of problems. Again, it brings about cordial relationship, promotes unity among staff and makes members feel free to cooperate and contribute to the learning process. It is upon such undoubted benefits in such democratic operating environment that Duncan (2012, p. 278) advocates for a change-friendly leadership that pays long-term dividends to organizations. A meta-analysis study supports the respondents' claim, that the leader should be considerate and behave in a friendly and supportive way, show concern for the members, and seek for their welfare (Yukl, 2002, p. 50)

One respondent strongly affirmed that openness and transparency are key drivers for teachers' performance and satisfaction. But some principals consider things belonging to schools as their personal property and that has caused disunity and conflicts in schools. The respondent believes that:

If you open up for everybody to know how the money should be utilized, then everybody will feel free to cooperate and to contribute his quota to the teaching and learning process in the school. (HB).

The respondent contention broadens the argument that "schools themselves need to be seen as moral institutions with a concern for ethicality, equity, social justice and transparency" (Groundwater-Smith & Dadds 2004, p. 241).

Secondly, the relational behaviors also represent the mode of connection between the leader and the members. Most of the respondents answered, that leadership should be collaborative, cooperative, and working-together. They believed that working in a deliberative, cooperative and mutually influenced environment makes the work load less burdensome on the leader and involving others also holds them responsible and accountable for what they are entrusted with. Studies have shown that leadership is a complex phenomenon (Northouse, 2007, pp. 1-2, 12; Stewart, 2006, p. 3; Yukl, 2006, p. 12; Hackman & Johnson, 2004, p. 2; Murphy & Riggio, 2003, p. 1; Yukl, 2002, p. 2; Shivers, 2001, pp. 50-51). This also implies that leading in such a complex organiza-

tions to produce and sustain a critical public school system is an extremely challenging task, which is almost impracticable to accomplish without a committed and highly knowledgeable teaching force working together for the continuous improvement of the schools (Fullan, 2003, p. 5). Fullan (2003, p. 5) added that in such equation, the principal as the leader of the school plays a pivotal role in guiding and supporting the process.

In making such an extremely challenging task less burdensome on the leader as reported by the respondents, the previous literature encourages modern organizations to tactfully challenge the day-to-day situational problems by espousing working together and sharing of leadership responsibilities as an option (Kouzes & Posner, 2007, p. 25).

In summary I will say the headmasters should make teachers part of the administration, if they make teachers part of the administration, it means that the responsibilities will not be a yoke for the headmaster but it will be collectively... by if they want to centralize everything by themselves and be the initiator of all policies sometimes it will bring failure because if he fails to recognize me, I will also pay a deaf ear to whatever he is saying and I will isolate myself as well... But if he make me part of it, it means that I have a role in it and I have to fulfill it. So in general, that is what I think the headmaster must do in order to incorporate all the teachers. So that is all that I have (TR).

Perhaps the respondents' request for working together in collaboration and in a cooperative manner is a reflection of what happens in the classroom, where teachers often request students to work in groups or on joint-assignments and the ramification is collaboration between students (Dawes & Sams, 2004, p. 95). Dawes and Sams (2004) opine such joint action is usually envisaged so that it will promote mutual support, increase motivation and achievement in the classroom. Collaboration and trust promote sharing of resources and responsibilities, partnership and interdependency relationships (Tschannen-Moran, 2001, p. 314-315).

A notable example of a principal and teachers working together in a more collaborative and cooperative manner, which has yielded result, is Finland - the world's leader measured in 15-year-old students' performance. Finland's success that has recently attracted the attention of the globe is largely attributed to "the heart of human relationships that comprise Finland's educational system and society is a strong and positive culture of trust, cooperation and responsibility". (Hargreaves & Fink, 2008, p. 235.) Hargreaves and Fink (2008, p. 235) noted that the enormity of trust between school principal and teachers is such that ineffectiveness and absence of principal is not deeply felt in schools since there is a sense of collaboration, togetherness and ownership among

them. Goals or targets are shared at the local level through action plans but not imposed through political or administrative means.

Lastly, the decision behaviors focus on how responsibilities and performance are carried out within the school. Respondents HI, TR, HB, TI, perceived that leadership role should neither be unidirectional nor rest only on the leader but it should be involving, mutual decision-making and collective responsibility between the leader and the staff. Previous study has shown that most of the past and modern schools systems have failed in relation to their performance because schools were lacking the collective deliberative method that geared towards continuous improvement (Fullan, 2003, p. 6). The respondents' perception of collectivism, mutuality and involvement in leadership also links to Gronn's (2002, p. 430) contention that collective behavior in an organization far outweighs a single leader's behavior. When organization members work collectively through interdependency and close working relationship over time, it facilitates and creates role sharing, partnership, friendly interpersonal relations, intuitive and unequivocal understanding among colleagues.

It is not a one man show; the leadership is between the leader and the staff, it is shared. And the head you don't have to take control of the school that you are the head so whatever you say is a final no, the teachers should bring their views it shouldn't be a one man show. You must be friendly with the teachers and the children as well (HR).

Significantly, the respondents' perception of unidirectional verses involvement, mutual decision and a collective responsibility between the leader and the staff is consistent with the key disagreement that engulfs the subject of whether leadership should be regarded as a specialized role or a shared influence process (Yukl, 2002, p. 3). The former argues that leadership is a specialized role, responsibilities and functions when shared commonly among the entire group members will imperil the effectiveness of the group. The latter also argues that leadership must be seen as a social process that diffuses among members in a group (Yukl, 2002, p. 3-4).

In support of the leadership involvement, mutual decision and collectivity in school, the multiple-intelligence (MI) theory proposes an alternative view that disputes the unvarying view of intelligence that has become a standardized way of organizing the school. Two assumptions underpin the theory, stressing that: 1. People have different interests and abilities and they do not learn in the same manner. 2. In today's world, no single individual is a pansophy or "no one can learn everything there are to learn"

(Gardner, 1997, p. 350). The proponent affirms that people are different and come into the school organizations with different cognitive talents or intelligences. On that basis, in restructuring education system and expanding educational opportunities, that will be beneficial to children's schooling today and in the future, leaders are challenged against the unidirectional view of leadership, to foster diversity of opinions by identifying, nurturing and merging all individual capabilities and efforts within the range of their leadership. People will not only feel better about themselves and more competent when leaders combine these efforts, perhaps they will feel involved and work beyond expectation for the benefit of the larger public. (Gardner, 1997, pp. 347-348, 362.) For leadership to be successful, it is incumbent on the leader to develop a cohesive and collaborative team engrained in the framework of trust (Kouzes & Posner, 2007, p. 221).

Respondent HP mentioned that at the basic level resides the headmaster. He sees headmaster as the leader, the initiator, and implementer of policies in the school. This respondent mentioned in a worrying situation that whatever initiatives he brings, teachers don't support him and make the work difficult.

When it come to the basic level here it's like eehh the head who is the leader there who has been appointed by the education directorate... so at times you will bring out something and they may not support you since you are initiating that, so basically leader at the basic level is somebody who implements educational policies in the basic school and also sees to effective teaching and learning in school as well. As the head of the school I see myself as one of the teachers in the school but at the same time leader of them and also the supervisor of the school (HP).

5.1.3 Perceived individual roles

This part was intended to find the respondents' daily roles and activities in the school. The results suggested that principals' work is more a managerial role than a leadership role. They spent most of their time supervising teachers' appraisal which aimed to make the teachers do the right thing and to conform to the rubrics of the curriculum and the syllabus accordingly. Moreover, they spent time at the office to receive visitors, serve as coordinators, conflict mediators, role models, initiators and implementers of policies for the directorate, and as links between the school and the directorate.

I have to see that those teachers on duty perform their work, making sure all registers, report cards, cumulative records they are all filled at the end of the term you make sure they close everything, I have to see that teachers prepare their lesson notes; they come and sign the time book at the correct time and then go over to supervise what they are doing if they are actually doing the right thing (HR).

Another one is implementing of policies, initiating of policies (HP).

These roles were in line with the Mintzberg's taxonomy of managerial role of a manager which largely is dependent on the nature and position of the manager, and how flexibly the manager interprets and enacts each role (Yukl, 2006, p. 29-30)

The results revealed two major roles of teachers: completing the syllabus and the wellbeing of students. On completion of syllabus, teachers focus on teaching, preparation of lessons, supervising and marking exercises but spend less time on corrections. Teachers stressed that if they do not attend to these needs, they would be blamed or queried if students fail the final examination. On the part of supporting the well-being of students, teachers guide and counsel students, help in the selection of courses for further studies, offer financial assistance to students. They believe that they are the second parents of the students and they copy what they do and with that they must serve as role models and lead a good life for students to emulate. Teachers were particularly disturbed about how some principals handle their role and some teachers insisted for further training for them.

