

# Exploring the State of Leadership Effectiveness of Tertiary Institutions in Ghana: A Study of Two Tertiary Institutions in Kumasi

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## Abstract

The study investigated the leadership effectiveness of leaders of tertiary institutions in Ghana. The study sought to examine the leadership styles adopted, the leadership energy and effectiveness of the leaders of two tertiary institutions. The research was undertaken at two institutions; one Polytechnic and one University. The population of the study was the lecturers and the heads of departments of the two institutions. The leadership matrix and leadership effectiveness index questionnaires were employed to collect quantitative and qualitative data. The preferred and practiced styles were compared and contrasted to determine whether or not they were used to achieve goals and objectives of the lecturers and the organizations. Cottrell's leadership energy formula  $E=MC^2$  was used to determine the energy level of the two institutions. The data collected reflected that the leaders of both institutions have adopted team leadership style where they are concerned about the organizational goals and also concerned about the wellbeing of the lecturers. The conclusion drawn was that there is effective leadership with high energy that motivates lecturers in our tertiary institutions. The study ended by making recommendations that encourage high concern for production, the lecturers and the institutions resulting in sustainable ways of achieving the goals and objectives of the institutions and the lecturers. The recommendations contribute towards the academic and professional development of the lecturers and their institutions.

**Keywords:** leadership; leadership effectiveness; leadership energy; tertiary institutions; and leadership styles.

## 1. Introduction

Higher education in Ghana is at a crossroad where it must redefine its mission accompanied with measurement standards as to how it is going to meet the needs and obligations to citizens demanding higher education in the 21<sup>st</sup> century (Afful-Broni, 2004). According to Daft (2008) leadership is one of the most observed phenomenon on earth and one of the least understood. Leadership effectiveness appears to be a complex term without any stated definition or well proved indicator. However, there seem to be a lot of people that have tried to solve the mystery of leadership effectiveness in order to provide the world with the knowledge of how to become absolute effective in one's leadership (Great Systems, 2007). According to Bush (2007) there has been great interest in educational leadership in the early part of the 21<sup>st</sup> century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes.

In many parts of the world, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners. In the view of Bush (2007) as the global economy gathers pace, more governments are realizing that their main assets are their people and that remaining, or becoming competitive depends increasingly on the development of a highly skilled workforce. This requires trained and committed teachers but they, in turn; need the leadership of highly effective Vice Chancellors, Rectors, Principals and the support of other senior and middle level leaders. 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). Leadership in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration.

Due to the globalization of today, it is of great importance to be effective in more than one institution. Therefore, the term leadership effectiveness seems, to us, to be an important part of today's educational institutions. Hence, an interesting question might be what the word effectiveness brings to leadership. Effectiveness within organizations probably normally means cutting costs and reducing time. However, we find it rather clear that this is not the purpose with leadership effectiveness. Principals, Rectors and Vice Chancellors who are regarded as effective by both staff and school board members focus on both organizational goals and staff members' needs (Lunenburg & Ornstein, 1996).

Davis (1998) stated that two important elements of effective school leadership are; establishing a school vision and fostering positive interpersonal relationships. He also acknowledged that developing a school vision takes time and the principal should have the ability to determine the status of the school, identify important aspects of improvement and have a contingency plan to solve problems. In addition to this, they should be knowledgeable about theory and especially those focusing on organizational behaviour and leadership. They should possess technical skills needed for managerial responsibilities and the ability to reflect upon their practices in which they skillfully integrate knowledge and skills with experience (Kowalski, 1995).

While education can learn from other settings, educational leadership and management has to be centrally concerned with the purpose or aims of education. These purposes or goals provide the crucial sense of direction to underpin school management (Bush, 2007). However, school aims are strongly influenced by pressures from the external environment, and particularly from the expectations of government, often expressed through legislation or formal policy statements. Schools may be left with the residual task of interpreting external imperatives rather than determining aims on the basis of their own assessment of learner needs. The key issue here is the extent to which school managers are able to modify government policy and develop alternative approaches based on school-level values and vision. Day *et al.* (2001) as cited in Bush (2007) study of twelve 'effective' schools leads to the discussion of several dilemma in school leadership. One of these relates to management, which is linked to systems and 'paper', and leadership, which is perceived to be about the development of people.

