

**Ensuring Quality Leadership and Management in Ghana Tertiary
Education**

By

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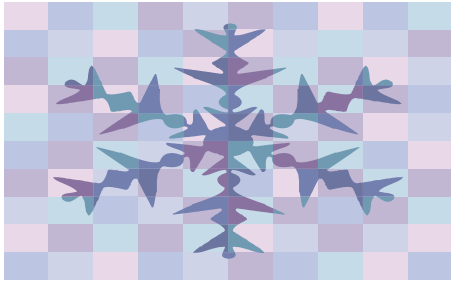
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This is to certify that Ivy Asantewa Owusu's thesis chapters on: 'Ensuring Quality Leadership and Management in Ghana Tertiary Education', has been edited in terms of language usage, style, expression and consistency. I corrected punctuation, spelling, sentence construction, number and concord and minor language errors. I also suggested ways in which she could structure the thesis to ensure congruence between the chapters.

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I wish the author success with the submission of a very interesting study.

Beverley M. Malan (Dr)

DEDICATION

This study is dedicated to:

My father, Mr. Edwin Bekoe Ofori and my mother, Mrs. Charlotte Bekoe Ofori, also known as (Née Charlotte Dedaa Amoah), who are both retired Educationists, for nurturing me giving me with continuous advice that has brought me this far in life.

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ABSTRACT

This qualitative study explores "Ensuring Quality Leadership and Management in Ghana's Tertiary Education." The study was underpinned by transformational leadership theory. The researcher used in-depth semi-structured interviews and document analysis to explore quality leadership and management in Ghana's tertiary education, the leadership styles used the effects of the leadership styles in ensuring quality leadership and management, the challenges faced, and how they were addressed. The population of the study consists of leaders and managers, as well as teaching and non-teaching staff selected from six (6) Colleges of Education in the Eastern Region of Ghana. The total number of participants in the study was thirty-two (32). A constructivist interpretivist approach was followed to provide balanced, sound, and educationally accountable recommendations. The theory was an effective lens for gaining insight into the link between the study. This assisted in showing how leaders and managers in Ghana ensure quality leadership and management in tertiary education. The study adopted qualitative content analysis (QCA) approach to analyse the data obtained. The study revealed that leaders and managers in Ghana's tertiary institutions use different leadership styles in managing their institutions; however, they experience specific challenges as documented herein. Among the challenges experienced by the leaders and managers are political interference, ideological differences, capacity building, corruption, short tenure in office, management style adopted, change in government, lack of infrastructure, lack of human resource, and lack of flexibility in organisational structure and line of authority. In the same way the followers also had some challenges. These are but not limited to mentoring, effective communication, organisational development, delegation and coaching abilities. The study recommended measures such as less government intervention, avoidance of ideological disputes, infrastructure and logistics development, managerial skills training, acceptance of the TQM principle, capacity building and having a robust internal control system in place. As a result, policies, practices, and future studies need to critically examine leadership and management in Ghana's tertiary institutions. The study's unique contribution is that quality leadership and management can be achieved using a transformational leadership style, which is the primary situational determinant of leaders' behaviour towards subordinates, due to the different tertiary institutional contexts. Therefore, policies, practices, and future studies need to explore

the dynamics and insightful results occurring in Ghana's tertiary institutions to ensure quality in leading and managing them.

Keywords: Leadership, leadership styles, employee performance, quality leadership

LIST OF ABBREVIATIONS

| Abbreviation | Expanded definition |
|---------------------|--|
| CoE | College of Education |
| EFA | Education For All |
| EL | Educational Leadership |
| HEIs | Higher Education Institutes |
| NSES | National School Effectiveness Study |
| QCA | Qualitative Content Analysis |
| QL | Quality Leadership |
| SLT | Situational Leadership Theory |
| STLMoE | Strategic Transformational Leadership Model of Education |
| TE | Tertiary Education |
| TLT | Transformational Leadership Theory |
| TE | Tertiary Education |
| TQM | Total Quality Management |
| UAE | United Arab Emirates |
| UNISA | University of South Africa |
| UPE | Universal Primary Education |

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CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

Significant and rapid changes are putting pressure on educational systems to improve the quality of leadership and management in higher and tertiary education institutions (Maguad & Krone 2012). Without great leadership and management, it will be impossible to achieve the desired outcomes in higher learning institutions. According to French and Raven (1959) there are five sources of power, namely: Legitimate power based on the position; Reward power which is the ability to reward compliance; Expert power based on skills and knowledge; Referent power based on respect from others; and Coercive power used for punishment for non-compliance. A leader should know these sources of power to understand how to influence others. Having a system based on the principles of comprehensive quality management is essential for effective leadership and management. Effective leaders attend to both structure and culture, continuity and change. They are both managers and leaders as well as transactional and transformational leaders. This means that no single leadership model adequately describes the expectations and reality for contemporary leaders. When competent leaders and managers are in place in postsecondary institutions, operations improve because they receive direction and reinforcement.

Managing a tertiary institution requires the leader to perform functions of planning, organising, leading and controlling using management principles such as: Human relations of showing kindness and friendliness; Bureaucratic principles of ensuring rules and regulations are adhered to; Fundamental principles of being responsible for institutional actions taken and delegation of authority because leaders cannot be everywhere. Quality and improvement in tertiary institutions are traced back to effective leadership and management. Nwachukwu Agbor and Chinyere (2017) found that excellent academic management and leadership are more inextricably intertwined with the transformative, developmental, and visionary trajectories of their respective institutions. Organisational leadership's duties include boosting productivity and ensuring continued existence essential for expanding access to higher education for all (Appiah-Adu and Amoako 2016). Management and leadership skills should be

directed at fostering growth and improvement from inside the institution. Quality is never accidental; it is the result of careful planning, careful execution, and careful consideration of all relevant factors in making the best possible decision (Appiah-Adu and Amoako 2016). To "make informed decisions about which universities to attend," stakeholders in education "require reliable information about educational leadership quality" (Kafui 2015:13).

Management at all levels of tertiary education institutions should be abreast of developments in effective institutional leadership. For an institution to succeed, its administrative head must "have the skills and capacity to manage and steer the institution's affairs in order to achieve the institution's stated achievable objective goals" (Kafui 2015:13). Therefore, a well-evaluated educational procedure is essential to boosting institutional performance and satisfying clients. Part of the process involves "meeting accountability standards specified by clients who pay for the process or the outcomes from education leadership" (Brende 2015: 1). Key aspects of leading and managing higher education institutions include offering a high- quality education, nurturing students' talents in a value-added way, meeting accountability benchmarks, and maximizing tuition fees.

Actions are required for effective educational leadership, which is the process of influencing others to accomplish goals in educational contexts. Authority, which can originate from hierarchical connections or elsewhere, is necessary for influencing others. Those in positions of authority within educational systems have the power to inspire change via their own actions. Although it is expected that those in positions of educational leadership will act responsibly, this does not necessarily mean that they will be held accountable for the success or failure of the educational system over which they preside (Connolly James Fertig 2017). Delegation is an essential aspect of educational management since it implies a hierarchical structure and allows for the assignment, acceptance, and carrying out of responsibility for the smooth operation of a system in which others participate in an educational institution.

"Bringing the responsibility" is a metaphor for a mental attitude that does not require any specific actions but often motivates them. Such deeds are vital to the institutional functioning of educational institutions. Therefore, there is a significant conceptual

divide between educational management and educational leadership (Connolly and Fertig 2017). Leadership and Management are used interchangeably in the education context, although they are different. Educational leaders direct the actions of people set the pace at the institution. In addition, their leadership is characterised by adaptability, flexibility, and the maintenance of good relations. The best way to ensure long-term success and prosperity is through investment in the people's education. Therefore, developing a nation's leaders and managers can aid in the country's education progress (Brende 2015: 3). Consequently, there is a consistent rise in concern over the years for ensuring excellent management and leadership in postsecondary institutions.

Daring academic leadership and management, as well as a coordinated effort to improve performance, are required for institutional and cultural transformation (Hofmeyer Sheingold and Kloppe 2015). However, determining and understanding what makes great leadership and management is a difficult task in all walks of life. Leadership is a well-studied human theory that develops over time. Academics and writers have variously defined the concept of leadership. Therefore, it seems as though the definitions are unclear. Thus, it is essential to acknowledge that there is no single correct description; however, the numerous definitions may help us appreciate the wide range of tasks that affect leadership. Therefore, leadership refers to the process through which leaders help their followers improve in areas such as self-awareness, information, competence, motivation, integration, and equilibrium (AlKhajeh 2018).

Achieving an organisation's objective depends on the efforts of its members, and good leadership that motivates them to work harder to provide better results and succeed in future processes (Aldholay. Abdullah Abdulsalam and Al-Shibami 2018). Every leader needs to understand the goals, objectives, and aspirations of the groups and individuals with whom they work, through the exchange of ideas. Amanchukwu Stanley and Ololube (2015) state that leaders are accountable for guiding their teams to success through the strategic allocation of time, talent, and treasure. It is an approach of getting other people to help you by convincing them and setting a good example. The ability to influence people is crucial to effective leadership, as it demonstrates the leader's ability to motivate followers to take action.

The term "management" is used to describe the activities and responsibilities that are essential for achieving an organisation's goals through the most efficient and effective use of its resources. Management is the set of activities that lead to the accomplishment of the goals of an organisation, including planning, organizing, coordinating, and training, monitoring and evaluating (Ibrahim & Ali 2017). Management is viewed as a creative process that combines and uses available resources in novel ways by Kistan Gardi Sabatini Ramasamy and Batuwangala (2017). A manager is given the responsibility of coming up with ideas and implementing them with the help of other people and uses skills like planning, organising, staffing, leading, and controlling to steer an organisation toward its goals. In fact, "management" is described as "the process by which material, human, financial, informational, and technological resources are organized, mobilized, and utilized to achieve predetermined goals" (Girmanová olc Blako & Petrĳ 2022).

According to its definition and the list of tasks performed, management appears to be an intricate field of study. In order to grasp management's complexities, it is crucial to acknowledge the field's depth in addition to its breadth and height. There is not a single tier at which management takes place, nor do all managers have the same level of expertise in all business functions. Management in higher education institutions can facilitate change by recruiting and employing qualified lecturers and providing their students with the tools they need to succeed.

The presence of motivation has an effect on the performance of an organisation because it occurs throughout the leadership process, which involves contact between the leader and the follower (Saleh Nusari Habtoor and Isaac 2018). Leadership's goal is to boost productivity so that everyone involved benefits more (Kaleem Asad and Khan 2016). If higher education is to produce better teachers and learners, managers must support and back up their faculty members. Kaleem Asad and Khan (2016: 145) cite Nelson Mandela's analogy of a leader to a shepherd stating, "A leader is like a shepherd." The slowest sheep are led ahead as the rest of the flock follows along, oblivious to their leader's movements. The rapid expansion of universities means that traditional management strategies can no longer produce the results higher education executives need. Positive shifts in educational policy and practice are the responsibility of educational leadership (EL) (AlKhajeh 2018).

Tertiary educational leaders are valuable to educational systems or institutions and to the development of future educational leaders. In addition to their administrative duties, they may hold the position of department head or faculty member. According to (Brende 2015: 7), "an educational leader is a person tasked with raising the academic quality of an educational institution." Leaders "tend to be rather constant in their attempts to influence the behaviour of others," which means that everyone has their own unique responses to different people and situations. The leadership style is a pattern of actions that has a major effect on results (Brende 2015 p. 7). According to Shamaki (2015), educational leadership is a means to an aim, thus, leaders can employ any suitable leadership style they see fit. A democratic and transactional leadership style can foster an open environment where colleagues have a strong sense of camaraderie (Shamaki 2015). Leaders that employ a wide range of leadership styles mix and match characteristics, skills, and actions to engage in dialogue with their subordinates.

1.2 PROBLEM STATEMENT

While it is widely accepted that leadership and management have an impact on the attitudes and performance of followers, research on leadership and management in higher education institutions, particularly in Ghana, is lacking. Quality is a great and exciting challenge to Higher Education (HE). Providing quality services from Higher Education Institutions is the key to differentiate between competitors as well as ensuring sustainability for a long period (Govender Veerasamy and Noel 2014). According to Nadim and Al-Hinai (2016), quality in education is a very vital issue because HEIs are accountable to several stakeholders such as students, society and others. In addition, the quality of HE is one of the most significant aspects of the creation of knowledge, human resource development and social force for any country. According to Becket and Brooks (2008) in many countries and many cultures, the issue of Quality Management has been steadily on the agenda of HEIs. The lack of urgency in the actions of leaders and managers in tertiary institutions has led to poor performance in educational institutions, highlighting the need for a holistic approach to addressing leadership and management issues (Nwachukwu Agbor and Chinyere 2017). Thus, the goal of this study was to identify how quality leadership and management in higher education institutions in Ghana is ensured. Quality

management is employed by higher education institutions to ensure that their courses and programs meet international and accrediting standards. As such, fostering quality leadership and management requires a long-term commitment and the demonstration of effective leadership.

Good leadership and management are crucial for higher education institutions as they navigate the challenges they face, and academic leaders and managers should work towards achieving the school's vision and mission. In addition, higher education institutions should establish quality assurance units to ensure effective delivery, improve student, and parent satisfaction. The issue of high student numbers in tertiary institutions is also a matter of school management. Despite, the several studies on leadership and management in education, such as those conducted by Osei-Tutu (2021) and Esia-Donkoh (2019) and Saleem et al. (2020) and Ngozi et al. (2015), and Dolly and Nonyelum (2018) and Effiong et al. (2019) and Obama et al. (2015), the others are Sukandor (2018) and Connolly (2017) and Tengi et al. (2017), none of them combined the variables of leadership and management in a single study. Therefore, this study aims to fill this contextual gap.

1.3 RATIONALE FOR THE STUDY

When conducting research, one must have a reason, or reasoning, for doing so. The rationale explains why the issue was chosen, how significant it was, and what gaps in the literature the study aimed to fill. Concisely, it is the justification for conducting the research. The rapid growth of higher education in Ghana has sparked an interest in conducting this study since it calls for a deeper investment on the part of those who oversee these institutions. Because of the early emphasis on research, the responsibilities and expectations placed on academic leaders are rapidly growing along with the number of incoming students. Waheeda and Shaheeda (2018) point out that effective leadership is crucial due to the overwhelming pressures of modern life. Creating a framework for exceptional leadership in higher education management is difficult in any country, and Ghana is no exception. A higher priority must be placed on quality leadership and management as the tertiary service sectors grow and become more exposed to globalisation processes (Kafui 2015:13). However, many people believe that effective leadership is unnecessary, particularly in the academic setting,

where factors such as academics' inherent competency and the efficiency with which they carry out their work can mitigate or eliminate leadership's effects (Saleh Nusari Habtoor and Isaac 2018). Because of these changes, traditional leadership in Ghana's universities must give way to a more transformational kind of leadership if the country is to meet its educational goals.

In order to ensure curriculum coverage, resource management, and the proper organisation of educational programs, instructional leadership is essential. Low rates of goal attainment, inefficient use of resources, and hours unaccounted for in the learning environment all point to a persistent problem: a lack of effective management and instructional leadership. All of these problems in higher education stem, in part, from a lack of strong instructional leadership. Management and leadership are responsible for ensuring that available resources are used effectively (Gopee and Galloway 2017). Rojon and Saunders's (2012) recommendation that one should try to explain why the study is important given available evidence and implications for practice served as inspiration for constructing the study's justification. The study's empirical data served as the basis for this investigation into "ensuring excellent leadership and management in Ghana's tertiary education." If successful, it will replace the current definition of excellent leadership and management in the tertiary education sector found in national policy texts with a new one. The researcher has first-hand experience with the challenges that inconsistent leadership practices in Ghana's higher education system have created in her roles as both a lecturer and a manager. Due to the challenges encountered, it was essential that leadership methods used by other heads of tertiary institutions be looked into, to guarantee effective management and leadership. There is a need to explore and assemble thoughts, opinions, beliefs, perspectives, and philosophies on how to ensure quality leadership and management in Ghana's higher institutions, despite the fact that many professionals have contributed to the advancement of education in Ghana and continue to do so.

The concept of great leadership to realise a vision and steadily grow the organisation's human, financial, and social capital is urgently needed. According to this view, in order to be an effective leader, one must first articulate a vision, then organise resources to accomplish that vision, and finally make intelligent use of those resources to advance the cause. Therefore, the concept of leadership in this setting is not limited to the

human qualities of persuasion and inspiration. Instead, the idea calls for a skill set in practical management that is essential for effective leadership across the board in the organisation (Shamaki 2015). Higher education administrators must adapt their institutions to the ever-shifting needs of society, since the world around them is constantly changing (Cobbinah and Agyemang 2020). The pressure is on for institutions to ensure that poor management and leadership do not compromise the quality of their programs in the face of increased student enrolment. Institutions need competent leadership and guidance to weather the waves of educational reform. Management and leaders in higher education institutions should demand transparency, accountability, and value from those who fund their students' pursuit of advanced degrees. When it comes to higher education, the people of Ghana are looking for leadership and management that is both proactive and transformative in order to provide the best possible service to students. Managing higher education in a developing country like Ghana was not the emphasis of my research, but rather concerns related to effective and efficient leadership and its implications. Fewer than ten percent of leadership and management studies adopted a qualitative methodology (Appiah-Adu and Amoako 2016), whereas the vast majority relied on quantitative methods grounded on positivism. The study will also cover global issues like making sure universities can keep up with the quality standards set by organisations, governments, and students.

1.4 RESEARCH QUESTION

The study was underpinned by the following main research question:

How do leadership and management practices ensure quality in Ghana's tertiary education system?

1.4.1 The sub research –questions are:

How do leaders and managers exercise power to improve quality in tertiary education?

How do leaders and managers use leadership or management differentiated approaches to improve sustainable quality in tertiary institutions?

What do tertiary education leaders and managers' preferred practices ensure quality

leadership?

What are the challenges experienced in ensuring quality leadership and management?

What views and experiences are used by tertiary education leaders to ensure quality leadership practices?

1.5 PRIMARY OBJECTIVE

The primary objective of this study was to establish how leadership and management practices ensure quality in Ghana's tertiary education system?

1.5.1 Secondary Objectives

- To establish how leaders and managers exercise power to improve quality in tertiary education.
- To examine how leaders and managers use leadership or management approaches to improve sustainable quality in tertiary institutions.
- To identify the leaders and managers' preferred practices for ensuring quality leadership.
- To examine the challenges experienced in ensuring quality leadership and management.
- To establish the views and experiences used by tertiary education leaders and managers to ensure quality leadership practices.

1.6 THEORETICAL FRAMEWORK

The theoretical framework served as a guide for this study and the settings under which it was conducted. A variety of different ideas and theories were used to create the theoretical framework. It guided the research by determining which factors to observe and how they were connected. The theoretical framework employed constitutes the applied set of related concepts. The overarching goal of the framework was to supply an appropriate method of communicating research findings that are

consistent with the prevailing theoretical frameworks in the topic under investigation (Dickson 2018). According to Osanloo and Grant (2016:13), the theoretical framework formed the "blueprint" that guided, built upon, and underpinned the research. It outlined the researcher's philosophical, epistemological, methodological, and analytic perspectives on the thesis. The researcher's comprehension, the topic's proposed exploration, and the researcher's use of important concepts and terminology all rested on a theoretical framework. Bezuidenhout (2014) argues that due to the theories, researchers were able to focus on certain aspects of the phenomenon and learn more about them. Managers and leaders who are capable of transformation understand the significance of job outcomes, motivate their employees to prioritise the company, and stimulate their "higher-order needs" (Krishna 2011 p.153). By providing intellectual stimulation, assistance, modelling best practices and fundamental values, displaying high performance expectations, establishing a productive culture, and developing a structure that encourages participation in decision making, the transformational theory proved useful (Bush and Middlewood 2013:19 20). In Chapter 2, the theoretical underpinnings were examined in detail.

1.7 RESEARCH METHODOLOGY

In this study, the term "research technique" refers to the overall framework of how the research was conducted. The research strategy included the researchers' acts of data collection, analysis, description, and interpretation (Nieuwenhuis 2016:51). Data collection and analysis techniques were separated from the research methodology (Creswell and Plano Clark 2007). Qualitative term offered a more descriptive alternative to mere numerical values and focused on abstract concepts like meaning, experience, and understanding. It went beyond a simple description of the phenomenon (Schultze and Avital 2011) and served as a lens to observe and comprehend social processes in their native habitats. It was a way for researchers and their subjects to share in an ongoing dialogue about the study's most pressing topics (Creswell 2014). The qualitative research methodology was, thus, the best option for researching how tertiary institution leaders ensure quality leadership because it helped to clarify problems in their unique settings. According to Pfaff, Bohnsack and Weller (2010), this methodology was useful for gauging the efficacy of research innovations (Clelan 2017; Rahman 2017; and Ponelis 2015).

According to Kozleski (2017), a qualitative research approach allows researchers to collaborate with those actually leading tertiary institutions in order to learn from their experiences and incorporate their insights into future studies. He contends that by taking this tack, vital concerns about educational policy and practice could be further explored. Qualitative research encouraged the gathering of data and new insights to further inform the phenomenon under study. On the other hand, Gatti and André (2010) claim that designing the data collection and analysis processes and maintaining impartiality in qualitative research is difficult. Because of the variety of data and the complexity of the analyses necessary to answer the research questions, the findings are comprehensive and multifaceted.

The study also involved rhetoric, or the choice of words and presentation of results (Creswell and Plano Clark 2007). Aspects of research remained crucial because they established norms for scholarly communication and defined what constituted acceptable conduct in the field. The research process can be separated into two groups, much like everything else. Post-positivists adopt a scientific tone when reporting their findings by using accepted terms and concepts. From a constructivist stance, the researcher's writing took on a more mystical, conversational tone in an effort to convey the original sources' emphasis on subjective meaning and experience. Data collection, analysis, description, and explanation were therefore all components of the research methodology (Nieuwenhuis 2016:51).

1.7.1 Research Paradigm

Research paradigms are a "frame of reference" through which researchers conduct their studies and draw conclusions about the world (Nieuwenhuis 2016:52). The paradigm helped the researcher present a logical story by creating a believable setting. In their definition of a worldview, Creswell and Creswell (2018:5) call the paradigm "a core set of beliefs that govern action." The researcher's paradigm "dictated which issues were worthy of exploration and what processes were required for these answers to be accepted," (Du Plooy-Cilliers 2014:19). 'The constructivist stance is that humans have multiple points of view, and the researcher's role was to uncover these points of view,' (Creswell 2016:42). The researcher in this study treated the participants as if they were experts and relied heavily on their feedback. Thus,

knowledge was considered socially constructed by the participants within a constructivist study (Gall and Borg 2010:343). This study, then, set out to investigate the means through which higher education institutions guarantee effective leadership.

1.7.2 Research Methods

Research methods refers to the tools that one uses to do research. These can be either qualitative or quantitative or mixed. Quantitative methods examine numerical data and often require the use of statistical tools to analyse data collected. Quantitative data were not collected for this study; instead, researchers relied on qualitative research methods (McMillan and Schumacher 2014:31). Scholars argue that in order to conduct a successful qualitative study, researchers must consider the methods and procedures they use to collect data, and then align those choices with an appropriate theory that can serve as the study's theoretical compass. It was consistent with the constructivist paradigm, in which a variety of realities were constructed by participants and presented to the researcher (Mertens 1998:161). The phenomenon was studied using a number of data collection methods (Stake 2010:11). Olsen (2004) explains that in order to understand how higher education institutions provide quality leadership and management, the researcher became immersed in the environment and phenomenon under study. Understanding social processes from the perspective of the participants was the primary goal of qualitative research (McMillan and Schumacher 2014:347). The focus was on how the individuals felt and how it affected their actions and reactions. Since reality is a multi-layered and interactive social experience shared by individuals, the constructivist theory holds that truth is a social construct (McMillan and Schumacher 2014:347). The constructivist stance holds that an event is meaningless in and of itself. Participants simply interpreted the event and interpreted it differently due to the event's rich potential for interpretation. My intention, as a qualitative researcher (Stake 2010:66), was to gain a deeper understanding of the nuances of the issue.

1.7.3 Research Design: Instrumental Case Study

This study employed a case study research method known as instrumental analysis. It was a thorough investigation of a limited system consisting of an action, event, process, or individuals based on a large amount of collected data (Creswell 2008:476).

Each case study was a singular, conclusive, and limited instance because a comprehensive examination could not cover too much ground. Because of the high level of education expertise represented in the sample, the need to be distinct in terms of context, period, and individual characteristics was emphasised (McMillan and Schumacher 2014:370). The participants in his instrumental case study were interviewed to examine ways to guarantee excellent leadership and management (Creswell and Creswell 2018:11). According to De Vos Strydom Fouche, and Delport (2005), the term "design" refers to the choices made by the researcher during the brainstorming and ideation stages of the study. Procedures for addressing the study problem are laid forth in the research design.

Referenced in Soma (2010), McMillan and Schumacher (2006) define research design as "a plan for gathering information that can be used to answer specific questions." Research constraints necessitated that each case study concentrate on a single, well-described event. In conclusion, the study followed a tried-and-true methodological framework called a research design. The study's plan laid forth its rationale, data collection, analysis, and confidence in the participants' responses. It was an extensive investigation into a relatively simple system (Creswell 2008) like an isolated event, procedure, or group of people. Tertiary institution leaders were the target audience for this study about ensuring quality leadership in tertiary settings. Since this was a population study, it had to be conducted at appropriate times, in appropriate locations, and with participants who were typical of that group (McMillan and Schumacher 2014:370).

1.7.4 Sample size and population

The "population" in this context is the pool of informants (the faculty and staff at the universities) who are leaders and managers in the group under study, and the sample representative of a subset of that population (Creswell 2012:142). For an example to be representative of the whole population, it must incorporate all of its characteristics (Bless Higson-Smith and Sithole 2013:164). The instances were selected using a method called "purposeful sampling," which was designed to "select information-rich examples for in-depth research" without making sweeping generalisations. These individuals were chosen because of the researcher's expectation that they would have

extensive knowledge of the subject under investigation. A great deal was learned from the few situations that were analysed in detail.

1.7.5 Data Collection methods

Researchers conducting a qualitative study must take great care in selecting the methods and procedures they use to collect data, and in aligning those choices with a suitable theory that can serve as the study's theoretical foundation. This study collected data through a variety of methods, including interviews and document analysis. They are detailed briefly below.

1.7.5.1 Semi-structured interviews

The study's data collection method consisted of semi-structured, in-person interviews with study participants. Conversations between the researcher and participants allowed for the collection of their perspectives, opinions, ideas, behaviour, and beliefs (Nieuwenhuis 2016:92-93). Semi-structured interviews were conducted instead of the more common structured or unstructured interviews. One-on-one interviews between an investigator and a research participant were relevant for gathering in-depth knowledge (Hobson and Townsend, 2010:224).