That is why I said they need an in-service training or leadership seminar or something, all the headmasters, even though some of the headmasters are doing the post diplomat, they will be abreast with new strategy but the old ones who are not doing it... (TR).

5.2 Relationship in schools

Even though a school is mostly characterized by its technical core instructions, its effectiveness is dependent on the magnitude of social relationship (Bryk & Schneider, 2002, p. 19). The section reports on the professional relationship in schools, good exchange relationship, and building a good exchange relationship between principals and teachers that were revealed from the study. Principal-teacher relationship was the core of the research and the findings indicated the existence of a cordial and interpersonal relationship between principals and teachers in schools. Trust was found to be the heart of social relationship. See appendix 10 for the detailed findings. Again the study revealed quite a significant influence of strict rules, domineering decision and culture on LMX relationship.

5.2.1 Professional relationship in schools

The aim of this section was to explore the kind of professional relationships between principals and teachers in schools. Cordial and interpersonal relationship and conflicts were the key concepts that emerged. However, the cordial and interpersonal relationship was basically informed by two key principles: the formal and informal/socio-cultural relationship. Most of the respondents believed that professional relationship depends on the social status of the leader. They also perceive that the society gives credence to the elderly and must be accorded as such. For instance, if the leader is an elderly person then she/he must be accorded the needed respect irrespective of one's rank or qualification. Such interactions should be seen as a Father-son relationship and vice-versa.

Cordial and interpersonal relationship

The heart of LMX theory is effective leadership which demands that a leader develops a quality exchange relationship with all the subordinates rather than only with a few individuals (Northouse, 2007, p. 155; Graen & Uhl-Bien, 1995, p. 229). All respondents in diverse perspectives affirmed that there was a cordial and interpersonal relationship between principals and teachers in schools. They stressed that there is a good understanding between principals and teachers. Some frequently described the relationship between them as a family. Bryk and Schneider (2002, p. 19) recollects John Dewey's esteemed observation that a good basic school is more similar to a family than a factory. Bryk and Schneider (2002, p. 19) states that "while families are organized to provide many goods and services for their members, participation in family life creates the deepest forms of personal meaning and identity".

Some respondents believed that a cordial relationship in schools is about adhering to formal relationship behaviors such as procedural patterns, rules and regulations governing the school, and when these rubrics are consistently adhered to, they bring cordiality in schools. Some headmasters perceived that it is their responsibility to see to it that teachers go by the rules and policies governing the school, however in their attempt to enforce these rules teachers perceive them as inhuman and being too strict. This has created a sort of distortion in their relationship with teachers.

In most cases it is cordial but I must be frank, we go by the rules of the directorate and teachers see us to be autocratic and the relationship becomes eeh eeh bitter (HP).

This reflects Sias' (2009, pp. 1-2) assertion that the pattern and the extent of interaction and connection between the leaders and the led determine the value or the quality of the relationship. The closer both the leader and the members work together, the stronger the relationship and more emotional the connection becomes.

Some teachers confirmed the assertion above and in addition, described and exposed the vindictiveness of some heads that impose duty on teachers. These teachers believed that such actions do not enhance cordiality, but rather, they create disinclination to accept duty in schools.

It is cordial. Oh! To me I don't see the headmaster to be autocratic, in general I think it is 50/50; some headmasters are good and do listen to their teachers but some do not but rather impose things or work on their teachers. Whether the teacher can do it or you can't do it that one it is out of his context (TP).

This has linkage to the scholarly and global assumption that in solving social problems, leadership works effectively by compelling group members to participate or invest in their group (Van Vugt, et al., 2004, p. 1). Van Vugt, et al. (2004, p. 1) concluded that this can only be possible in instances where group members are quarantined enough to prevent escape.

Besides the formal relationship, some respondents believed that professional relationship is not limited to exclusively formal behaviors, instead, the school culture or informal socio-cultural behaviors also play a critical role in the effectiveness of cordiality in professional relationships. They added that when one person is in dilemma, be it social, psychological, financial and professional, most often, they show concern and support to the person. If that person involved is not in the school, either the principal sends a delegation or personally pays a visit to the person.

Sometimes we cook food together and then eat in the school, enjoy the same meal, we prepare a meal and eat together. This is one of the things I have observed the teachers like most. So, it's one of the things we usually do and this is fostering something like cooperation and friendliness in the school (HB).

Some respondents emphasized that professional relationship is about building consensus, enhancing cooperation, sharing responsibilities and having freedom to discharge your responsibility. The respondents highlighted that they are given the chance to participate in whatever goes on in the schools through meetings and discussion to establish consensus before decision is taken. Some duties have been delegated to teachers to discharge

and they perceive that the participation and the sharing of the responsibility are enhancing the cordiality between teachers and heads.

Here I can say it is very very cordial in the sense that we the teachers can freely go to the headmaster and the head can freely come to us. He can ask anything he wishes from the teachers, at times when he is taking decision he just comes to us and we also share our ideas. So it is free and a cordial one (TI).

Duck (2004, p. 102) stated that relationship becomes organized where there is distributions of responsibilities, power structure, development of informal or natural pattern of language, sharing history and jokes, consensus decision on daily life, feeling for one another and a sense of belonging.

Additionally, some also perceived that cordial and interpersonal relationship is about loyalty, transparency and confidence in those you work with. They believed that openness and loyalty bring people together to work closely and with genuine heart. It is evident from previous literature that trust is the heart of collaboration and the core of human relationship inside and outside an organization (Kouzes & Posner 2007, p. 224). When there is ingenuousness coupled with strong interpersonal relationships in the school environment, it has the tendency to encourage a climate of trust and the relationships leads to decision participation (Tschannen-Moran, 2001, p. 314).

The relationship also borders on letting teachers having confidence in you, that is transparency and then free, consensus building from you, the head and the teachers if there is anything going on in school you should let the teachers know you shouldn't keep it to yourself if it is not personal so that you reach a consensus on that (HB).

The respondents further stressed that openness is critical to social exchange. They believed that openness fosters cooperation, friendship, easy resolution of problems and it motivates people to work beyond expectations. Some also expressed that the cordiality is being hampered by the strict rules and the austerity measures of the directorate. Study has indicated that school principals are overloaded with complicated tasks and a great deal of expectations, yet they are restricted and compelled to follow central directives leading to discouragement, conflicts, fear in them (Fullan, 2003, pp. 21-23).

In relation to that, one respondent recounted why a cordial and interpersonal relationship with teachers is considered as a vital element.

I mean always be transparent especially with the capitation grant the government grants us, some heads do not do that they consider that as their bona fide property but I don't do that, immediately when the grant comes I call a meeting and discuss, I

just show them the amount and discuss what we should use the money for. If there is any problem in the school, for example if any teacher commits a mistake some heads will not ask the teacher anything but query, slightest mistake query! That query! Query! Thing, even though it's good sometimes it has its negative implications. Slightest mistake query! Then either the teacher is sent to the directorate for action to be taken on him/her immediately, some heads are like that, me I don't run my school like that, those heads practice dictatorship (HB).

At this point I was marveled by the respondent's insinuation so I probed him for a broader understanding and clarification. (*Sir, does this means that some heads are not free to act on their own or they are being dictated to by the directorate?*)

Yes! Yes! Anytime we have a meeting with the directorate or any of the lieutenant what they tell us is, anything we see it's not going on well, we should give the teachers a concern query! They always tell us we shouldn't wait at all. It will depend on the way you liaise with your teachers, if you carry out with those instructions strictly, for me, it will not auger well for the smooth running of the school. Some heads are like that, they always follow rigidly and some heads also have relations with the director so even the slightest thing they report those teachers! (HB).

This confirms the previous study conducted in Ghana's capital and its suburbs that teachers' work is robotically and centrally controlled (Osei, 2006, p. 41) and that they overwork (UNESCO, 2001). Interestingly, Osei (2006, p. 41) recounts a series of important contributions teachers have made, by operating as agents of change in ensuring proper upbringing of students and how they become functional citizens and to support the manpower needs of Ghana. With this clarification I further probed him to find what is influencing his thoughts and attitude towards his teachers.

Yaa! From experience if you study those heads who are dictators, it has a lot of disadvantages with that kind of leadership, with dictatorship you go by things strictly (HB).