Energy runs through everything as such is a valid concept to study. All things, animate and inanimate have energy. Shirom (2005) stated that 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 thus providing the organization with a unique character by playing a role in the organization's ability to be successful (Tosey & Llewellyn, 2002). As educational leaders, our energy is the best hope for creating effective leadership for institutions that feel alive.

Improving the quality of learning requires strategies which focus on change at the school and classroom levels. Educational leaders can no longer simply wait for instructions or decisions from government. The pace of change, and the need to be adaptable and responsive to local circumstances, requires that educational leaders develop new skills and ways of working.

Bush (2007) explained that improving learning outcomes requires an approach to leadership development, which focuses on 'instructional leadership'. This means attempting to change the mind-set of leaders to regard the processes of teaching and learning as central to their role rather than simply leaving such matters to educators.

Higher education should take into account the impact of globalization, the development of information and advance communicative technologies, the rapid change in demand in employment, and the critical need for highly qualified educators who have practical experience in their discipline. As higher education continues to realize enrolment expansion, educators, state governments, and business should begin working in a partnership atmosphere (Alexander, 2000). There is no doubt that one of the keys to unlocking the aspirations and abilities of this remarkable nation lies in the area of educational leadership. There are long lists, published in numerous reports, recited at numerous conferences, contained in numerous newspaper articles, of the challenges facing the systems of education, and especially the system of higher education in Ghana. It is within this context that the effectiveness of our educational leaders is being assessed.

### *1.1 Statement of the Problem*

Educational practitioners have recognized leadership as vitally important for education institutions, since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before (Nkata, 2005). The rapid growth of educational institutions and the ever-increasing enrolment will require improved management. Mass education at different levels will also require new leadership approaches in order to enhance efficiency and effectiveness in the management of our educational institutions. Educators have been struggling over the years to find the combination of approaches that will be most effective in leading schools through these periods of turbulence and change in all sectors of our economy. Presently, tertiary education in Ghana has seen the light of a lot of leadership misfortunes characterized by series of labour concerns (strikes by UTAG, POTAG), agitations and confrontations with student bodies over fees and accommodations (Legon), and the mushrooming of private universities who admit unqualified students. Given such high stakes as these, and given its high impact, trustworthy leadership is a critical element of success in any organization and the importance of effective educational leadership has never been greater than at present. School failure is incredibly costly in economic, social, and human terms. 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 leadership in our tertiary institutions. There is also increasing recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners. 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 is mostly about effectiveness, but also about efficiency. Many leaders believe today that if an organization is efficient, it will become effective. This is often based on the common belief that if you do the right thing, you can work on doing it right. This leads to the question if one's definition of leadership effectiveness could come to a conclusion of how to become effective, and in that case what would the effectiveness result in? As this term of leadership effectiveness does not state what it is, or what would come out of it, why would people strive to become effective?

### *1.2 Purpose of the Study*

The intention of this study was to broaden the knowledge base of educational leadership through the exploration of the leadership styles adopted by school leaders, the leadership energy and the overall effectiveness of leaders of two tertiary institutions in Ghana.

### *1.3 Research Questions*

The study recognizes the impact and importance of the issue in our educational institutions; hence the following research questions guided this study:

1. What is the leadership styles adopted by leaders of two tertiary institutions in Ghana
2. What is the leadership energy of the leaders of two tertiary institutions in Ghana
3. What is the effectiveness of the leadership of leaders of two tertiary institutions in Ghana

## **2. Methodology**

### *2.1 Design of the Study*

This study compared and contrasted leadership styles, energy and effectiveness in two tertiary institutions in Ghana. The study explored leadership energy, styles adopted and effectiveness in two public tertiary institutions in Ghana. This study bears the characteristics of a descriptive survey approach - describing the conditions that existed, practices that prevailed, and beliefs and attitudes held by the lecturers about their Heads of Departments, Deans and Directors in the institutions.