1.7.5.2 Document analysis

The researcher also used existing documents that were ready-made data sources (Merriam 1998:112). In qualitative research, the documents were helpful for gathering data for case studies (Yin 2003:87). Documents were essential since they corroborated and added to the evidence found in other places (De Vos Strydom Fouché and Delpont 2005:317).

1.7.5.3 Data Analysis

Synthesis was developed utilising the data that was analysed in real time (Ary Jacobs and Sorensen 2010:530). There were two distinct phases: describing and comprehending. During the description phase, data was evaluated, taking into account how the pieces fit together and what stood out, in order to create sense. The units extracted from the data were then categorised and arranged into themes (Ary et al.

2010:531).

1.8 MEASURES TO ENSURE TRUSTWORTHINESS

A quality study's credibility is how a researcher prepares to secure the trustworthiness of the study's methodologies and tools to produce a trustworthy study result (Noble and Smith 2015) that appropriately represents the phenomena under examination. It also refers to how a researcher wants to show the study's audience how to replicate processes to get a comparable result with assurance and evidence (Maruster and Gijzenberg 2013). Lincoln and Guba (1985) define credibility as ensuring the finding's reality and facilitating the need to understand holistically. According to White (2005:203), the truth-value determines the researcher's confidence in the findings. It is how close a study's conclusions are to reality, making them trustworthy and reasonable (McMillan and Schumacher 2014:2).

The researcher used recordings, notes, and transcripts to show data-interpretation linkages. Data from interviews were audio reordered, and documents were reviewed to cross-check whether the findings pointed in the same direction. Verification of raw data was done through member checking, corroborating findings from different participants, and an audit trail of all field studies was kept referring to when needed (Nieuwenhuis 2014). The researcher adjusted comments and recommendations through regular conversations. Credibility validated the degree to which participants' interpretations had mutual meaning to data gathering methodologies' (McMillan and Schumacher 2014:354; Gall et al. 2010:356-359).

1.9 ETHICAL CONSIDERATIONS

According to Stake (2010:28), all researchers must follow ethical considerations, which are rules to follow to protect participants. As a result, the researcher applied for ethical clearance from the University of South Africa and wrote a letter to the relevant Ghana authorities requesting access, outlining the study's purpose and data collection procedures. I also sent the participants a letter with thorough information encouraging them to participate in the study. The invitation letter addressed and described the ethical considerations. The study was completely voluntary, and participants were free to drop out at any time (Harris Macsween & Atkinson 2017).

In the entire research process, I ensured that all private information on the research participants is kept confidential and anonymous. I concealed the names and location of all the participants by using letters and numbers to refer to the participants (Kaiser 2009), although Saunder Kitzinger and Kitzinger (2015), point out that it is very difficult to attain full confidentiality and anonymity without losing some valuable insight into the meanings and richness of the data. I sought consent and permission before I could access the participants and records (Powell Fitzgerald Taylor and Graham). The researcher reported all data as accurately as possible, adhering to the research culture of respect for human dignity and participant welfare. Through their participation, participants gained valuable knowledge, skills, and experience.

1.10 SIGNIFICANCE OF THE STUDY

In Ghana's tertiary education, the phenomenon under investigation revealed how quality leadership and management were ensured. The research is significant because it built on previous research about the effectiveness of leadership and management in higher education institutions. The contributing narratives had the potential to provide a better understanding and knowledge of how tertiary education institutions ensured quality leadership and management. Individual and collective accounts of tertiary institution leaders and managers contributed to the emerging literature base and addressed gaps in the literature. As a result, the research added to the theory of educational leadership and management, as well as to the growing body of knowledge in the field. The study will also provide practical and theoretical knowledge to higher education stakeholders, experts in tertiary education management, and policymakers in Ghana. Furthermore, the outcomes of the study will pave the way and act as a process for establishing a model to improve tertiary education leadership and management globally. This addition to current information will act as a point of reference for researchers and serve as the foundation for future research. As a result, policymakers can use it to develop, implement, and evaluate leadership and management strategies in tertiary education institutions benchmarking it across the country and around the world.

1.11 CONCEPT CLARIFICATION

1.11.1 Leadership

Leadership is about helping others to grow and achieve their greatest potential. It is about giving others the necessary tools and methods to help an organisation succeed and people live better lives. The operational definition of leadership used in this study is "a process through which an individual inspires a group of individuals to attain a common goal"(Ibrahim and Ali 2017).

1.11.2 Management

Strategic planning, creating targets, managing resources, deploying the people and financial assets needed to achieve goals, and measuring results are all part of the management process. Recording and preserving facts and information for later use by others is also part of management. Managers and supervisors are not the only ones that perform management tasks. As part of his or her employment, every employee has some management and reporting responsibilities. The act, attitude, or practice of managing, handling, overseeing, controlling, and organizing resources is also referred to as management (Makhurane 2017).

1.11.3 Education

Education encompasses both the act of imparting knowledge to others and the process of absorbing information from others. Education is the acquisition of knowledge through schooling or instruction, as well as the teaching institution. Education is a branch of study that focuses on school teaching and learning methods, as well as the knowledge and growth those results from a learning process (Ibrahim and Ali 2017).

1.11.4 Quality

Quality describes how good something is in comparison to similar items. When applied to people, it refers to a distinguishing characteristic or set of characteristics. In this sense, the term can also be applied to objects. The totality of qualities and a characteristic of a product or service that meets a certain requirement is referred to as

quality. When anything is compared against other similar items, it is said to be of high quality. It can also refer to the level of skill with which someone does a task (Ibrahim and Ali 2017).

1.11.5 Transactional Leadership

Transactional Leadership: This refers to the process of providing rewards for effort and recognised good performance and maintaining the status quo by taking corrective actions when subordinates do not meet up to, standard performance levels to improve achievement (Odumeru and Ifeanyi 2013). In the current study, this describes a type of leadership style of the leaders and managers in the tertiary education environment.

1.11.6 Instructional Leadership

Instructional Leadership is the effort to improve teaching learning by defining the institution's mission, managing the instructional programme effectively, and promoting effective teaching- and learning climate (Hallinger 2001). In the research, this refers to a type of leadership style of the leaders and managers in the tertiary education environment.

1.11.7 Transformational Leadership

Transformational leadership is a leadership style that focuses on a team's encouragement to achieve overall success. The team can connect itself to a broad vision or common goal through increasing morale and self-confidence (Lacerda 2015). In the context of the research, this refers to one of the leadership styles that could be adopted in the tertiary education environment.

Figure 1.1 Map of Ghana



The CoEs of situated in the region are Presby College of Education, Methodist College of Education, Abetifi College of Education, Kibi College of Education and Mount Mary College of Education as well as Seventh Day Adventist College of Education There are also other public and private tertiary institutions in the region. Among them are All Nations University, Koforidua Technical University, University College of Agriculture and Environmental Studies, Ashes University and University of Environmental and Sustainable Development.

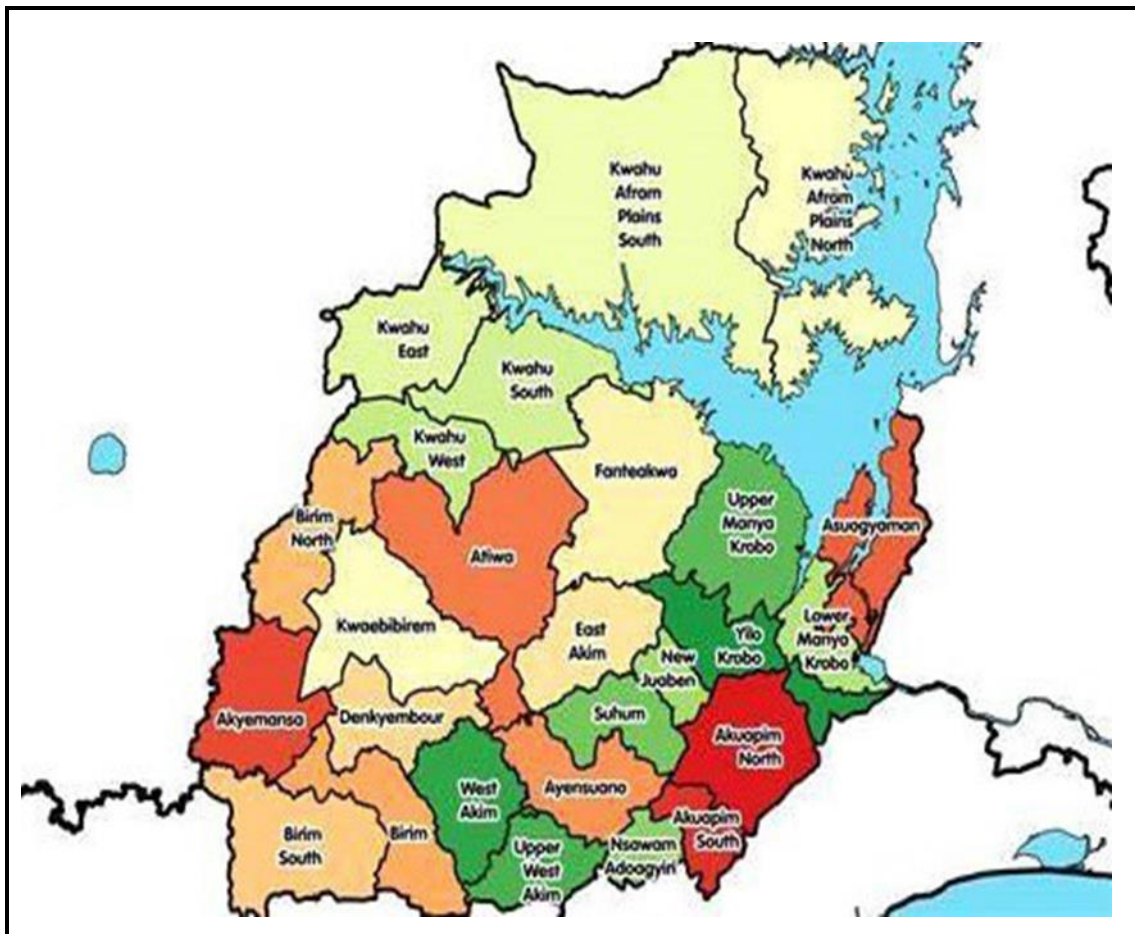
Figure 1.2: The 16 Regions of Ghana (New Map)



1.11.9 Eastern Region of Ghana

The study was carried out in Ghana's Eastern Region. The Eastern Region is one of Ghana's sixteen (previously ten) administrative regions, located in southern Ghana. The Bono East Region and Ashanti Region border Lake Volta on the east, on the north by the Ashanti Region, on the west by the Ashanti Region, on the south by the Central Region, and on the north by the Greater Accra Region. Eastern region is in Southern Ghana and its capital is Koforidua. It has a population of 3,377,593 (2021 census). Some major towns in the region are Somanya, Asanankese, Nkawkaw, Akim Oda, Suhum, Nkawkaw, Kede, Akropong and Dodowa.

Figure 1. 3: Eastern Region of Ghana



CHAPTER DIVISION

This research is organized and divided into six main chapters.

Chapter One

This chapter provided background information, including the problem description, research questions, study purpose, goals, and objectives. The study's justification/rationale, brief research methodology, research problem, research questions, purpose, aims and objectives, preliminary literature evaluation, theoretical framework, research methodology and design, limitations and delimitations, and conclusion were then examined.

Chapter Two

This chapter examined the theoretical assumptions of this study. The theoretical framework provided the exposition of the theoretical framework that underpinned the study.

Chapter Three

This chapter presented the empirical literature on the study. The main thematic areas looked at are Quality Leadership, Types of Leadership Styles and their Implication for the management of Tertiary Education in Ghana.

Chapter Four

The research design and methodology gave an extensive description of the research approach and a detailed discussion. The chapter presented the study's methodology, research approach, population and sampling, instrumentation and data collection, credibility and trustworthiness, and data analysis and interpretation approaches.

Chapter Five

This chapter presented the findings and discussed the thematic areas as per objectives. In addition, the chapter gave a detailed discussion of data presentation, analysis, and description of the reviewed literature and theoretical framework provided.

Chapter Six

This chapter summarized findings, presenting conclusions and recommendations based on the research outcome.

1.13 CHAPTER SUMMARY

The research investigated how Ghana's tertiary education system ensured quality leadership and management, as well as the leadership styles used by different tertiary institution leaders to ensure quality leadership and management. This chapter gave a

broad overview of the study, including its background and rationale. The study design and techniques, as well as the problem statement, research questions, and discussion of aims and objectives, were all discussed. The research topic and significance of the study were presented, as well as alternative approaches to answering the research questions. The expected contributions of the study were then discussed, as well as research philosophy and paradigms. This chapter also included the research methodology, which included data collection instruments, data analysis methods/tools, the study's demography, sample size, and sampling processes, as well as the study's restrictions and delimitations. The chapter also described how the study's data was verified to be credible and trustworthy. Finally, a chapter overview functioned as a timetable for the full study as well as a synopsis of Chapter 1.

CHAPTER TWO: THEORETICAL FRAMEWORK OF THE STUDY

2.1 INTRODUCTION

Previous chapters described the study's context. This chapter additionally detailed the research idea. The study examines how Quality Leadership and Management in Ghana Tertiary Education was ensured. Transformational leadership theory underpinned the research on tertiary leadership and management. The chapter assumes that research's theoretical framework drives new knowledge and design. Theories provided study ideas and variables and established ontological and epistemological perspectives. Although some claim that theory is not always needed in research, theory remained commonly accepted. Most research theories were essential. Studies that are not grounded in the present body of knowledge are less likely to identify and analyse conceptually grounded issues and provide limited and ungeneralisable conclusions.

This chapter outlined the inquiry's theoretical foundations and covered transformational theory's role in the study's conception, its philosophical framework, and its conclusion. This chapter is inspired by James MacGregor Burns (1978), who argues that a theoretical framework in research is the foundation for new knowledge and a structure for study design. Theory outlined the study's ontological and epistemological perspective, identified the ideas and variables under investigation, and summarised the problem, study's goal and importance, research question, literature review structure, and data collection and analysis methods. Experts believe a useful theory form a theoretical framework.

2.2 CONCEPT OF THEORETICAL FRAMEWORK

To guide the research and facilitate evidence analysis, it was required to settle on an overall theoretical framework from the vast body of literature on leadership and management in higher education. The framework integrates fundamental theoretical paradigms to provide a coherent picture of the role of leadership and management in fostering development at higher education institutions. Theories are "ideas and opinions" that are deliberately formed to reflect particular scientific knowledge, as defined by Botha (2013:11). Wellington (2015:22) suggests that theories can help us

grasp societal issues by taking the shape of a framework or metaphor. Blatter's (2012) idea of transformational leadership theory (TLT) that recommended conducting the research because of the importance of leadership and management in the productive interaction of leaders and followers guided the research. This concept revolved around leaders who inspire and motivate their people to grow and develop. Theory is then defined, its significance and qualities discussed, the transformational leadership theory introduced, and the chapter is concluded.

2.3 THE MEANING OF THEORY

According to (Bezuidenhout 2014:38), a theory is an organised set of assumptions, concepts, principles, and relationships that a researcher employs to explain a phenomenon or certain aspects of human experience. Theories are "man-made" (Bezuidenhout 2014:40) and "provide alternative ways of looking at a problem." They form the basis of a research project by providing the conceptual and theoretical framework within which data is collected, assessed, and understood (Bezuidenhout 2014:38). The thought process provided researchers with a map by which to organise their observations of the occurrence. Ngulube Mathipa and Gumbo (2015:45) define theory as a set of concepts used to explain a phenomenon. According to Bezuidenhout (2014:37), theories benefited researchers in narrowing their attention and gaining a more thorough knowledge of the phenomenon under study. Like a pair of binoculars, a theory can help you view an object in the distance in your field of study. Literature not only integrated the many stages of the research process (Bezuidenhout 2014:58), but also helped the researcher create a theory that underlay understanding of the issues researched (Ngulube et al. 2015:50).

The study's theoretical framework established the study's disciplinary context (McMillan and Schumacher 2006). According to Fremont and Rosenzeig (1972), the tertiary institution arrived at its ideal state because of feedback informing the system to react to a negative influence by exercising quality leadership and management for remedial action. Therefore, the transformational theory is used as a framework to foresee such problems and to come up with innovative measures before they can harm the institution. Control can be achieved through constant monitoring of the system. and through interactions between the various parts of the system - including

communication, consultations, authority, responsibility, relationships, policies, and procedures to make it work as a whole.

Higher education is most effective when its many parts function as one unified completely. Those in charge of the organisation's day-to-day operations are tasked with guiding the establishment toward its stated aims and to mobilise the community for institutional development projects via interconnected channels of communication. Drawing on the prior debate on the meaning and utility of theories in qualitative research and reflecting on the ideas of a wide range of scholars (Mampane 2017; Makhurane 2017), the researcher argued that quality leadership and management aimed to increase performance, depending on the context and conditions where it was used. Accordingly, the researcher grounded the study on the TLT theory, with the understanding that quality leadership and management interventions define the scope of the engagement, the path it would take, and the outcomes that can be expected (Makhurane 2017).

2.4 THE IMPORTANCE OF THEORY

Theories are a set of related ideas that explain the workings of the natural world and lead to new insights. According to the goals of the research process, theories can be either descriptive (as in Ngulube et al. 2015:52) or explanatory (as in Ahsbahs and Prediger 2006:54) or prescriptive (as in Ahsbahs and Prediger 2006:54). To begin comprehending the phenomenon under study, the TLT theory was used in this qualitative research (Ngulube et al. 2015:58). Theoretical explanations were crucial in the investigation, according to Bezuidenhout (2014:43) and Ngulube et al. (2015:54) because they popularise inconsequential ideas and aid researchers in spotting new patterns and avenues of inquiry. The purpose of prescriptive theories were to make recommendations about the real world, while the purpose of explanatory and descriptive theories were to understand the social environment.

Theories aid in the interpretation of evidence, to keep knowledge from becoming dispersed, and to provide theoretical explanations for a more thorough grasp of the topic at hand (Ngulube et al. 2015:52). Theories also serve other purposes, such as categorising a wide range of experiences, picking out the most important aspects of a phenomenon to examine, and clarifying the connection between different ideas. Finally

yet importantly, the researcher's ability to challenge social and cultural practices and to foster new ways of thinking and feeling were both facilitated by theories. According to several scholars' research, theories are "a well-structured set of ideas tested and found valid and reliable in explaining the nature of certain phenomena, or the relationships between or among certain variables" (Cypress 2017). Qualitative research was formed by theories, which provided direction and light for the study's subject, in order to articulate the study's ontological, epistemological, and methodological underpinnings (Bradbury-Jones Taylor and Herber 2014). The aforementioned academics also contend that theories play an important role in research by helping to portray, describe, forecast, and explain the significance of the topics being studied.

The use of theory in qualitative research can occur at five distinct stages: (1) when no theory is used at all; (2) when some theory is used; (3) when only some theory is used; (4) when some theory is used retroactively; and (5) when all aspects of the theory are used throughout the study. Because theory served as a beacon throughout the entirety of the investigation, this study adhered to a high level of theoretical rigor. Creswell (2014) argues that theory, being a coherent framework that provides a connection between two or more variables, helps to illuminate qualitative research. This research used theory to decipher a social phenomenon and explain it. A greater understanding of the problem at hand was provided by the hermeneutic tradition, an accepted method of explaining unusual phenomena by highlighting their peculiarities.

According to Creswell (2016), theory sheds light on the investigation's target problem and guides choices about what information to gather and analyse. Creswell argues that a researcher can better handle a "rich, detailed description of a central phenomenon" by employing theory in a phenomenological study. Similarly, theories aided the study of social organisation and the reasons for particular forms of human interaction (Blatter 2012). According to the aforementioned scholars, theories not only provide a "framework" for analysing data in research initiatives, but also serve as "lenses" through which researchers can examine issues of relevance. This meant that the idea had to be presented early on in a phenomenological and ethnographic study in order to widen our perspective on the subject (Casanave and Li 2015).

Based on what was said above and what other scholars think about the necessity of good management and leadership in bringing about institutional change (Brauckman and Pashiardis), the researcher used James MacGregor Burns's (1978) theory of transformational leadership since it best explained the data (Dedering and Mueller, 2011; Luginbuhl Webbink and de Wolf 2009; Macharia and Kiruma 2014). Leaders and their followers can both benefit from the transformational process of leadership using the theoretical framework because effective management and leadership are accountable functions (Barber 2004 Gilbert 2012 6 Hislop 2017 13:20-21) that shape how individuals think, how they act, and how they are rewarded or punished at work. In a similar vein, the researcher liked that the TLT provided a structure within which to make choices.

2.5 THE FEATURES OF A THEORY

The theoretical basis of this investigation inspired the development of novel insights. Theories provided the framework for the research, which incorporated and revealed increasing levels of complexity as its nature was examined (Bezuidenhout 2014:40). The choice of topic, formulation of research questions, and formulation of the literature review, design approach, and analysis plan were all supported by theory-driven thinking. The theory framework provided support for the research design, articulated the ontological and epistemological perspective of the study, and specified the concepts and variables to be investigated by outlining the problem, purpose, and significance of the study, the research questions, and the structure of literature review and data collection and analysis.

Bezuidenhout (2014) argue that a theory frequently involved assumptions, concepts, relationships, prediction, and explanation. Bezuidenhout (2014:41) to describe unprovable theoretical claims regarding a phenomenon, human nature, or a problem first coined the term "assumption". These were speculations about people, things, and theories or beliefs based on insufficient evidence. Assumptions serve as the foundation on which descriptions and assessments of theories are built, making them an indispensable part of theoretical frameworks. Most of what we think we know is, unfortunately, predicated on a set of assumptions that have never been tested or questioned. Despite the fact that assumptions play no role in our investigation, ideas

and their meanings are intricately intertwined.

According to Bezuidenhout (2014:42), a theory's most important aspects are its notions. The concepts in this analysis are labelled and defined in two ways. Tags represent the Transformative Leadership Framework. To define something is to explain what it means, while to label something is to give it a name. Concepts range from simple, obvious qualities to complex, inexplicable mental constructions, and everything in between. Since the definition of some ideas becomes hazy and complicated in everyday use, it is essential to describe the distinct operational and theoretical meaning of concepts in a research study. All theories require conceptual analysis to assist the researcher make sense of their data. A group of ideas does not necessarily constitute a theory. Instead, the relationship between conceptions explained by a theory draw on several concepts. The connection between ideas is stated as a theoretical assertion or thesis.

Conceptual relationships can be better understood when they are described using a theory. A theory is a collection of claims that make sense taken together. The concepts upon which a request is made ought to be clear and consistent. One definition of a hypothesis is a testable claim. According to Bezuidenhout (2014:43), a hypothesis "explains or declares the underlying relationship between ideas in terms of dependent and independent variables." Prediction and explanation are the two main components of specific theories, such as those employed in qualitative research (Bezuidenhout 2014:43). Predictions are statements about the future that are made based on prior research. A hypothesis is a statement that can be used to correctly forecast a set of conditions. On the other hand, an explanation could have either a practical or a theoretical focus.

Common occurrences are typically clarified so that they might be better understood. A theoretical explanation, on the other hand, incorporates not just a rational argument but also the principles and ideas upon which that argument rests (Bezuidenhout 2014:43). A theory's primary function is to provide light on the connections between a given collection of ideas and observables. Cause-and-effect, structure-and-meaning, and interpretation are the three main types of theoretical explanations. To begin, the reason anything happens can be explained by looking at the underlying causes.

Second, the researcher is able to set an experience or event within a larger framework by using a structural description. Lastly, the goal of an interpretive explanation is to help individuals make sense of a phenomenon by shedding light on its social context or cultural significance (Bezuidenhout 2014:43).

A good theory should be as simple as possible while still being able to explain the data and predict the outcomes of future experiments (Rashedi 2012). Lester defined a theoretical framework as "a basic structure of concepts (abstractions and linkages) that serve as the basis for a phenomenon to be explored" (Rashedi 2012). In addition, the analysis is based on and justified by these abstractions and interrelationships. Lester classified research frameworks as theoretical, practical, and conceptual (Rashedi 2012).

2.6 TRANSFORMATIONAL LEADERSHIP THEORY

Different leadership ideas are real, according to the research. Among these are the Great man theory, the Cognitive theory, the Situational theory, the Contingency theory, and the Situational theory. THOUGH THESE theories are of importance in literature the researcher preferred to adopt the Transformational Leadership Theory (TLT). The study was based on the TLT, or the Theory of Transformational Leadership. The idea of transformational leadership (Bhargavi and Yaseen 2016) is relevant to this investigation because it highlights the need of leaders creating an aspirational objective, believing wholeheartedly in that vision, articulating it explicitly, and communicating it to employees in order to increase their trust and enthusiasm. The term "transforming leadership" was first used in education but was first coined by James MacGregor Burns (1978) in his descriptive study of political leaders. To paraphrase the author, "transformational leadership" occurs "when one or more individuals engage with others in such a way that leaders and followers raise each other to higher levels of drive and morality."

The goal of a leader practicing transformational leadership is to inspire their team to work together for the greater good. Boosting morale and self-confidence, a team can tie itself to a wide vision or common purpose (Lacerda 2015). Leaders, according to transformational leadership theory, are those who are able to inspire both their followers and them to perform at higher levels through a combination of personal

inspiration and external rewards. The core idea behind transformational leadership is that successful leaders have the ability to influence and inspire those around them. Rules and regulations are established in accordance with prevailing social norms. When a leader possesses these traits, their followers feel more connected to them and their cause (Lacerda 2015).

To entirely change a struggling or stagnant supplementary team into a productive and vibrant group of employees, transformational leadership must be used appropriately. Finding out what others are going through and what they are good at is the first step. The next phase is for the leader to establish a fresh-shared objective and steer the group in that direction. In the workplace, a transformational leader inspires their team to work together as a unified whole. Amedome (2018) differentiated leadership styles depending on the motivation of followers, and Abubakar et al. (2018) developed the phrase transformational leadership. According to Fukuyama (2013), transformational leaders inspire their followers to examine their values and create concrete plans for the future. Forty years after Muterera (2013) proposed the concept of the transforming leader (Bhargavi and Yaseeen 2016), Wachira et al. (2017) explain: (a) the activities that leaders engage in to facilitate the transition of followers; (b) the forms by which leaders turn followers; and (c) the matrix of results affected by leader-follower experiences.