Conflicts and relationships

Some Respondents agreed that there is cordiality and an interpersonal relationship, but conflicts are also present with them. One principal expressed his disagreement with some teachers that emanated as a result of his election as a young principal rather than electing those who have taught in the school for many years. According to him, inasmuch as the society and the education sector give credence to old age, qualification is also paramount in leadership. Those aggrieved teachers who wished to have been selected are deliberately sabotaging the principal's effort. He stated that they do not take any additional responsibility aside the normal classroom work. They only look for his

failure and often make provocative utterances, and that has created a cynical situation between them. Due to that he had a cordial relationship with those who agree with him and less with those who disagree with him. This agrees with Yariv's (2009, p. 445) research findings that principals often show exceedingly positive emotions and like toward in-group members as opposed to out-group members.

The principal stressed that they have resolved the issue on several occasions but all efforts have proved a fiasco and their attitudes have negatively affected the school. Healthy environment plays a crucial role in children's learning and wellbeing (Roffey, 2012, p. 146; OECD, 2009, P. 22, 28, 37). In a situation where school experiences negative feelings and relationships, it becomes devastating and affects the members of the school community, especially the defenseless students. However, encouraging both positive feelings and positive and good relationships among members in school environment does not only assist learning and make them flourish, but also promotes discipline as well. (Roffey, 2012, p. 146.)

5.2.2 The respondents' concept of good relationship

Relationships are the core of the living system and the foundation of an organization. Notwithstanding the value of such relationship is determined by the pattern, the extent of interaction and the connection between the leader and the led (Sias, 2009, pp. 1-2.) This section focuses on respondents' understanding and description of good relationships between principals and teachers in schools. Their concepts of good relationship were generally centered on trust relations and collaboration/cooperation, support and good mode/emotion. The respondents specifically related the concept of good relationship to respect, personal regard for others, and integrity identified in the extant research and observations as the standard for judging trust in schools (Bryk & Schneider, 2002, p. 23), tolerance and approachability. These concepts will be discussed under this section. For support and good mode/emotion, see supervision and teacher support and participation.

Respect

Respondents HI, HP, HR, and TP explained a good relationship with reference to respect among principals and teachers and students as well. According to them, a good relationship entails mutual agreement, interdependency relationship among the parties

involved, respecting individual views, constant meetings, sharing of ideas and responsibilities, reciprocating affairs, and appreciating each others' effort. Study has shown that schooling involves lasting social exchange among players, and keeping a modicum of respect in daily communications is a fundamental factor for sustaining civil social interactions within the group members (Bryk & Schneider, 2002, p. 23.) According to the authors, respect in school entails acknowledgment of the importance roles individual members play in the upbringing of pupils and the mutual dependencies that subsist among members in the relationship. Genuinely listening to one another's opinions is the foundation of substantial interaction. (Bryk & Schneider, 2002, p. 23.)

A good relationship between heads and teachers can mean a situation whereby views of the teachers are being observed by the headmaster, likewise the views of the headmaster are being accepted by the teachers (TP). Ok, a good relationship is where the head constantly meets his teachers, teachers feel free to meet the headmaster, and the head easily falls on teachers to sort of assign duties to them (HI).

The respondents continuously explained that both principals and teachers are relational partners who need each other for the improvement of the school. When the above mentioned core conditions are respected in school organizations, it will not only reveal unanticipated problems and misapprehension for redress, it also make partners feel affiliated, committed and obliged to work an extra mile. Bryk and Schneider (2002, p. 23) underline that respect is reciprocal. In school relations, teachers are expected to make their concern known to the school administration with the conviction that their concerns will be considered in the future actions. Similarly, the school administration relies on and expects teachers to share their concern and critically considers their suggestion for effective functioning and improvement of the school (Bryk & Schneider, 2002, p. 23).
Good relationship:

Where teachers and heads are able to share ideas for the betterment of the school (HP)

However, the respondents added that when such core conditions are left unattended to, the parties involved might not be committed to their role expectations and some can sabotage others' effort and that might lead to a twist in the relationship. Scholarship indicates that where there is no trust it is impossible for genuine relationship to thrive between the leader and the led. And when this genuine relationship too is lacking between them, effective leadership is impossible. (Hitt, 1990, p. 145.)

If teachers find it difficult to contact the headmaster when there is a problem or the head also finds it difficult to contact teachers when there is problem, then it means the relationship is not the best. If teachers are free to see the headmaster and the head is free to fall on teachers I think it will help the total development of pupils or it will raise the image of the school (HI).

Personal regard for others

Social exchange of schooling is relentlessly distinguished by its mutual dependence and individual members' vulnerabilities (Bryk & Schneider, 2002, p. 25). Working in such a mutual reliance environment in an attempt to reduce individual sense of susceptibilities (Bryk & Schneider, 2002, p. 25), draws the top players' attention to the fact that trusting individual members empowers them to turn the organization's strategic aims into reality (Kouzes & Posner, 2007, p. 225). Respondents HB, HT, TR, TP and TI conceptualize that good exchange relationship between principals and teachers is about showing concern and regard for others. They delineate that good exchange involves a freedom of expression, feeling free to meet one another, cordiality, cooperation and collaboration. Research has indicated that interactions of school context are different from other mor-dent institutions in the sense that it involves more intimacy. In view of that "personal regard thus represents a powerful dimension of trust discernment in school contexts" (Bryk & Schneider, 2002, p. 25)

These respondents explained that when they are free to express themselves without restrictions during meetings and feel accepted, it creates a bond of unity, willingness, and belongingness thereby compelling them to work mutually and cooperatively towards school goals.

If we the teachers we can go to the headmaster and the head can come to us then I will describe it as the relationship between us is a cordial one (TI).

Ok, a good relationship between the headmaster and the staff should be the one which the teacher will feel free to express his views let's say during a staff meeting...when there is a good relationship, you see, together we build, and we all bring our quota and bring the school to an expectation (TR).

Research has shown that people inclusion and belongingness in an organization leads to cooperation and sacrifice. Again, followers work effectively and together towards the organizational goals when they see that the leader makes them feel belonged. When followers acknowledge the dignity and respect accorded to them by the leader, they feel obliged and willing to go by the rules and norms of their task roles and the organization

at large. These imaginable benefits demonstrate the fundamental nature of a quality exchange relationship between a leader and its subordinates. (Messick, 2005, p. 86-95.)

Integrity

Respondents HR, HB, and TB perceived that a good relationship is connected to openness, fairness, free and firm, eschewing nepotism, tolerance, and amicable conflicts resolution which in a broader sense refer to integrity in schools. Integrity is about consistencies in one's words and actions - walk the talk, and the moral-ethical views that influence the person's work (Bryk & Schneider, 2002, p. 25). The respondents further reported that a good exchange relationship involves being fair to one another so that differences can be resolved amicably. There should also be openness and freeness and firmness. Being free alone, according to the respondents, is not good enough but also being firm is to ensure trust in the people. According to them, a good exchange relationship should not be prejudiced in order not to harbor resentment in people.

A good relationship between the principal and teachers is being **open** about everything the school does, especially among the teachers and the headmaster...it is a free relationship or where no one has negative intentions about the school...whereby everything going on the school is done by all teachers without elimination (TB).

Scholarship points out that distrust in organizations has toxic effects on communication, it also compels employees to distort information and attitude, and it deteriorates the employees' performance and makes them harbor feeling of leaving the organization especially when broken promises are rampant (Tschannen-Moran, 2001, p. 313).

Tolerance

Some respondents opined that there should be tolerance in a good relationship. Respondent (HB) repeatedly stressed that in all aspects in school, principals should be tolerant. He explained that no one is perfect in everything and no condition is permanent. It might sometimes be favorable or not. He also added that teachers' exchange behaviors may sometimes be offensive or provocative, yet tolerance is the solution. To amicably resolve such issues needs tolerance and intuitive approach. Sometimes you pretend as if you have not heard anything if you feel there is the need to comment you comment, on the other hand, if you think it will generate anything unnecessarily or a chaotic situation then you leave it or stop commenting on the issue. This respondent

narrated an example of how he redeemed his integrity from an odious and provocative remark made by one of his teachers.

I remember there was a misunderstanding between two teachers and I wanted to calm down the one who was very angry, but she made a certain remark which I did not like at that time, but I didn't over react. I just kept quiet and when she calmed down I discussed the issue amicably with her (HB).