Although the study was largely quantitative in nature, still both qualitative and quantitative approaches to data collection and analysis were employed because a study of this magnitude requires a multi-pronged approach combining different methods that help in triangulation in order to indicate reliability of the findings.

The population of this study comprised lecturers and the leaders in management positions. It included top-level leaders who are deans, vice deans, the lower level leaders who are heads of academic and teaching departments, and the lecturers. The target population of the study was all public universities and polytechnics in Ghana. This is made up of 10 public polytechnics and 9 public universities. Since the entire population could not be studied, the institutions were sampled for the study. An accessible population of 1 public polytechnic and 1 public university was used. A three stage sampling procedure was used. First, one university and one polytechnic were purposely sampled from the nine public universities and the ten public polytechnics to obtain a sample that was representative of the population of interest. The choices of these institutions were to gather adequate responses to facilitate computation process.

In the second stage of the sampling technique, deans, vice deans, and heads of departments who had been in that position for at least one academic year were purposively sampled for the study. This was to afford lecturers enough time to have interacted with their heads to be able to assess their leadership state. Ten heads from the university and 10 heads from the polytechnic were used. A sample size of 20 heads of departments representing a response rate of 86.2% was therefore used. For the third stage of the sampling process, all full time lecturers in the selected faculties who had worked with the current head of department for a minimum period of at least one academic year were purposively used for the study. Lecturers who had less than a year's experience with current head were excluded from participation as respondents for the research. This was because their brief period of interaction may be limited to be able to assess the head and therefore their responses may not constitute an accurate reflection of the head's leadership style. Respondents were from the faculties of Built and Natural Environment and Engineering for the polytechnic and faculty of Agriculture Education for the university. The response rate was sixty-three (63) from the polytechnic and sixty-three (63) from the university making a total of one hundred and twenty-six (126) respondents forming the sample size for the study.

### *2.2 Leadership Energy ( $E=MC^2$ ) Formula*

Albert Einstein is famous with his equation  $E=MC^2$ . That is a revolution in science, and now, Cottrell (2008) based on that to make another revolution in finding a key equation to unlock secrets of successful leadership for successful organization. Leadership Energy is also  $E=MC^2$  (1)

**E** represents energy;

**M** for your people within your organization;

**C<sup>2</sup>** for leader's impact"

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** is energy

**M** is concern for people

**C<sup>2</sup>** is concern for task

Classification of energy levels; the researchers adopted the following classes based on the average figures on the leadership grid:

Effective / strong energy 324 – 729 points

Average energy 125 – 225 points

Low energy 124 and below

### 2.3 Instrument for Data Collection

A questionnaire was used to collect data for this study. The questionnaire comprised questions that solicited quantitative and qualitative data. Three headings were used in constructing the questionnaire. These were the bio-data, which were basic items of information; the leadership styles and energy, which contained the 18 questions by Clark (2010), and leadership effectiveness index made up of the 11 questions proposed by Great Systems (2007). The bio-data were quantitative and contributed to the investigation by providing characteristics and background of the population studied. Since this was a descriptive study, the bio-data gave a profile of the characters in those institutions. The respondents were provided with the responses from which they ticked/circled/wrote the appropriate ones. The responses from these types of questions were quantifiable. There were 36 questions in all.

For the leadership styles, the researchers adopted the scoring scale of the developer. The scale was 1-5 to choose from. Scale 1 was the lowest while scale 5 was the highest.

For the styles perceived by Clark (2010), respondents were led with guiding short explanations of practices in organizations. 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 multiplied by 0.2 to give the final scores out of 10. Then you Plot the final scores 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 area of intersection is the leadership dimension that the leader will tend to operate from.

The leadership effectiveness index scale also had five alternatives to the questions. These were; SA (strongly agree), A (agree), AD (sometimes agree / sometimes disagree), D (disagree), SD (strongly disagree). The respondents were to circle the appropriate one. According to Great Systems (2007), the objective of good leadership in this model is to obtain a SA (strongly agree) or A (agree) response for all eleven statements. To obtain such responses, the leadership expectation must be practiced on a consistent basis. In other words, an AD (sometimes agree / sometimes disagree) response is considered negative when the index is calculated. This index hurdle requires that at least 75% of the workgroup share the same positive perception. It also recognizes that there will be some people who will select a negative response irregardless of the efforts that a leader makes. When a person in a formal leadership role scores lower than 75% on an annual or semi-annual survey, they are placed on probation and must enter into a formal leadership improvement program (Great Systems, 2007).