In order to motivate their teams to succeed, transformational leaders frequently reference the larger purpose of their efforts. This is significant because effective leaders value high performance from their teams and help each member reach his or her full potential (Bush et al. 2018). TLT has been one of the most studied leadership paradigms since its debut more than 40 years ago. According to Northouse (2014), Lauenstein and Schütz (2019), and Siangchokyoo Klinger and Campion (2019), Transformational leadership theory is a bedrock of leadership study. When leaders inspire their employees in ways that result in extraordinary organisational accomplishment, they give a compelling empirical basis for study and practice. The competitive markets of today and tomorrow are crystal evident to transformational executives (Crede Jong and Harms 2019). This theory proposes that working under this kind of leader will produce a transformation in the followers.

Blatter (2012) defines transformation as necessitating "genuine change" with respect to (a) the breadth of change: where followers' behaviours and beliefs must be influenced to a "substantial degree" and (b) the durability of change: which must be reasonably long lasting rather than ephemeral. The TLT was developed to learn why some leaders are more effective than others are, and it often considers how a leader's attributes might persuade their followers to put the success of the organisation ahead of their own personal goals. In both public and private organisations, transformational leadership has been the subject of study for the past decade (Hassan & Hatmaker 2014). Transformational leaders who work in tandem with their staff to make it a reality can bring about change. Many people look forward to them as role models because of how they conduct themselves in public.

Leaders are inspirational because they push their followers to realise objectives and are capable of more than they give themselves credit for (Barth-Farkas and Vera 2014). Although transformational leadership has been shown to have positive effects on individuals, communities, and organisations, few studies have tested the theory that these benefits result from genuine and long-lasting changes in the followers themselves (Jackson 2020; Blatter 2012). On the other hand, it is impossible to discount the significance of transformational leaders given the thousands of empirical research studies that demonstrate relationships between transformational leaders and employee, team, and organisational results (Rao and Abdul 2015; Siangchokyoo et al. 2019). Therefore, the TLT was employed in this study to look into how tertiary institutions provide quality management and leadership through both theoretical and empirical means. Effective leadership is emphasised to prevent the worsening of Ghana's educational challenges at the country's higher education institutions (AlKhajeh 2018).

Effective leaders are required to keep up with the ever-changing demands of today's organisations. That is why it is so important to understand their preferred leadership styles. Leadership in universities requires working with subordinates on creative solutions to challenges while balancing additional responsibilities (Blatter 2012). According to Blatter (2012), who makes a distinction between different types of leadership, transformational leadership is not a replacement for transactional leadership but rather a supplement to it. The success or failure of a leader may hinge

on his or her capacity for adaptation. The ability to change and adapt is seen as crucial to an organisation's success (Charbonnier-Voirin & Roussel 2012). The objective is for the individual's behaviour and skill set to grow in accordance with the needs of the organisation.

Current leadership research and practice are hampered by a lack of usable, multidimensional metrics across a variety of work settings. Most leadership theories have ignored contextual factors like experience and competence in favour of studying what sets leaders apart from those who follow them. Rather than focusing on theoretical definitions that focus on traits, skill styles, contingency, and situational approaches, Northouse (2013) argues that leadership should be defined in terms of behavioural domains that range from no leadership to transactional leadership to laissez-faire leadership and to transformational leadership, based on attributed and observable charisma. Today's Organisations need leaders with more flexibility and adaptability to deal with the rapid and constant pace of change (Men and Stocks 2014). "Adaptive leaders" are the most efficient in dynamic environments. They can learn more about the problems they face, and their followers if they respond appropriately (Men & Stocks 2014; Hsieh & Liou 2018).

2.6.1 Rationale for the Adoption of TLT

Taking higher education as a whole, the modern higher education system is expanding at a quicker rate, bringing with it new opportunities and difficulties. In order to accomplish the desired outcomes, competent leadership and management are essential during this paradigm shift. Due to its comprehensive coverage of management and leadership qualities, the TLT is well suited to guide the current investigation. The TLT is a good fit for the research since it incorporates characteristics found in various leadership theories. Because of the complexities of today's higher education system, it is more important than ever for leaders and managers to have distinguishing qualities that may be incorporated into their everyday work (Hsieh & Liou 2018).

The TLT postulates that in order to influence their subordinates to perform better, leaders and managers must possess a number of traits, including ambition, inspiration, motivation, team building, trustworthiness, resourcefulness, and dependability.

Leaders and managers who display the TLT characteristics of belonging, strong relationships, reflecting ideas, and serving as role models, are more likely to affect positive change in institutions. The core of this study is built on the TLT, whose foundation is the acceptance of change (Northouse 2013). The TLT is able to positively affect the actions of their followers because of their adaptive leadership style. This is a departure from the norm for leadership theories. The unique characteristics of TLT that made it suitable to guide and direct the research are its emphasis on the ways in which a leader's traits influence the beliefs, desires, ideals, and ambitions of followers to prioritise organisational success over self-interest and its frequent reflection on these topics (Rao & Abdul 2015).

The TLT is a set of guidelines that, when followed, encourage the cultivation of novel approaches to pressing problems. The TLT is well suited to the research since it reflects on the quality of the outcomes handling and addresses the system's strengths and weaknesses in an even-handed manner. Previous research has also evaluated the TLT, with examples being works by Hassan and Hatmaker (2014), Blatter (2012), Rao and Abdul (2015), and Siangchokyoo et al. (2019). These were a good fit for the research, and they pointed in the right direction, making them an excellent choice for enhancing the quality of Ghana's higher education management and leadership.

2.7 ORIGIN OF LEADERSHIP AND MANAGEMENT ACROSS THE WORLD

Since the early 1990s, a growing body of research has focused on educational leadership and management (EDLM), and researchers have offered a wide range of conceptualisations of this human endeavour in scholarly literature (Garratt and Forrester 2012). To offer the 'correct' leadership style and the desirable leader-follower relations in educational institutions, different models of leadership have been theorised (Furman 2012; see also "political," "cultural," "transformational," "moral," and "instructional"). Similarly, several educational systems have pushed forward collaborative, developmental, and transformational approaches to EDLM based on concepts of equality and equity (Khasawneh Al-Omari and Abu-Tineh 2012; Yang 2014). The research on EDLM, however, is mostly associated with the social and organisational frameworks of Western educational institutions. However, educational systems are significantly variable in structure from one country to the next (Bowers

Shoho and Barnett 2015). This is due, at least in part, to the unique cultural, national, and sociological circumstances of education in each country. This means that the attitudes, values, and behavioural norms of educational leaders in one culture may differ greatly from those of leaders in another culture (Heck 1996).

Sinha (2013) stressed the pressing necessity to investigate educational leadership across contexts and cultures. The same is true for our understanding of EDLM in developing nations like Ghana. While research on EDLM in the West has increased rapidly during the 1990s (Hallinger 2013; Brooks & Jean-Marie 2015), this is not the case for EDLM research in the developing world. Ancient Egyptians, Greek philosophers including Plato, Socrates, and Aristotle, and others all contributed to what is now known as the field of leadership studies. Ibn Khaldun, writing in 1377, was the intellectual saviour of Arabian culture. While the field of leadership studies has been around since the early 20th century, it was not until the 1930s that researchers adopted a social-scientific methodology (House & Aditya 1997; Ozero et al. 2014).

Some early examples of excellent leadership can be found in the 1930s in Iowa Michigan and Ohio, respectively (Chan & Adrian 2009). According to Almohaimeed and Saleh (2014), Tannenbaum and Massarik conducted the first leadership-focused research study in 1957. Fisher (1985) and Chowdhury (2014) point out that leadership is likely the most discussed social phenomenon of all time, and they express regret that it continues to be not well understood because of the complexity of the concept of leadership, defined by the number of variables associated with it. These variables encompass the entire social process. Transformational, charismatic, and transactional styles of leadership, as well as the personalities and attributes of those in leadership roles, have been the primary focus of leadership scholars over the years. Towards the close of the 20th century, researchers looked at many leadership models with the goal of integrating them into a single, comprehensive theory called the "full range theory of leadership" (Avolio 1999; Avolio et al. 2009).

Researchers have looked into leadership and tried to define it because leadership is a complicated and mysterious life phenomenon (Almohaimeed and Saleh 2014), making it the most studied and least understood topic of our time. Since the early 20th century, diverse scholars, each one based on a unique theoretical perspective, have offered

numerous leadership theories. Leadership is difficult to pin down since its definition varies depending on who you ask (Almohaimed & Saleh 2014). The connecting thread across these concepts is the idea of steering a team toward success. "The relationship between an individual and a group based on common interest, and how they behave as per the directions of the leader" is how both Shastri Shashi Mishra and Sinha (2010) and Keskes (2014) describe leadership. "Leadership is the process of influencing followers," wrote Yukl (1994).

Leaders have a crucial role in the achievement of corporate goals by fostering an environment that influences the mindsets, motivations, and actions of workers. Leadership, according to Cole (2005) and Chowdhury (2014), is "a dynamic process whereby one man influences other to contribute voluntarily to the realisation and attainment of the objectives towards the common goal." Aspiration and values of the group that is representing the essence of leadership are geared towards helping a group or an organisation to attain sustainable development and growth. Leadership, according to Harper (2012), Malik, Saleem and Naeem (2016), ushers in transformation, influencing employees' skill acquisition, performance, and personal progress.

Although there has been a great deal of study on the concept of leadership in the fields of management, business, and marketing, a scholarly discourse on leadership is absent, particularly in emerging nations, according to Aldoory and Toth (2004) and Men (2010). According to Amanchukwu Stanley and Ololube (2015), leaders are those who "influence a group to achieve a common objective by taking ownership of the task at hand, and accept responsibility for its successful completion." Leadership interventions based on the theoretical emphasis of leadership models and appear to have a bearing on the effectiveness of leadership interventions (Amanchukwu et al. 2015) may affect several outcomes.

2.7.1 Global Origin of Management

Since the focus of this research is on "quality leadership and management," and since we have already spent a lot of time discussing "leadership," it is only natural that we move on to discussing "management" as well. The Latin word management comes from the word *Manu* agree, which means "leadership by hand." In addition, it implies

that the leader initially visits the point to which he or she intends to send his or her followers. Drucker (1974) defined management as the process of achieving goals through the coordinated efforts of a group of individuals and/or an organisation. Management, then, is the method of getting things done by coordinating the efforts of multiple individuals. According to Weijrich and Koontz (1993), management exemplifies the process of guiding a group of people through strategic planning, dynamic leadership, efficient organisation, and effective control. It is also critical to take charge of and direct the actions required to put a strategy into action. This demonstrates the importance of having a detailed strategy for efficient administration. Management, as defined above, entails the steps of establishing objectives, allocating resources, monitoring progress, and training and educating staff to ensure the desired results are achieved. Facts and information must be recorded so that they can be used later in accordance with the requirements.

The management team is the backbone of any successful organisation. Without competent leadership, it is impossible for an institution to succeed. Consequently, management is the lifeblood of any enterprise. Understanding management theories is crucial for effective leadership and management (Amanchukwu Stanley & Ololube (2015). There are a plethora of issues that today's corporations need to address. For universities to meet issues head-on and make the most of their resources while being cost-effective, they need to be prepared with the science of management and management theories. Among management theories, the classical ones are crucial and rest on these (Nadrifar Shahryari and Bandani 2013). Management, sociology, economics, and public policy scholars have all done theoretical and empirical study on the topic of how variations in management "best practices" affect organisational outcomes. In discussing the managerial side of educational institutions, the term "management" is sometimes used interchangeably with "leadership," "administration," and "educational management (Nadrifar Shahryari and Bandani 2013).

"Management," refers to the coordinated effort exerted to attain organisational goals through the most efficient and effective use of available resources. Forecasting, organising, coordinating, training, and monitoring and evaluating are only a few of the management responsibilities that contribute to the achievement of an organisation's goals (Ibrahim and Ali 2017). Management, according to Kistan Gardi Sabatini

Ramasamy and Batuwangala (2017), is a form of innovation. Effectively integrating and utilising available resources is necessary for this to happen. The process of generating ideas and implementing them via subordinates is also part of management. A manager is a person that has been promoted to manager status. According to Kishan Gardi Sabatini Ramasamy and Batuwangala (2017), a manager "performs the functions of organising, preparing, staffing, directing, and controlling, for the accomplishment of predetermined organisational goals."

Specifically, "management" is described as "the process by which material, human, financial, informational, and technological resources are allocated, coordinated, and controlled to achieve predetermined goals" (Girmanová olc Blako and Petrč 2022). The definition and description of management's functions imply that it is an intricate field of study. Understanding the full nature of management's complexity requires appreciating not just the breadth and height of the institution, but also its depth. There is not just one tier of management, and not every manager has the same level of expertise across all functions. Quality educational systems able to prepare highly qualified graduates to become competitive worldwide, is a prerequisite to ensure a prosperous future for any nation. Quality and excellence - two vital concepts in the information society in which we live - must be the premise of any educational system in any country in the world. In a knowledge-based society, educational challenges vary from country to country (Girmanová olc Blako and Petrč 2022). This means that ensuring high quality education is more important than ever.

The development of higher education as an export-oriented industry, along with current educational trends like full-scale global competition, lifelong learning, student migration, and rapid knowledge dissemination, all highlight the importance of constant advancements in scholastic quality (Girmanová olc Blako and Petrč 2022). The role of management in higher education is to provide effective direction for academic institutions so that they can fulfil their mission. One way to achieve this is to implement strategies that foster growth and inspire exceptional work from employees (Girmanová olc Blako and Petrč 2022). Components of effective management include providing autonomy to staff, focusing efforts (especially in the areas of teaching and research) on satisfying the needs of key stakeholders, enhancing institutional processes on an ongoing basis, and instituting a system of periodic assessment to address any

weaknesses (Brucaj 2018).

According to Al-Harthy (2017), development is the same as growth, and is of high value or importance. An institution's culture, atmosphere, and outcomes can all benefit from sound management methods that promote learning. Each institution wants to expand and gain a name for itself that stands out from the competition. In order to obtain this status, institutions will often resort to extreme means and policies. These actions are consistent with the standard of educational management as dictated by a higher power.

2.8 THE DIFFERENCE BETWEEN MANAGEMENT AND LEADERSHIP

Many individuals confuse the concepts of management and leadership. Management and leadership are two sides of the same coin. There are some minor variations between them, but overall they are consistent. The following is an example of the distinction between the two. Management entails activities including formulating a strategy, developing a framework, allocating resources, and supervising employees. Managers are tasked with these responsibilities since they hold positions of authority within the institution or organisation. On the other side, it is the job of leaders to get their followers excited and working hard. The leader's status is largely ceremonial rather than formal. It is debatable whether a manager also makes for an effective leader (Nadrifar Shahryari and Bandani 2013).

Wehrich and Koontz (1993) and Murray (2011) view managers, as executives, planners, budget-makers, and overseers of progress are all responsibilities of management. Conversely, leaders effect change in both their followers and their company. The term "management" is used to describe how well an endeavour is run in terms of its planning, organising, controlling, leading, supervising, staffing, coordinating, and communicating. The leader-follower dynamic encompasses a wide range of interpersonal activities, from talent selection and motivation to coaching and trust building. In his 1989 book "On Becoming a Leader," Warren outlined distinctions between management and leadership as highlighted by these three factors (Nadrifar Shahryari and Bandani 2013).

Managers are executives, while leaders take the initiative, as per these stipulations.

Managers follow the established procedures, while leaders create new ones. Managers ensure the continued functionality of the system and its surrounding environment, while leaders work to improve it. The term "leadership" encompasses more than just "management." Leaders have the ability to inspire their followers to work toward a common objective. Managers, on the other hand, use their authority to get work done through their employees. Managers make judgments and give orders, giving them control and structure over the management system as a whole. It was once widely held that treating employees like machines would lead to greater productivity (Nadrifar Shahryari and Bandani 2013) and workers were subject to stringent regulations. However, for an organisation to succeed, its managers must pay close attention to administrative procedures, duties, and obligations (Ramsden 1998). Self-awareness, up-to-date knowledge, competence, and the ability to affect student achievement in higher education are only few of the traits that successful formal leaders demonstrate, according to a nationwide survey (Scott et al. 2008).

Leaders should prioritise "vision, integrity, consideration, and sense of direction," as found by Bryman's (2007: 697). A review of international literature, which identified 13 aspects of leader behaviour linked leaders with departmental effectiveness. Those who are successful in formal leadership roles exhibit emotional intelligence and the theories of scientific management, administration, and bureaucracy that they helped to establish, as well as a collaborative style that helps academics to do their best work (Bryman 2007 2009; Parrish 2013). To shed even more light on the differences between the two factors, leadership encompasses more than just management. When it comes to achieving an organisation's goals, management is a subset of leadership. Leadership exists whenever one person makes an effort to alter the actions of another, whether it be an individual or a group, and regardless of the motivation behind the endeavour. It might be for personal gain or for another person, neither of which would necessarily align with the organisation's overall mission (Bryman 2007 2009; Parrish 2013).

Effective decision-making involves selecting appropriate targets (Paul et al. 2001). Therefore, leadership is the sum of attributes like creativity, concern for others, inspiration, risk-taking, and, most importantly, efficiency and effectiveness in the pursuit of doing the right thing. Influencing others to work together toward a common

objective and steering the organisation in a unified direction are two hallmarks of effective leadership (Bass 2010). A leader is responsible for carrying out this procedure by making use of leadership qualities, which include things like their values, beliefs, character, knowledge, abilities, ethics, experience, and culture (Dinibutun 2020). Leaders motivate followers to take action and create positive change in the world. Leadership is an intricate social process of determining group goals, incentivising task behaviour in pursuit of those goals. Shaping the group's environment are all examples of leadership processes (Dinibutun 2020).

According to Burns (1978), leadership entails "inducing followers to act for certain goals that represent the values and motivations, the wants and needs, the aspirations and expectations of both leaders and followers." Leaders need those who are talented and capable, not those who are in positions of power for the benefits they provide. According to the Pareto principle, sometimes known as the "80-20 rule" (Afful-Broni 2013), many of our institutions' most effective leaders have tried out a wide variety of approaches before finding ones that work. It would have been possible to avoid the initial blunders brought on by lack of knowledge, immaturity, or inexperience. As a result, leaders in educational settings need to be able to significantly affect both lecturer effectiveness and student outcomes (Dinibutun 2020). Research data examined by Dinham (2007) leave little room for debate about the significance of leadership in creating productive, innovative schools and promoting high-quality instruction and education for students. According to Gyasi and Owusu-Ampomah (2016), leadership in tertiary education is not just a learned behaviour, but also depends on a variety of direct and indirect variables such as personality, district, goals, values, and collective efficacy of all parties involved.

2.9 LEADERSHIP AND MANAGEMENT DEVELOPMENT IN GHANA

Different countries have different ways of thinking about and describing leadership development. Although "certain indigenous trends of thought, cultural influence, and value orientation are commonly shared by the majority of people in Africa" (Edoho 2001:79), Africa is far from a monolithic entity with tremendous cultural diversity. Yet, Amenumey and Yawson (2013) point out that the West has a propensity to generalise when characterising leadership development in Africa. Leadership in the West is

understood and exercised differently than in most developing countries (Amenumey & Yawson 2013). It is essential to know how far leadership and management in Ghana have progressed in terms of both theory and practice. In the political and social structure of Ghana, traditional leadership plays a significant role. A time before Ghana was colonised by the British, in the traditional sense, Ghana's development revolved around its leaders, and they continue to play a crucial part in the country's progress. For their constituents, "traditional leaders/chiefs can claim special legitimacy in the eyes of their people because these institutions embody their people's history, culture, laws and values, religion, and even remnants of pre-colonial sovereignty" (Ray 2003; Gyasi & Owusu-Ampomah 2016).

It would be insufficient to address this issue area without referencing the processes employed in producing Ghana's traditional leaders, as leadership development in Ghana is rooted in the country's traditional socio-political systems. Traditional methods of developing leaders are both fascinating and complex. Ghana's traditional socio-cultural system is diverse, with each of the country's many tribes adhering to its own set of norms and practices, but in a broader sense, everyone in the society, regardless of their tribal ties, has an obligation to obey the traditional authority that maintains order and calm in their area of duty. In Ghana, traditional leaders have the power to encourage their people to work toward a better future, to model ethical behaviour, and to shape public debate for the better (Ray 2003), a practice that is aligned to modern leadership and management.

In any discussion of leadership development in Ghana, it is impossible to skip over the importance of traditional leadership. Traditional leadership development in Ghana can be comprehended with a firm grasp of the established social divisions and inheritance strategies meant to lessen the likelihood of dispute. People in Ghana are connected to one another by ties of blood and geography to form a complex social system. According to Amenumey and Yawson (2013), a group of people living together can be described as a family, a group of families as a clan, a group of clans as a township, and a group of townships as a tribe. Every member is responsible for learning and adhering to the organisation's leadership development and selection processes. Every family automatically looks to the father to take the reins.

Clans are led by their lineage heads, towns by their chiefs, and tribes by their supreme chiefs. The queen mother, as the highest-ranking female leader, shares the chief's duty to advance the interests of the community and its subjects. These lines of hierarchy represent the management team. The queen mother plays a pivotal role in determining the legitimate successors to leadership roles and is a key curator of oral traditions (Amenumey & Yawson 2013). All participants are expected to be familiar with and follow established protocols for leadership development and selection at all organisational levels. In most households, the father is automatically seen as the head of the household. Clans are led by their lineage heads, towns by their chiefs, and tribes by their supreme chiefs. The chief and the queen mother share the duty of looking out for the people living in their territory and ensuring their prosperity. The queen mother plays a key role in identifying legitimate heirs to the throne and preserving the nation's oral history (Amenumey & Yawson 2013).

2.9.1 Models for traditional leadership development in Ghana

Ghana's traditional leadership development plan includes every family's representation in the palace, the chief's mansion, where dignitaries are received. The royal residence also handles all significant local conflicts and political and economic choices. Thus, each family has a distinct function in community development. Ghana's traditional leadership circle has various sub-divisions that resemble modern leadership. One family handles finance, while another handles security. Because only kinsmen from a certain family have the birth right to succeed a sub-chief when they die or are dethroned for misconduct, every family must train their kinsmen for palace leadership responsibilities. Traditional Ghanaian leadership development ensures leaders understand their position and act credibly.

Like the modern leadership, traditional leadership in Ghana requires competency in customary rights, public speaking, dancing to traditional drums, dispute adjudication, ethical conduct, and ancestral heritage and "other local matters, are best expressed by traditional leaders" (Ray 2003: 5). These training experiences are competency-based and part the members of the traditional leaders must have skills and knowledge of an individual's ancestral customary rites, adjudicate conflicts, and execute that family's duties at the chief's palace. Industrial and organisational psychologists and

other expert leaders must promote the knowledge, skills, abilities, and other attributes (KSAO) model.

“Administrative competences required are (planning, and organising resources); people competences (respect, patience, listening, conflict management, negotiations skills, facilitation of peace and harmony, and being a change agent and role model); visionary competences (strategic thinking; networking; ability to establish the requisite social capital); and personal competences (p. 124). Traditional Ghanaian leadership development strategies highlight these qualities. Although Ghana has no traditional leadership development models, informal information diffusion channels guarantee generational information transfer. These include giving key historical artifacts special meanings, for example, the Aduana clan insignia depicts a dog with a burning mouth. Leaders of that clan must comprehend the history and value such artifacts. Ghanaian traditional leadership development relies on belief systems and symbolism. Interpretive conversations pass down tribal leadership development methods from generation to generation. This practice is aligned to the mentoring of subordinates to a leadership position. For uncertainties, the elderly are consulted. Ghanaian leadership development uses traits required in any leadership and these include communication, coaching, and mentoring.

Coaching in Ghana is formal, with assessment and deliverables (Mackenzie 2014). Thus; young leaders must have rigorous one-on-one encounters with the elderly to learn about society's customs, traditions, and artefacts. Coaching preserves and passes on time-tested skills, practices, knowledge, and initiation ceremonies for mastery of these traits (Adeyemi & Adeyinka 2002). Coaching improves communication, vision, and connections. The family assigns potential leaders to elderly people who work closely with them, teaching them about traditions and customs and encouraging them to practice them in public. The development process corrects mistakes until the individual can act independently.

Ghanaian traditional leadership development includes mentoring. A mentor should be compassionate, versed in customs, and a good "teacher." Traditional leadership mentees, also known as royals, are assigned leadership roles among their peers and closely monitored by the elderly person who helps them balance traditional and

personal conduct (Mackenzie 2014). Succession planning is crucial in Ghana since traditional leadership is kin-based. An experienced colleague mentors a less experienced colleague to build leadership skills (Dziczkowski 2013: 355). Mentoring reduces stress and anxiety associated to new duties and increases self-awareness (Dziczkowski 2013). Peer behaviour determines selection. Except for queen mothers and sub-chiefs, males are selected, a selection criterion that is outdated and discriminatory (Mackenzie 2014). Ghana's development still uses leadership development methods, which influence all elements of leadership development in education (Mackenzie 2014).

2.9.2 Leadership Development through Education

Ghana's educational system was the best until the 1980s, when it nearly collapsed. Since independence, education has been a top focus, but successive governments (Tanko Mu-Azu and Akeriwe 2017) have also struggled to find the right leadership model for the country. Many individuals blame poor quality management on poor performance. Therefore, Ghana's educational sector needs quality management systems with suitable plans, procedures, and culture to improve performance (Tanko Mu-Azu & Akeriwe 2017).

Quality management is also essential to this investigation and involves planning, implementation, inspection, control, and follow-up across the organisation. Quality management involves internal and external efforts in materials, methods, machines, funds, people, environment, and information to meet commitments, policies, and targets (Kanwal 2018). According to Buitizon (2021), change is inevitable in organisations. Educational leaders are important for institutional development and for the holistic administration of education (Buitizon 2021).

Total Quality Management (TQM) is essential for strengthening flexible work teams (Prasad 2017). Ghanaian leaders started developing after independence. This gave Ghana a more horizontal leadership development structure based on respect and equality (Jones et al. 2014) after the coup d'états that violated civil rights and freedoms due to military takeovers (Osafo & Yawson 2017; Furman 2012). Most persons with leadership potential had the chance to develop their character and leadership skills (Furman 2012) as they were graduates in leadership roles. Ghana's great leaders

include presidents Kwame Nkrumah, Jerry John Rawlings, and Evans Attah Mills. Political leaders who joined political parties worked hard to improve their leadership roles (Osafo & Yawson 2017; Furman 2012).

The Institute of Professional Studies (now the University of Professional Studies, Accra) was founded in 1965 to train accountants and management professionals to manage Ghana's industrial and Organisational sectors' finances. GIMPA is now a full-fledged university offering leadership courses to improve leadership effectiveness in Ghana. Military, customs, immigration, and police entities created specific leadership structures. Ghana's leadership development relies on education. Ghanaian leadership development has undergone institutional and systemic changes to meet current needs. Education and religious groups additionally promote Ghanaian leadership. Coaching and mentoring would help Ghanaian secondary and tertiary graduates become better leaders. For sustainability, organisations should incorporate some elements of the traditional leadership development culture into their leadership development programs (Osafo & Yawson 2017; Furman 2012).

