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The Managerial Leadership and Energy ($E=mc^2$) of Kumasi Polytechnic

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Abstract
In the 21st century, educational leaders can no longer simply wait for instructions and decisions from governments. There is no doubt that the pace of change, and the need to be adaptable and responsive to societal needs, requires that educational leaders develop new skills and ways of working. The purpose of the study was to assess the portfolio of leadership styles implored by the management of Kumasi Polytechnic that has created the needed conducive academic climate for the Polytechnic to rub shoulders with top-most institutions in Ghana and Africa. Similarly, the study determined the level of energy of the management that seems to carry all the staff along to achieve goals of the Polytechnic. A cross-sectional descriptive survey design approached in a phenomenal combination of quantitative and qualitative strands was employed. The realized sample included 167 staff members who were selected by randomized stratified sampling method. The data-gathering tools used were survey questionnaire, observations and documents review. The Blake & Mouton Managerial Grid was used together with Cottrell's leadership energy formula (**$E = mc^2$**) as it had the face and content validity that allowed it to be modelled and fitted into the formula. The results of the study showed that management have adopted team leadership style where they are concerned about the institutional goals and also concerned about the wellbeing of their staff. The conclusion drawn was that there was effective management with high energy that motivates staffs of the Polytechnic by inspiring high concern for academic excellence, members of staff and the institution, resulting in sustainable way of achieving long-term success. The management in this research is restricted to the six-man team headed by the Rector that oversees the day to day running of the Polytechnic.
Keywords: Kumasi Polytechnic; managerial leadership; leadership energy; and leadership styles

Introduction

The rate of change of the world is evidently clear as knowledge gradually replaces physical capital as the source of wealth. The breeze of changes in technology, ways of life, social set ups and mechanisms for sustainable human developments have led to remarkable changes in the way people live and work (Nkata, 2005). The level and quality of knowledge is now increasingly available to the citizenry making it significant for national development, and Ghana is not exception of countries that are struggling to educate its people to fit into the globalised economy (Nkata, 2005). For the past decade, Ghana has seen rising numbers of people with higher qualifications, however, these qualifications in their old fashion mode cannot suffice to address the challenges of the country in this rapid-changing technological world.

Most developed nations have made, and continue to make increasing use of science and technology as the basis for national development. One of Ghana's educational goals ascribed by the Anamuah-Mensah committee was to provide individuals with knowledge, occupational skills and attitudes for national development with a sense of dignity for labour and for preserving the nation's environmental resources. However, the

realization of this goal seems too long to come as most of the institutions still hold on to the grammar type of education in Ghana (Anamuah-Mensah et al., 2011). The human resources structure of any nation demands a large stock of trained workforce consisting of a large base of skilled labour, craftsmen, technicians and sub-professionals and this is clearly emphasised in one of Ghana's educational reforms (Anamuah-Mensah et al., 2011). Hitherto, there has been a long list, published in numerous reports, recited at many conferences, contained in several newspaper articles, of the challenges facing the systems of education, and especially the system of higher education in Ghana (Effah & Osei-Owusu, 2013).

Education in Ghana has received a different twist from the normal as unprecedented emphasis from the media and the public is being placed on educational accountability for advancing the knowledge in society and the wellbeing of the citizenry from all the stakeholders involved in the provision of education, and also demanding systemic approach to resolve the high level of graduate unemployment. This awakening comes from the results of the 2014 West Africa Senior School Certificate Examination (WASSCE) with almost three quarters of the candidates not crossing the required pass mark (Akwa, 2014). Also the latest Global Competitiveness report from the World Economic Forum indicates that Ghana's educational system is below international standards (Akwa, 2014). Ghana was ranked among the top 50 with quality management in schools and placed 52nd among the 144 countries on quality mathematics and science education. Worryingly, Ghana placed 38th from bottom, coming 106th on tertiary education enrolment (Akwa, 2014).

This culminated with high graduate unemployment has put our educational leaders under scrutiny. Increased demands on education by communities are putting a lot of pressure on government to invest heavily in education and yet not much has been realised. Most of the time, these demands have always just received concomitant restructuring of education systems seemingly geared towards economic and technical imperatives making Ghana to witness not less than 12 educational reforms since independence (GNA, 2013).