He recounted that it is very important for all principals to be tolerant in their undertakings. The scenario confirmed the contention that in the professional educational field, relationship is associated with people's emotions and if no proper care is taken, it might trigger and negatively affect the working environment and performance of a group (Ward, 2010, p. 187).

Approachability

Some respondents responded that in a good relationship there should be approachability and for that matter, headmasters should also be approachable. They have the view that if principals are accessible, teachers can approach them with their problems for assistance. Similarly, if principals also want teachers to discharge certain duty for them, they can freely discuss with teachers and they will do it willingly, because there is harmony between them. On the other hand, if this good exchange relationship is not there, teachers will only stick to the contractual agreement.

But when there is a chaos between me and the headmaster, when you ask me to do something I wouldn't do it and I will make sure I work within the time frame which has been assigned to me like my teaching, after teaching anything you ask me to do I wouldn't do it (TR).

This exchange connects well with Burns' (1978) transactional exchange where one person initiates a bargaining conscious interaction with another with the core intention of exchange of valued things, be it economic, political, and psychological in nature (Bass & Riggio, 2006, p. 3; Hickman, 1998, p. 133). Settoon et al. (1996, p. 219) affirm that adequate and quality support motivates employee commitment to organizational goals, and creating a quality social relationship makes an employee feel belonged and work with a maximum effort towards achieving the organizational goals.

5.3 Teacher leadership

The section was purported to find participants' understanding of teacher leadership and their expectations in the leadership relationship. It was specifically related to teacher supervision, support and participation. The educational dynamism, the complexity of the leadership processes, in addition to the modern information technology system render almost impossible for a principal to single-headedly succeed and achieve educational goals or targets without others, as revealed from the analysis findings. Both principals and teachers viewed teachers as leaders with capabilities in various capacities but the understanding and the expectations of teacher leadership were approached in different ways. However, there were some common underpinning opinions comprising: working together, involving others and teamwork as indicated by the respondents that portray the entity of teacher leadership (Muijs & Harris, 2003, p. 437). See appendix 11.

5.3.1 Respondents' understanding of teacher leadership and expectation

The results revealed diverse opinions in explaining teacher leadership and that was evidently consistent with the extant literature, that it is problematic and there exists conceptual confusion in defining teacher leadership (Muijs & Harris, 2003, p. 438).

The results revealed that principals perceived teacher leadership as a discipline teacher who takes initiative and decision without the principal's instructions to help in the school administration. The results also indicated that teachers are made to lead various disciplines in schools such as sports teachers, form teachers, guidance and counselling coordinators and so on. This is consistent with Muijs and Harris' (2003, p. 440) recent research that highlights an organization's ability to progress and sustain improvement, which largely depends upon its ability to foster and nurture professional learning community. The authors suggest that professional learning community enhances teacher involvement in the leadership practices and decisions, sharing of a sense of meaning, engagement of collaborative effort, and acceptance of mutual responsibilities for the consequence of their work (Muijs & Harris (2003, p. 438) .

Teacher leadership is where teachers take initiative either in the presence of the head or in the absence of the head to act on their own or on behalf of the head...I expect that my teachers will not always sit down for me to tell them what they are supposed to do, they will take that initiative(HP)

From the results principals expected teachers to be confident, punctual, caring parents to pupils, responsible, and ready to share the leadership responsibilities with them. The results further indicated that the openness in the administrative process is a key to successful teacher leadership. In this section a contradictory sense in some principals' responses was revealed. For instance, respondent PH who earlier on said teachers must go strictly according to the rules and instructions by the directorate or else it would be a violation of authority from above, now wants teachers to take decisions on their own.

On the other hand, the results revealed that teachers understood teacher leadership in a broader context as teamwork. In this teamwork teachers stressed involving teachers, collective responsibility, mutual decision making, decentralizing policies in school administration, and the principal dependability to make teachers happy to give out their best. The results suggested that teachers also viewed themselves as leaders and role models for the students, the community, and most importantly, leaders in the school administration. Teachers disclosed that in principle, they are actively involved in the school administration but in practice, they are passive participants since they are dictated what to do in various disciplines they are charged to lead. Study shows that involvement only thrives well in a democratic and supportive environment and the absence of these interfaces could result in headship instead of leadership, which is often characterized by a rigid chain of commands and giving of orders to get things done (Shivers, 2001, p. 251-255).

Teacher is a role model so he is a leader, teacher leads pupils he is a leader...I will say the headmasters should incorporate teachers in the administration (TR).

Teachers also emphasized that consensus decision-making is better than the headmaster taking decisions without the consent of the teachers. The results revealed that teachers could do more than what they are doing now if the restrictions on teaching and learning processes were moderated or eliminated. Teachers expect principals to work together without dictating how to do what they are entrusted to do and implement the collective decision-making in the school.

5.3.2 Teacher supervision in schools

The results indicated that both principals and teachers are subjected to strict supervision by the circuit supervisors and the directorate of education in performing their profes-

sional duties. This strict supervision often pressurizes principals to compel teachers to comply with the instructions from the education directorate without any divergent opinion or procedure concerning teachers' own professional duty of teaching and learning.

I must supervise teachers to do their professional duty, in doing so teachers see you as an enemy and some begin to hate you (HI).

All the respondents reported that most teachers can work without supervision. However, they still stressed that all teachers must be supervised, basically to strengthen teachers' weaknesses.

"Personally supervision is good for me, supervision also strengthens you. Teachers should be supervised to know your limitations and flaws" (TB).

Again, both principals and teachers indicated their displeasure with supervision that only seeks to identify teachers' faults to be reprimanded. Rather, teachers appreciate supervision that seeks for constructive criticisms, suggestions, recommendations, and encouragement that motivates them to optimize their potentials. Teachers agree that supervision is necessary for guidance and direction but should not put undue pressure on teachers.

"The kind of supervision some officers come and do is making the teachers dislike supervision. They always want to be fearsome in their supervisory roles but supervision shouldn't be like that. Teachers dislike the supervision where the officers disgrace them in front of the pupils. I don't think any teacher will dislike the supervision that looks for proper teaching and learning" (HB).

Study indicates that human beings are associated with "doubt, fears, jealousies and frustrations that can interfere with relationships and productivity" (Comer, 2004, p. 181). Study has shown that relationship and relating are the heart of effective supervision. They can make individuals feel understood and supported and that can result in quality practice. On the contrary, they can also make an individual misunderstood and unsupported and that also can lead to negative changes in people. (Simonds, 2010, p. 215.)

5.3.3 Teacher support and participation

This part investigated teacher support and involvement in schools. The results suggested that most teachers were committed to fully participate in all activities but they became demoralized as they worked without the necessary support from the appropriate quarters. Most of the respondents, especially the principals, admittedly confessed that teachers

were supportive and participated in all aspects of school activities especially in the extra curricula activities, but they were poorly supported apart from the mundane teaching learning materials (TLM) such as chalk, cardboards, and note book for preparation of lesson notes.

Teachers participate in all activities. We are not supported, we are not. There is no motivation in the teaching service apart from the scanty monthly salary" (TR). "I can say that most of the teachers are supportive (HP)

Principals stress that when teachers are assigned a specific role, they become more cor-porative. Teachers go an extra mile to offer both cash and kind to the pupils, especially the destitute ones who come to school without food and the necessary learning aids. Respondents told that they were only driven by self-motivation and they had the stu-dents at heart and that kept them participating continuously.

Research affirms that adequate and quality support motivates employee commit-ment to organizational goals, and creating quality social relationships makes employees feel belonged and work with maximum effort towards the achievement of the organiza-tional goals (Settoon et al., 1996, p. 219). This also implies that less support from the organization or the leader to the employee might create an unenthusiastic relationship between the leader and the employee or diminish the level of employee's commitment to the organizational goals. More importantly, it might also alienate employees from the organization which can lead to employee turnover. Again, this might influence the em-ployee to focus strictly on the contractual function or role in the organization and with that the need for mutual agreement between the leader and the subordinates is palpable. Blau (2009, p. 16) explains that when a person is supported, he/she feels grateful and indebted to reciprocate such action. The reciprocating effect of this favor fortifies the social exchange interaction or bond between the two parties.

6 CONCLUSION

This chapter investigates how the research questions have been addressed in relation to the purpose, the framework, the methods, and the analysis of the study. It also summarizes the entire study and highlights the key findings. It again outlines the validity, the reliability and the limitations of the study, ethical concerns, and recommendations.