2.10 THEORIES OF MANAGEMENT

2.10.1 Bureaucratic Management Theory

As its name suggests, bureaucratic administration is based on a strict structure with a defined chain of command, a well-defined division of labour, and a comprehensive set of rules and regulations. The theory offers guidance on how an organisation might run more effectively. Rules are formal guidelines for the behaviour of employees while on the job (Scur Sadun Reen Lemos & Bloom 2021). All employees are evaluated according to rules and objective data and there is a clear and explicit division of labour. It is the process of dividing duties into simpler, more specialised tasks and it follows a hierarchical structure, which helps to control the behaviour of employees by making clear who is in charge and who isn't. In addition, personnel who are technically qualified and perform satisfactorily are assured of a permanent position for the duration of their careers. Finally, managers that exhibit rationality make judgments that are grounded in science and logic and always move the organisation closer to its stated goals (Scur Sadun Reen Lemos & Bloom 2021). Organisations benefit most from adopting a bureaucratic structure when they have to deal with large amounts of routine

information, when their customers have clear and consistent requirements, when their technology is reliable, and when they need to coordinate the efforts of many workers to provide a consistent result (Bolden et al. 2015).

2.10.2 Administrative Management Theory

Administrative management refines operations and assigns roles, unlike bureaucratic management. Planning, organising, directing, coordinating, managing, and staffing were initially classified by French businessman Henri Fayol (1841-1925). Fayol listed fourteen management principles: (i) division of labour (specialisation that leads to greater efficiency); (ii) authority (authority to get things done); (iii) discipline (respect for rules and regulations); (iv) unity of command (avoidance of conflicting or confusing instructions); (v) unity of direction (one manager is responsible for an employee's behaviour); (vi) subordination of employees to the common good (the interests of individuals (Bloom 2021)).The remainder: (viii) centralisation (managers' ultimate responsibility); (ix) scalar chain (a single uninterrupted line of authority from top management to the lowest level position); (x) order (materials and people in the right place at the right time); (xi) equity (friendliness and fairness to subordinates); and (xii) stability and tenure of staff (stability and tenure of staff ensured). Many organisations still use Fayol's management ideas (Scur Sadun Reenen Lemos and Bloom 2021).

2.10.3 Scientific Management Theory

Scientific management has four main goals: The replacement of rule-of-thumb approaches with science. Scientific management philosophy emphasizes scientific selection, training, and development of personnel rather than letting them choose their own duties and training themselves (Bolden et al 2015). A spirit of hearty cooperation between workers and management to ensure scientifically designed procedures was followed. The allocation of work between workers and management in approximately equal shares, with each group taking on the task for which it is best suited, instead of workers taking on most of the responsibility (Bolden et al 2015). Frederick Winslow Taylor (1856-1915) is one of the most prominent figures in management service practice and theory today. Taylor founded the scientific management movement in 1909 with "Principles of Scientific Management," emphasizing observation and analysis to improve work techniques. He popularised financial incentives—paying

workers for exceeding a predetermined level. His architecture for a successful organisation comprised clear division of power, accountability, separation of planning from operations, worker incentives, and management by exception, and task specialisation (Scur Sadun Reenen Lemos and Bloom 2021). Taylor's scientific management approach assumes a capitalist system aimed at maximising efficiency. The Protestant work ethic presupposes that people would work hard and sensibly to maximize their income, putting the needs of their organisation before their own. To benefit from division of labour and task specialization, grow. Some famous scientific management theorists are Frank Gilbreth (1868-1924), Lillian Gilbreth (1878-1972), Henry Gantt (1861-1919), and Charles Bedaux (1887-1944). They believed method research should always start with it.

2.11 THE THEORETICAL FRAMEWORK OF THE STUDY

According to Grant and Osanloo (2014), Bradbury-Jones, Taylor, and Herber (2014), a theoretical framework articulates ontological and epistemological perspectives. Vasilachis de Gialdino (2012) explains ontology and epistemology as theoretical and methodological frameworks for understanding social events. Ontology, epistemology, hermeneutic phenomenology, and ethical philosophy are central to the theoretical framework.

2.11.1 The study's ontological framework

The gap in guaranteeing quality leadership and management in tertiary education was highlighted by the combination of evidence of leadership and management at Ghana's higher education institutions and the growing concern over a lack of quality leadership and management support. In this case, the "relative ontological perspective" provided the theoretical underpinnings for the research. The term "ontology" refers to the study of reality as different people experience it in different ways (Dieronitou 2014). Kolycher (2012) argues that the "particular being of beings" is the many realities, and that this is the only way to discriminate between the various approaches to ensuring outstanding leadership and management in higher education. The difference is in the similarity of the people who manage and direct Ghana's tertiary institutions.

This research sought to answer the question, "How is quality leadership and

management in Ghana's tertiary institutions ensured?" by exploring a number of factors, such as the leadership styles employed by tertiary education managers, the relationship between those styles and the success of those institutions, the influence those styles have on the provision of quality leadership, the difficulties inherent in this endeavour, and so on. An intriguing investigation of these varying realities was the search for an epistemological stance that may incorporate the insights of different people. As will become clear below, through the "Personal Epistemological" perspective, the optimal choice.

2.11.2 The study's epistemological framework

The study employed epistemology, or the study of knowledge, to inquire into the best ways to guarantee high-quality management and leadership in Ghana's institutions (Satbles 2017; Goldman 2010). According to Setup (2017), epistemology is the study of how knowledge is generated and shared among experts in a given field. Specific learning criteria, such as the accuracy and originality of the source, are met. Blatter (2012) argues that epistemology investigates the foundational questions like "How is quality leadership and management ensured in Ghana's tertiary education?" to better understand the nature and process of knowing. What kinds of leadership strategies are used by college and university managers? How do various modes of leadership influence institutions of higher learning? What are the challenges to effective management and leadership? Furthermore, how can we address the challenges of ensuring quality leadership and management in higher education? According to Moon and Blackman (2015), different types of knowledge require different epistemologies during the research process. Therefore, "personal epistemology," is the belief that each person's knowledge is unique because it is shaped by his or her own beliefs and ways of knowing, was used in this study.

At the heart of this epistemology (Casallas 2017) is the belief that people acquire and apply knowledge in a variety of ways, including through imaginative study, productive conversation, negotiation, evaluation, cooperation, and meta-cognition. Knowledge is created in the framework of personal epistemology only when the researcher makes a strategy, puts it into action, and acquires knowledge (Casallas 2017). As a result of its merits (as noted above), personal epistemology created an environment conducive to

discussing problems with, and solutions to, high-quality leadership and management. However, Holma and Hyytinen (2015) challenge the philosophical foundation of personal epistemology because it does not examine individual ideas on particular knowledge because it evaluates knowledge "as it is," rather than "as it should be," and thus weakens its theoretical grounding.

2.12 HIGHER EDUCATION GOVERNANCE, LEGAL AND REGULATORY FRAMEWORKS

Higher Education (HE) financial sustainability depends on its governance, legal, and regulatory environment. Loose oversight of Higher Education Institutions (HEIs) may result in low-quality education with low returns on investment for students, parents, guardians, the public, and the country's economic development (Erkkilä and Piironen 2014). This study seeks to establish how tertiary education leadership and management in Ghana is improved. As HEIs continue to rely on stakeholders for funding, state, students, parents, guardians, and partners are demanding more responsibility. Governance includes decision-making structures and procedures, policy creation and implementation, and university governance (Hladchenko Antonowicz and de Boer 2017; Kwiek 2015; Shattock 2013). Good leadership and management emphasise academic freedom, participatory governance, accountability, and academic excellence.

Effah (2015) observed four HE governance models: continental (European), collegial (British), American university, and Chinese. These paradigms all seek academic independence, autonomy, research, and knowledge. Williams (2015), Collins (2014), and Teferra (2013) note that antiquated governance and management procedures may prevent tertiary institutions from fulfilling their objective. Thus, HE regulation should encourage flexibility, autonomy, and responsibility. Regulation increases competitiveness, managerial efficiency, market force management, and achievement (Owusu-Mensah 2015). It also hinders entrepreneurship and innovation (Jogn & Wittenloostuijn 2014). Shah (2015) states that private HEIs face unique legal challenges, including a lack of clarity on the role of the private sector in education, complex registration processes, unclear and subjective criteria and standards for registration, and outdated accreditation criteria. Hence, the law restricts private

institutions' market-related fees. HEIs' ability to collect, allocate, and use resources depends on the legal and regulatory environment (Monyonchom 2015). Corporate governance's effects on accountability, honesty, and fairness were studied more than financial success and sustainability. Thus, Ghana's governance and regulatory framework affects public HEIs' quality education.

Since human capital quality is vital for economic development, HEIs must be regulated in critical areas such academic program pricing, quality-of-service delivery, and academic research. Global legislation and regulatory institutions regulate public and private HEIs after consulting stakeholders for change (Owusu-Mensah 2015). Article 25c of the 1992 Constitution of Ghana requires free education to make HE accessible. The Ministry of Education regulates HE through the National Council for Tertiary Education (NCTE) Act 454 of 1993, the National Accreditation Board (NAB) Act 754 of 2007, the National Board for Professional and Technical Examinations (NABTEX) Act 492 of 1994, the Council for Technical, Vocational Education (COTVET) Act 718 of 2006, and the Ghana Education Trust Fund Act 479 of 2000.

As in other countries, the regulatory regime ensures that HEIs provide quality education, that providers do not exploit prospective students and the public that qualifications are well aligned with national standards, and that private institutions comply with national accreditation standards (Ellis and Steyn 2014). Leadership and management are interdependent, regardless of legislative frameworks. They work within regulatory frameworks to ensure quality leadership and management (Owusu-Mensah 2015).

2.12.1 Higher Education in Ghana

Access and engagement in Ghana's HE system have skyrocketed. Public and private universities and university colleges, professional institutions, colleges of education and agriculture, and nursing schools make up the sector. The Ministry of Education (2015) report that HEIs expanded from 119 in 2010/2011 to 128 in 2013/2014. In Ghana, various non-accredited institutions provide tertiary courses. Despite rising demand for tertiary education, expansion has caused competition. Access is a global issue, according to Yudkevich (2017). The Ghanaian government expanded access by adding universities in the Brong Ahafo and Volta Regions, a third in the Eastern

Region, and converting all polytechnics into technical institutions. Policy improvements also encourage private sector engagement (Collins 2014). The 2013/2014 academic year saw 313,846 gross enrolments in Ghanaian tertiary education (Ghana MOE 2015). Over a decade, enrolment increased by 8%, compared to 6.3% in sub-Saharan Africa (Knight 2014; UNESCO Institute for Statistics 2018). Policy reforms since 1992 explain this (Mohamedbhai 2014) and these include the reduction in the number of years of secondary schooling from 17 to 12; public-private partnerships that led to the opening of private universities and professional institutions; the upgrading of public specialised colleges to degree-granting institutions (Mohamedbhai 2014)

A decision was made to upgrade polytechnics into technical universities; and the establishment of the Ghana Education Trust (GET Fund) to fund academic infrastructure and promote research. Despite rising enrolment, access and participation are poor. According to the UNESCO Institute for Statistics (2018), gross enrolment in tertiary education in the 2015/2016 academic year was 16.07% of Ghana's 2,627,166 tertiary school-age populations, resulting in a significant access gap of 83.93%. The difference fell from 87.91% in 2010/2011 to 83.77% in 2014/2015 but rose 0.04% in 2015/2016. Pre-tertiary policy improvements increased senior high school enrollment, but tertiary institutions did not expand their facilities to handle the surge. Ghana has low female HE enrollment.

2.12.2 Establishment of the Ghana Tertiary Education Commission

This Act created the Ghana Tertiary Education Commission. The Commission may buy, sell, and enter into contracts to execute its duties. The State Lands Act, 1962 (Act 125) allows the Commission to acquire land at its expense if it cannot acquire it. The Commission regulates all forms of tertiary education to promote effective and efficient management and accreditation, consistent quality of service, advancement and application of knowledge through teaching, scholarly research, and collaboration with industry and the public sector, and the development of appropriate human capital.

The commission serves as the advisory, coordinating, regulating, accrediting and other responsibilities necessary to achieve its goals. The Commission ensure that tertiary education institutions apply the highest quality standards and relevance of teaching,

learning, and research programmes and outcomes. It promotes equitable and inclusive access to all tertiary education programmes and services; promotes transparent governance and best practices, including reporting and performing checks and balances to ensure full accountability; and promote a culture of independent, lifelong learning.

Internationalisation improves HE quality, research, regionalisation, global integration, and human resource capacity in a knowledge economy (Teferra 2014). International students, mostly from West Africa, are changing Ghana's HE environment. Knight (2014) says national government and regional groups working together will boost student mobility and internationalisation. In 2012/2013, Ghana's universities and colleges enrolled 10,788 international students, 69% of them were from Nigeria, bringing economic benefits.

2.13 CHAPTER SUMMARY

This section analysed the theoretical underpinnings of the study's primary and secondary objectives. This qualitative research endeavour sought to conceptualise the problem of assuring great leadership and management (Biesta et al. 2014:6), for which a theoretical framework was necessary. The theoretical framework that framed the phenomena under study was founded on the tenets of transformational leadership theory (Biesta et al. 2014:6). Based on studies of academic institutions' leadership practices, managers who hold these beliefs tend to think their organisations are growing more productive and efficient. Therefore, it is reasonable to assume that using this theory is essential to ensuring competent management and leadership in Ghana's academic institutions of higher learning. Theoretical input supplemented the literature review in developing overarching themes for use in interpreting and explaining the results. The next chapter provides a literature review.

CHAPTER THREE: LITERATURE REVIEW

3.1 INTRODUCTION

Scholarly articles, bulletins, reports, conference proceedings, and other materials pertinent to the study's theory and setting were examined in depth as part during literature review. Reviewing literature was an important way to provide a synopsis or overview of the conversation surrounding the research subject at hand, as well as a thorough evaluation of the conversation (Jill 2011; Diana 2012). Once more, the purpose of literature reviews was to provide an overview of the resources that had been used to study a problem statement in the past. The literature review helped the researcher establish a context for the current research and fill in knowledge gaps in the existing body of work (Jill 2011; Diana 2012). Additionally, the reviewed literature typically included a summary of the most important aspects of prior research, including the introduction, aims, research questions, theoretical framework, methods, results, discussion, and recommendations (Jill 2011; Diana 2012).

Reviewing the literature also involved situating the current research within the context of its influence, which was necessary for making sense of the occurrences under investigation. It was all about establishing a link between this study and others like it. Finding new interpretations of data, highlighting any gaps in earlier study, and resolving conflicts between seemingly contradictory previous findings were all key components of literature reviews (Jill 2011; Diana 2012). In addition to this, evaluating the literature entailed situating the study within the broader body of literature, highlighting key areas of prior scholarship to prevent duplication of effort, and pointing the way toward meeting a need for further study (Jill 2011; Diana 2012). The literature review helped set the stage for this investigation, establish an appropriate research plan, and expose holes and shortcomings in the existing literature.

This review of related literature focused on tertiary education management and leadership, including but not limited to the following topics: types of leadership, challenges of tertiary education management, implications of leadership styles in tertiary education management, and quality in education, quality leadership, and management, and quality tertiary institutions. It was clear from the outset that the theoretical framework would have limited applicability to the contexts of concern in this

analysis because much of the literature on tertiary institutions was based on evidence from high and upper middle-income countries. Therefore, the current framework was chosen as a plausible hypothesis that may direct the identification and analysis of the existing literature rather than as a definitive claim (Oliver et al. 2012). The study's results were intended to be used in a revised framework that more accurately reflected the pathways to impact evidence in low-resource contexts. There were five methods used to sift through the literature: The first step was planning, which included creating a research plan and a conceptual framework. 2. Next was a search for appropriate literature, or literary identification. Third, was the screening and coding, which entailed whittling down the initial list of research and assigning a descriptive code to those that made the cut? Fourth, papers were evaluated for quality, resulting in a more manageable set of studies for synthesis. 5. Synthesis involved a review of the research evidence taken into account (Oketch McCowan and Schendel 2014).

3.2 CONCEPTUALISING LEADERSHIP AND MANAGEMENT

There is ongoing debate over what really separates leadership from management. Management and leadership have recently been argued to be two separate yet interdependent fields of activity. Despite the widespread assumption that all managers also possess strong leadership skills, however, this is not always the case. Not every leader has the skills necessary to be an effective manager (Lunenburg 2011). Despite the common ground between management and leadership, some academics have argued that the two are distinct concepts (Blatter 2012; Fakuyama 2014; Hsieh and Liou 2018). There is also debate regarding how much overlap there actually is (Yukl 2010). Therefore, "management" was adopted to describe activities whose primary purpose was the attainment of institutional and organisational objectives.

Strategic and operational planning is essential for budgeting, provisioning, organising, marketing, and structural organisation at all levels (Saleh et al. 2018). Scholars believe there is a difference between management and leadership. Therefore, skilled managers direct, steer, and inspire workers to accomplish goals, take on duties, and cooperate with one another (Mampane 2015). On the other hand, influence is vital to leadership. According to Donkor Dongme and Skyere (2021), leadership is the process through which one individual seeks to influence the behaviour and attitude of another.

According to Yukl (2010), leadership is not a one-way street in which superiors have no impact on subordinates but rather vice versa. A leader, then, is someone who not only knows how to get things done but who also takes an active role in making sure they are done (Esia- Donkoh 2019). Therefore, leadership is not a passive combination of characteristics, but rather the ability to motivate, direct, and support others in their efforts to achieve specific goals or complete specified tasks. Therefore, a special set of abilities are needed for positions of leadership and management.

Management focused on simplifying things, whereas leadership focused on adapting to new situations (Anderson 2017). Leadership requires (a) envisioning a desired future state for the Organisation, (b) effectively communicating that vision to staff, and (c) motivating staff to take action by meeting their own basic needs through empowerment. The leadership process encourages unpredictability and shifts in the workplace. The management process includes activities such as planning and budgeting, organising and staffing, regulating and issue solving. To reduce uncertainty and stabilise an organisation, managers implement their leaders' vision and direction, organise staff operations, and deal with day-to-day challenges.

The study's focus on "quality leadership and management" makes management an applicable and relevant field of study. After discussing leadership, there should be a discussion of management. Theoretical and empirical research in the domains of management, sociology, economics, and public policy have all focused on the topic of how variations in management "best practices" affect organisational outcomes. Management is synonymous with leadership and administration, for example. When it comes to leading educational institutions, educational management may be viewed as a separate discipline.

The term "management" is used to describe the activities and responsibilities that are essential for achieving an organisation's goals through the most efficient and effective use of its resources. Management is the set of activities that lead to the accomplishment of the goals of an organisation, including planning, organizing, coordinating, and training, monitoring and evaluating (Ibrahim & Ali 2017). Management is viewed as a creative process that combines and uses available resources in novel ways by Kistan Gardi Sabatini Ramasamy and Batuwangala (2017).

A manager is given the responsibility of coming up with ideas and implementing them with the help of other people and uses skills like planning, organising, staffing, leading, and controlling to steer an organisation toward its goals. In fact, "management" is described as "the process by which material, human, financial, informational, and technological resources are organized, mobilized, and utilized to achieve predetermined goals" (Girmanová olc Blako & Petrk 2022).

According to its definition and the list of tasks performed, management appears to be an intricate field of study. In order to grasp management's complexities, it is crucial to acknowledge the field's depth in addition to its breadth and height. There is not a single tier at which management takes place, nor do all managers have the same level of expertise in all business functions. Education systems around the world should be founded on the principles of quality and excellence, which are more important than ever in today's data-driven culture. A strong educational system, producing graduates who are highly skilled and competitive on a global scale, is essential for any country hoping to thrive in the future.

In a knowledge society, where all countries face a unique situation in education, the quality of academic education has taken on added significance. Increases in academic quality are essential in light of recent shifts in the educational landscape, including increased internationalisation, lifelong learning, student mobility, the rapid dissemination of knowledge, and the growth of higher education as an export- oriented industry (Girmanová olc Blako & Petrk 2022). Appointing a higher education institution with responsible leadership that pursues goals and adopts development strategies is an important part of academic education administration. The circumstance calls for giving each employee the leeway they need to deliver stellar results. The requirements of key stakeholders must be met and institutional procedures must be continuously improved, therefore it is essential that all activities, especially teaching and research, are in sync with one another. As a result, it will be easier to implement a system of regular evaluation to identify and fix problems (Scur Sadun Reenen Lemos & Bloom 2021).

3.3 LEADERSHIP OF TERTIARY EDUCATION

The twentieth century was marked by rapid innovation and shift. Therefore, leadership

is one of the most studied concepts in the scientific community (Ersozlu & Saklan 2016). Tertiary education encompasses all formal forms of higher education offered by public and private institutions, such as universities, colleges, technical training institutes, and vocational schools. Growth, poverty alleviation, and wealth distribution are all supported by the tertiary education system (Gerritsen-van Leeuwenkamp Joosten-Brink & Kester 2017). The educational system as a whole benefit from this, not just the individuals involved.

According to Hoy and Miskel (2010:377) leadership is "a social process that affects group members' interpretation of all internal and external events, objective selection, organisation of all types of activities, individual motivation and ability, interpersonal power relations, and common elements". Because education is ever changing, so too should educational policymakers' theories, practices, and outlooks improve leadership of higher education institutions. As societies change, so do the roles and responsibilities of leaders. Therefore, instructional leadership stands out as a key component of achieving desired societal change (Ersozlu & Saklan 2016: 1-2).

Change and transformation in all aspects of education, including faculty members, are necessary due to the professional, social, and technological improvements as well as the growing importance and need for education, which requires the acquisition of a variety of skills and knowledge. In light of the dramatic environmental shifts affecting the world's educational landscape, Long et al. (2012) propose that the instructional leadership role must be redesigned. Leaders in education should be well versed in both traditional management practices and cutting-edge innovations in order to effectively implement change (Afegbua Salami Issa Adejuwon & Kehinde 2012).

3.4 MANAGEMENT OF TERTIARY EDUCATION

Schmidt (2018) argues that management at all levels of an organisation needs to approach instructional leadership in a separate light from that of day-to-day classroom activities. Management in higher education institutions can facilitate change by recruiting and employing qualified lecturers and providing their students with the tools they need to succeed. Researchers have researched instructional leadership from a variety of perspectives because of Hallinger's work. Despite the different models, the authors agreed on two common situations in their analyses: the positive influence of

instructional leadership on organisational success, and the variable structure of instructional leadership (Lee Walker & Chui 2012). Different from other forms of leadership, instructional leadership for transforming tertiary institutions places emphasis on students, teachers, and the learning-teaching processes themselves.

According to Al-Harthy (2017), development is the same as growth, which has high worth or significance. Because they attract influences, inspiration, and aspirations without limiting progress, good educational management techniques translate into positive changes for an institution. Every school wants to expand and distinguish itself from the competition. In order to go to the top, institutions will resort to extreme means and policies. These policies are in line with the standard of educational administration as established by a higher power. Quality assurance in education should be a high priority for governments and civil society because it is widely recognized as a key contributor to economic and social progress. Managers in the field of education are revisiting their approaches in light of the growing need to improve education in tertiary institutions (Brucaj 2018).

Until the 1980s, Ghana's educational system was often considered the most efficient and advanced in the West African sub-region. Since the country's independence, education has been a top priority for every administration, although policies have shifted frequently as leaders search for the most effective way to meet the country's demands (Tanko Mu-Azu & Akeriwe 2017). Many Ghanaians believe that a lack of quality leadership and management is to blame for the dismal track record in the education sector in recent years. To combat this, Ghana's education sector has to implement a quality management system with the right policies, practices, and culture (Tanko Mu-Azu & Akeriwe 2017). Planning, implementing, inspecting, controlling, and following up on all aspects of an organisation, both internal and external, is what quality management entails.

Quality management's end purpose is to ensure present and future customer pleasure through the implementation of pledges, policies, and quality benchmarks by institutional leaders (Kanwal 2018). Despite limited funding, higher education institutions (HEIs) are expected to improve both the quality of their programs and the efficiency with which they use their funds through leadership. Because of funding cuts

and increased competition in the modern educational landscape, optimising the use of human capital is more important than ever (Kanwal 2018) Management is directly related to this requirement.

Change is something that is mentioned by Buitizon (2021) as well. Educative reforms are widely embraced and promoted by nations around the world in order to help educational institutions, managers, lecturers, and students adapt to the ever-increasing demands of today's society. In today's institutions, educational leaders play a key role of directing, supervising, and leading educational institutions' preparation through expert advancement programs, as well as by disseminating and activating assets. Administrators can either aid or hinder the relationship between education and learning as they work on the overall improvement of the school. By this token, improved leadership and management are crucial to the comprehensive growth of Ghana's educational system and its institutions.

3.5 DIFFERENCE BETWEEN LEADERSHIP AND MANAGEMENT IN TERTIARY INSTITUTIONS

Due to its multidimensional character, defining leadership in a way that incorporates all its facets is challenging. Leadership qualities can be identified through direct experience or observation (Maatiah 2012). Others, such as Muceke Namusonge and Iravo (2012) and Samad (2012), place more emphasis on the leader's skills and personality traits, while yet others define leadership as the process of convincing others to work toward a common objective. It took a long time for theories about leadership to develop, beginning with the Great Man notion around the turn of the twentieth century. Later, ideas like leadership styles, situational leadership, contingency leadership, and path-goal theory arose as critiques of the leadership trait theory (Beyer 2012). Contemporary theories of leadership include, among others (Beyer 2012), visionary, decentralised, shared, ethical, servant, authentic, and moral leadership.

Also mentioned by Cibulskas and Ydinait (2012) are toxic, educational, narcissistic, liberal, bureaucratic, and primitive leadership styles, as well as collaborative, sustainable participative, cooperative, partial, and autocratic leadership. Current thoughts on leadership seem to be a patchwork of concepts that build upon and linked to one another. Each educational institution has its own set of leadership behaviours

that define its leadership style. In order to ensure that their subordinates are able to carry out their duties effectively, leaders must impart the necessary information to them (Raiz 2017; Bush et al. 2018). Behavioural patterns can be classified according to the traits of a specific leadership style. Some of the leadership types defined by Raiz (2017), Saleem et al. (2020), and Pounder and Greaves (2020) are coach, transactional exchange and servant, human relations specialist, controlling dictator, and transformative visionary.

There is a distinct set of leadership behaviours that characterise each of these styles. A leader with a coaching style is highly directed and supportive, showing care and compassion as well as a hunger for authority and interpersonal clout. In contrast to the controlling autocrat, who is obsessed with controlling the behaviour of those around them, the human relations leader is concerned with keeping followers happy and comfortable, typically providing support for followers and adjusting settings to make their work more pleasant. Some (but not all) of the behaviours associated with various leadership styles may be shared; for instance, both the coach and the controlling autocrat are known for being highly directive with their subordinates.