Currently, the proportion of GDP and budgetary expenditures on education in Ghana is one of the highest in the world. However, these expenditures in education do not give commensurate output in terms of enrolment, retention and results (IMANI-Ghana, 2013). The underpinning rationale for most of the reforms; graduates unemployment and the gap between academia and industry has mostly not seen the light of day from one reform to the other. It is obvious that no society can grow nor develop without effective leadership and as such no institution can also thrive without effective leadership. In as much as leadership seems difficult and complex phenomenon like electricity which cannot be seen but its effect can be felt, the good people of Ghana can attest to educational institutions with good leaders and the vice versa.

Leadership is regarded as something more than and different from management by many writers and as such the distinction between leadership and management is often overdrawn (Thrupp & Willmott, 2003). The concept of leadership overlaps with two similar terms, management and administration. 'Management' is widely used in Britain, Europe and Africa, while 'administration' is preferred in the United States, Canada and Australia (Bush & Glover, 2003). Leadership is a process of influence leading to the achievement of desired purposes. Successful leaders develop a vision for their educational institutions based on their personal and professional values, and they articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision (Bush & Glover, 2003). Management on the other hand is the implementation of school policies and the efficient and effective maintenance of the school's current activities. Both leadership and management are required if schools are to be successful (Bush & Glover, 2003). It is vital that both dimensions of the duality of leadership and management are given equal prominence. It is implicit that management addresses objectives and uses people in order to fulfil them, whiles leadership is about people and appeals to their senses in order to influence them.

Leadership is a complex process with a lot of reservations over the level to which a set of standards, qualities and competencies fully brings out what makes some leaders and organizations successful and others unsuccessful. The concept of leadership evolved from some great schools of thought beginning from the "Great Man" and "Trait" theories to modern day "Transformational" leadership (Bolden et al., 2003). Most of these early theories did focus on the characteristics and behaviours of the leaders whilst later theories looked at the role of followers and the contextual nature of leadership (Bolden *et al.*, 2003).

One of the most widely known approaches to articulate leadership styles is the managerial grid, developed by Robert Blake and Jane Mouton in 1964. Blake and Mouton proposed that "Team Management" thus a high concern for both employees and production is the most effective type of leadership behaviour (Blake & Mouton, 1964; Bolden *et al.*, 2003). To them, all members of the group, including the manager or leader, adopt a supportive relationship in which they feel a genuine common interest in terms of needs, values, aspirations, goals and expectations. The managerial grid focuses on task (production) and employee (people) orientations of managers, as well as combinations of concerns between the two extremes (Blake & Mouton, 1964; Bolden *et al.*, 2003).

All things, animate and inanimate have energy. According to Shirom (2005), energy at the individual level manifests itself as the degree of well-being experienced by the individual. At the collective level, energy

ebbs and flows in an organization to offer the organization with a unique character by playing a role in the organization's ability to be successful (Tosey & Llewellyn, 2002). Albert Einstein's scientific formula $E=mc^2$ has been called the most celebrated science equation of all time. Einstein's formula reaches afar the realm of science and can be applied in the world of business as well (Cottrell, 2008).

According to Cottrell (2008), organizational energy is a powerful force that fuels the success of many high-achieving organizations and Einstein's formula, $E=mc^2$ can be borrowed to assess the state of managerial leadership in our tertiary institutions. All organizations have a reservoir of enormous energy just waiting to be released. It is the task of the leader to find ways to tap into that energy, conduct it and multiply it (Cottrell, 2008). However, since the unfamothable issue of leadership energy is critical, the creation and sustainability of energy within an organization should be one of the priorities of every management team that wish to achieve long-term success.

In the 21st century, educational leaders can no longer simply wait for instructions and decisions from governments. There is no doubt that the pace of change, and the need to be adaptable and responsive to societal needs, requires that educational leaders develop new skills and ways of working. Tertiary institutions in Ghana has for some time now been engulfed with a lot of challenges characterized by series of agitations and confrontations to the point of a state institution fighting policies of a public tertiary institution (University of Ghana and National security of Ghana). This and other scenarios from the public, media and students have made leading a tertiary institution a challenge in Ghana. Again, Ghanaians are much aware that school failure is incredibly costly in economic, social, and human terms and as such are not taking chances with those who lead our schools. The leaders of our educational institutions have been struggling over the years to find the combination of approaches that will be most effective in leading our schools through these periods of turbulence and change in all sectors of our knowledge economy (Effah & Osei-Owusu, 2013). While the need for effective leaders is widely acknowledged, there is much less certainty about which leadership behaviours are most likely to produce favourable outcomes.

Leadership at work in educational institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002).In the current knowledge-based economy and the globalization trend, tertiary education and education in general plays a critical role in the socio-economic development of any nation.