6.1 Implications of the results

The study explored principal-teacher relationship in 4 JHS level schools in Ghana, using a qualitative case study and conventional content analysis techniques to analyze the respondents' sense of meaning from the context. The study has dealt with the research questions which primarily focus on the leadership roles, professional relationships and teacher support and participation. The study has revealed the value, significance and inevitability of human connection - relationships between principals and teachers, teachers and the directorate of education in achieving the goals of the school. It has also revealed some hypotheses of the negative effects of autocratic decisions and the positive influence of collective decisions and implementation or effective participation and support in schools for effective leadership to prevail. I do not by any means generalize the outcomes of this study, but rather, I intend to describe the key outcomes and what can be learned and used from the study.

In retrospect, I could picture and it is still unsullied in my mind how in Ghana, both headmasters and teachers at the basic education schools are mostly lambasted by all and sundry, especially for low performance of the Basic education certificate examination without necessarily investigating the factors that led to such performance. The

study has revealed that leadership at the basic education schools is generally an autocratic decision. Principals expect teachers to be responsible in school activities and actively participate in leadership and administration. Both principals and teachers prefer working together in a democratic, cordial relationship and in a collaborative environment where they can articulate their innovative ideas in the leadership process and contribute their quota to the total improvement of the school. The question is what then is the problem?

Perhaps it is vital to consider the negative effects of the dictatorial decision on principal and teacher's work as revealed from the study, which is supported by the previous study that in Ghana the teachers' work is robotically and centrally controlled (Osei, 2006, p. 41).

The behavior of headmasters and that of teachers generate a platform or climate for learning that has a major weight on school effectiveness (Price, 2012, p. 39). It must be realized that when effective functioning of an organization is presumed to be reliant on the quality of the figure-head, as in this study, there is the tendency, for instance, to hold a football coach responsible for a losing season, or to offer all glory to a general for a military victory, knowing very well that factors that influence the effectiveness of the organization can be obviously identified (Vroom 1976, p. 1527). Study shows that involvement only thrives well in a democratic and supportive environment and the absence of these interfaces results in headship instead of leadership, which is often characterized by a rigid chain of command and giving of orders to get things done (Shivers, 2001, p. 251-255).

Besides, from closer examination of the study and in previous study it was revealed that teachers are working under severe pressure and in restricted environments and they are mandated to comply with the traditional model that governs the school system in Ghana, yet teachers continuously refuse to accept these mundane models (Osei & Brock, 2008, p. 451). Leadership participation is not limited to only autocratic decisions, moderate delegation and consultations as revealed from the results, where teachers are only consulted for their views for the final decision to be taken by the figure head or the manager or the directorate of education, rather it also involves substantial delegation and a collective decision process (Yukl, 2006, pp. 82-83).

The results also showed noticeable fear, resentment and bitterness ingrained in both teachers and principals working in a dictatorial environment. It appears to be a

dangerous phenomenon that needs critical attention precisely because emotion makes people feel continuously ensnared in a toxic state (Goleman, 1995, p. 289). Studies show that such phenomenon has negatively influenced the working environment and performance of a group (Ward, 2010, p. 187; Goleman, Boyatzis, & McKee, 2001, p. 44). Again, it has a long-term ramification of worker ineffectiveness, and makes members unstable and frequently gets them thinking of either leaving or staying in the organization (Van Vugt, et al., 2004, p. 2). This is evident in Ghana where the brilliant teachers find themselves in other companies and NGOs to find solace to articulate and share their innovative ideas and skills.

Seriously, the results suggested that teachers are gradually losing interest in sharing any new and innovative ideas since they are not mostly utilized. In this global, changing and information age, teachers' innovative ideas and views must be respected to encourage trust, support and cooperation in school. Possibly, espousing a mutual decision or extensive participation and implementation of teachers' decision concerning their work without dictating how to do what is to be done, as the results suggested, might be a better option to discuss or to consider. In this case, the manager or the principal has no more control over the final decisions than the members or teachers, rather consensus decisions from diverse perspectives would be ensured and implemented within the school (Yukl, 2006, p. 82) Participative leadership involves considerable agreement and collective strategies, and that is critical to effective group management (Somech, 2010, p. 177).

Study pinpoints that the traditional style of schooling slows innovation that might lead to a greater efficiency (Kochanek, 2005, p. 4). However, other school factors that were revealed indicate that schools might operate effectively and perform credibly as a relationship rather than an unidirectional view when teacher, principals and the directorate of education work as relational partners. The results revealed that effective leadership and better results are greatly enhanced when the leader develops high-quality relationships or mature partnership with members (Northouse, 2013, p. 169; Graen & Uhl-Bien, 1995, p. 225). The pivot of cordial relationship in this study was found as trust and collaboration/working together.

This was evident with respondent HB who ignored the directorate's strict decisions and traditional supervision and focused on the teachers' interactions and collective responsibilities. The ramification of his risky action has now earned him the best per-

forming school in the district assembly. Leadership success has been, is now and will continue to be the role of a good relationship between people working and playing together. This implies that leading successfully is utterly reliant upon the ability to build and sustain those interpersonal relationships that facilitate organizational members to accomplish unexpected outcomes on a regular basis. (Kouzes & Posner, 2007, p. 25; Graen & Uhl-Bien, 1995, p. 225.)

Teachers are tagged with higher expectations of outcomes and they actively participate in all activities, yet they are not adequately supported as the results revealed. This implies that there is an evident need to encourage teacher leadership and supportive relationships through a community of practice in school to obtain the significant benefits they offer. This study is supported by a recent research which indicates that teachers are not likely to maintain the aptitude for leadership or effectively carry out any development projects unless their leaders and colleagues dynamically support them (MacBeath et al., 2011, p. 12). Teachers feel supported when teacher leadership is encouraged (Muijs & Harris, 2003, p. 442). The authors assert that “In order for teacher leadership to flourish, traditional top-down leadership styles will therefore need to be replaced by an emphasis on more devolved and more shared decision-making processes” (Muijs & Harris, 2003, p. 442)

Lastly, the study advocates for the right mix or combination of influence from each of the three leadership domains - the leader, the member, and the relationship that exists between them for **equibrant** understanding of the leadership process and to obtain effective results (see Table 1). Failure to acknowledge multiple domain perspective of leadership as in the traditional leader-based domain, leads to underestimation of the contributions from other leadership variables and it also restrains LMX relationship. (Graen & Uhl-Bien, 1995, pp. 220-223.) I conclude that the significance of human connections in schools in relation to effective leadership and credible performance can never be over-emphasized. Relationships in school can be equated to the umbilical cord that links a pregnant mother to the fetus and nourishes the child, without it the child would be lifeless.

6.2 Validity, reliability and limitations

In order to get the reality or the fact of the case, I adopted an open-ended interview approach or what Alasuutari described as the factist perspective. Such approach is characterized by the opportunity to distinguish between what really exists or the reality of the situation and how others perceive it or the claims made about the situation under study. That offered me a possibility to consider the characteristics of the language and the situation of the subject of study but not focusing on the irrelevant information that were meant to distort my attention from the reality of the situation (Alasuutari, 1995, p. 47). Again, it became possible for me to reflect on the broader picture of the participants' responses to be able to ascertain the truth of the case in accordance with Alasuutari's (1995, p. 48) statement that "the particularity of the factist perspective is in its narrow conception of worthwhile facts or data: it only makes use of those subjects' statements that are believed to reflect truth out there".

In assessing the strength of the study, I did not rely solely on the research assistant, but instead I travelled from Finland to Ghana to obtain the information from the right source by interviewing the respondents who the study is about. I also considered that the responses provided by the participants were valid information in the sense that research questions were not disclosed to them before the interview and all the interviews were conducted in a naturally occurring way. (Alasuutari, 1995, p. 51)

Significantly, to obtain the subjective meaning of the data, I took into consideration during the analyzing, the background history of the participants and also considered the respondents' responses as the truth reflections of their meaning, motive and action of the case but not as just a reading text. Study has shown that codes determine the content in the interview and categories' labels are names used to describe each group of data (Morse, 1991, p. 115). In that way I obtained a detailed analysis of the respondents' data and generated insight of the topic, by avoiding early assumptions or predefined variables (Silverman, 2011, p.). Instead I allowed the codes or the categories and the themes to emerge from the data (Gay et al., 2006, p. 471).