Transformational leadership, in contrast to transactional or laissez-faire approaches, shows interest in and is associated with employee innovation (Cheung & Wong, 2011). Administrators that use a transformational style of leadership have been found to have a favourable and substantial effect on student progress, employee loyalty, and job satisfaction (Cheung & Wong 2011; Aydin et al. 2013). In addition, the results show that transformational leadership is associated with organisational learning, with feedback and favourably correlated to transactional leadership (Amedome 2018). Although not as significant as transformational leadership, Aydin et al. (2013) found that transactional leadership positively influence employee satisfaction.

The management of tertiary institutions is made more difficult by the fact that these institutions are always experiencing shifts in both their internal and external environments. Because management is focused on achieving goals and involves working with other people, the process calls for the manager to carry out the management functions of planning, organising, leading, and controlling in order to guarantee the success of the organisation. For the purpose of achieving goals and

ensuring that the institution continues to function as it should, the organisation's structures and processes ought to take into account the process of improving one's interpersonal skills. Management is therefore synonymous with all of the actions that are carried out within an organisation. As a result, the calibre of the organisation's leadership and management ought to play a substantial role in determining its level of success. (Bush 2007:391)

3. 6 QUALITY AND EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT IN TERTIARY INSTITUTIONS

The topic of leadership effectiveness has garnered significant attention in both popular and academic journals (Alabi & Alabi 2014). With the effects of globalization and commoditization, and other fundamental management issues, the search for quality leadership and control in academia has become even more crucial (Alabi & Alabi 2014). However, defining what constitutes effective leadership in the management of tertiary or higher education has been challenging, and Ghana is no exception. Some argue that leadership is redundant in academia due to academics' skill or professional nature and job structure that can compensate for or neutralize the impacts of leadership (Alabi & Alabi 2014).

Alabi and Alabi (2014) define leadership quality as the ability to fulfil a vision while also improving an Organisation's human, economic, and social capital in a sustainable manner. Therefore, every leader must first have a vision, mobilise resources to achieve that vision, and then carefully manage those resources to build upon the gains (Amedome 2018). Practical management skills should be a requirement for leadership quality in all aspects of the institution's operations, rather than being solely concerned with human factors such as persuading or inspiring dedication to the goal (Alabi & Alabi 2014). However, an empirical study published by Esia-Donkoh (2019) identified a group of top leaders and followers who did not include management skills such as planning and organisation on the list of leadership attributes. In this era of rapid growth in all sectors of the economy, Boateng (2014) highlights the need to shift from general leadership to transformational leadership to achieve desired outcomes. Boateng (2014) defines transformational leadership as the idealized influence of attributes and behaviour, inspirational motivation, intellectual stimulation, and individualized

consideration. Additionally, Appiah-Adu & Amoako (2016) emphasize that achieving the goals and an objective of any entity, whether political, religious, social, or educational, requires the core elements of quality leadership.

According to Kafui (2015), interest in the quality of university education has increased significantly over the last decade. Demographics, globalization, technology, and work practices have all influenced leadership. Various factors, including quality leadership and service, have sparked, and maintained a strong interest in the phenomenon. Stakeholders require reliable information regarding educational quality to make informed decisions about which institutions to attend. The impact of leadership on organisational performance, as well as the impact of diverse leadership styles on organisational culture, employee effectiveness, performance, and retention, shows organisational motivation and satisfaction (Shaw & Newton 2014; Siddique et al. 2011; Yang & Islam 2012; Yang 2014). Ensuring quality leadership and management in higher education institutions (HEI) may help to bridge the gap in academic research on leadership (Shaw & Newton 2014; Siddique et al. 2011; Yang & Islam 2012; Yang 2014).

In the context of education, quality refers to the situation in which employees' completed tasks successfully meet the expected needs of customers (Nassazi 2013). The percentage of work finished without errors or requiring redoing is known as output quality (Amadi 2014). According to IDM (2021), output quality is a performance metric that is used to determine whether expectations have been reached. When businesses pay close attention to their customers' unique preferences, issues like accuracy, wholesomeness, courtesy, and regulatory standards become critical. According to Johnston (2015), quality emphasises intangible aspects of service delivery, making leaders and managers feel ineffective when they lose sight of effective leadership and management. As a result, questions about subordinate engagement, long-term solutions, service delivery, and how to incorporate feedback from stakeholders to improve functions and processes must be asked. Quality, according to O'Reilly (2021), is just as important as quantity, if not more so. When evaluating quality underperformance, the focus should be on providing detailed feedback on specific aspects of tertiary leadership and management that are directly related to output, such as accuracy, attention to detail, positive energy, accessibility, and handling criticism.

To contribute to national development, research on quality education emphasizes the transmission of knowledge to learners through effective leadership and management (Samad 2012; Saleh et al. 2018; Men & Stacks 2014). Education is primarily provided for the purpose of development. Quality leadership and management in institutions should equip staff and learners with the ability to provide input, particularly in the form of labour, to encourage the development of skills such as production and resource accumulation for self-sufficiency. However, to produce quality education, understanding of quality leadership and management has been overlooked. Instead, quality indicators such as pass rates, dropout rates, increased ability of the poor to increase their income, and what students learn in general were prioritized (MoES 2015). The constructs of quality education, as well as what constitute leadership and management in tertiary institutions, are derived from the reasons why countries invest in education.

New educational trends emphasize the development of human qualities that support economic growth and development (Yamagishi & Ogawa 2010) as well as the accumulation of personal wealth. More specifically, the goals of tertiary institution leadership and administration will always be linked with national goals. Institutions attempt to raise achievement standards and ensure that they can compete worldwide by focusing on wealth accumulation (Akareem & Hossain 2016). Higher education leaders and managers are being forced to gradually move their focus toward a value-added performance approach of excellence due to increased competitiveness, cost-efficiency, accountability, and service orientations. Outcomes that determine quality include efficient resource allocation and usage, as well as producing highly satisfied and employable graduates (Yusuf et al. 2014). Quality, according to Aristotle, is an act and a habit. Crosby defined quality as compliance to specifications based on customer expectations in 1979. Juran, one of the gurus of quality in 1945, articulated the 'fitness for use' approach, as decided by the customer, from a related but different standpoint. However, a well-known quality publicist, Drucker (1985), describes quality as a customer's willingness to pay for their ideals (Trivellas et al.).

Regardless of the inevitable, valid, and continuing argument about quality perceptions, there is some consensus that stakeholders (Hao et al. 2018) must define quality. Government agencies, the local community, society, students, graduates, parents and

families, academic and administrative staff, and employers are all stakeholders in higher education who have diverse quality experiences (Ng'ethe et al. 2012; Siew 2017). Academics, for example, are more likely to define quality in terms of resources rather than performance, such as individual reputation, number of research publications published, and number of courses taught, because they have preparation that is more professional and autonomous in the delivery of the educational process (Amedome 2018). Administrators, on the other hand, prefer real and defined metrics of success or failure in administration and coordination activities. Their findings sometimes lead to incompatible institutional goals and requirements (Wachira et al. 2017).

After Deming Juran and Feigenbaum's quality movement, TQM blossomed. In the 1950s, Deming and Juran introduced Japanese statistical methodologies and quality management. TQM began when the focus shifted from product quality to organisation-wide quality. Japanese businesses adopted TQM in the 1950s, and other countries followed suit in the 1980s (Khalid 2019). TQM is used by numerous organisations to improve quality, customer happiness, revenue, and performance (Khalid 2019).

Though Deming conceptualized this idea in the manufacturing industry, he stated that his management principles could be applied equally to the service sector, including education. At the start of the 20th century, inspection meant making sure things fulfilled criteria. Over the past few decades, organisations have prioritised quality control over product inspection. Organisations, like Higher Education Institutions, use quality control to find system shortcomings and fix them before making low-quality decisions (Prasad 2017; Khalid 2019).

Quality assurance plans and prevents issues before implementation to attain quality. The latest focus in quality management is Total Quality Management (TQM), which applies quality management principles to all parts of the organisation, including customers and suppliers, and integrates them with important organisational activities; (Pattanayak et al 2017). TQM management attempts to continually improve an organisation's processes. It successfully uses an organisation's human and material resources to fulfil its goals. TQM is a method that promotes organisational cooperation to create and provide better services (Kanwal 2018; Pattanayak et al 2017).

It is important for HEIs to focus on TQM methods to improve growth and quality. The quality of a nation's human resource depends on the number of educated individuals and how they are managed (Panuwatwanich & Nguyen 2017). Managers and scholars have long debated the relationship between TQM and organisational success. According to Sweis et al. (2019), TQM improves organisational performance. TQM has also been shown to increase financial performance, operational performance, customer happiness, and employee satisfaction (Panuwatwanich & Nguyen 2017).

Studies show that TQM management strategies can boost organisational performance by providing a competitive advantage. TQM processes strive to continuously improve individuals, systems, and processes to increase institution efficiency and effectiveness (Amin et al 2017). TQM is a management philosophy that attempts to improve every function in the institution by infusing quality into everything from education staffing to service procedures. Several research have identified TQM's important success criteria. The overall quality management approach's performance depends on several factors, according to studies. Higher management commitment, staff training, service emphasis, ongoing support, goal congruence, leadership, and others are TQM's common dimensions (Alzoubi 2019 & Haque et al 2020).

Since the 1980s, higher education institutions' leadership has been under criticism due to rising student numbers, changes in funding for student spaces, marketization and student choice, and industrial globalisation. In order to adjust to these new circumstances in this age of transition, higher education institutions have had to reassess how to educate their leaders and the appropriate leadership behaviour (Black 2015: 1). Tertiary institutions should ensure TQM's impact on institutional performance is assessed in distinct social, cultural, and economic contexts. TQM implementation is also influenced by national culture. Higher education (HE) ecosystems worldwide are tumultuous and dynamic. Countries and their higher education institutions (HEIs) are changing due to global and national influences. TQM has become a priority for national governments, institutions, academic departments, and particular programs of study (Alzoubi 2019; Haque et al 2020). According to Black (2015:5), "comparing the many leadership paradigms observed in higher education to established leadership theory and practice, further subtleties in the development of higher education leaders can be identified."

Research into higher education's practicalities is essential if competency frameworks may enhance leadership development. Examining a recently developed comprehensive leadership framework and its application in a different sector "leads to a consideration of whether the same elements apply to the demands placed on higher education leaders (Black 2015:5). Over the past two decades, leadership styles have become popular (Mohamed et al. 2017). Leadership is one of management's most significant concepts (Ameen Wardrobe & Isaac 2018) and comes from individual traits (Azad et al. 2017). Ly (2020) grew more interested in leadership after recognising that it is a process of cooperation that everyone who loves can affect. "Leadership," thus, "is the collaboration between two or more group members that frequently involves structuring or rearranging individuals' situations, attitudes, and expectations." (Bass 2010). Leadership is when a team member influences others' experiences. "Leadership quality is the ability to persuade others to achieve clear goals," Adair (2015) states. Leaders inspire diversity and production in organizations (Badran & Khalifa 2016; Mohamed et al. 2018; Al-Shamsi Ameen Isaac Al-Shibami & Sayed Khalifa 2018).

Leadership is the ability to change others' values, beliefs, behaviours, and attitudes (Ganta & Manukonda 2014). A leader who achieves good results and is a role model to employees (Busari et al. 2019) is trusted and accepted. Miao et al. (2018) agrees that strong leaders may inspire people to achieve organisational goals. Other methods can identify a strong leader (Busari et al. 2019). Successful quality leaders give clear instructions and lead their teams to reach the organisation's goals (Fiaz et al. 2017). Strong leaders see obstacles to organisational goals and have a clear vision for the organisation. To advance the company, they might make the necessary changes. Thus, leadership is the process by which leaders use their experience to steer their workforce toward their organisation's aims and objectives, according to Jackson & Parry (2018). Leaders with vast leadership experience must also have enthusiasm, stability, confidence, and vision to inspire employees.

Leadership and management are different. Management is like standard professional methods, with full control over the organisation and choices on employee work directions. However, quality leadership steers employees toward organisational goals. To maximise worker performance, they communicate and encourage. Management,

on the other hand, adopts traditional management policies and modifies them to match new needs (Graetz et al. 2017). Effective quality management starts at the top, according to many quality experts. The TQM literature states that management's commitment to total quality must start the quality improvement process since top managers develop the organisational processes that determine how products and services are created and produced. Thus, system design and planning affect product and service delivery (Waldman 2016). Leadership includes team design and coaching (Wageman 2015).

From the perspectives of (a) communication and reinforcement of values, (b) articulation and implementation of the vision, and (c) visionary leadership in the form of defining, communicating, and motivating continuous improvement, transformational leadership and the leadership views of the total quality management philosophy share several similarities (Chen et al. 2020; Anderson et al. 2017). According to TQM, organizations are interconnected processes that should be managed through continuous improvement and customer focus (Dean & Bowen 2016). Thus, the TQM principles implicitly incorporate leadership roles in addition to those listed in leadership literature.

Good institutional management holds institutions accountable for their resources, according to some experts. Cheng and Yau (2013) agree. They argue that executives, managers, and lecturers who purposefully and strongly adopt quality management can improve organizational teaching and learning. Educational excellence requires clear goals and excellent lesson planning, according to the Gambian Standard and Quality Assurance Directorate (2011). New teaching methods, community engagement, teamwork, and persistent attendance are necessary in addition to reflection and learning.

According to Mhlanga (2010), quality in the education sector is a framework for expecting a return on investment in the educational program, notably in the form of positive learner transformation. The European Commission (2018) states that holding instructors and other key stakeholders accountable for their promises improves educational processes and outcomes. In a similar manner, Bunglowa & Asthana (2016) believe that total quality management influences leadership and management

quality by ensuring that education is focused on satisfying the institution's expectations and needs by establishing the necessary conditions for achieving the desired outcomes. According to Ibrahim & Ali (2017), a manager uses five key roles to attain educational organization goals. Planning, Organizing, Directing, Coordination, and Controlling (PODCL) were the five educational management functions most authors agreed on.

3.8 MANAGERIAL FUNCTIONS OF LEADERS

Most authors agreed on five educational management functions: Planning, Organizing, Directing, Coordination, and Controlling (PODCL). This section describes institution management functions.

3.8.1 Planning

Management focuses on planning. Management's first equal function is planning. Which begins each management process by identifying future goals, making assumptions about the environment in which they will be achieved, and deciding the actions, means, and methods to achieve them (Kareska 2017). Organisational planning cannot be overstated because planning is the ongoing managerial process of anticipating and forecasting the future business environment, forming long-term and short-term goals, and choosing strategies to attain them. Planning is about anticipating future opportunities and dangers and addressing them (Ogolo 2019). Therefore, Higher Education Institutions require a leader and manager who can plan.

Planning maps a direction and specifies how to follow it. Planning involves several activities. Planning involves making decisions about what, why, and how to do something. A plan of action must be based on consensus and agreed upon by all parties. As a suggestive, dynamic structure, it allows for revisions throughout implementation to account for new developments. It also comprises policy directions, implementation strategies, activities, benchmarks, monitoring, evaluation, and expenditure frameworks (Ogolo 2019). Many people have defined "planning" in different ways, including Koontz & O'Donnell 2018; Terry 2017; & Kotler 2017, but all agree that planning is the first step in management. Since other management responsibilities depend on planning, it starts the process. Management requires

planning by nature. According to Sarker (2018), planning is a mental activity of preplanning. It involves predicting future events. Planning aids academic goals and can solve any issue since plans are in place from the start.

Management in an institution constantly plans based on assumptions that may or may not come true. Management must adapt strategies to changing circumstances. Managers do it. Planning as an action remains unchanged (Sarker 2018). Kareska (2017) acknowledges that planning affects organisation development and operation. All management levels should plan for quality. Operational, tactical, strategic, and contingency (multivariate) planning exists.

Operational planning helps individuals meet operational goals that are quantifiable. Management supports tactical plans with operational plans. Subordinate units in sectors at each management level work on tactical plans. Strategic planning involves setting long-term goals, strategies, and plans for the future. (Sarker 2018). Contingency (multivariate) planning anticipates future changes. Planning enables for additional future plan variations (Sarker 2018). Organisations without plans are like sailboats without rudders. Business decisions become meaningless and haphazard without planning.

Due to various considerations, Sarker (2018) advises planning to boost efficiency. Planning maximizes resource use. It prevents duplication and waste. Planning forecasts operational risk and helps avoid it and prepare for future uncertainty. Through direction, individuals are informed, instructed, and guided. Planning tells us what, how, and when. Systematic personnel coordination helps the institution achieve goals. Planning inspires inventiveness and helps managers to be creative and innovative. Managers are satisfied and the institution succeeds. Good plans offer managers and staff financial and non-financial incentives. These incentives encourage hard work and institution goals. Managers plan numerous things. Assesses all options and choose the best. Planning aids decision-making. Without preparation, each activity will be trial and error, making institutional goals confusing. Therefore, planning prevents overlap, uncertainty, and misunderstanding, helping an organization achieves its goals (Sarker 2018).

Planning underpins control. Planning starts management. The other functions—

organising, staffing, directing, and controlling, implement plans. Controlling monitors performance against standards. Deviations are identified and corrective actions are implemented if performance falls below standards. Controlling depends on planning. Planning sets controls (Sarker 2018). Planning is a mental activity that incorporates multiple processes. Sarker (2018) observed that the planning process for one Organisation and one plan may not be relevant for other organisations or all sorts of plans because numerous aspects play into planning. Institutional planning involves several steps:

Planning Steps: Planning starts with measurable goals. The Presidency of Ghana's ruling party sets these as its part of the nation's plans. Planning for future operations. Planning premises, provide significant future data such as demographic trends, economic conditions, and government control, making them essential to planning success. The next step is to identify whether the strategy is annual or long-term. New agency development, capital investment recovery, and commitment length determine planning timeframe. Planning next involves finding and examining different options. Thus, alternative ways to promote the strategy and its effects for acceptability, implementation, and cooperation. After searching for options, the best one is chosen based on premises and goals. Implementing the strategy means taking the best action. Communicate a draft action plan to inform and engage affected parties. Any plan requires measuring and controlling the program. Managers must follow up on their plans to correct any issues or revise them if they are unreasonable (Kareska 2017).

3.8.2 Organising

Organizing as a managerial function is very important in the process of organisational management because this function divides the tasks, responsibilities, appoints the persons who will perform the tasks and so on. For the work to be carried out effectively, each organisation must have an organisational structure that enables the division of jobs at different managerial and operational levels. Only a well-defined organisational structure is a guarantee of achieving organisational goals (Kovaçi Tahiri Bushi & Zhubi 2021). The most successful organisations today are the ones capable of aligning flexible organisational solution with flexible forms of work design. Therefore, organisational design does not only form, but also shapes work design (Kovaçi Tahiri

Bushi & Zhubi 2021).

Johnson (2017) agrees that the organising function of management is to organise the workplace in a manner that allows people and groups of people to work together to achieve the goals of the organisation. To succeed on both the effectiveness and efficiency scales, the organisation must deploy resources, both human and material, in a manner that aligns these resources to produce the greatest possible outcome. One of the outcomes of organisation is the concept of organisational structure. Grouping people into departments, work units, or other operational entities defines these interactions as does the hierarchy and leadership structure required to help the organisation reach its potential (Kovaçi Tahiri Bushi & Zhubi 2021).

Organising is driven by goals identified during the process of managerial planning such as developing a structure within the organisation to allow the efficient execution of tasks to complete objectives and obtain goals. Organisational design is drawn to assemble individuals into a hierarchy of reporting and authority. There are specified reporting relationships, defined formal communication channels and description on how separate actions of individuals are linked together through the organisational structure (Johnson 2017).

Organising activities are the general responsibilities that include determining the necessary activities and classifying them, grouping institution activities into workable departments, assigning authority and responsibility to subordinate managers, developing a working relationship between superiors and subordinates within the department or sub-unit and creating policies, procedures, and a plan for supervision (Johnson 2017). The responsibility is generally referred to as job design, which concerns itself with allocating work responsibilities for the greatest efficiency that include allocating responsibilities based upon knowledge, experience, physical or cognitive abilities (Johnson 2017).

Hubpages (2017) noted that the importance of organising includes allowing organisations to reap the benefit of specialisation, providing the optimum utilisation of resources, helping in effective administration, providing channels for expansion and growth, achieving co-ordination among different departments, and creating scope for change (Kovaçi Tahiri Bushi & Zhubi 2021). Organisations must strive to strike a

balance between the need for worker specialisation and the need for workers to have jobs that entail variety and autonomy. Many jobs are now designed based on such principles as empowerment, job enrichment and teamwork (Hove 2018).

Specialisation is key in organising. Organisational structure is a network of relationships with divisions of work that help bring specialisation in various activities of concern. Well-defined jobs are a critical element of organising and help in putting right people on right job by selecting people for various departments according to their qualifications, skill and experience. These defined jobs clarify the role of every person. Co-ordination is another vital element of organising. Through organisation, co-ordination is created among different departments of the institution by forming clear-cut relationships among positions and guaranteeing mutual co-operation among individuals. The roles to be performed by different managers are clarified. Specialisation is achieved through division of work, leading to efficient and effective administration. Co-ordination is possible when roles are clear (Kovaçi Tahiri Bushi & Zhubi 2021). The organizing process can be done efficiently through guidelines to enable individuals to take decisions and act. The principles listed below help management organise in an effective manner.

Principle of specialization counts in organizing. According to the principle, the division based on qualifications, abilities, and skills is important. The principle of functional definition states that all the functions should be completely and clearly defined to the managers and subordinates. This can be done by clearly defining the duties, responsibilities, authority, and relationships of people towards each other. The principle of span of control/supervision is central as it depicts the number of employees that can be handled and controlled effectively by a single manager. Principle of scalar chain is very important in organising a chain of command or authority, from top to bottom. With a chain of authority available, wastages of resources are minimised, communication is affected, overlapping of work is avoided and easy. The principle of unity of command is equally imperative, and implies one subordinate, one superior relationship. Every subordinate is answerable and accountable to one boss at one time. This helps in avoiding communication gaps, feedback and response become prompt (Kovaçi Tahiri Bushi & Zhubi 2021).

3.8.3 Directing

The directing function of management is the process of motivating, communicating, instructing, leading, and supervising employees to ensure that they are working towards the accomplishment of Organisational goals. This function is important because it helps to ensure that work is carried out in an efficient and effective manner. Without adequate direction, employees would potentially be confused about what tasks need to be accomplished and how they should be executed (Afidah & Zunaidi 2022). This could also lead to wasted time and resources, as well as decreased productivity.

The directive function is always closely related to planning all activities for the Organisation to carry out to achieve predetermined goals. Managers carry out directive activities by motivating one another, assisting with problem solving, delegating, utilizing effective communication, collaborating, and coordinating (Afidah & Zunaidi 2022). The actual performance of a work starts with the function of Direction. Planning, organizing, and staffing functions are concerned with the preliminary work for the achievement of Organisational objectives, but direction deals with making the workers learn techniques to perform the jobs assigned to them. Direction includes guidance, supervision, and motivation of employees (Kistan Gardi Sabatini Ramasamy & Batuwangala 2017).

Regardless of the number of subordinates that a manager has, every manager undertakes the directing function. Therefore, all managers at all levels of an Organisation perform this function. It is said to be a process around which all performance revolves. It is an ongoing process. Starting from giving instructions to subordinates as to how they should perform the related activities, it continues through to guiding, supervising and motivating them to produce the results that are expected of. Directing is influencing people's behaviour through motivation, communication, group dynamics, leadership, and discipline. The philosophy of directing is that it initiates actions, and it is from directing that actual work starts. It is said to be consisting of human factors (Kistan Gardi Sabatini Ramasamy & Batuwangala 2017).

Previous studies have noted certain characteristics of direction (Kistan Gardi Sabatini Ramasamy & Batuwangala 2017) that are worth mentioning in the context of this study. They are:

Initiates action: Managers, along with planning, staffing, organizing, and controlling, perform a directing function to discharge their duties in the Organisation and initiate action.

Pervasive function: Directing takes place at every level of the Organisation. Wherever there is a superior-subordinate relationship, directing exists, and every manager provides guidance and inspiration to their subordinates.

Continuous activities: Directing is a continuous function that continues throughout the life of the Organisation, irrespective of changes in managers or employees.

Descending order of hierarchy: Directing flows from the top level of management to the bottom level, and every manager exercises this function on their immediate subordinate.

Human factor: Since all employees behave differently in various situations, it becomes crucial for managers to tackle situations appropriately. Thus, directing is a significant function that gets the work done by employees and increases the Organisation's growth.

Some writers and scholars in the field of academia and business have stressed that there are four elements of directing, which are as follows:

Supervision: 'Supervision' is made from two words: Super and Vision. Super means over or above, and vision means having a foresight and overseeing employees at work. Therefore, supervision means instructing, guiding and observing the subordinates at work to ensure that work is being done as planned. It serves as a link between workers and management and helps in improving performance.

Motivation: The term 'Motivation' is derived from the Latin word 'movere', which means to move. The process of stimulating and inspiring people at work to contribute to the best of their capabilities for the achievement of Organisational goals is known as Motivation. The efforts of an individual or group are energized as a result of motivation.

Leadership: The process of influencing the behavior of people towards the achievement of Organisational goals is known as leadership. The ability to maintain

good interpersonal relations with followers and motivate them to contribute to achieving Organisational objectives is leadership.

Communication: The term 'communication' is derived from the Latin word 'communis', which means common, implying common understanding. The process of exchanging ideas, views, facts, feelings, etc., between two or more persons is known as communication. Communication acts as the basis of coordination and helps in the smooth functioning of an enterprise (Kistan Gardi Sabatini Ramasamy & Batuwangala 2017).

Effective directing is an art that a superior can learn through practice. However, managers or superiors can follow some principles while directing (Kistan Gardi Sabatini Ramasamy & Batuwangala 2017). Some of these principles among others are:

Maximum individual contribution: This principle says that the directing function should create self-confidence among subordinates and motivate them so that they give their best to the Organisation.

Harmony of objectives: This principle says that management should harmonize the individual's objectives with Organisational objectives for the purpose of goal congruence.

Unity of command: According to this principle, each subordinate should receive orders and instructions from one superior only. If a subordinate is made accountable to two bosses simultaneously, there will be confusion, conflict, disorder, and indiscipline in the Organisation (Kistan Gardi Sabatini Ramasamy & Batuwangala 2017).

Appropriateness of direction techniques: According to this, the manager should use correct direction techniques to ensure the efficiency of direction. The techniques used should be suitable for subordinates, Organisation, and the situation.