## 3. RESULTS

### 3.1 Leadership Style and Energy

#### 3.1.1 Leadership Style

Table 1 Summary of totals of People and Task centered results

| Questions       | University          |             | Polytechnic         |             |
|-----------------|---------------------|-------------|---------------------|-------------|
|                 | Questionnaire score | Final score | Questionnaire score | Final score |
| People centered | 27.67 × 0.2         | 5.53        | 27.21 × 0.2         | 5.44        |
| Task centered   | 28.11 × 0.2         | 5.62        | 27 × 0.2            | 5.40        |

Table 1 revealed the results of total scores from the leadership matrix and then multiplied by the constant (0.2) as suggested by the developers of the grid to get the final score which were used to determine the leadership styles of the two institutions. As can be seen from the above table, the final scores for the People centered questions

were 5.53 and 5.44 for the University and Polytechnic respectively. Similarly, the final scores for the Task centered questions were 5.62 and 5.40 for University and Polytechnic accordingly.

Table 2 Summaries of overall sum of People and Task centered questions for the two institutions

| Questions       | Sum from questionnaires | Sum from questionnaires multiplied by constant | Final sum |
|-----------------|-------------------------|--|-----------|
| People centered | 54.88 ± 12.77           | $\frac{54.88}{2} \times 0.2$                   | 5.49      |
| Task centered   | 55.11 ± 12.41           | $\frac{55.11}{2} \times 0.2$                   | 5.51      |

From Table 2, the respondents of both institutions indicated their order of preference of the leadership style. The findings established that the leadership style adopted by the heads was team leadership. The endorsement of the team leadership indicated the leaders are both concerned about the task and the people.

### 3.1.2 Leadership Energy

Table 3 depicts results of the leadership energy of both institutions from the final scores that were obtained from Table 4.9 and were substituted into Cottrell's leadership energy formula. As can be seen from Table 4.11 and figure 4.4, the energy levels were 174.66 and 160.97 for University and Polytechnic respectively. These levels of energy obtained fell within the average energy level of 125 to 225 points.

Table 3 Leadership energy of two tertiary institutions in Ghana

| University                 | Polytechnic               |
|----------------------------|---------------------------|
| $E = MC^2$                 | $E = MC^2$                |
| M = 5.53                   | M = 5.44                  |
| C = 5.62                   | C = 5.4                   |
| $E = 5.53 \times (5.62)^2$ | $E = 5.44 \times (5.4)^2$ |
| $E = 5.53 \times 31.58$    | $E = 5.44 \times 29.59$   |
| <b>E = 174.66</b>          | <b>E = 160.97</b>         |

Likewise, the overall energy level of the two institutions was 166.74 points as indicated in Table 4.

Table 4 The Overall Leadership energy of two tertiary institutions in Ghana

|                            |
|----------------------------|
| $E = MC^2$                 |
| M = 5.49                   |
| C = 5.41                   |
| $E = 5.49 \times (5.51)^2$ |
| $E = 5.49 \times 30.37$    |
| <b>E = 166.74</b>          |

### 3.1.3 Leadership Effectiveness

The leadership effectiveness model adopted by the researcher was to obtain a strongly agreed or agreed responses to all eleven statements provided. From Table 5, an overwhelming majority (86.87 %) for University and (85.86 %) for Polytechnic of the respondents agreed to all the statements as against a small percentage of (13.13 %) for University and (14.14 %) for Polytechnic who disagreed to some of the statements. By these results the leaders of these institutions were rated as effective as the model requires that at least 75 % of the workgroup shares the same positive perception. This result is analyzed in Table 5.