Kumasi Polytechnic is a public tertiary institution in the garden city of Ghana. The Polytechnic is one of the premier Polytechnics in Ghana; established within the framework of government by legislation through the enactment of the Polytechnics Act, 2007 (Act 745) and other instruments. Kumasi Polytechnic has since 1993, come a long way to make its mark in the country as a strong and creditable tertiary institution. It has been making steady strides in its quest to fulfil its mandate of training the critical manpower needed for commerce and industry in Ghana (Kumasi Polytechnic, 2013a).

In recent times, Kumasi Polytechnic has been in the focus light of the academic industry in Ghana for all the good reasons that any academic institution wish to achieve; recognized academic excellence, massive research and academic collaborations with relevant institutions and industry, public-private partnership for infrastructure development, entrepreneurial development of students and the public and a host of achievements that culminate to make the Polytechnic a choice for most Ghanaians who want to achieve academic success.

Unfortunately, for some time now, there have been a number of labour issues between the unions and the government that always seemingly disrupts academic work. On the contrary, relationship between the unions, staff, students and the managers of the Polytechnic has been cordial, as there has been a consistent internal harmony for some years now within the Polytechnic community. This situation seems to be propelling the Polytechnic towards its transformation to a Technical University. It is therefore worthy to assess activities of the officials for the harmonized conditions created for good academic work within the community.

Just when the Polytechnic management was putting on a smile for the return of their lecturers from an industrial strike, the whole Polytechnic community was thrown into ecstasy as the Polytechnic has being ranked national best of all ten Polytechnics and 11th among all tertiary institutions in Ghana (Ohemeng, 2014). Hierarchically, the Polytechnic is governed by the Polytechnic Council through the Rector. The Rector then heads a team of six; Rector, Vice Rector, Registrar, Director of finance, Director of Internal Audit and Head of Quality Assurance to form management that oversees the day to day running of the Polytechnic and reports to the academic board (Kumasi Polytechnic, 2013b). These managerial leaders see to the achievement of educational goals of the Polytechnic; ensure that all instructional practices are directed towards achieving those goals, observe and evaluate lecturers, suggest modifications to improve teaching and learning, carry out professional development for staff and also liaise with communities and other stakeholders.The study therefore sought to assess the portfolio of leadership styles implored by the management that has created the needed conducive academic climate for the Polytechnic to rub shoulders with top-most institutions in Ghana and Africa. Similarly, the study determined the level of energy of the management that seems to carry all the staff along to

achieve goals of the Polytechnic.

Research Methodology

Research design

A cross-sectional descriptive survey design whereby a sample of respondents is drawn from a population at a given point in time was utilized to examine current attitudes, beliefs, opinions, and practices about the management of the Polytechnic (Creswell, 2012; Neville, 2007). This design provides information in a short amount of time, such as the time required for administering the survey and collecting the information (Creswell, 2012). The survey was carried out in a phenomenal combination of quantitative and qualitative approaches to obtain both comprehensive and in-depth understanding of the situation under scrutiny.

To be more explicit, a convergent mixed methods design was employed for the study**.** Mixed methods research is a good design to use if one seeks to build on the strengths of both quantitative and qualitative data (Creswell, 2012). The procedure involves collecting, analyzing, and "mixing" both quantitative and qualitative methods in a single study or a series of studies to understand the research problem (Creswell & Plano Clark, 2011).

This multi-method approach called triangulation is seen to be a research strategy that can reduce biases and deficiencies caused by using only one method of inquiry (Rothbauer, 2008). The basic idea underpinning the concept of triangulation is that the phenomena under study can be understood best when approached with a variety or a combination of research methods (Rothbauer, 2008). A triangulation approach was adopted to offer a synergistic system that allows the advantages of both the quantitative and qualitative research methods to be utilized in a complementary manner (Creswell, 2012). The methodology adopted is depicted in Figure 1.