Managerial communication: According to this, there should be a systematic flow of communication between superiors and subordinates to achieve the goals of the Organisation (Kistan Gardi Sabatini Ramasamy & Batuwangala 2017).

Strategic use of informal Organisation: Management should try to identify, understand, and use informal groups to strengthen formal and official relationships to improve the effectiveness of direction.

Effective leadership: According to this principle, managers should exercise good leadership while directing subordinates. They should act as leaders so that they can influence the activities of subordinates to achieve the goals of the Organisation (Kistan Gardi Sabatini Ramasamy & Batuwangala 2017).

Direct supervision: Direction becomes more effective when there is direct personal contact between the superior and their subordinates. Morale and commitment of employees improve through direct contact.

Principle of follow-through: After issuing orders and instructions, the subordinates must be monitored. A manager should find out whether the subordinates are working properly and the problems they are regularly facing because directing is a continuous process (Kistan Gardi Sabatini Ramasamy & Batuwangala 2017).

There are some important factors to directing as a function of management in Organisations, which are:

Initiates action: Each action in an Organisation is initiated only through directing. The managers direct the subordinates about what to do, how to do it, when to do it, and see to it that their instructions are properly followed.

Integrates efforts: Directing integrates the efforts of all employees and departments through persuasive leadership and effective communication towards the accomplishment of Organisational goals (Kistan Gardi Sabatini Ramasamy & Batuwangala 2017).

Motivates employees: A manager identifies the potential and abilities of their subordinates and helps them to give their best. They also motivate them by offering financial and non-financial incentives to improve their performance.

Provides stability: Stability is significant in the growth of any Organisation. Effective directing develops cooperation and commitment among employees and creates a

balance among various departments and groups.

Coping with changes: Employees often resist changes in the Organisation. However, adapting to environmental changes is necessary for the growth of the Organisation. A manager can make employees understand the nature and contents of change and the positive aftermaths of the change through motivation, proper communication, and leadership. This will help in a smooth adaptation of the changes without any friction between the management and employees.

Effective utilisation of resources involves defining the duties and responsibilities of every subordinate clearly, thereby avoiding wastage, duplication of efforts, and utilizing the resources of men, machines, materials, and money in the maximum possible way. It helps in reducing costs and increasing profits (Kistan Gardi Sabatini Ramasamy & Batuwangala 2017).

3.8.4 Coordination

Coordination: Coordination is traditionally conceived as an ideal that Organisations strive to achieve but may not fully attain. The prior specification of a common Organisational goal or purpose is assumed, and the degree of coordination is measured in terms of integration of activity towards attainment of the agreed-upon goal (Greenberg 2017). Coordination is the orderly arrangement of group effort to provide unity of action in the pursuit of a common purpose. If we want coordination, we must first agree on Organisational goals and priorities and commit the resources required for their accomplishment.

Coordination is essential in directing the activity of all members of the Organisation towards the main objectives. Moreover, coordination is a universal function because it belongs to general management functions (planning, control, Organisation, motivation, and others). Programs are created during planning, which determine the coordination methods and tools (Vanagas & Stankevič 2014).

The successful activity of an Organisation depends on the division of labour into separate tasks between employees and their coordination. Regardless of how the work is separated and designed, and how delegation of authority works, the common activity

of several people must be coordinated. Each member of the Organisation must know who does what. When employees work with others, they must coordinate their actions with their co-workers and carry out the instructions of managers (Vanagas & Stankevič 2014).

Coordination is an element of organisation that seeks to ensure the subjects, objects, and working processes of the interaction between time and space limits. In specialization, all staff work is distributed, and each Organisational unit performs the assigned tasks. Coordination is essential so that subdivided tasks can be directed towards the purpose of the Organisation, and there is clear coherence between sharing and coordination. This is why coordination is an important and significant element of the Organisation, as reiterated clearly by Vanagas & Stankevič (2014).

The solution to the coordination problem is a complex matter that involves several coordination mechanisms. These mechanisms may consist of tools, technologies, interactions, or other arrangements that allow individuals to achieve collective performance and thereby obtain coordination (Kistan Gardi Sabatini Ramasamy & Batuwangala 2017).

Coordination, on the other hand, can be defined as the achievement of concerted action caused by these mechanisms (Elman 2018). Elman (2018) agrees with Mintzberg in his work, which synthesized research about Organisation design and pinpointed five important mechanisms of coordination, namely: mutual adjustment, which is obtained by informal communication between individuals; direct supervision, which is coordination provided by specific orders from a manager or another superior; and the standardization of work processes, which is coordination by imposition of standards such as rules, work orders, or regulations.

Standardisation of outputs represents a mechanism that coordinates through the imposition of performance standards or output specifications. Standardization of skills is the coordination obtained by training individuals (usually before they begin to do the work) so that their knowledge or skills address their tasks. Che Shahidehpour Alabdulwahab & Al-Turki (2015) posit that the significance of the coordinating function becomes more important when the size and scale of operations are large in an Organisation. This is because of the following reasons. When the size and scale of

operations are large, there are a greater number of people and work groups working. Therefore, there is a greater possibility of people working at cross-purposes as the unit, and they may consider sub-unit goals more important than the Organisational goals. The large size may also lead to problems of supervision and communication. Hence, coordinating the activities becomes a major task of the management in a large Organisation. Large Organisations generally tend to have activities located at different places, which may not permit frequent and close interaction among people. Hence, the need for coordination becomes greater, and it becomes a major responsibility for the management (Elman 2018).

The large size of the Organisation is often associated with the diversification of business activities. This may be due to many different types of products being produced. Due to this, there are several divisions and sub-divisions of activities. At the same time, there is also an increase in the number of managerial levels and vertical division of responsibilities. All these make the coordinating function an important function of the management (Che Shahidehpour Alabdulwahab & Al- Turki 2015).

Since the coordinating function of management is very important, it is sometimes called the "essence" of management. It is a function of managers in all departments and branches of the Organisation and applies to all levels of management. It ultimately helps in the reconciliation of goals, total accomplishment of Organisational objectives, and maintenance of harmonious relationships between different groups, ensuring economy and efficiency in the Organisation (Elman 2018).

Coordinating function of the management has two forms of coordination namely vertical coordination and horizontal coordination. Vertical coordination is an essential function of management that helps to align activities across different levels of the Organisation towards achieving common goals. It involves linking activities of higher and lower levels of management using various parameters such as formalization, hierarchical structure, centralization, delegation of powers, and division of operational and functional positions (Vanagas & Stankevič 2014).

Formalisation refers to the degree to which Organisational policies, rules, and job descriptions are clearly defined and communicated to employees, guiding their behavior and decision-making. The degree of centralization of authority reflects the

concentration of decision-making power at the upper levels of the Organisational structure. Delegation of powers involves the temporary transfer of decision-making authority and responsibility from higher-level managers to those immediately below.

The division of operational and functional positions distinguishes between job functions that are responsible for achieving major Organisational objectives and those that provide specialized knowledge and support to operational work. All these parameters play a critical role in ensuring effective vertical coordination and achieving Organisational success (Che Shahidehpour Alabdulwahab & Al-Turki 2015).

Horizontal coordination is a crucial aspect of Organisational effectiveness as it helps to harmonize activities across different departments on the same hierarchical level. It supplements the actions of traditional vertical coordination mechanisms and facilitates the transfer of information between Organisational sub-units. There are four major directions that promote horizontal coordination, including buffer resources, information systems, horizontal relations, and manager's coordinators. Horizontal relations, also known as "bridge relations", facilitate the alignment of employees on the same hierarchical level to share complex problems without involving superiors. The main ways of realizing horizontal relations include direct contact between mid-level managers or lower-level employees, the liaison agency role exercised by a manager for effective communication and coordination between departments performing common tasks, and the use of task forces and interdepartmental work teams to solve specific problems. By creating direct connections between departments and offices, horizontal relations play a critical role in facilitating effective communication and coordination within an Organisation (Bandh Romeikat Sanneck & Tang 2011).

3.8.5 Controlling

The importance of management control as a source of progress has been extensively considered as a strategic value for all types of Organisations. Its goal is to motivate those responsible and incentivize the execution of activities that help achieve the fixed objectives (El Filali & Hassainate 2018). Once managers have formulated plans and strategies, they must ensure that the plans are carried out. They must make sure that people are doing what needs to be done and not engaging in inappropriate actions. The word "control" often leads to negative emotions. For many people, control means

constraints, pressure, and a lack of independence (Dědečková 2020). Management control is the process by which managers ensure that resources are obtained and used efficiently and effectively to achieve the Organisation's goals.

Control is a dynamic function interrelated with other management functions, playing a critical role in achieving Organisational success. The individual management functions provide a useful framework for organizing managerial knowledge. Control involves tracking, measuring, and correcting activities to ensure compliance of actual development with planned objectives (Cambalikova & Misun 2017).

Management control is significant, and the essential part is the control of the process involved in the successful operation of an Organisation. Setting standards, measuring performance benchmarks, and taking corrective measures when necessary are crucial aspects of the control function of management (Cambalikova & Misun 2017). Cambalikova and Misun (2017) have asserted that management control systems are tools to help steer Organisations toward their strategic objectives and competitive advantage. Management controls are only one of the tools managers use in implementing desired strategies. However, strategies are implemented through management controls, Organisational structure, human resources management, and culture. Effective controlling requires the existence of plans, as planning provides the necessary performance standards or objectives. Controlling also requires a clear understanding of where responsibility for deviations from standards lies.

The control function is an important tool for monitoring Organisational performance of operational plans. The control function is dynamic and can be used as both an end function of an activity and for forward-looking planning. It is essential in operational planning and decision-making in Organisations. Without the control function, Organisations cannot monitor and evaluate the performance of their operational plans (Manyuchi & Sukdeo 2021). Controlling measures, the deviation of actual performance from the standard performance, discovers the causes of such deviations, and helps in taking corrective actions. Controlling has two basic purposes, which are facilitating coordination and aiding in planning. The characteristics of the control function of management include controlling as a pervasive function. Managers at all levels and in all types of concerns perform control. Controlling is also a dynamic process that

requires reviewed methods and changes to be made wherever possible.

Controlling is a forward-looking technique. Effective control is not possible without controlling the past. Controlling always looks to the future so that follow-up can be made whenever required. Controlling is also an end function. This is the function that comes once performances are made in conformity with plans. Planning and controlling are two inseparable functions of management. Without planning, controlling is a meaningless exercise, and without controlling, planning is useless. Planning presumes controlling and controlling succeeds planning (Manyuchi & Sukdeo 2021). Manyuchi and Sukdeo (2021) identified the four steps in the control process, which are described in detail below:

Step 1: Establishment of standards and measurement methods for performance. Standards are the criteria of performance that serve as the points at which performance is measured. They enable managers to receive signals about the progress of plans, without having to monitor every step in the execution of plans. Standard elements form measurable objectives that are essential for control.

Step 2: Measurement of performance. The measurement of performance against standards should be done on a forward-looking basis to detect deviations in advance of their occurrence. If standards are appropriately drawn, and if means are available for determining exactly what subordinates are doing, appraisal of actual or expected performance is easy. However, some activities are difficult to measure accurately, and it can be challenging to develop accurate standards for them.

Step 3: Determination of whether performance matches the set standard. This step involves comparing the measured results with the standards already set. If performance matches the standard, managers can assume that everything is under control. In such cases, managers do not have to intervene in the Organisation's operations.

Step 4: Taking corrective action. This step becomes critical if performance falls short of standards, and the analysis indicates that corrective action is required. Corrective action could involve changing the Organisation's operations or revising the original standards. Managers must see the control process through to its conclusion to exercise

control, rather than merely monitoring performance. The emphasis should be on devising constructive ways to bring performance up to a standard rather than merely identifying past failure. Overall, the control process involves setting standards, measuring performance, comparing results with standards, and taking corrective action where necessary. It is a critical tool for managers to ensure that Organisational goals are achieved efficiently and effectively.

3.9 CONCEPT OF LEADERSHIP

Leadership has been studied since the dawn of civilization, with distinct leadership styles exhibited by different leaders such as Alexander the Great, Sun Tzu, and Mahatma Gandhi. New leadership styles are always evolving (Alonderiene & Majauskaite 2016). However, little research has been done on how leadership styles in tertiary institutions ensure quality management and leadership. The functions of a leader are critical and required for society's growth and survival. Thus, leadership has been studied by various scholars in a variety of settings (Roache 2018; Sidani & Rowe 2018; Tian & Huber 2019; Samier & Elkaleh 2019; Alvesson & Einola 2019; Dirani et al. 2020), including religion, business, health, politics, and academia. As a result, leadership is viewed as a key factor in attaining Organisational growth. Scholars have struggled to come up with a consistent and widely acknowledged definition, with each one describing it differently (Tian & Huber 2019; Samier & Elkaleh 2019).

Leadership is the interpersonal influence applied by a person or persons through communication to achieve an Organisational goal (Alvesson & Einola 2019). Influencing people to achieve a goal is a key aspect of leadership (Tian & Huber 2019). According to Nan Junde and Swamy (2014), the leader exerts social influence on subordinates when they try to fulfil the Organisation's aims and objectives through voluntary involvement. As a result, it may be argued that tertiary leaders and managers with the competencies and skills to favourably influence people to bring about essential change and achieve organisational goals are required in today's human resource management. To attain these organisational goals, one needs employ the appropriate leadership style, such as servant leadership. Leadership is defined as a combination of attributes, behaviours, and activities that leaders employ to convey (Velu Manxhari Demiri & Jahaj 2017). A leadership style is a pattern of managerial action that blends

organisational and personal interests and has an impact on achieving certain objectives. According to Fiaz, the type of relationship a person employs to collaborate on a common goal or objective can define Su, & Saqib (2017), leadership. It is the foundation of every organisation and must not be disregarded. It is an important topic in the realm of management. Leadership is recognised as one of the most complex outcomes in human and organisational experiences. In other words, leadership is required for management to carry out joint initiatives.

According to Al Khajeh, a great leader motivates subordinates to improve their efficiency and fulfils their responsibility to achieve organisational goals (2018). Many authors have investigated this issue, but it is still unclear what leadership is, what paradigm it dominates, and how to effectively develop and execute it (Aunga & Masare 2017; Bambale Girei & Barwa 2017; Wachira Gitumu & Mbugua 2017; Sethibe 2018). Leadership style, according to Anderson and Sun (2017), encompasses the traits, abilities, and behaviours that leaders employ in their relationships with subordinates. According to Alharbi (2017), leadership is a mutually dominant social system in which members and subordinates work together to achieve organisational objectives. NawoseIng'ollan and Roussel (2017), add that leadership is a sort of connection in which people collaborate towards a common goal while using their own techniques and means.

The social influence leadership technique seeks subordinates' voluntary participation in achieving the organisation's goals (Kalsoom Khan & Zubair 2018). A leader should assign or require others to work toward specific objectives (Gandolfi & Stone 2018). Higher institutions, therefore, require productive leaders who comprehend the dynamic of a fast-changing global climate. Employee efficiency is high when the job is well organised and the leader has good relationships with the employees. Everyone on the team should participate in conversations and work in small, highly motivated groups. Leadership can take numerous shapes and employ a variety of leadership styles. A person's leadership style displays how they provide guidance, carry out plans, and motivate others (Tian & Huber 2019). It is the real action that the leader takes that employees notice. According to literature, Kurt Lewin (1939), led a group of researchers in this approach to conduct the first research. They were able to identify three types of leadership styles at the conclusion of their research. During leadership,

the leader employs a mix of attributes and talents, as well as behaviour (Anderson 2017). According to Chen et al. (2020), leadership styles generate an interaction by demonstrating appropriate techniques and tactics for getting others to collaborate to reach a common goal.

Contemporary leadership theorists have identified five leadership types: charismatic leadership, transactional leadership, transformational leadership, visionary leadership, and culture-based leadership (Bass 2010). In their research, Tannenbaum and Schmidt (1958) identified four distinct leadership styles. These have gained widespread approval and are widely used. Democratic, autocratic, authoritarian, and laissez-faire are examples of these. The servant leadership style is also considered in this study.

Huerta-Valdivia et al. (2019) said that servant leadership considers the well-being of subordinates to provide a conducive and supportive environment for full involvement in all activities assigned. Subordinates in tertiary institutions who trust and believe in their bosses will excel in their assigned jobs. In some organisational contexts, influencing people through a dynamic process may have an impact on group goals (Fiaz et al. (2017). They also stated that leadership is a crucial and well-studied topic in recent years. As a result, much has been done to explain leadership as a concept, even though there is no clear standard leadership and management technique to follow when leading others.

Leadership must focus on the needs of employees and the organisation rather than the leader (Ly 2020). It should not be a game of chance or trial and error to determine which leadership style will work. The scenario within leadership and management should determine it. As a result, the tertiary institution's problem and the teams' readiness to embrace the leader's influence are critical (Miao et al. 2018). Because current leadership theories have not been able to establish a set of standard features that leaders must possess to be effective, certain common traits for strong leadership have been identified in various studies.

The intellect, personality, and ability (judgment, knowledge, and fluency) of a person are all important in a leader's communication, according to trait theorists. According to behavioural theorists, the leader's behaviour, not his or her traits, determines

effectiveness. Every leader must regard vision as a critical tool for motivating people. According to David (2010), vision is how an organisation's future is matched with goals that must be achieved; goals that are real and credible in comparison to what already exists. Hamade (2021) adds that for a leader to be effective, the leader must create an environment that encourages followers to commit, and their future must be appealing for their common goal. An exception to the rule should not exist.

To lead individuals toward organisational goals, the leader must have some capacity to affect how the task is carried out. Booyens (1993) defines power as the ability and willingness to influence others' behaviour. The sources identified include when a leader promotes favourable behaviour inside a certain role; this is known as reward power. Legitimate power derives from one's position in an organisation, such as the Dean of a tertiary institution. Coercive power: when a leader can use force to penalise others who do not follow instructions to attain a goal. Expert power: when a leader's competence is used to establish his credibility.

3.10 TYPES OF LEADERSHIP

3.10.1 Autocratic Leadership

In institutions that value collaboration, autocratic leadership is not advised. Such a manager never permits employees to make decisions and is frequently absent from employee decision-making (De Hoogh Greer & Den Hartog 2015). Coercive leadership is a term used to describe this sort of leadership (Dyczkowska & Dyczkowski 2018). Autocratic administrators who make choices without providing feedback risk demotivating employees whose input is requested but rarely considered. When faced with a decision, an authoritarian leader will devise a plan for the entire team, addressing an issue and choosing what they consider necessary or most urgent (Chukwusa 2018). After the task is assigned, leaders decide when workers should start and finish their workday, as well as how much work they should complete. If the institution faces problems or obstacles, the leaders may not evaluate themselves or seek input to verify if their decisions were sound (Chukwusa 2018).

This style of leadership is associated with the authoritarian leadership idea, which entails gaining command of a group in the same manner as a dictator can command a

country. However, tertiary institutions should avoid employing this idea because it prevents subordinates from voicing their thoughts and making high-level judgments on their own. While authoritarianism may be appropriate in high-stake scenarios requiring quick decisions or in work environments requiring substantial instruction for entry-level personnel, it may not be suitable in most contexts. Autocratic leadership can be useful in such cases, such as when key choices affecting institutional performance must be made rapidly without involving a broad group. However, no single leadership style should be adopted because it can limit the accomplishments (Chukwusa 2018).

During disagreements, Benjamin (2015) prefers an autocratic model because it allows workers to focus on specific tasks without having to think about complex decisions or connecting themselves firmly with certain activities, which might benefit the institution. Autocratic leadership, according to Chishty-Mujahid (2016), is excellent for individual control when quick decisions require little response from workers. However, autocratic leadership decisions may not be effective if they are made only based on personal beliefs and judgments, with little regard for followers' suggestions and complete authoritarian control over employees. Uzohue Yaya and Akintayo (2016) argue that autocratic leadership directs all work and implies that group members are rarely trusted with key choices or responsibilities.

Autocratic leadership can be beneficial on occasion, but there are few circumstances when it should be used to justify inaction. As a result, leaders who abuse the autocratic leadership style are frequently labelled dictatorial. Because employees may be hesitant to contribute if they are not consulted, innovative ideas will evade Organisations with an authoritarian culture (Northouse 2015). Some researchers found insufficient inventive answers to issues in most autocratic contexts. The authoritarian leadership style has been heavily criticized in recent years, and some studies have found that Organisations with autocratic leaders have higher turnover and absenteeism (Cherry 2015).

Authoritarian leadership, according to Cherry (2015), is also characterized by uncompromising leaders who, for the most part, refuse to explain their actions. Any leader who disregards employee agreement does not foster shared accountability, stifles worker opinion, and employs a top-down, hierarchical style (Val & Kemp, 2015).

Autocratic leadership should be an exchange mechanism, with workers being rewarded depending on their performance (Clark 2015). Because of the hierarchy, policy, power, and authority to maintain the Organisation's control, efficiency and personal desires may suffer. The issue with autocratic leadership is that it requires rigorous devotion to the Organisation's operations, and authoritarian leaders may be perceived as effective in situations where workers are under pressure due to severe harshness (Leonard 2018).

3.10.2 Transformational Leadership

For the success of an institution, transformational leaders inspire personnel and encourage innovative and creative ideas (Boyce 2018). They improve the role performance of team members and mediate work engagement among all project teams (Shokory 2018). Transformational leadership has been found to drive people to take on new responsibilities in a difficult environment (Mahyarni 2019). Many benefits can be seen when leaders adopt transformational leadership, such as improving employee morale through words of encouragement. In such cases, the emphasis is mostly on the leader's behavioural traits, which are critical for empowering employees (Collins 2019). Therefore, transformational leadership should focus on the institution's future vision and frequently embrace change.

Transformational leadership is a relatively recent approach to leadership that focuses on how followers can make a positive difference (Siangchokyoo et al. 2020). James MacGregor Burns first introduced the concept of transformational leadership while examining political leadership, but the term is now also used when studying Organisations. According to Burns, transactional and transformational leadership and management go hand in hand. Transactional leaders are concerned with ensuring compliance by paying and maintaining bonuses and benefits, whereas transformational leaders are concerned with transforming people to benefit one another and the Organisation. Followers of a transformational leader react by showing trust, gratitude, respect, and loyalty to the leader, and are willing to work harder than expected. It is the first theory to emphasize morals and values in leadership that has been developed and validated. Ordinary and remarkable leadership are distinguished by two elements, according to Mittal and Dhar (2015), transactional and

transformational leadership.

Transactional leadership is built on a classic exchange relationship in which followers' work, efficiency, and loyalty are exchanged for expected returns. Transformational (exceptional) leaders improve followers' knowledge of the importance and value of specific outcomes, as well as how to accomplish them. These motivate people to put the Organisation's mission and vision ahead of their own personal interests. The way people are inspired is the difference between transformational and transactional leadership. A transformational leader's actions are motivated by the leader's values and beliefs, and they inspire subordinates to go above and beyond (Ghasabeh Soosay & Reaiche 2015). Transformational leadership, according to Mathew and Gupta (2015), is a technique in which one or more persons interact with others to raise each other's drive and morals. The transformational leadership style focuses on the growth and needs of followers. Managers that practice transition leadership focus on growing employees' value systems, motivation, and morals with better abilities (Zuraik & Kelly 2004). This leadership style serves as a link between leaders and followers, allowing them to better grasp the followers' interests, values, and motivation levels to achieve Organisational goals. Transformational leaders, according to Jensen et al. (2019), present the Organisation's aims, enforce regulations, and delegate heavily to their followers. They know how to make a work environment that is both accessible and meaningful for creativity and growth. Transformational leadership establishes a clear knowledge of the degree of motivation, ideals, and desires between followers and leaders. Transformational leadership, according to Galli (2019), demonstrates superior performance leadership.

Transformational leadership is a leadership style that focuses on inspiring and motivating followers to achieve their best potential. It involves creating a shared vision and values, providing intellectual stimulation, and fostering individualized consideration for each follower's needs (Mahmood Uddin & Fan 2019). This style of leadership is often associated with individual success and Organisational success, as it creates a positive work environment and enhances employee satisfaction (Farahnak et al. 2019). Prescribed behaviour, which includes skills, knowledge, talents, and drive, is a hallmark of transformational leadership (Leand Lei 2019). The leader's charisma, both idealized and behavioural, can inspire followers to form a self-defining and

gratifying relationship with the leader or group (Jyoti & Bhau 2015). This relationship can lead to increased job satisfaction, higher motivation, and improved performance. Studies have shown that transformational leadership has a direct positive impact on Organisational performance (Sofi & Devanadhen 2015). Cultural intelligence, which is the ability to understand and effectively navigate different cultures, is an important predictor of transformational leadership. Leaders with high cultural intelligence tend to be more transformational in their leadership style, indicating that they may be more effective in managing multicultural situations (Sofi & Devanadhen 2015).

3.10.3 Transactional leadership

Dartey-Baah (2015) defines a transactional leader as someone who is constantly willing to give something in exchange, such as a promotion, performance reviews, pay raises, new tasks, and so on. While expectation is a fundamental issue with this type of leadership in tertiary institutions, Longe's (2014) research shows that transactional leadership has a favourable impact on Organisational performance. This leadership style aids in creating and maintaining an environment that maximizes Organisational and human capabilities while providing real and intangible benefits to personnel. Transactional leadership primarily helps create a performance-optimized environment and articulates a compelling vision that improves the overall success of the Organisation (Longe 2014). However, Sofi and Devanadhen's research (2015) suggests that transactional leadership has no direct impact on an Organisation's efficiency, and when employees do not meet the Organisation's expectations, this leadership style does not inspire creativity and innovation.

Weber characterizes transactional leadership by severe discipline, normative rules and regulations, and centralized control. Basar and Sigrì (2020) define transactional leadership as a giving and taking relationship at work, in which sharing is an effective form of contact between superior and subordinate to reach stated goals. Obedience to devotees is based on moral ideals and rules, as well as predetermined agreements. Through pre-existing coercive techniques, followers are led and confined to their allotted tasks (Wahyuni Purwandari & Syah 2020). A transactional leader defines and emphasizes goals, requires tasks, performance, Organisational rewards, and consequences for laxity. To motivate associates, the transactional leader puts their

own interests aside and appeals to their desires. According to Hsieh, Yu-Hsia, and Shieh-Liang (2020), "favour-for-favour to encourage executing the job appropriately" defines transactional leadership. Contingent incentives, exceptional (passive) management, and outstanding (active) management are the three fundamental characteristics of transactional leadership.