To also ensure the reliability of the measure and the validity of the findings I established connections among categories and tallied how often these categories occurred in a particular item of text (Silverman, 2011. pp. 64-65). Again, the tabular counting and

tallying was done to ensure systematic use of the data and to help prove the existence of rules in the cases (Alasuutari, 1995, p. 117). Finally, critical consideration was attached to some metaphors that revealed in the respondents' responses during the analysis. Research has indicated that the aptness of qualitative study is derived from the nature of the social phenomenon to be explored (Morgan & Smircich, 1980, p. 491). Lantolf and Bobrova (2012, p. 44) note that, psychologically, conceptual metaphors shape the way people think and talk about their world and that also influences the type of activities a culture sanctions.

There are no doubt some limitations in this study. To begin with, the small size of the population for the study limits its extension to all teachers and principals in Ghana. The nature and the time span of the study could not permit a large group of people to be interviewed. One out of 216 districts in Ghana was selected, besides four out of 41 schools within one district were also selected. Again eight respondents out of 455 principals and teachers were used for this study. Obviously, the results revealed some negative hypotheses against the district directorate of education of which no member was part of those interviewed and that makes it a shortcoming of the study. For all-inclusive analysis and fair judgment of the results, it would have been better to include the directorate of education and more principals and teachers from other schools.

Secondly, the results are limited to be generalized to all schools and districts in Ghana in the sense that the findings are based on only those few selected respondents' viewpoints. However, the relevance of the results cannot be simply underestimated, specifically so where other studies support the results. That shows how important is it to be considered. The study was not purported to generalize its outcomes, rather it was intended to describe the key outcomes and what can be learned and used from the study.

It is important to mention that I took a faulty start for the framework of the study and that also explains why some of the references used in the analysis were not found in the framework. One of the shortcomings is that I initially analyzed the entire data instead of focusing on the specific needs of the research questions and that also was tiring and time-consuming. However most of these anomalies were corrected through constant meetings and discussions with my supervisors. That also demanded a second analysis which revealed the outcome of this study.

Again it would have been better to clarify any deception of ideas and comments if all the respondents were held through a debriefing session. However, most of the par-

ticipants contacted gave me an affirmation to use the acquired data for the study. In all it has been time-consuming coupled with financial constraints in carrying out the study.

6.3 Ethical considerations

In conducting a qualitative research, Creswell (1998, p. 132) stresses that in spite of tradition of inquiry, the researcher encounters several ethical concerns that emerge during data collection in the field, in the analysis and in dissemination of the reports. Creswell (1998, p. 132) outlines that the respondents should be protected and be aware and understand the purpose of the study in which they are participating. Again, the researcher must develop case studies of individuals that embody a combined picture rather than an individual picture.

Borg and Gall (1989, p. 86) assert that in conducting educational research respondents' privacy should be protected through two key factors: consent of the respondents as to what will be disclosed and the confidentiality of the data collected. This implies that the researcher should obtain an informed consent from the participants. Prior to the data collection, permissions were sought from the respondents through a letter of consent that spelt out the topic, the reasons, and the purpose of the study, the mode of interview, and the safety of the respondents. Creswell (1998, p.132) adds that permission and disclosure help the researcher to obtain the support of the respondents and to avoid any deceptive engagement about the nature of the study. Again, before each interview commenced, my primary ethical concern was to make sure not to put my respondents at risk (p. 84). I discussed by establishing agreement of the use of the data given and the confidentiality of the respondents. The respondents' privacy was really important to me because interviewing allows the researchers to enter another person's affairs (Patton, 1987, p. 109)

During the analysis of the data collected, I organized and prepared the transcribed data by labeling each respondent with unique alphabets as a file name and omitted their names. The anonymity of the respondents was useful to avoid using the actual names of the respondents to ensure their confidentiality and to protect the data as discussed before the interview (Johnson & Christensen, 2008, p. 118). Similarly, Van Deventer (2007, p. 52) emphasizes that ethically, the labeling is ultimately significant to ensure objectivity

and integrity of the analytical process and the respondents and also to warrant my personal physical and legal safety.

Knowing very well the cultural and the sensitive nature of the topic, I did not force the study into a predefined framework or force my own means to categorize the data, but instead, I analyzed the data by focusing on the constructs of the participants that existed in the data (Alasuutari, 1995, p. 67). Finally, in conducting this study I relied on other scholars' ideas from the introduction to reporting of findings. I made sure never to claim ownership of others' ideas, but rather, I used references, quotation marks, indentation, and citations to offer the needed credit they deserved. This was a vital issue because "making use of the contribution of others without giving them credit constitutes plagiarism" (Johnson & Christensen, 2008, p. 127).

6.4 Recommendations

The outcomes of this study could be used in diverse levels in educational and other institutions. This study offers insight into the leaders' work and the relationship behavior with subordinates. In view of the outcomes of the study, perhaps it might be good to revisit or focus the research on the leadership role and the policies governing schools, since much was not covered in this study. Sergiovanni (2006, p. 5) contends that "when policies and practices are based on the managerial mystique, there is a tendency to focus knowledge, attention and skills so narrowly that principals and teachers become incapable of thinking and acting beyond their prescribed roles". In such cases thinking is dissociated from feelings and emotions, thereby creating a gap between the mind and the heart, and between logic and common sense (Zaleznik, 1989, p. 2).

This study also recommends further discussion or strengthening of the key areas such as the decision-making process, teacher participation, support and involvement in the schools since features might have a significant influence on performance. Mulford addresses that it is critical for school organizations to recognize the significance of the connivance of members in the leadership process to enrich change and transformation (2006, p. 7).

In conclusion, this study recommends a closer look into the importance of human connections in schools, especially where teachers seem to be losing interest in sharing

ideas and contributing to discussion or staff meetings that might be helpful for the school community. Study calls school principals to develop and sustain a positive relationship with teachers to maximize the potential for student outcome (Walsh 2005, p. 2). Again, other studies have also revealed that leadership is not a one-man business; it is rather a relationship, multiple engagement and collaborative efforts that promote capacity building, mutual interaction and that also influence mutual respect, trust, confidence that overcomes adversities and leaves a legacy of importance within an organization. It has never happened in any organization for a leader to single-handedly achieve any extraordinary performances alone without the support and involvement of others. It involves collaborative relationships that lead to collective action. (Levin & Fullan, 2008, pp. 294-295; Kouzes & Posner, 2007, pp. 25, 223.)

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APPENDICES

Appendix 1 Letter of acknowledgement

UNIVERSITY OF JYVÄSKYLÄ

FACULTY OF EDUCATION
INSTITUTE OF
EDUCATIONAL LEADERSHIP



June, 28th, 2011

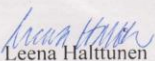
Ref. Mr. Godfred Gyimah's research permit request

LETTER OF ACKNOWLEDGEMENT


This is to certify that Godfred Gyimah is a full time student in our Master's Degree Programme of Educational Leadership as of autumn 2010 and has completed all the studies as required, cumulatively circa 60 ECTS by the end of spring term 2011.

Godfred Gyimah is planning to write his Master's thesis on the topic **Principal-teacher relationship: The case at four schools in the Effigyia-Sekyere East District of Ashanti Region, Ghana** for which purpose he is contacting you to gain access to research data in your institution.

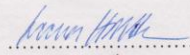
The research topic is fully acknowledged by our institution and the thesis is part of the Master's Degree Programme.


Leena Halttunen
Lecturer

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The permit to pursue data collection for the master's thesis has been given by the 1st and 2nd advisors of the thesis on ^{28th} June, 2011

 Signed by 1st advisor


..... Signed by 2nd advisor

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laitokset/rehtori/en
BIC
0245894-7

Appendix 2 Research permit request


 FACULTY OF EDUCATION
 INSTITUTE OF
 EDUCATIONAL LEADERSHIP

UNIVERSITY OF JYVÄSKYLÄ

June 28th, 2011

The District Director of Education
 Ghana Education Service

RESEARCH PERMIT REQUEST

I am a student in the Master's Degree Programme in Educational Leadership, where I am writing my Master's thesis on the topic **Headmaster-teacher relationship**: The case at four JHS in the Efffigya-Sekyere East District of Ashanti Region, Ghana

The purpose of the study is to explore:


- The role of the headmaster and the teacher as a leader
- How Principals work with teachers in the running of administration and other activities in the school to achieve its goals.
- I would also like to know your views on the leadership and the decision making process in the school.

I am requesting for your kind permission to collect the research data in your institution at the time of your convenience **on 1st to 19th September, 2011**. The research data to be collected would consist of an Interview.

The data will be collected and used for research purposes only and will be dealt with anonymously.