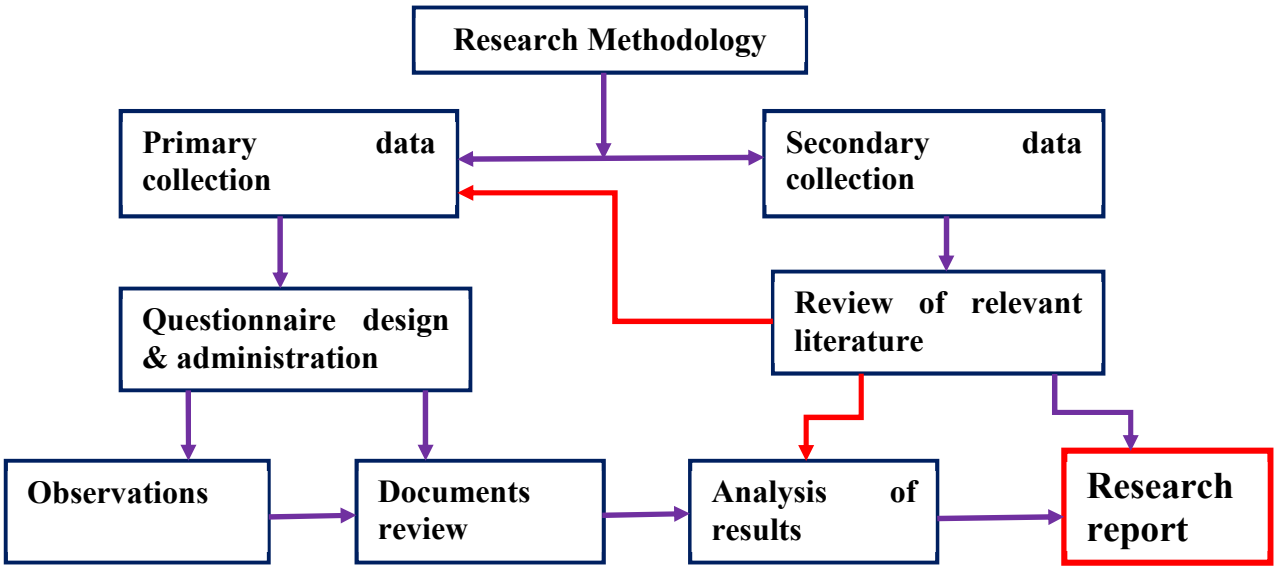

Figure 1: Research methodology adopted

Population and Sample

In order to successfully utilize a mixed method design to address the research, a researcher needs to decide which people and research setting will best provide the information and data needed for the study (Creswell & Plano Clark, 2007). The target population of the study was all members of staff of Kumasi Polytechnic. Wiersma (1986) defines population as the totality of all members that possess a special set of one or more common characteristics that define it.

Since we could not study the entire population because of feasibility and cost constraints, we selected a representative sample from the population of staff members for observation and analysis. Sampling is the statistical process of selecting a subset of a population of interest for purposes of making observations and statistical inferences about that population (Bhattacherjee, 2012). A sample on the other hand is a segment of the population selected to represent the population as a whole (Neville, 2007). Ideally, the sample should be representative to allow the researchers to make accurate estimates of the thoughts and behaviour of the larger population. The target population of the study was all members of staff of Kumasi Polytechnics. A sample of 225 staff was drawn from an accessible population of 765 staff strength by stratifying them into; senior members (90), senior staff (75) and junior staffs (60). The allocations were done with regards to seniority. The breakdown of the response rate was as follows in Table 1.

Table 1: sample size and realized response rate

Strata	Sample size	Realized response
Senior members	90 (40%)	69 (30.6%)
Senior staffs	75 (33.3%)	54 (24%)
Junior staffs	60 (26.7%)	44 (19.6%)
Total	**225 (100%)**	**167 (74.2%)**

Since the aim of the study was to identify the leadership styles and determine the leadership energy of the day-to-day managers of the Polytechnic from the perspectives of their staff members, the samples identified for both quantitative and qualitative strands consisted of the staff members from all the three strata of staff. The participants were selected from the target population for this study by stratified random sampling and they answered a set of questionnaires. To address the focus of the study comprehensively, the researchers made the sample as inclusive and as representative as possible of all the levels of staff members. From Table 1, out of 225 questionnaires distributed, 167 staff members responded showing a response rate of 74.2%. According to Neville (2007), as a general rule, a response rate of 30 percent or greater for externally sent questionnaire is generally regarded as reasonable. However, a goal of 50 percent or more responses should be attempted in questionnaire administration. This shows that our response rate was appropriate.