3.10.4 Laissez-faire leadership

Laissez-faire leadership, or delegated leadership, is a type of leadership in which the leader takes a back seat and allows group members to make their own decisions. This type of leadership is also known as leadership without constraints. According to a study by Anbazhagan and Kotur (2014), this leadership style contributes to the lowest productivity among group members. However, it is critical to recognize that this leadership style has both advantages and disadvantages. There are some situations and environments where laissez-faire leadership is the best option. According to Wong and Giessner (2018), laissez-faire leadership is marked by a lack of direction, which may hinder success in tertiary education. However, if handled appropriately, giving followers complete decision-making autonomy requires leaders to provide the best tools and resources possible. Group members should be encouraged to address problems on their own and be given control. Leaders should, however, continue to bear responsibility for the group's decisions and actions.

When group members are highly qualified, empowered, and capable of working autonomously, laissez-faire leadership can succeed. Professionals who can work independently due to their knowledge and skills can complete jobs with little guidance. When group members are more knowledgeable than the group leader, the delegative method can be especially effective (Al-Malki & Juan 2018). The laissez-faire approach can be especially effective when team members are experts in their fields as it allows them to demonstrate their wide knowledge and talents in that area.

When followers are passionate and passionately motivated by their job, the laissez-faire style can be adopted (Yang 2015). When individuals lack the knowledge and expertise to do duties, this leadership style is undesirable. It has linked to negative outcomes like poor job performance, inefficiency, and a lack of group material. When there is a lack of role knowledge, inadequate group involvement, low accountability,

passivity, and avoidance, Laissez-faire leadership is identified as a flaw (Buch Martinsen & Kuvaas 2015).

3.10.5 Servant leadership

Servant leadership prioritizes the well-being of followers or employees to achieve desired outcomes. This leadership style is characterized by care for follower growth, according to Coggins and Bocarnea (2015), and is a service-oriented leadership. According to Hale and Fields (2007), the notion is about a leader's behavior in which he prioritizes the growth of others, particularly subordinates, over their own interests. Greenleaf is widely regarded as the creator of the servant leadership philosophy, which he introduced in 1977. Servant leadership prioritizes serving others' interests and meeting their needs over the leader's own. However, not a management approach, this leadership style is fundamental to how individuals live and is rooted in the feeling of just serving others. This style may aid in the distribution of power and the creation of a sense of belonging both within and outside the group and Organisation.

When it comes to servant leadership, Eva Robin Sendjaya Van Dierendonck and Liden (2019) identified three characteristics: (1) others-oriented leadership, (2) one- on-one leadership prioritizing followers' needs, and (3) leadership re-orienting outwardly for the sake of others within the Organisation and the community at large. One of the characteristics of servant leaders is that they install confidence in their followers by providing difficult guidance and tasks, as well as being compassionate and providing emotional support and criticism (Page & Wong 2020). Every company wants its human resources to be handled in such a way that their full potential is realized and Organisational goals are met. As a result, to get the most out of resources, particularly human resources (workers), good management is required. Their actions should have a positive impact on both the individual and the Organisation. As a result, tertiary institutions require new techniques or leadership styles that may be strategically integrated for effective and efficient management of followers in order to achieve the desired behavior outcome that society desires in order to achieve Organisational standing.

The study by Hale and Fields (2007) examines how followers from Ghana and the United States have encountered three servant leadership aspects in the workplace, as

well as the extent to which these followers link servant leadership dimensions to institutional leadership success assessments. According to them, the servant leadership notion emphasizes how the leader prioritizes the welfare of his or her followers over the leader's own glory. The servant leadership style, according to Barbuto and Wheeler (2006) and Liden Wayne Meuser Hu Wu and Liao (2015), is distinct from other leadership styles or approaches that describe the leader's behaviour pattern in the areas of transformational leadership, transactional leadership, and dyadic linkages.

Servant leadership is primarily concerned with how followers are trained to become more creative and responsible in the workplace (Fields et al. 2006). Another trait of servant leadership noted by Hales and Fields is humility. In essence, servant leaders are stewards. Because the emphasis is not on followers' progress and devotion to their well-being, treating them as persons entrusted to them to be elevated to their higher selves is lacking. Though leaders regard their followers as individuals entrusted to their care, they do not make an effort to ensure that their followers and organisational resources are developed.

3.11 EFFECTS OF LEADERSHIP STYLES ON INSTITUTION'S PERFORMANCE

"Demand pressures, cultural shifts in higher education's perception, financial pressures, structural and managerial diversity, and a diversity of university missions or emphases" have all contributed to changes in higher education. There is an ongoing debate about whether HEIs should be managed in the same way as businesses, and if so, which practices should be used (Alonderiene & Klimaviciene 2013). One section of the scholarly literature compares leadership in higher education to leadership in businesses. On the other hand, the opposite side claims that both are separate concepts (Lumby 2012). According to some authorities, corporate leadership practices are completely unacceptable in higher education. If we move towards a standardized definition and measurement of leadership, the leadership in higher education may be jeopardized (Eacott 2011). Eacott (2011) stated that there are certain irregularities in the perception of leadership in HEIs based on a study performed in UK institutions.

Quality leadership skills are improving in a variety of institutional settings (Fukuyama,

2013). Culturally intelligent leaders make a substantial contribution to quality leadership and performance results at academic institutions (Onolemenmen 2015). To achieve Organisational goals, Nanjundeswaraswamy and Swamy (2014) argue that effective leadership is required. Employee performance and productivity are affected by leadership styles. An Organisation is regarded adequate if it achieves a balance between the demands of various actors (owners, employees, consumers, and the community) and the requirements of its personnel.

Hurduzeu (2015) believes that excellent leadership may influence and secure the prosperity and economic growth of both the Organisation and its personnel. There are a variety of leadership styles, according to Asrar-ul-Haq and Kuchinke's (2016) study on the effects of leadership style on subordinate efficiency. In the Pakistani banking sector, there is a strong link between transformative leadership and staff performance. There are various impediments, including employee performance, just as there are in Ghana. The study's leadership styles will aid managers and upper management in evaluating leadership styles in terms of performance. Transformational leadership and Organisational efficiency are clearly linked.

3.12 IMPLICATIONS OF LEADERSHIP STYLES IN TERTIARY EDUCATION

Although leadership is the same in HEI as it is in other Organisations, management and leadership are two different subjects. The diversity of higher education institutions, their structure, and their environments make it difficult to apply the same leadership model throughout them (Lumby 2012). Lumby (2012) claims that HEIs are indistinguishable from other organisations because they must accomplish public goals while being profitable; they are vulnerable to shifting government policy; and they employ renowned experts as well as creative and independent people. There is evidence that there is a shortage of educational leaders who are experienced and competent to represent fundamental academic ideals rather than core organisational values, according to (Eacott 2011; Marshall 2012: 508). 'Observation, past experience, modeling, acquired knowledge' are the main characteristics and traits of educational leaders (Marshal 2012: 514). Academic leaders have more obstacles than corporate executives because their stakeholders are students and professors (Siddique et al. 2011).

As a result, educational leadership necessitates knowledge and expertise (Siddique et al. 2011). According to Bucic et al. (2010), transformational and transactional leadership styles are the most often adopted in universities. According to Hamid et al. (2020), Donkor Dongme and Sekyere (2021) and Esia-Donkoh (2019), laissez-faire leadership is rare. Globally, transformational leadership has been studied, particularly in universities (Asmawi et al. 2013; Abukabar et al. 2018; Abbas et al. 2012). The authors concluded that the nature and uniqueness of HEIs necessitate leadership capable of achieving expected outcomes. Quality leadership in higher education is widely recognized for setting direction, communicating with staff, and having a strategic vision. The leaders foster a healthy work environment by being attentive and treating employees fairly. In decision-making and performance feedback, trustworthiness and academic staff involvement are critical (Donkor Dongme & Sekyere 2021; Esia-Donkoh 2019). Academic staff should have the ability to influence how an organisation operates, as well as enough freedom and autonomy in their position to achieve objectives (Amzat & Idris 2012).

Koech and Namusonge (2012) discovered strong links between transformational leadership characteristics and Organisational success, but weak links between transactional leadership behaviours and Organisational success. The institution will succeed if every leader uses a transformational – transactional leadership approach. Quality leadership, according to Shafie Baghersalimi and Barghi (2013), has a significant impact on employees' attitudes, beliefs, and capacity to maximize effectiveness. As a result, adopting a transformational leadership style will help an Organisation become more effective. Azhar (2013) claims that a leader's attitude toward a subordinate reflects on the services offered by the leader, and that institutions become more effective when members collaborate, and leaders interact with their subordinates. Leaders that use approaches that pay attention to unique individual employee behaviour might improve their performance. When people are unaware of their job description and are not well educated, the autocratic style is deemed more appropriate (Malik Aleem & Naeem 2016). Finally, when a company provides excellent leadership, employees become more imaginative and creative by utilizing the participatory approach (Mohiuddin 2017).

3.13 CHAPTER SUMMARY

This chapter provided a review of the literature on ways to achieve quality leadership and management in Ghanaian tertiary education. This chapter also included a discussion on leadership styles used in higher education institutions. The researcher outlined the literature on how to ensure quality leadership and management in Ghanaian tertiary education and discussed the leadership types as well as the theoretical framework that underpins this research. According to the literature examined, leadership has a significant impact on institutions, employee achievement, and the achievement of desirable goals. The study demonstrated the importance of various leadership styles and how different types, such as autocracy, democracy, transition, transaction, and participation, affect tertiary institution success. Evidence suggests that transformational leadership tactics outperform transactional leadership strategies. The research methodology that the study was founded on is discussed in the next chapter.

CHAPTER FOUR: RESEARCH METHODOLOGY

4.1 INTRODUCTION

A literature review answering the research questions was presented in the previous chapter. Data collection required a well-structured approach and methods. This chapter explains how the data was gathered and interpreted in a relevant way. The study's goal is to improve leadership and management in Ghana's tertiary education system. The chapter begins by covering the research design chosen, the philosophical paradigm that inspired the investigation, sample size and selection procedures, data collection tools, ethical considerations, trustworthiness, study delimitation, and data analysis. The research and what and how research topics are aligned in this chapter, demonstrating case study design as the most suited. The study's integration of these concepts is also described in this chapter.

4.2 DEFINITION OF RESEARCH

Many writers have defined the concept of research as a systematic and refined method of thinking that employs certain methods, techniques, and procedures to arrive at a more suitable and acceptable answer to a problem (Yin 2011). Identifying a situational problem statement, gathering data or facts, critically analysing them, and reaching a choice based on the actual results, is typical steps in the research process (Yin 2011). Sharp, Peters and Howard (2010:7) define research as the pursuit of knowledge through recognized systematic processes. According to Sharp et al. (2010), research entails gathering non-trivial proofs and opinions on a topic. Research is a systematic approach of examining, exploring, and investigating a topic in order to better understand a community phenomenon and provide recommendations based on the findings.

This chapter is based on the notion that methodology is an overall approach to research (Janshed 2014), that it is the framework that guides a specific research project (Silverman 2012), and that it ultimately defines the type of data that needs to be collected on a specific research problem. Methodology justifies why a specific type of data should be collected and in what form, from which source, and by what means (Scotland 2012).

The research philosophy is explained as "the justification for using philosophy in the study," and is the study's overarching philosophy, and the study's specific philosophical perspective, commonly known as the research paradigm. It consists of relative ontology, personal epistemology, and moral axiology, all of which are presented in this chapter. The chapter also discusses the "hermeneutic phenomenological research design," which served as the study's roadmap for data collection, analysis, and interpretation.

4.3 RESEARCH PARADIGM

The study was grounded in the interpretive approach. In this regard, the views, perceptions, opinions, assumptions and myths of the participants were collected on the topic under discussion. To do research, the researcher (Creswell 2012:127) used the appropriate instruments accessible to grasp the scenario specified in the construction of a problem statement. Philosophical assumptions helped the researcher to choose challenges, research questions to ask, and developed theories to use in the quest for knowledge. The ontological, epistemological, and methodological precisions of social research are defined by paradigms. The nature and presence of social reality (ontology) and what constitutes knowledge and ways of knowing (epistemology) were the two archetypal research grounds in the subject field (Ngulube 2015:127). These were the pillars that supported the social research in line with Creswell who refers to philosophical assumptions as worldviews (2014). In line with to Sarantakos (2013), the paradigms that guided the study research were ontological, epistemological, and methodological prescriptions.

4.3.1 Ontological foundations of research

Ontology was concerned with "what is, 'such as "the nature of existence and reality structures" (Crotty 1998) and "what was known about the study' (Snape & Spencer, 2003). It was about "the type of universe under investigation as well as the nature of reality. Similarly, according to Guba and Lincoln (1989:83), the ontological assumptions answered the questions 'what is known about the phenomenon?' and 'what is the nature of reality?' The ontology was concerned with reality and how the participants' world of work was experienced' (Saunders Lewis & Thornhill, 2009:110). Although positivism and interpretivism are the two basic contexts, under which

research can be conducted, the interpretive paradigm was the one used by the researcher to produce subjective knowledge. Nonetheless, in the field, techniques were crucial to the research process since they were the lens through which the researcher perceived a social phenomenon and decided how to learn more about it to get answers to the study questions. In other words, the various sorts of research strategies and methodologies that could be utilised to learn more about the subject, were employed (Ngulube 2015: 128). Objectivism asserts that when more information is gathered, an unbiased reality will emerge.

4.3.2 Epistemological foundations of the research

The epistemological foundation of the research maintains that things can and must be identified and understood intellectually, based on scientific theories, because things are too large and complicated to be comprehended by the senses (Given 2008). Objectivism is based on the acceptance of natural science as a model for investigating human knowledge, and it primarily used data collection and interpretation procedures and techniques comparable to those used in natural science, such as hypothesis testing, causal explanations, and modelling (Al- Saadi 2014). The researcher operated like an objectivist who thinks that anyone can learn anything over time, and that things can and must be identified and understood intellectually, based on scientific theories (Given 2008). As a social science practitioner, the researcher typically held this position (Given 2008).

Epistemology was concerned with the 'nature' of knowledge, as well as its possibilities, breadth, and legality. The epistemological assumptions were about knowing how people discovered and perceived social behaviour (Cohen Manion & Morrison 2007; Al-Saadi 2014). The epistemological assumptions were decisions made by the researcher about the study process, and their contributions to knowledge were determined by epistemological beliefs (Saunders Lewis & Thornhill 2016: 151). Interpretivism, constructivism and positivist were the three primary epistemological assumptions. Truth was sought like an interpretivist, explained like the positivist, and created like a constructivist. The inquiry mainly took an interpretivist approach. The study of how people understand reality is known as ontology, while epistemology refers to the process of generating, comprehending, and applying valid and acceptable

knowledge.

The methodology of the researcher determined how data was to be collected and analysed, whereas the methods were the instruments and procedures that were employed to carry out the plan (Wahyuni 2012; Scotland 2012). The larger literature highlighted the need to know the ontologies and epistemologies that influenced the research conducted. The explanation for the researcher's awareness of the ontological and epistemological assumptions supported the investigations because the assumptions were strongly tied to how the researcher chose the techniques and methods for performing the study, as well as how the findings were presented at the conclusion (Scotland 2012:10).

The researcher had several choices to make. On a metaphysical level, the researcher could be an objectivist, thinking that reality should be investigated objectively without the influence of the researcher. Alternatively, the researcher could be a nominalist or subjectivist, believing that reality is subjective, and that reality can only be comprehended through the interpretation of the meaning established by individuals in the environment. The researcher could also rely on the participants' judgments of what their lives meant to them (de Vos Strydom Fouche & Delport 2011; Wahyuni 2012). To put it in another way, the researcher's paradigm determined the decisions to pursue and the study strategy (De Vos et al. 2011). In this study, the ontological and epistemological viewpoints of knowing through social interaction, the manner in which individuals connected with their social environments, and the many realities produced to represent these divisions, were explored (Scotland 2012:10).

4.4 RESEARCH APPROACH

This study employed a qualitative approach to achieve its objectives. It was founded on an interpretivist paradigm. The researcher wanted 'in-depth information and differing conceptual views on the topic under investigation, including ideas, views, opinions, beliefs, feelings, perceptions, thoughts, values, and philosophies' (Creswell 2014:39). The term 'research approaches' refers to research strategies based on broad assumptions that led to data collection, analysis, and interpretation procedures' (Creswell 2014). According to Creswell, 'a study can be quantitative or qualitative' (2014:36). Quantitative and qualitative research methodologies are distinguished by

the use of numbers in quantitative research versus words in qualitative research. A mixed method approach, on the other hand, is 'a research technique that incorporates both qualitative and quantitative elements' (Creswell 2014:620), however, this study employed the qualitative technique.

4.4.1 Qualitative Methodology

This study used a qualitative research approach because its aims were to generate understanding and create meaning for social problems, collect data in natural settings, interact with research participants, reflect, and learn with them on the issue that concerned them and the researcher (Schultze & Avital 2011; Creswell 2014). This research investigated how quality leadership and management were ensured in Ghana's tertiary education system, and this was primarily based on qualitative data (Richards 2001). The researcher chose the qualitative investigation into the above topics because it was relevant.

Different researchers define qualitative research differently. In line with Yin (2011), qualitative research, proved to be a type of scientific research aimed at understanding a problem through the eyes of the people being studied. Similarly, Creswell (2014:45) also maintains that qualitative research is an investigation and analysis of the meaning that individuals or groups ascribe to a social situation. Akin to the above, Maree (2010), posits that qualitative research, is a type of research that aims to collect detailed descriptive data about a phenomenon in a specific setting in order to gain a better understanding of the subject. Hence, the researcher chose a qualitative research approach because of wanting to learn more about how Ghana's tertiary education system ensured quality leadership and management.

As a result, qualitative research, allowed the researcher to study participants' behaviour in their natural environment unlike quantitative research, which investigates human behaviour in unnatural settings such as laboratories, (Kumar 2011; Henry 2015). Rather than using highly organised data collection methods like surveys, a qualitative research strategy, semi-structured interviews, were used in this study, to accommodate both constructivist and interpretivist perspectives (Kumar 2011; Henry 2015). The qualitative method also allowed the researcher to use flexible interviewing as a data collection tool, allowing for the gathering of specific data. In addition to the

perception, the study used a qualitative approach according to Clelan (2017) who strongly recommends using a qualitative strategy in educational research like this one because it allows for a better understanding of challenges experienced in the proper context.

Similarly, Rahman (2017) and Ponelis (2015) agree that qualitative research generates a wide range of meanings within a specific research context and strongly recommends utilising a qualitative method in educational research like this one to provide for a better understanding of the context. Rahman (2017) and Ponelis (2015) also maintain that qualitative research helps generate a wide range of interpretations within a specific research context. In addition to the above points of view, Pfaff Bohnsack and Weller (2010) in their study of 'reconstructive research and the documentary method in Brazilian and German educational science, state that qualitative research is a useful procedure in educational research because it can be used to evaluate educational policies and programs, develop theories, and teach'.

4.4.2 Case study design

The study used a case study design to achieve its primary goal, guided by the nature of the research questions, which sought to understand how quality leadership and management is ensured in Ghanaian tertiary education. The case study necessitated a thorough understanding of the situation as well as the procedures that called for the use of a case study design (Kumar 2011; Henry 2015). According to Briggs, Coleman, and Morrison (2012:157), 'case study research includes being where the action is, getting testimony from, and witnessing the actors first hand in an environment over which the researcher has no control'. The study focused on quality leadership and management practices in Ghanaian tertiary education as a current event (Yin 2011), heavily influenced by both tertiary education and institution-specific policies. As a result, a case study used revealed many contextual realities of ensuring quality leadership and management in Ghana's tertiary educations. The study's main goal was to highlight how leadership and management in Ghana's tertiary education system were ensured.

Agreeing with Kozleski (2017), the qualitative methods were used to investigate an important issue in education, provide opportunities to work with people who are

implementing educational programs, draw lessons, and make necessary modifications to qualitative research methods to inform evidence-based practice in education. According to Kozleski (2017), qualitative methodology advances important questions in educational practice and policy while also supporting the discovery of new ideas and empirical evidence that can aid in the understanding of educational practices, the nature of teaching and learning environments, teacher roles, and curriculum design. A qualitative method, according to the expert, reveals social issues that are typically disregarded but critical in the educational system.

4.2 POPULATION AND SAMPLING

Population is group or set of participants that are of interest to the researcher. It is also a group of people who are the target for a study. The population consisted of the Principals and Vice Principals as well as staff and teachers of selected Colleges of Education in the Eastern Region of Ghana. The CoEs are seven in number in the Eastern Region of Ghana. The researcher selected six for the study. These were selected because of their willingness and availability to provide the needed information. The seventh was not included because it was virtually a new CoE and had little experience in leadership and management issues.

For qualitative research, the total number of people in the study setting is not a matter of significance, but rather those who could provide in depth information on the issue under study are what mattered. Only the people who could provide the needed information based on their experience and exposure were targeted by the researcher. As a qualitative researcher, I selected a few people from a bigger group to obtain information about the larger group through sampling. According to Kumar (2011), sampling in quantitative and qualitative research is different and is based on two different ideologies. In quantitative research, the goal is to eliminate bias by choosing a sample that is representative of the larger population. For a qualitative researcher, on the other hand, sampling dealt with issues such as participant access.

The researcher also used her judgment to ensure that potential volunteers had a thorough comprehension of the research issue (Kumar 2011). The researcher selecting a sample to infer about a larger population would be a quantitative researcher, whereas in this qualitative research the sole goal was to gather in-depth

knowledge about a phenomenon, in which case the selected participants were chosen to provide the necessary understanding (Kumar 2011). Different types of sampling include purposeful, convenience, snowball, and random sampling. The first three are commonly used in qualitative research, while random sampling is used in quantitative research (Yin 2011:88). The unit of analysis was restricted to Ghanaian quality leadership and management in tertiary education. Quality leadership, leadership styles, and the impact of leadership style on tertiary education management in Ghana were all investigated in the study.

Purposive sampling was used to select the research participants based on their prior experience and knowledge. Twelve (12) key participants thus Principals and Vice Principals in leadership and management in Ghana's tertiary education were chosen from selected Colleges of Education. To complement and have a balance of views of the study, twenty (20) teachers and staff from the Colleges of Education were also taken into consideration. In all, the study population included twelve (12) participants in leadership and management and twenty (20) teachers and staff from the CoEs. The total population of the study was Thirty-two (32) participants.

4.5.1 Sampled areas of Ghana

Ghana is located on the West African bulge's southern coast. Ghana covers a total area of 238,540 square kilometres (92,100 square miles), ranging 458 kilometres (284 miles) north to south and 297 kilometres (184 miles) east to west. Togo borders it on the east, the Atlantic Ocean (Gulf of Guinea) on the south, Côte D'Ivoire on the west, and Burkina Faso on the north and North West. Ghana's overall boundary length is 2,633 kilometres (1,635 miles), with a coastline of 539 kilometres (334 miles). Ghana is slightly smaller than the state of Oregon in size when compared to the United States. Accra, Ghana's capital is situated on the Gulf of Guinea. Ghana officially the Republic of Ghana, is a south, sharing borders with Ivory Coast in the west, Burkina Faso in the north, and Togo in the east. Ghana covers an area of 238,535 km², spanning diverse biomes that range from coastal savannas to tropical rainforests. According to the 2021 census, Ghana has population of 31 million inhabitants. Ghana is the second-most populous country in West Africa, after Nigeria. The capital and largest city is Accra; other major cities are Kumasi, Tamale, and Sekondi-Takoradi. The ten regional and

their capitals before the creation of the new regions are Sekondi (Western), Ho (Volta), Accra (Greater Accra), Koforidua (Eastern), Kumasi (Ashanti), Cape Coast (Central), Sunyani (Bono), Tamale (Northern), Bolgatanga (Upper East) and Wa (Upper West).

Ghana is a West African country on the Gulf of Guinea. Its neighbours are Côte d'Ivoire, to the west, Burkina Faso, to the north, and Togo, to the east. In December 2019 a referendum was held in the 47 Districts resulting in the creation of new regions. The outcome was 99% YES representing 80% to 90% of the total vote cast making it accepted to create the new regions. Six more regions were created in 2019 making it 16 regions after splitting existing four of the 10 regions. These regions and their capitals were Oti Region – Dambai, Ahafo Region – Goaso, Bono East Region – Techiman, North-East Region – Nareligu, Savannah Region – Damango, and Western North Region – Sefwi. This was in fulfilment of a promise made by candidate Nana Akuffo Addo in his 2016 campaign. Eastern region is in Southern Ghana and its capital is Koforidua. It has a population of 3,377,593 (2021 census). Some major towns in the region are Somanya, Asamankese, Nkawkaw, Akim Oda and Suhum.

Ghana occupies a total area of 238,540 square kilometres (92,100 square miles) on West Africa's southern coast, spanning 458 kilometres (284 miles) north to south and 297 kilometres (184 miles) east to west. It is bordered on the east by Togo, on the south by the Atlantic Ocean (Gulf of Guinea), on the west by Côte D'Ivoire, and on the north and west by Burkina Faso. Ghana has a total length of 2,633 kilometres (1,635 miles), with a coastline of 539 kilometres (334 miles). Ghana is slightly smaller than Oregon in terms of land area. Ghana's capital, Accra, is located on the Gulf of Guinea's coast. The study was conducted in Ghana's Eastern Region. The Eastern Region lies in the south of Ghana and is one of the sixteen (formerly 10) administrative regions. The Lake Volta region is bordered on the east by the Eastern Region, on the north by the Bono East Region and the Ashanti Region, on the west by the Ashanti Region, and on the south by the Central Region and the Greater Accra Region.

4.6 SOURCES OF DATA

The two basic types of data used in most studies are primary and secondary data. Primary data is information gathered directly by the researcher, usually with interviews or questionnaires (Dubey Kothari & Awari 2016), whereas secondary data is using

information gathered by others for various purposes (Bryman & Bell 2007). This study's primary data source is the primary source. Secondary data was examined to confirm or reject the conclusions of this study. The main source of data was the information obtained through the semi-structured interview guide that was supplied to the participants.

4.6.1 Primary Data

Primary data refers to the researcher's original first-hand information (Kothari 2004:95). The researcher's personal acquisition of the data allowed confirmation of the data's trustworthiness as well as the instruments' credibility (Jankuwics 2002). To investigate the quality of leadership and management in Ghana's tertiary education, the study used an interview schedule to collect new data. One of the most typical techniques for the researcher to obtain original data was through ad hoc personal investigations. It allowed the researcher to gather data independently. The researcher had face-to-face interaction with the subjects who provided the data in this case. The researcher gathered the information by asking the informants questions (Jain Aggarwal Trehan & Ohri 2010:15) and probed further for more clarity. This strategy guaranteed that data was current and secure. The technique was direct personal research.

4.6.2 Secondary data

Secondary data is information gathered for other purposes of the study (Malhotra & Birks 2007). Secondary data sources included administrative records and past research initiatives (Mertens 2005). The Ghana Education Service website, papers, journal articles, and newsletters provided secondary data for this study (Mark et al. 2007). The secondary data allowed the current study to be linked to previous research findings on how quality leadership and management in tertiary education was ensured. The data analysis and development of the research instrument were aided by this information.