Please contact director Jukka Alava of the Institute of Educational Leadership in the University of Jyväskylä (tel. 358-14-260 1897/ 358-40-7380134, email: jukka.alava@edu.jyu.fi), if in need for additional information.

Godfred Gyimah
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Appendix 3 permission to conduct research in selected JHS in the Sekyere South District

GHANA EDUCATION SERVICE
SEKYERE SOUTH DISTRICT EDUCATION OFFICE

*In case of reply the
Number and date of this
Letter should be quoted*
My Ref: GES/ASH/SSD/PG 4
Ref No:
TEL: 03220 – 94221
email: sekyeressouthedu@gmail.com



REPUBLIC OF GHANA

P. O. Box 48
Agona- Ashanti
Ghana- W/ Africa
13th September, 2011

Godfred Gyimah
Roninmaetie 6N 4
40500, Jyvaskyla, Finland

PERMISSION TO CONDUCT RESEARCH IN FOUR SELECTED JHS IN THE
SEKYERE SOUTH DISTRICT

The Sekyere South District Directorate of Education having considered the urgency of your application hereby grants you permission to conduct a research on the topic “**HEADMASTER-TEACHER RELATIONSHIP**” in the following Junior High Schools:

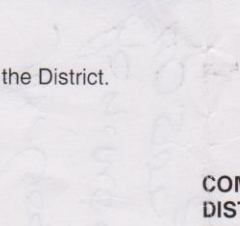
1. Agona Interbeton JHS
2. Jamasi R/C JHS
3. Bipoa Salvation Army JHS
4. Jamasi Presby JHS

A congenial human relationship in any organisation is a key factor in its efficient and effective operation for the achievement of its objectives and goals. The directorate will be grateful if a copy of your research work is given to her for study.

The Directorate would however be pleased if the research does not interrupt contact hours of the schools.

We wish you well in your stay with us in the District.

Thank you


COMFORT A. BANDOH
DISTRICT DIRECTOR

cc
The Headmasters
Agona Interbeton JHS
Jamasi R/C JHS
Bipoa Salvation Army JHS
Jamasi Presby JHS

Jud*

Appendix 4 Interview questions

Interview questions for headmasters/teachers

Topic: PRINCIPAL-TEACHER RELATIONSHIP

- 1. How do headmasters/teachers see leadership role?**
 - a) From your experience in the school, how would you describe the kind of leadership exercised in the school?
 - b) Could you tell me your roles as a headmaster/teacher in the school?
- 2. What kind of professional relationship exists between headmaster and teachers in schools?**
 - a) Having worked with your headmaster/teachers for some time, could you tell me more about your relationship with them?
 - b) How do you build a good relationship with your headmaster/teachers?
- 3. How is teacher leadership role deemed?**
 - a) How would you describe what kind of leadership you expect from teachers/headmasters?
 - b) Many people argue that teachers like to work together without supervision, how do you see that?
 - c) What can you say about teacher support and participation in schools?
 - d) Is there any other experience you would like to share with me?

Appendix 5 Statistical data of selected schools and respondents interviewed

School	Respondent	Age	Rank	Years as head	Years as teacher	No. Of teachers	No. of Students
P	HP	38	1 st Degree	4	11	13	132
I	HI	39	1 st Degree	2	11	15	171
R	HR	59	Long-service	5	34	12	165
B	HB	53	Long-service	6	25	14	137
P	TP	26	Diploma	-	4	13	132
I	TI	51	Cert. A	-	28	15	171
R	TR	34	Diploma	-	7	12	165
B	TB	29	1 st Degree	-	4	14	137

Appendix 6 Organizing respondents' key ideas from the data and the emerged codes/categories at the margin (leadership roles)

Q1	General Leadership roles	
HI102	leadership at the basic level depends on the climate of the	Comment [GG1]: Situational
HI103	At the basic level we have so many types of roles we have different types leadership: autocratic, democratic and laissez-faire	Comment [GG2]: Democratic, autocratic and laissez-faire
HI104	where every teacher is made to express his/her opinion about the administration of the school	Comment [GG3]: Democratic/cooperative
Q2	Specific roles	
HI105	My roles as the headmaster in fact, they are numerous	
HI106	: I serve as the link between the district office and the teachers;	
HI107	I also serve as a link between the community and the teachers;	Comment [GG4]: Liaison officer
HI108	I serve as a link between teacher-teacher; parents and pupils; teachers and parents;	Comment [GG5]: Mediator
HI109	I serve as a mediator should there be problem between pupil and parent	Comment [GG6]: Supporting Students
HI110	to make sure that the child really has sound mind to study	Comment [GG7]: Supervisory
HI111	I supervise teachers work.	
Q3&13	Leadership exercise at the basic level	
HI112	I will say it's very cordial	
HI113	I see the teachers as my colleagues	
HI114	we should all see ourselves as partners of the development	
HI115	You have to involve teachers in the administration.	
HI116	We meet three times in a term to plan and discuss about the progress of the school and any information from the office.	
HI117	We have various committees with a teacher heading the group who report to the head.	Comment [GG8]: Teamwork, cooperation, involvement
HI118	in my school for instance we practice democratic type of leadership	Comment [GG9]: Democratic
HI119	If you identify yourself with teachers problems they also give out their best and vice versa.	
HI120	every teacher is made to feel important the teachers will see themselves as been part of the organization aims or goals	Comment [GG10]: Identity,
HI121	teachers are assigned roles in the school	Comment [GG11]: Empowerment
HI122	The headmaster will also give you final say on whatever is going on in the school.	Comment [GG12]: Leader's Power
HI123	The directorate always puts pressure on the heads and don't give you free role to operate.	
HI124	They control the heads	Comment [GG13]: Centralised policy/pressure from directorate/no autonomy for heads
Q4	Existing relationship between heads and teachers	
HI125	Professional relationship that exists can be father-son relationship if the head is an elderly person or maybe friend-friend relationship if of the same age.	Comment [GG14]: Father-son, friend-friend
HI126	We sort of respect each other despite the qualification.	Comment [GG15]: Mutual respect
HI127	The headmaster can enter into the social life of a teacher and offer advice from his experience in service if the need arises.	

Appendix 7 Organizing categories

FINAL LEADERSHIP ANALYSIS

Respondent –HEADS

- 1. HB Leadership is centralized in the headmaster.
- 2. HB It's dictatorial.
- 3. HP The head is the Leader.
- 4. HR Strict supervision and efficient work on teachers
- 5. HR You give command those under you will not take it.
- 6. HR if you are not patient sometimes you just do harm.
- 7. HP Implementer and initiator of policies for the directorate.

Vertical/Traditional leadership style
Autocratic/Dictatorial leadership

- 8. HB It should be Friendly, flexibility, and tolerance.
- 9. HI It should be Democratic.
- 10. HI Cooperative, Teamwork and cooperation.

B- Cooperation and collaboration

- 11. HI Involvement.
- 12. HB Involving others.
- 13. HB Teacher involvement.

C- Involvement and working together

- 14. HP I help teachers with TLMS.
- 15. HI Empowerment of teachers.
- 16. HP I create conducive for teachers
- 17. HI Supporting Students.

D-Teacher support

- 18. HB It depends on the situation.
- 19. HP It depends on the situation.
- 20. HI leadership at the basic level depends on the climate of the school.
- 21. HB Transparency in finance.
- 22. openness in all things

E-Leadership is contingent on the situation/
Situational leadership

Role:

- 23. HB Supervisory
- 24. HI Supervisory
- 25. HP Supervisory
- 26. HR Supervisory,

F-Supervisory

- 27. HB Liaison officer.
- 28. HP liaison officer
- 29. HB supporting teachers.
- 30. HI Mediator.

G- Mediator/Liaison officer

- 31. HP Initiator and Implementer of educational policies for directorate
- 32. HI Supporting Students.
- 33. HR Leadership by example /role model
- 34. HR Receiving visitors

H other roles

LEADERSHIP IN SCHOOLS

- 35. HB It depends on the situation.
- 36. HP It depends on the situation.
- 37. HP I use the three leadership styles: democratic, autocratic and laissez-faire.

I-Situational

- 38. HB It's dictatorial.
- 39. HP Its more Autocratic.
- 40. HI Centralized policy.