Measuring instruments

The data-gathering tools, or research instruments, that were used were survey questionnaire, observations and documents review. The questionnaire comprised questions that solicited quantitative data. Two headings were used in constructing the questionnaire. These were the bio-data, which were basic items of information and the leadership styles and energy, which contained the 18 questions about leadership behaviour by Clark (2010). Out of the 18 leadership matrix questions, 9 were related to task while the other 9 related to people. For the leadership styles, the researchers adopted the scoring scale of the developer. The scale was 1-5 from the lowest to the highest in ascending order. The leadership grid matrix questionnaire was adopted and modified holistically to ensure content validity as it covers the various aspects of the formula for the leadership styles and the leadership energy. To ascertain if the questionnaire could obtain the result required, it was piloted by asking people to read through and see if there were any ambiguities in terms of the length, structure and wording of the questionnaire.

Leadership Energy ($E=mc^2$) Formula

Albert Einstein's formula $E=mc^2$ has been called the most celebrated equation of all time. He was the first scientist to propose that mass and energy were two forms of the same thing, and that neither appears without the other. That was a revolution in science, and now, Cottrell (2008) used the same basis to make another revolution in finding a key equation to unlock secrets of successful leadership for successful organizations. Leadership Energy is also

$E = mc^2$ ..... (1)

E - Represents the organization's energy
m - The mass (the people)
c - The conductors of organizational energy (the leader)
and ^{2} represent the leader's effect on the organization

Based on Cottrell's formula the researchers substituted the quantitative outcome of the leadership matrix developed by Clark (2010): thus total result of the concern for people and total result of the concern for task to determine the leadership energy. So the formula becomes;

$E = mc^2$

where E -Energy, **m**-Concern for people and **c^2**- Concern for task

In classifying the energy levels; the researchers adopted the following classes based on the average figures that could be achieved on the leadership grid:

High energy - Above 225 points
Normal energy - 125 – 225 points
Low energy - 124 and below

Observation and documents review methods

Observation as a method is commonly used in the behavioural sciences. Observation becomes a scientific tool and the method of data collection for researcher, when it serves a formulated research purpose, is systematically planned, recorded and subjected to checks and controls on validity and reliability (Kothari, 2004; Bhattacherjee, 2012). One advantage of this method is that subjective bias is eliminated, if observation is done accurately (Kothari, 2004). Under the observation method, the information is sought by way of investigator's own direct

observation without asking from the respondent. Observation is a good way of getting below the surface of any situation and to help reveal or unravel complex causal social processes (Neville, 2007). Structured observations were conducted by the researchers to complement the findings of the questionnaire to draw meaningful conclusions from the study.

Observation guidelines and measures suggested by Kothari (2004), Bhattacherjee (2012) and Neville (2007) were taken into consideration to ensure the credibility and reliability of using observation for data collection.

To collect as much and as diverse data as possible that can help generate the best possible insights about the phenomenon of interest, the researchers also conducted documents review to complement the other methods. This was also motivated by Bhattacherjee (2012) who emphasized that regardless of the specific research design chosen, the researchers should strive to collect quantitative and qualitative data using a combination of techniques such as questionnaires, interviews, observations, documents, or secondary data. The purpose of documentary analysis was to enrich the literature and also to support the study's findings derived from the participants' responses. Gall (1989) added that documentary evidence is necessary because it provides a rich discourse of facts punctuated with opinions making it useful in cross referencing of present findings. Documents analyzed included; the statutes of Kumasi Polytechnic, strategic and development plans, Rector's reports, mission statements and other official documents from the Polytechnic. Books on leadership, journal articles, dissertations, newspapers, internet works, statistics and papers written by prominent scholars and educationists, were also perused by the researchers.

Research procedure

A two prong sampling procedure was implemented. First, staff members were classified into three strata based on the Polytechnic's organized structures to obtain a sample that was representative of the population of interest. The choices of this stratum were to gather adequate responses to facilitate computation process.

In the second stage of the sampling technique, staff members were randomly selected to answer the questionnaire. For the styles perceived by Clark (2010), respondents were led with guiding short explanations of behaviours of the management. Then five alternative responses from which the respondents were to write appropriately were provided. These responses were adopted from the original responses as invented by Blake and Mouton (1964). The written responses were assessed based on the table of responses provided by Blake and Mouton (1964). The total for both concern for people and concern for task were each multiplied by 0.2 to give the final scores out of 10. The final scores were then plotted on a graph by drawing a horizontal line from the approximate people score (vertical axis) to the right of the matrix, and draw a vertical line from the approximate task score on the horizontal axis to the top of the matrix. The quadrant of intersection is the leadership dimension that the management will tend to operate from. Permission to conduct the research and to publish the results thereof was obtained from the institution.