Table 5 Frequencies of leadership effectiveness index

| QUESTION     | University          |                    |             | Polytechnic         |                    |             |
|--------------|---------------------|--------------------|-------------|---------------------|--------------------|-------------|
|              | AGREED              | DISAGREED          | MEAN ± SD   | AGREED              | DISAGREED          | MEAN ± SD   |
| 1            | 63 (100)            |                    | 1.44 ± 0.5  | 63 (100)            |                    | 1.22 ± 0.42 |
| 2            | 63 (100)            |                    | 1.67 ± 0.48 | 49 (77.8)           | 14 (22.2)          | 1.89 ± 0.74 |
| 3            | 56 (88.9)           | 7 (11.1)           | 1.67 ± 0.67 | 56 (88.9)           | 7 (11.1)           | 1.78 ± 0.63 |
| 4            | 42 (66.7)           | 21 (33.3)          | 2.11 ± 0.74 | 56 (88.9)           | 7 (11.1)           | 1.89 ± 0.57 |
| 5            | 56 (88.9)           | 7 (11.1)           | 1.56 ± 0.69 | 42 (66.7)           | 21 (33.3)          | 1.76 ± 0.92 |
| 6            | 63 (100)            |                    | 1.44 ± 0.5  | 56 (88.9)           | 7 (11.1)           | 1.67 ± 0.67 |
| 7            | 49 (77.8)           | 14 (22.2)          | 1.89 ± 0.74 | 49 (77.8)           | 14 (22.2)          | 1.56 ± 0.84 |
| 8            | 63 (100)            |                    | 1.78 ± 0.42 | 63 (100)            |                    | 1.67 ± 0.48 |
| 9            | 63 (100)            |                    | 1.56 ± 0.5  | 49 (77.8)           | 14 (22.2)          | 1.44 ± 0.84 |
| 10           | 42 (66.7)           | 21 (33.3)          | 1.89 ± 0.88 | 56 (88.9)           | 7 (11.1)           | 1.67 ± 0.67 |
| 11           | 42 (66.7)           | 21 (33.3)          | 1.89 ± 0.88 | 56 (88.9)           | 7 (11.1)           | 1.33 ± 0.67 |
| <b>TOTAL</b> | <b>55 (86.87 %)</b> | <b>8 (13.13 %)</b> |             | <b>54 (85.86 %)</b> | <b>9 (14.14 %)</b> |             |

In all, the overall leadership effectiveness index was high (86.37 %) for both institutions with a small minority on the contrary. This is indicative of effective leadership of the tertiary institutions in Ghana.

#### 4. Discussions

The leaders in the two institutions perform certain roles for the smooth running of the institutions and improvement of the institutional performance. The manner the leader performs these roles and directs the affairs of the institution is referred to as his/her 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. Whether a leader emphasizes the task or human relations is usually considered central to leadership style.

In view of the above, it can be deduced that, the leaders of both institutions believes that lecturers can be highly involved and enjoy their work. Thus, they work with the lecturers as a team to create a good working environment where everybody is committed to the achievement of the organizational goals. The leader delegates tasks to lecturers and give them freedom to utilize their initiatives to accomplish set objectives. A tension-free atmosphere is thus created by involving lecturers in all organizations' activities and team spirit is emphasized. Thus, lecturers are motivated to believe in the organization's mission and work towards the achievement of the organizational goals. Personal problems are attended to and there is element of trust and respect within the organization (Clark, 2010).

This outcome is in consonance with 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 see themselves as responsible for redefining educational goals rather than for implementing existing programs; must structure participative leadership that considers teachers as professionals and must foster unity of purpose and empowerment. It also affirms the assertion of Leithwood (1992) that effective leaders are those who emphasize participative decision-making. The study established that team leadership is the leadership style adopted by the leaders of the institutions under study. This means that heads of departments of the institutions are both concerned with task and the well being of the lecturers.

Team leadership style is a goal-oriented team approach that seeks to achieve maximum performance through participation, involvement and commitment. The heads work with the lecturers as a team to create a good working environment where everybody is committed to the achievement of the organizational goals. The heads delegates tasks to lecturers and give them freedom to utilize their initiatives to accomplish set objectives. However, from the study and also through the literature reviewed, it is clear that leadership is a very important component and a critical ingredient in the process of improving the standard of education in Ghana.