J-Leadership is generally autocratic
Pressure from the directorate

Appendix 8 Organizing categories (CONT)

98. TB Role model T- Role model

RESULTS FROM TEACHERS ON LEADERSHIP:

Leadership is generally autocratic and follows the vertical leadership style. (Unanimous)

It should be Democratic, Cooperation/collaboration (Unanimous-)

Involvement/working together

Teachers experience Pressure from the directorate 2Resp-

ROLES

Supervisory

Guidance and counselling/ wellbeing of students

Role model

TR Imparting knowledge

RESULT FROM TEACHERS AND HEADS ANALYSIS ON LEADERSHIP COMPARED

TEACHERS

- a. Leadership is generally autocratic and follows the vertical leadership style. Unanimous (U)
- b. It should be Democratic, Cooperation/collaboration U
- c. Involvement/working together
- d. Teachers experience Pressure from the directorate 2Resp-

HEADS

- e. Leadership is generally Autocratic and follows the vertical leadership(Unanimous)
- f. Leadership should be Cooperation/collaborative (U)
- g. It should be involvement of/working together with teachers (U)
- h. Heads experience pressure from the directorate
- i. Some heads practice democratic leadership
- j. Teacher needs be supported
- k. Leadership is contingent on the situation/ Situational (Unanimous)
- l. transparency

ROLES OF HEADS

- m. Supervisory Unanimous Role
- n. Liaison officer Unanimous Role-
- o. HP Initiator and Implementer of educational policies for directorate.
- p. Leadership by example /role model
- q. Guidance and counselling/ wellbeing of students pseudonyms

ROLES OF TEACHERS

- r. Supervisory
- s. Guidance and counselling/ wellbeing of students
- t. Role model
- u. TR Imparting knowledge

b+f= Leadership should be Democratic, Cooperation/collaborative

c+g= It should be involvement of/working together

a+e= Leadership is generally autocratic and follows the vertical leadership style

d+h= Both teachers and heads experience Pressure from the directorate

Leadership is situational (ALL H)

Transparency

Teachers should be supported

Roles:

m+r= Supervisory

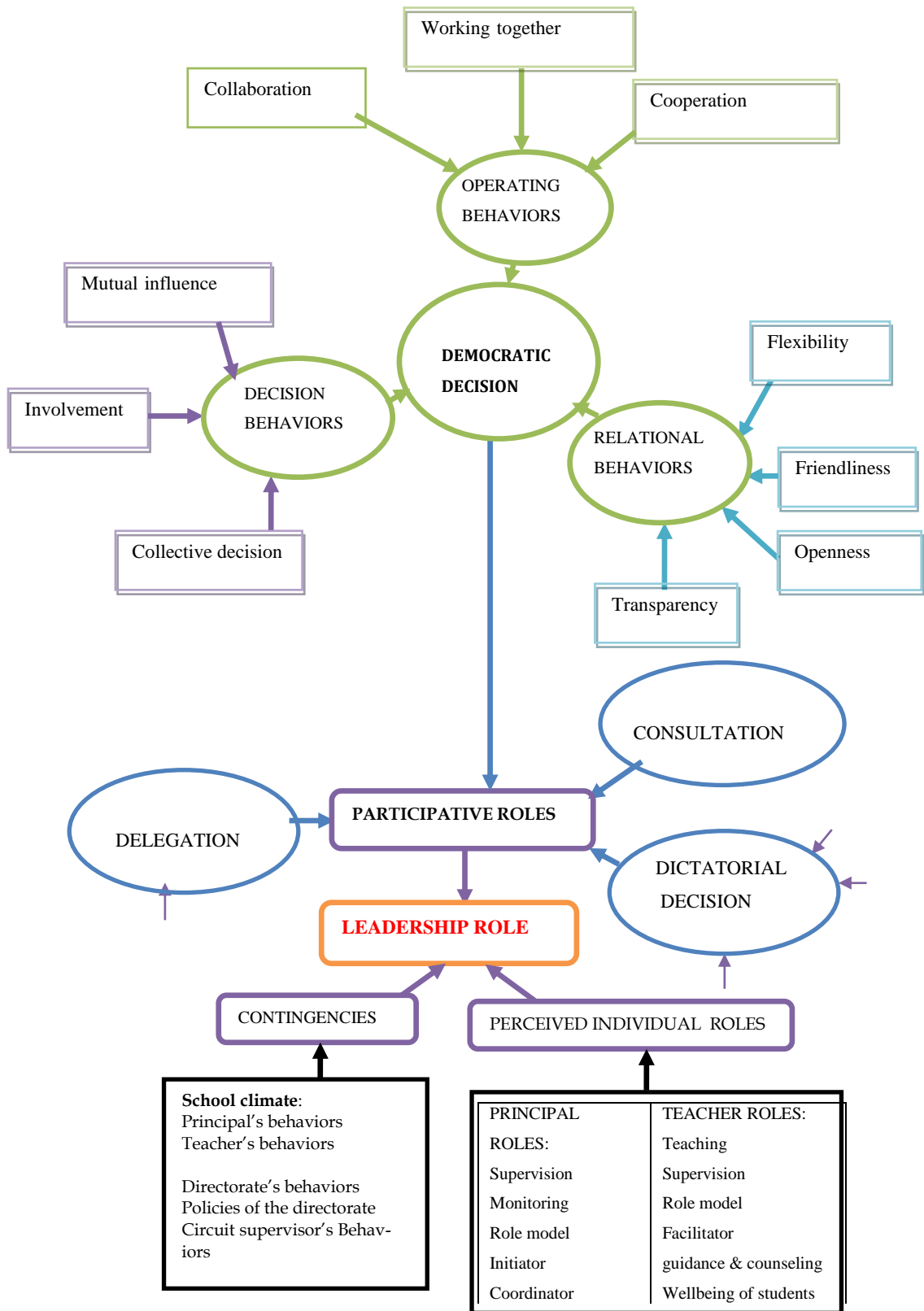
q+s= Guidance and counselling/ wellbeing of students

p+t= Leadership by example /role model

Other roles

Initiator and Implementer of educational policies for

Appendix 9 Network of categories, themes and concepts of leadership role



Appendix 10 Characteristics of relationships

CHARACTERISTIC OF RELATIONSHIP		
Concept	Themes/key features	Categories/codes/sub features
Professional relationships	<p>1. Cordial and interpersonal:</p> <ul style="list-style-type: none"> • Formal relationships: • Informal relationships: <p>2. Conflict and Relationship:</p>	<p>Procedural pattern, rules, regulations.</p> <p>Consensus building, cooperation, sharing responsibility, freedom to work, loyalty, transparency, confidence</p> <p>Structure, leadership selections, negative emotions, disagreement</p>
Good relationship	<p>1. Trust:</p> <ul style="list-style-type: none"> • Respect: • Personal regard for others: • Integrity: <p>2. Support</p> <p>3. Good mode/positive emotion</p>	<p>Mutual agreement Interdependency Respecting others views Constant meetings Sharing ideas/dialogue Responsibilities Reciprocity and Appreciating others efforts</p> <p>Freedom of expression Feeling free to meet one another Cordiality Cooperation Collaboration</p> <p>Openness Fairness Free and firm Eschewing nepotism Tolerance Amicable conflict resolution Approachability</p> <p>-</p> <p>-</p>

Appendix 11 Characteristics of teacher leadership roles

Characteristics of teacher leadership role	
Concept of teacher leadership role and expectations	<u>Principals concepts:</u> <ul style="list-style-type: none"> • Teachers taking initiative and decision with waiting for instruction. • Delegation of responsibilities • Expectation from teacher • Discipline teachers • Punctual • Caring and parenting student
	<u>Teachers concepts:</u> <ul style="list-style-type: none"> • Teamwork • Involvement of teachers • Collective responsibilities • Mutual decision-making • Decentralizing policies in schools • Dependability of the principal
	<u>Expectations from principals:</u> <ul style="list-style-type: none"> • Working together without dictating how to do what they are entrusted to their care • Implementing the collective decisions of the school.
Teacher supervision	<u>Supervision in schools</u> Strict supervision Compulsion to work Identifies teacher faults to reprimand them <u>Implications</u> <ul style="list-style-type: none"> • Restrains sharing • Teachers only work when the head is around • Undue pressure and negative emotions <u>Necessity</u> Good for all teacher, the one that seeks for: <ul style="list-style-type: none"> • Strengthen weaknesses • Constructive criticisms • suggestions • recommendation • encouragement and • motivations
Teacher support and participation	<u>Support in schools:</u> TLM- chalk, lesson note books, Self-motivation Teachers participate in all activities but inadequately supported <u>Good support and participation</u> Teacher development Collective decision and mutual agreement Good leadership of the leader Attitude of staff Assigning of roles Motivations