Statistical analysis

Data analysis is a process of systematically searching and arranging data accumulated during fieldwork to discover important issues to be learnt and presented to other people (Bodgan & Biklen 1992). The results were analyzed by way of descriptive statistics and modelled (fitted) into the Blake & Mouton Managerial Grid and the Cottrell's leadership energy formula respectively. Pictorial representations were employed in some cases.

Results

Following data collection, the data was analyzed and interpreted for the purpose of drawing conclusions regarding the issues of interest. Figure 2 illustrates the length of service of the respondents.

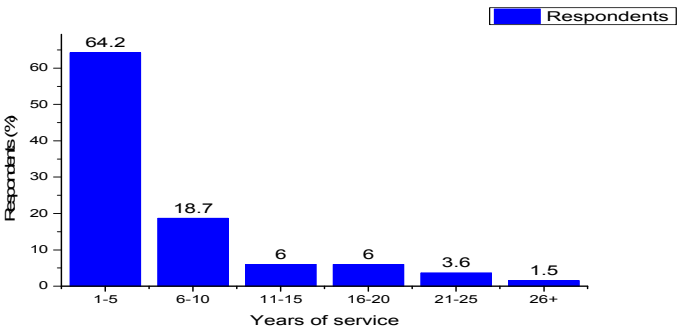

Figure 2: Number of Years of Service to the Polytechnic

The result shows that majority of the respondents (staff) had served the Polytechnic between 1-5 years. This was followed by 6-10 years group. Six percent (6.0%) of members of staff had served the Polytechnic between 11-15 years and 16-20 years. Only 1.5% of staff had served the Polytechnic above 26 years. The implication is that these members of staff had significant knowledge of the activities of the Polytechnic.

Leadership Style

Table 2 indicates the results scored through the leadership matrix questionnaire. It shows the collective preferences of the staff on the leadership styles that are implored by the management.

Table 2: Summary of scores of People and Task centered results

People		**Task**	
Leadership behaviour	**Score (Mean)**	**Leadership behaviour**	**Score (Mean)**
Management encourage their team to participate when it comes to decision making time and they try to implement their ideas and suggestions	3	Nothing is more important than accomplishing a goal or task	4
Management closely monitor schedules to ensure a task or project will be completed in time	3	Management enjoys coaching people on new tasks and procedures	4
The more challenging a task is, the more management enjoys it	2	Management encourage their employees to be creative about their job	3
When seeing a complex task through to completion, management ensure that every detail is accounted for	3	Management find it easy to carry out several complicated tasks at the same time	2
Management is interested in articles, books, and journals about training, leadership, and psychology; and then putting what they have read into action	2	When correcting mistakes, management do not worry about jeopardizing relationships	3
Management manages their time very efficiently	4	Management enjoy explaining the intricacies and details of a complex task or project to their employees	3
Breaking large projects into small manageable tasks is second nature to the management	4	Nothing is more important than building a great team	3
Management enjoy analyzing problems	5	Management honour other people's boundaries	3
Counseling their employees to improve their performance or behaviour is second nature to the management	4	Management enjoy reading articles, books, and trade journals about their profession; and then implementing the new procedures they have learned	2
Total	**30**	**Total**	**27**

Note: The means were rounded up

As was explained in the methodology, half (9) of the questions were People centered and the remaining half were Task centered. From Table 2, the totals of the means of the People centered and Task centered questions were 30 and 27 respectively.

Table 3 revealed the results of total scores from the leadership matrix and then multiplied by the constant (0.2) suggested by the developers of the grid to get the final score which were used to determined the leadership style. From the table, the final scores for the People centered and Task centered questions were 6 and 5.4 respectively.

Table 3: Summary of overall score of People and Task centered behaviours

Statistic	**Mean score**	**Constant**	**Final score**
Concern for people	30	0.2	**6**
Concern for task	27	0.2	**5.4**

Figure 3 is the final leadership grid that was plotted from the final scores of the survey indicating the frame of leadership style.