Energy runs through everything as such is a valid concept to study. All things, animate and inanimate have energy. Shirom (2005) stated that 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 thus providing the organization with a unique character by playing a role in the organization's ability to be successful (Tosey & Llewellyn, 2002). As educational leaders, our energy is the best hope for creating effective leadership for institutions that feel alive.

From the energy levels that were obtained, the institutions that were studied possess an awesome energy and the leaders only need to release these energies and focus it appropriately throughout the institutions. These energies are positive ones that promote passion, satisfaction and other affirmative emotions among lecturers and their heads 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 lecturers. At the collective level, energy ebbs and flows in an organization thus providing the organization with a unique character by playing a role in the organization's ability to be successful. As heads of departments, their energy is the best hope for creating effective leadership for institutions that feel alive. The energy level that was realized was enough to make the organization effective.

Effective leadership requires a person 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 a person who possesses strong interpersonal skills, who has the ability to communicate and work with all educational shareholders. This becomes even more important at the tertiary level.

As can be seen from the results above and based on the standard set by the researcher, it can be concluded that the leaders of the two institutions are effective and this confirms Fullan (1992) 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 see themselves as responsible for redefining educational goals rather than for implementing existing programs; must structure participative leadership that considers teachers as professionals and must foster unity of purpose and empowerment.

Evans (1993) also tells us that leaders must aim not at manipulating subordinates, but at motivating followers who invest themselves actively. This requires leaders who are skilful, but who are credible. According to Evans, to be credible, the leader must be authentic. Authentic leaders link what they think, what they seek and what they do. This result also means that the lecturers share the same positive perception about their leaders. Kouzes and Posner (2003) also asserted that "Leadership is a team effort". Effective leaders work with others to make them strong, capable, and committed to the organizational mission and vision.

Effective leadership in institutions of higher education depends largely on the ability of the leader to balance the human and the economic sides of her or his responsibility (Birnbaum, 1988). In other words, the leader's ability to develop valuable relationships both within the institution and outside of campus, her or his ability to engage in complex thinking, and the ability to use multiple frames of reference to analyze problems are crucial to successful leadership within higher education. The study also established that the lecturers share the same positive perception about their leaders. Effective leaders work with others to make them strong, capable, and committed to the organizational mission and vision. From the indications of the lecturers, leadership in both institutions is a team effort. In all, the overall leadership effectiveness index was high for both institutions. This is indicative of effective leadership of the tertiary institutions in Ghana.

## 5. Conclusion

This study has shown in a comprehensive breakdown of quantitative data, a general preview of the situation facing leaders and lecturers of two tertiary institutions in Ghana. Furthermore, the figures and descriptive information have provided an overall synopsis of the leadership situation in the tertiary institutions studied.

While the information specified here was not intended to provide statistical accuracy in relationship to the sample of respondents, all of the information gathered has relevance to the subject herein which is lecturers feel about the leadership styles and the leadership effectiveness of their heads of departments. The lecturers confirmed team leadership as the leadership style adopted by heads of departments of both institutions. Thus the leaders had concern for high academic work, they are also concern about the wellbeing of the lecturers and this motivates them to give off their best.

By and large, majority of the lecturers indicated high leadership energy for their leaders. From the energy levels that were obtained, the leaders' possess an awesome energy and they only need to release these energies and focus them appropriately throughout the institutions. These energies are positive ones that promote passion, satisfaction and other affirmative emotions among lecturers and their heads. Overwhelm by the styles and energies of the leaders of the two institutions, the lecturers rated their leaders as effective with a percentage of above 80%.

In conclusion, there is a very genuine acceptance that leadership is a very strong predictor of school performance and as such the study established that among the pillars on which education is anchored is leadership. And as such if leadership is expected to have a pronounced effect on our education, it must be team leadership. Effective leadership in institutions of higher education depends largely on the ability of the leader to balance the human and the economic sides of her or his responsibility. In other words, the leader's ability to develop valuable

relationships both within the institution and outside of campus, his or her ability to engage in complex thinking, and the ability to use appropriate leadership style to analyze problems are crucial to successful leadership within higher education.