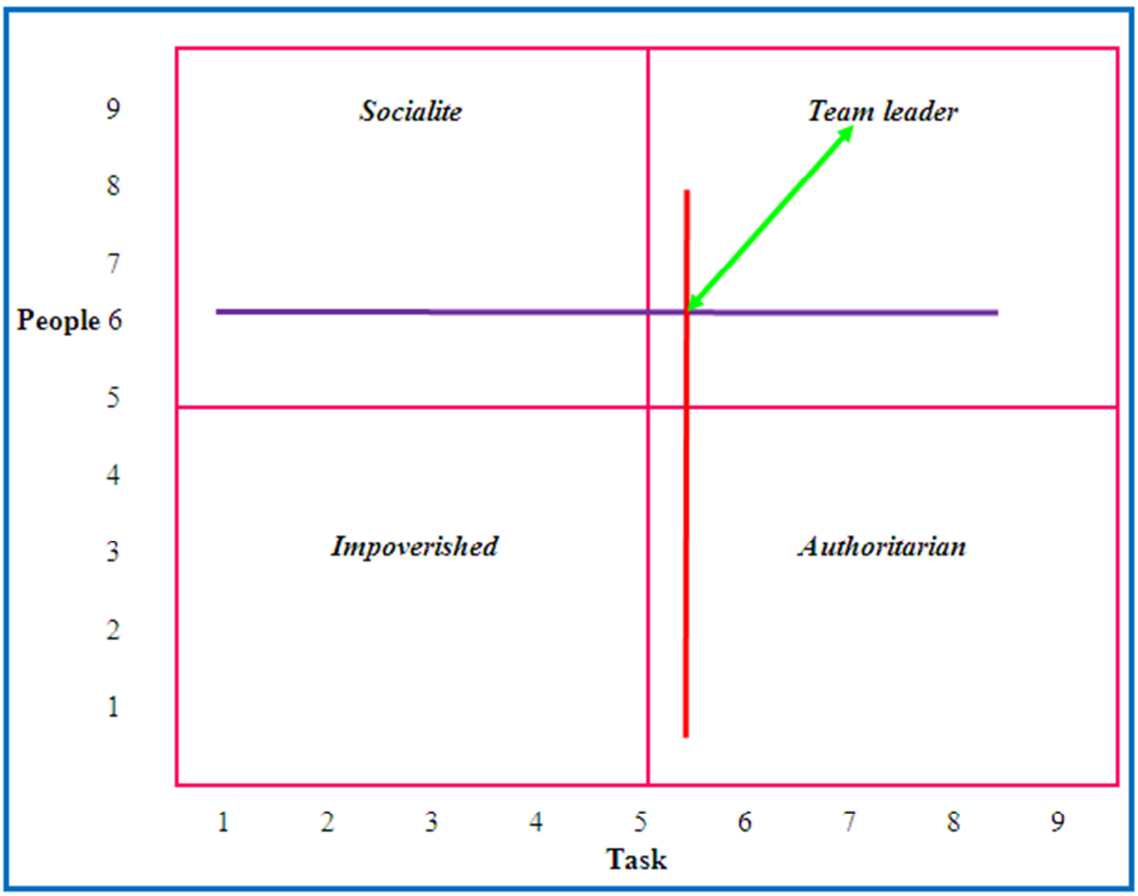

Figure 3: Leadership style implored by Kumasi Polytechnic Management

Leadership energy

Table 4 depicts result of the leadership energy from the final scores that were obtained from table 3 and were substituted into Cottrell's leadership energy formula. As can be seen from the table, the energy level was 174.96. The level of energy obtained fell within the normal energy level of 125 to 225 points.

Table 4: Leadership energy of Kumasi Polytechnic Management

$E = mc^2$
$m = 6$
$c = 5.4$
$E = 6 \times (5.4)^2$
$E = 6 \times 29.16$
$E = 174.96$

Discussions

The purpose of this study was to assess the portfolio of leadership styles implored by the management of Kumasi Polytechnic that has created the needed conducive climate for the Polytechnic to thrive academically.

In terms of the first issue of leadership behaviour, the manner the management performs their roles and directs the affairs of the institution is referred to as their leadership style. Leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Eagly and Johannesen-Schmidt (2001) defined leadership style as a relatively stable pattern of behaviour exhibited by leaders. So whether a leader emphasizes the task or human, relationship is usually considered central to leadership style. Ideally, managerial leadership focuses on functions, tasks and behaviours. It also assumes that the behaviour of organisational members is largely rational and that influence is exerted through positional authority within the organisational hierarchy (Bush & Glover, 2003).

However, the results indicate that the management has moved away from the ideal formal model of management to work with the staff as a team to create a good working environment where everybody is committed to the achievement of the organizational goals. Once the members of staff are highly involved as team members, they tend to enjoy their work. From the study and other literature, it is clear that leadership is a very important component and a critical ingredient in the process of improving productivity. The high score for both concerns for task and people is an indication that the involvement of the staff in the entire Polytechnics' activities has created an all-inclusive atmosphere and team spirit has been emphasized. In such situations personal problems are attended to and there is element of trust and respect within the organization. Clark (2010) also describes a team leader as a person who has a high concern for both production and people. The two concerns of the leader influence the leader's thinking, feelings and actions while leading. Unlike other leadership perspectives, team leadership approach believes that there is no conflict between organisation's needs and followers' needs to be productive. Therefore, followers are involved as much as possible in determining the methods of work and accomplishment. This to a great extent ensures that the followers understand what is to be done and why it should be done.

This phenomenon is supported by Fullan (1992) who emphasized that effective leaders must: concentrate on fostering vision-building and norms of collegiality that respect individuality; must encourage lifelong development that involves inquiry, reflective practice and collaboration; must structure participative leadership that considers staff as professionals and must foster unity of purpose and empowerment. Team leadership is a goal-oriented approach that seeks to achieve maximum performance through participation, involvement and commitment. The study recognized that team leadership is the style adopted by the management of the institution. This implies that management is both concerned with task and the well being of their staff. They work as a team to create a good working environment where everybody is given the freedom to utilize their initiatives to accomplish set objectives towards the achievement of the Polytechnic goals. The management could be considered as effective as Leithwood (1992) argued that effective leaders are those who emphasize participative decision making. Observation suggests that staff members were motivated to believe in the organization's mission and work towards the achievement of the organizational goals. Effective leaders work with others to make them strong, capable, and committed to the organizational mission and vision. Kouzes and Posner (2003) also asserted that leadership is a team effort.

On the issue of the leadership energy exhibited by the management of the Polytechnic, good energy level was attained as the management has been able to release the energy and focused it appropriately throughout the Polytechnic community. The energy level that was realized was enough to make the organization effective. Effective leadership requires people who can make vision building a collective exercise; a willingness to let go of the hierarchical rights so that true power can be realized and a willingness to share the decision-making responsibilities for such tasks as budget, schedules and staff development programs. Effective leadership requires people who possess strong interpersonal skills, who have the ability to communicate and work with all educational stakeholders. The potential for energy resides in every employee, every team, and every department within the Polytechnic. But tapping into and releasing that energy is a task for the management, and once the energy has been released, the leaders must then find a way to focus that energy to achieve the organization's goals (Cottrell, 2008). Energy is not something one can see, touch, or smell, yet its results can be seen and its presence felt through enthusiasm for accomplishments. The force multiplier of energy is the leader whose role is to create a climate where positive energy becomes the conduit for more positive energy (Cottrell, 2008) and as such the management can surround itself with the right team members and with the needed support and direction, the positive energy level of the team will increase.

Evans (1993) asserted that leaders must aim not at manipulating subordinates, but at motivating followers who invest themselves actively. This requires leaders who are skilful, and credible to link what they think, what they seek and what they do. Observation clearly indicates that there are energy sappers and energizers within the Polytechnic community. However, the ratio of energizers versus sappers seems greater and that makes efforts of the sappers futile. It was also noticed that management has identified the areas that are potential energy sappers and taken measures to curtail them. The leadership energy of the institution is one that promotes passion, satisfaction and other affirmative emotions among staff and management as established by Cottrell (2008). It was established in the study that energy at the individual level manifests itself as the degree of well-being experienced by the individual staff members. At the collective level, energy flows in the organization thus providing the Polytechnic with a unique character by playing a role in the organization's ability to be successful. Nonetheless, there were other minor issues that the management could do to increase their energy level.

Conclusion

In concluding their report, the Anamuah-Mensah committee had the strong belief that education is the life-blood of any society, serving as the driving force behind all national development plans, efforts, and strategies. So for

Ghana to meet the challenges of the complex technological development in the modern world, it has to succeed in its educational quest. In view of the rapid and multiple changes facing education in the 21st century, the extent to which leaders adapt their styles to new events and changing situations determines how successful a school will be.

This study has shown that the management of the Polytechnic is keen on sustaining their team with solid commitment to the organization, its mission and values, with a absolute desire to propel the Polytechnic to achieve bigger and better things. The figures and pictorial information have provided an overall condition of the managerial leadership situation at Kumasi Polytechnic. Thus the management has concern for high academic work and also has concern about the wellbeing of their staff and this motivates them to give off their best as was evident from majority of the respondents. It also manifested that the management has been able to channel their energy appropriately throughout the Polytechnic community by way of their ability to balance the human and the economic sides of management's responsibility.

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