## 6. Recommendations

This study sought to analyze the leadership styles and effectiveness of heads of departments in two tertiary institutions in Ghana. The researchers recognized from literature and experiences from observations of leadership in tertiary institutions that there are many leadership styles employed by the heads. The following recommendations were made by the researchers;

1. Appointments of Head of Department by Management Board Members should be based on the working experience of the lecturer at the institution in order to exhibit more leadership energy in the performance of work
2. Heads of Departments should accept and adopt the concept of team leadership in order to work collaboratively with other lecturers to ensure efficiency in the performance of work and achieve institutional mission.
3. Heads of Departments should adopt delegation of duties to other colleague lecturers with some amount of freedom to operate in order to ensure the total achievement of institutional goals.
4. To achieve institutional goals Heads of Department should be more effective in order to motivate other lecturers to be more committed to the task.

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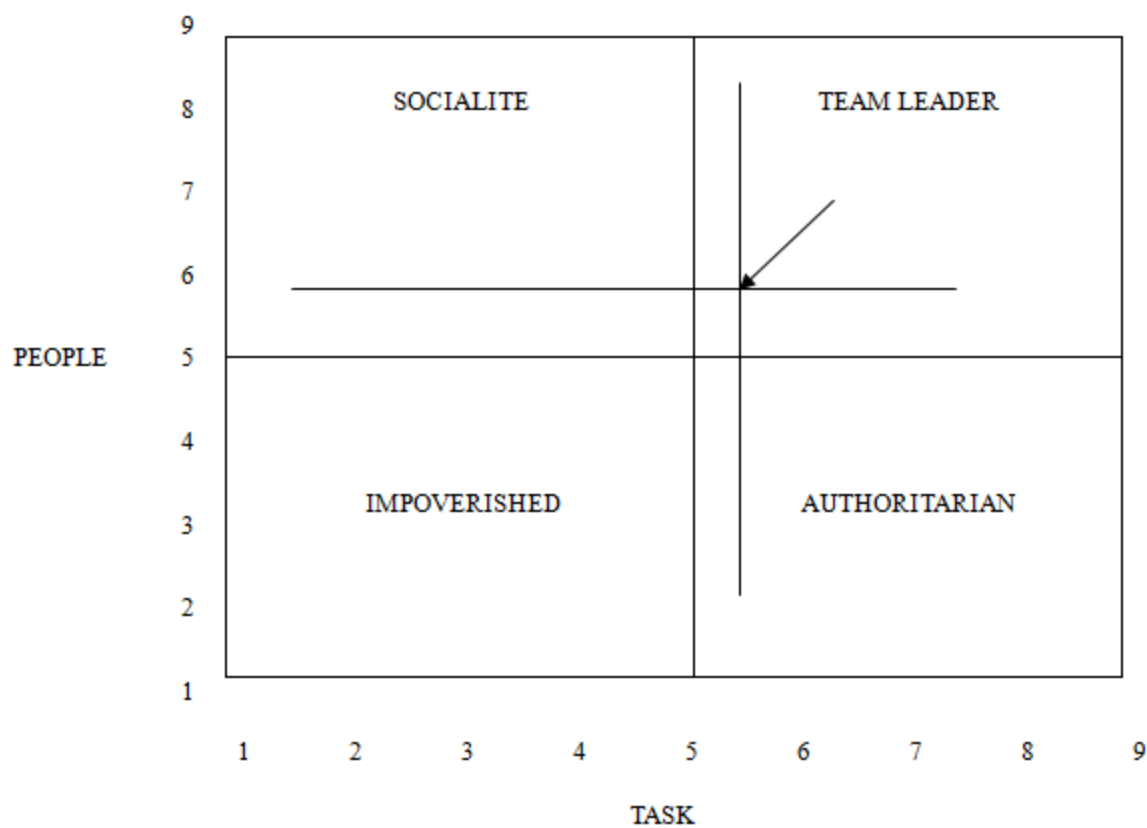


Figure 1: Leadership styles of two tertiary institutions in Ghana

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