4.7 DATA COLLECTION TECHNIQUES

When performing qualitative research, a researcher can employ a variety of qualitative data collection methods. Data collecting methods included semi- structured interviews,

observation, field notes, and document analysis, which was in line with the literature (Kumar 2011; Henry 2015). Most of the information collected was through interviews employed.

4.7.1 Interviews

One on -one interviews were used since they were the most common way of data collection in qualitative research, and they were critical in understanding the systems and social aspects of people in the study. Interviews incorporated certain pre-determined questions as well as additional probing questions that arose during the interview. According to Gill Stewart Treasure and Chadwik (2008), the interviews helped acquire vast and deep experiences from the participants. In addition to the approaches indicated above, the study used documentary analysis to investigate issues related to quality management in tertiary institutions. Davis (2012), Fitzgerald (2007), and Owen (2014) support the decision to employ documentary analysis since they are one of the most successful data collection methods for this type of research.

One on- one interviews were a face-to-face or virtual encounter between the researcher and several persons with the goal of generating knowledge about the specific topic at hand (Kumar 2011:11). The in-depth, face-to-face interview were informed by Ryan Coughlan and Cronin (2009), who felt that in-depth interviews were an effective technique to data collection on matters with hidden relevance in the lives of people in a community. According to Bevan, comprehensive interviews are crucial approaches in a phenomenological study for obtaining meaning from study participants in a natural setting where individuals live and create their experiences (2014). In-depth interviews, according to Granot Brashear and Motta (2012), are crucial in producing a deeper and more reliable understanding of challenges people in the community face. The researcher determined the questions to ask and how they were asked throughout the interview. The procedure varied depending on whether the responses requested the interviewer to probe or not (Kumar 2011:11).

The interviews offered several advantages (Cohen et al. 2011; Creswell 2012). In line with Cohen et al. (2011:19), one of the advantages of conducting interviews for collecting data was that it provided marginalised individuals a voice. For example, in this study, several participants were provided the opportunity to give their viewpoints

through interviews and to get their understanding about how quality leadership and management was ensured in Ghana Tertiary Education. In line with Cohen et al. (2011:19), interviews were a versatile data collection tool. Creswell (2012) adds that qualitative interviews can provide useful information in situations where the researcher cannot directly observe participants; but can listen as they describe detailed personal information. Some questions asked to generate information by the interviewer (researcher) allowed the researcher to have a better control over the type of data he received.

While interviews are popular in qualitative research, they however, also have disadvantages (Creswell 2012). Kumar (2011) notes that there are time constraints and financial concerns when it comes to interviews. The researcher however, benefitted from the fact that the sites to which data was collected were not far apart. According to Creswell (2012), the shortcomings of qualitative interviews include that they only provide filtered information through the interviewer's perspective. The writer goes on to add that the research report is essentially a summary of the thoughts of the participants. As a result, the researcher directs quotations from the participants when explaining to the findings so that their voices are heard. Secondly, according to Creswell (2012), data might be deceptive in cases where the responses expressed the position that the researcher desired to hear.

To avoid the situation mentioned above, the researcher urged participants to be honest in their comments throughout the interview, emphasising that the information they provided was only for academic purposes. Finally, the presence of the researcher might have influenced how the participant responded. In anticipation of this, the researcher began all interviews with generic inquiries to create rapport with the participants. One-on-one interviews, focus group interviews, telephone interviews, and email interviews are all examples of qualitative interviews used by the researcher.

4.7.2 Semi-structured interviews

In terms of data collection, the researcher used semi-structured one-on-one interviews as the primary method. Since the study was qualitative, the interview questions were based on an interview schedule. The topics covered during the interviews included quality leadership, leadership styles, and their impact on tertiary education

management in Ghana. The researcher sought permission from the appropriate authorities before setting up the interviews, which were conducted at the participants' workplaces. The interviews were conducted face-to-face and were semi-structured, allowing for flexibility in the conversation while maintaining consistency in the topics covered. Each interview lasted between 30-45 minutes, and the entire data collection process took two months to complete. The researcher used a recorder and smartphone to record the participants' views, opinions, beliefs, ideas, perceptions, thoughts, values, and philosophies. Finally, the material collected was transcribed into a format that could be analysed.

4.8 DATA ANALYSIS AND INTERPRETATION

According to Creswell (2012), data analysis is the process through which researchers make meaning of gathered data. The purpose of data analysis, as Creswell (2013:15) explains, was to break down data into smaller topics. In this study, the data analysis was ongoing and inductive (Kumar 2011; Henry 2015). Inductive data analysis involved a thorough reading of the raw data to derive concepts and themes, which enabled the researcher to keep track of any emerging concerns. The researcher was guided by the research questions and concepts from the theoretical framework when evaluating the data. Although the researcher was familiar with the frequently used qualitative data analysis computer tool, the time-consuming nature of the task made it necessary to hand-code the data (Creswell 2014).

The analysis framework followed Tan Wilson and Oliver's (2009) three levels of data analysis, as described below:

- Naive knowledge of the text: This involved analysing the primary concepts coded in the transcript to identify essential issues that could be grouped into broad themes.
- Examination of the original transcript: This involved a close examination of the transcribed text for words, phrases, sentences, and groups of sentences relevant to the research topic.
- Understanding the themes: This involved a back-and-forth analysis of the facts

on the topics under discussion to give the data full meaning about the research question. In this step, the researcher incorporated personal experiences and beliefs to deal with contradictions and ambiguities and to give the data more meaning (Creswell 2014).

Thematic analysis (2011), congruent with the constructivist/interpretivist paradigm was used in this study (Yin). Thematic analysis was employed in this work to discover, evaluate, and report patterns obtained in data (Kumar 2011; Henry 2015). The researcher divided the data into topic areas that corresponded to the study's objectives and extracted useful data for analysis. Inferences were drawn from the participants' words and comments. Yin (2011) also recognises that thematic analysis, like other qualitative research methodologies, has phases. Thus, during data analysis, the researcher followed the steps outlined by Yin (2011): familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining, and labelling themes, and producing the report.

4.9 MEASURES TO ENSURE TRUSTWORTHINESS (REALITBILITY & VALIDITY)

The steps taken to ensure the work's legitimacy and trustworthiness, outlined below, were influenced by the views of numerous researchers. According to experts like Korstjens and Moser (2017), the criteria for determining quality in all qualitative research include credibility, transferability, dependability, and confirmability. 'Integrity' in qualitative research, according to Watts (2008), refers to honesty and the application of high moral standards throughout the research process. According to Anney (2014), the concept of trustworthiness developed in qualitative research addressed issues about the research's confidence, sincerity, truthfulness, and bias. Furthermore Loh (2013) contends that the need for a quality criterion for assessing qualitative research quality is real, and that it is a determinant of the legitimacy, acceptability, and utility of such studies' conclusions. Shaw and Satalkar (2018) describe researcher integrity as honesty, truthfulness, transparency, objectivity, adherence to the research topic, and avoidance of bias and misbehaviour during the research process.

To guarantee that the findings are reliable and credible, the researcher conveyed the procedures used in the investigation. According to the literature, quantitative and

qualitative research use and usefulness of certain terminology differs (Henry 2015). For example, quantitative research requires principles like validity and dependability, while the qualitative research used in this study required rigor to establish trustworthiness (Kumar 2011; Henry 2015). As a researcher, I paid attention to how credibility and trustworthiness were ensured throughout the research process to assure readers that their work was of high quality. In qualitative research, credibility refers to the researcher's ability to accurately express the opinions of participants (Bloomberg & Volpe 2012:149), while the purpose of quantitative research is to ensure validity and reliability of the study. The researcher therefore employed specific procedures to assure the accuracy of the results.

The researcher's consistent procedure throughout the project promoted credibility (Creswell 2014:535). As a result, considering the level of agreement between participants and the researcher, credibility referred to the degree to which the research report is credible and acceptable. When establishing how trustworthy a case study or any other type of research study was, one of the most important elements to consider was its credibility. The researcher considered issues such as objectivity, plausibility, generalisability, and authenticity when determining credibility (McGinn 2012:3). Qualitative researchers use the term "trustworthiness" to define how they ensure the transferability, credibility, dependability, and confirmability of their findings. This strategy let me fully situate my research within a qualitative framework. This has also enabled me to describe the research in ways that emphasise the qualitative research's overall rigor rather than trying to fit it into a quantitative paradigm (Given & Saumure 2012:3).

This study also used triangulation, member checking, peer review/debriefing, and long-term field participation, as well as researcher's bias. Researchers utilise triangulation to increase the credibility of their findings by combining other viewpoints or methodologies (Yeasmin & Rahman 2012). Researchers triangulate data on the same phenomenon from numerous sources, according to Henry (2015), to widen their understanding and account for their findings. The type of triangulation utilised by the researcher was decided by the study's purpose, in line with Yeasmin and Rahman (2012). The purpose of this study was to determine how to ensure high-quality leadership and management in Ghanaian higher education. The selected participants

provided the researcher with the data he needed because they were involved in the leadership and management of tertiary education in Ghana.

As a result, data source triangulation appeared to be the most appropriate type of triangulation, as it allowed for the formation of a topic from numerous participant perspectives, improving the study's credibility (Creswell 2014:536). "Member checking" was a process in which the researcher generated a summary of data from participants and asked them questions to ensure accuracy. The researcher also gave the final report to the participants for approval (Henry 2015: 259). The researcher summarised the transcripts after each interview and conducted follow-up interviews with each participant to allow them to comment on the findings' summaries (Creswell 2014: 543). According to Henry (2015), peer debriefing was necessary to clarify some components of the study that may have been unclear to the researcher. To assess the research techniques and study interpretations, the researcher in this study drew on the experience of respected and established academics from the University of Ghana as peer reviewers.

4.10 ETHICAL CONSIDERATIONS

All research at the University of South Africa is governed by an ethical code. Researchers request authorisation from the institution's ethics committee, in line with De Vos et al. (2011: 127), so that they can receive objective advice on the ethicality of the studies they intend to conduct. Failing to fully adhere to ethical issues demonstrates a lack of interest for society. To show attention to ethical aspects in this study, permission was asked for voluntary involvement requiring informed consent; and assurance of no deception and compensation of participants; recompense; maintaining privacy; and confidentiality. The researcher ensured that the research followed the University of South Africa's (UNISA's) (Research Ethics Policy (2015). Authorities' permission was sought to perform arranged interviews and formal authorisation was received.

Permission was also requested for a voluntary participation. Informed consent was necessary and there was no deception and remuneration of participants. All names were kept private; and there was secrecy to show attention to ethical elements in this study. The researcher got certificate that the research followed the University of South

Africa's Research Ethics Policy (2015) and that the requested permission was received through formal authorisation from authorities to conduct scheduled interviews. The researcher also requested authorisation to conduct the interview from many management units, departments, and agencies via the letter of introduction. The researcher assured participants that no one was pressured or coerced into supplying information, and that all confidentiality agreements would be followed. All the sources used in the study were properly credited and referenced. All ethical rules were strictly observed, by the researcher. In line with standard research, the following ethical issues considered during the research process are discussed.

4.10.1 Ethical Clearance

The University of South Africa ethical guidance on the conduct of research was clearly followed to the latter. The researcher obtained ethical clearance from the Ethics Committee of University of South Africa before the start of field work. An authoritative and credible certificate was approved by the university for the researcher.

4.10.2 Informed Consent

Informed consent was a critical attribute inherent in conducting standard ethical research. Informed consent implied that research respondents were made sufficiently conscious of the type of information a researcher wanted from them, why the information was needed, what purpose the information sought would serve, how participants were expected to participate in the study and how the research would directly or indirectly affect them (Kumar 2011). During the research process, permission to elicit information from respondents was sought before interviews were conducted. The permission was done through the informed consent form which was explained to participants who were interviewed. Upon agreeing to participate in the research, the participants were made to sign or print the consent form as evidence of voluntary participation. A key advantage of an informed consent form was that they were given the chance to be fully informed of the nature of the research and the implications of their participation from the onset (Bryman 2012), and they could withdraw if they wished to.

4.10.3 Confidentiality and Anonymity

The sensitive nature of research around the process of ensuring quality leadership and management from higher educational institutions required that information collected, and the sources of the information could not be identified. This is because it is unethical in research to be negligent in not protecting the participants and the information gathered from them (Kumar 2011). To be able to protect the respondents during the data collection process, the names of participants who provided information in the research were represented by pseudonyms. The letter capital P and the number 1 in that order were used to represent the participants. To further protect informants, information that respondents requested to be kept private were treated as confidential and not used in the study.

4.10.4 Data accuracy

Quality research outcomes are fundamental to the conduct to any good research. To achieve this, researchers use multiple forms of data collection tools, which relates to the same research questions, with the goal of finding consistencies or inconsistencies among the data (Leedy & Ormrod 2015). I employed this technique to ensure the accuracy of data collected. These include the use of interviews and observations, though the main instrument was an interview guide. Information using these data collection tools was elicited from the leaders and managers on one side and the teachers and staff on the other side. These primary sources of data collection were complimented with secondary data collection sources where necessary.

4.10.5 Data Trustworthiness

There is a growing debate on whether the foundation of the concept of validity and reliability in quantitative tradition renders them inapplicable or inappropriate for use in qualitative research (Bryman 2012). To obliterate the inappropriateness of these quantitative term used, the term trustworthiness has been used as a good criterion of how good a qualitative study should be (Bryman 2012). Trustworthiness therefore comprises the concept of credibility, dependability, and transferability in qualitative research (Graneheim & Lundman 2004).

4.10.6 Credibility

Credibility as a measure of trustworthiness involves establishing whether research findings are realistic from the perspective of research participants (Kumar 2011). Research of the qualitative tradition explores perceptions, experiences, and feelings as well as the beliefs of the people, and so it was these participants who were in the best position to determine if research findings correctly reflected their opinions and feelings. To ascertain the credibility of a research finding, it was prudent to take the research findings to those who participated in the research for confirmation and approval. To satisfy this condition of data trustworthiness, I undertook to summarise all the key points, which were raised during the interviews and focus group discussion. This enabled me to further ask for clarity and confirmation as a way of establishing that what has been captured reflected the views expressed by participants. This was done because to validate the research outcome.

4.10.7 Transferability

This is the degree to which research findings can be generalised or transferred to other settings, groups, or context (Kumar 2011). Context in qualitative research is of essence making generalisation difficult. However, if a detailed description of the study procedure adopted is outlined, others could replicate the study. The quintessence of this research is not about generalisation of the findings but rather to produce specific knowledge base information on ensuring quality leadership and management of tertiary education in Ghana focusing on CoEs. I have therefore, to ensure some level of transferability, provided detailed description of the research procedure, methods, and data sources so as to facilitate transferability of the study.

4.10.8 Dependability

This measure of data trustworthiness is concerned with whether the same results could be obtained if a researcher conducted the same research again (Kumar 2011). The flexibility and freedom advocated in qualitative research made this very difficult to achieve. Nevertheless, if an extensive and detailed record of the research process is kept; other researchers could replicate the study to ascertain the level of dependability.

4.10.9 Security Considerations

The sensitive information regarding how quality leadership and management is ensured in Ghana's tertiary institutions meant that I had to adhere to strict ethical protocols throughout the research process. Before undertaking the research, I was aware that the area I had chosen was a conflict zone. Therefore, I took necessary measures to ensure my safety while ensuring that my presence did not influence or change the course of action. To achieve this, I avoided being subjective during the interview process. Additionally, I conducted separate interviews for leaders, managers, and followers at different times. The purpose of conducting separate interviews for both groups was to eliminate any perception of bias towards any of the feuding parties or that I would elicit biased information for either the leadership or the staff concerned.

4.11 DELIMITATIONS

A study of this nature should ideally cover all educational institutions in Ghana, given its substantial scope. However, the researcher chose to limit the study to selected Colleges of Education in the Eastern Region of Ghana. The rationale for this delimitation was to enable the researcher to achieve the goal of the study, which was to explore quality leadership, diverse types of leadership, and the effects of these leadership styles on tertiary education management as perceived in selected Colleges of Education in the Eastern Region of Ghana. As a result, the research outcome would be useful mainly to educational institutions, particularly colleges of education, and could not be applied generally to any other industry.

4.12 Limitations

Rather than generalising, qualitative research aimed to uncover how people produced and interpreted meaning from their own experiences (Creswell 2012). During the research, the researcher experienced challenges. The quantity of time available and the length of the investigation were two factors that were limitations to the research. The researcher's work schedule was interfering with the research's development. The participants' attitude was another issue that inhibited the interviews and the gathering of information. Most participants were quite busy due to the nature of their jobs. The issue of classified material, in which researchers were limited to a certain amount of

data, also affected this research. The results of qualitative research with few samples, according to the literature, are not generalisable (Creswell 2012). Since the sample size was limited in this study, the findings and outcomes can only be applicable to conditions like those in which the study was conducted.

4.13 CHAPTER SUMMARY

This chapter explained the research approach. The qualitative research approach was included in the chapter's research philosophy, approach, and design. This chapter contains information on the procedures utilised to conduct the research. This chapter looked at the philosophical assumptions that underpin the research. The paradigm in which the study was conducted was discussed. The methodology, as well as the research design, sampling, data collection, and analysis procedures, were outlined. The chapter also looked at the methods employed to ensure the study's credibility, as well as the ethical issues raised. Finally, the study's shortcomings were examined in the chapter. The results of the data gathering procedure, as well as its analysis and interpretation, are presented in the next chapter.

CHAPTER FIVE: PRESENTATION AND DISCUSSION OF RESULTS

5.1 INTRODUCTION

This chapter focused on the presentation and discussion of field results. The study's goal was to figure out how to assure good leadership and management in Ghana's higher education system. Some of the specific objectives included determining the leadership styles used by leaders and managers in tertiary education, exploring the effects of these leadership styles in ensuring quality leadership in tertiary education, examining the challenges faced in ensuring quality leadership and management in tertiary education, and determining how the challenges faced in ensuring quality leadership and management in tertiary education were overcome. The study was qualitative, with data acquired using an interview schedule.

Thanks to the research approach, the researcher was able to 'engage in self- reflection in order to comprehend all of the participants' comments that were significant to the study, including some that looked inconsequential' (Galehbakhtiari 2015). Critical analysis was used to expose the various and complex viewpoints of research participants (Chan 2014). This method of eliciting individual participants' viewpoints to broaden, change, and contribute to reality's meanings differed from quantitative data analysis techniques in that it publicly interrogated the data and engaged in discourse with it (Davey 2017).

Julian (2018) states that the hermeneutics phenomenological technique absorbs the research. Paul Ricoeur's hermeneutical interpretation theory drove the data analysis for this study and consisted of three levels of data analysis: acquiring an instant impression of the text, improving understanding of the text using relevant theories, and clarifying the meaning acquired from the text (Joy 2016). The researcher carefully examined all the original transcripts, extracting words, phrases, sentences, and groups of sentences that were relevant to the research question and coding key ideas in the transcript to identify critical issues that could be organised into main themes to help answer the research questions (Wilson & Oliver 2009).

Based on the following, study question that guided the data presentation, analysis, and interpretation in this chapter: How is quality leadership and management ensured in

Ghana's tertiary education? The following sub-questions were also included: What leadership styles do leaders and managers in higher education use? What leadership styles are used in tertiary education, and how do they ensure great leadership? What are the challenges to effective leadership and management in higher education? What steps are taken to ensure good leadership and management in higher education?

Among those in attendance were principals and vice principals, as well as teaching and non-teaching staff from various Colleges of Education (CoE) in Ghana's Eastern Region. For the study, a total of thirty-two people were interviewed. As a result, eight people from each CoE in Ghana's Eastern Region were selected. Due to the COVID-19 epidemic, conducting the interviews was challenging. However, the researcher forwarded the interview guide to each participant to fill out and return via mail or WhatsApp, and even phoned some participants.

The data was cleaned first to remove any unnecessary information. The data was then classified and sorted. This was done using a coding technique in accordance with the study's objectives. Prior to the individual analysis, qualitative content analysis (QCA) was employed to organise the topic categories into something that is useable. For the sake of secrecy and confidentiality, the interviewees' names and identities were omitted. A capital P was used to indicate the participant, with numbers appended to distinguish them. As a result, P1 denotes the first participant, P2 denotes the second, and so on. All participant responses were recorded verbatim.

5.2 DEMOGRAPHIC INFORMATION FOR THE PARTICIPANTS

In total, thirty-two participants were contacted and interviewed for the study. Men made up twenty of the thirty-two people interviewed, while women made up twelve. Six of the participants had Doctorates and the remaining twenty-six had Master's degrees in educational administration. Six of them were CoEs Principals, while the other six were Vice Principals. The non-teaching and teaching staffs interviewed were twenty in number. The teaching staffs were twelve while the non-teaching staff were eight in number. Before taking their current positions, all the participants had spent an average of more than ten years working and serving in their individual CoE. The purpose was to determine the leadership styles adopted by tertiary education executives and managers. Several leadership styles are used in tertiary education.

how leadership styles ensure quality leadership in tertiary education; the challenges of ensuring quality leadership and management; and how the challenges of ensuring quality leadership and management are overcome in their administration in Ghanaian tertiary education, were explored. The outcomes for each of the research topics are summarised in this section.

5.3 DATA COLLECTED FROM THE PRINCIPALS AND VICE PRINCIPALS

In all, a total of twelve participants in leadership and management of the CoEs were interviewed. As a researcher, I put in all my maximum effort to interview all the participants though, it was not without difficulties.

5.3.1 Experiences of how quality leadership and management is ensured in Ghana tertiary education

Varied perspectives about quality leadership and management assurance:

The findings on the study issue, from the participants' viewpoints on how quality leadership and management are ensured in Ghana tertiary education vary. Each of the perspectives are presented, analysed, and interpreted in the comments below:

'I believe quality leadership and management is not easy to attain because it entails meeting the needs of the staff, the students and the stakeholders. With the world undergoing several changes, tertiary education leaders and managers operate about through human resources and other resources in order to keep abreast of the changing environment' (P1).

Another perspective was that:

'tertiary institutions that have quality leadership is one where there is training of students and staff in the use of digital and technological skills to become a skilful and knowledgeable workforce that meets national development needs'.

Other participants felt that quality leadership and management are ensured when:

'There is an effective way of capacitating the members of the tertiary institution who are having challenges in succeeding in whatever challenges they experience regarding education in tertiary education'.

'The managers in the tertiary institution, for example, the heads of departments as well as programme coordinators in the higher education sector should ensure that the institutions respond to the current and dynamic nature of society so as to allow those involved in higher education to have access to the knowledge and resources provided in the institutions.'

'Students who want to study on a part time basis, through Distance and Online learning, benefit from the way the tertiary education is prepared for their participation if there is quality delivery'.

Ironically, excellent management and leadership cannot occur in a vacuum; rather, good academic leadership is required to enable tertiary institutions to navigate through such uncertainty. In many parts of the world, tertiary/higher education institutions are "undergoing massive and rapid changes that drive educational systems to adapt in order to ensure that the quality of life" in communities is maintained or improved (Maguad & Krone 2012 p. 10). People who invest in education should receive transparency, and value for their money, according to institutional leaders.

Some leaders responded to the issues that higher education institutions faced by eliminating non-essential services, hiring part-time rather than full-time personnel, and outsourcing specific professions such as security, cleaners, and laundry workers, among others (Mian & Black 2022). Academic leaders must remember to direct institutions and to guarantee that quality management and leadership initiatives are in place to assist tertiary institutions in achieving their goals.

In line with Bush and Glover (2016:211), leadership and management are critical in building a fully working system that improve institutional and learner outcomes. Legislation and policy had a significant impact on the leadership situation (Bush & Glover 2016:213). Leaders and management at tertiary institutions provided guidance, generating a distinct sense of movement, and identified new goals, services, and structures (Van Deventer 2016:115).

Leadership and management were a difficult and ever-changing role. To administer an institution with the demand for perfection, high exam scores, and differentiation to all levels of learners, it needed an experienced, daring, charismatic, level-headed, confident, smart, innate leader and manager. In today's changing environment, this requires people with the best managerial and interpersonal abilities, as well as empathy for employees and students (Farber 2010:133). Communication skills,

negotiation skills, motivational skills, change management skills, empowering abilities, and a vision for the future were all leadership and management traits required (Lentz 2012:187).

5.3.2 Leadership styles used by leaders and managers in tertiary education

Institutional direction determining several leadership styles.

Some participants when asked what types of leadership styles they were familiar with, and responses differed as follows: democratic, autocratic/authoritative, laissez- faire, pacesetting, coaching, and affiliative leadership styles. Others mentioned visionary, transformational, and transactional leadership approaches. When participants were asked why they chose a specific leadership style, the following were their responses:

According to P1

'I use the democratic leadership style and the rationale for using it is that 'democratic leadership style tends to affect management positively', adding, 'since people's input are sought in decision making, they become bound to every decision and are ready to work with it'.

On the same issue, P2 commented like this:

'I prefer to blend the autocratic style with the democratic style of leadership since it is not in every decision that you will have to seek members' input, especially when it least concerns them'.

On the same issue, P3 advanced:

'A particular leadership style will largely depend on the calibre of people you are working with. I adopt the democratic leadership style because this type of leadership style encourages teamwork and participation, while the autocratic helps me to ensure that my orders are obeyed without any reservations'.

Notwithstanding that, P4 was of the opinion that:

'Sometimes overindulgence in more of the democratic style weakens the system as each and every staff is allowed to bring on board their initiative'.

In another instance, P5 raised a divergent opinion and named these styles of leadership:

'Styles such as transformational, transactional, autocratic, visionary,

democratic, and situational leadership among others are used. I have been in the managing of tertiary education for over a decade, and in ensuring quality leadership and managing of tertiary education for good results, one needs to combine different styles of leadership styles due to the complex nature of the modern-day academic environment. I personally, mostly adopted the autocratic leadership style.'

Participant 4 provided the following rationale:

'I had a vision to accomplish and I thought it was only the autocratic style of leadership that could enable me achieves that goal.'

P3 was quick to add that:

'Sometimes the adoption of another type of leadership amidst a situation is also good. For example, the visionary leadership was adopted under my stewardship though I was influential in autocratic more often.'

P4 indicated this:

'To me, transformational leadership increases staff job satisfaction and strengthens their commitment to professional growth.'

In the same way another participant P5 expressed affirmatively thus:

'To me, every member of the organisation is unique and must be handled uniquely, that is why I use democratic leadership style in my administration. Also, it has a positive effect on staff performance, with staff willingly taking steps to improve their work schedule and organisational practice.'

In placing more emphasis on the submission, P5 indicated that:

'The democratic leadership style used by me has gone a long way to improve upon the level of initiation in my co-workers. In this situation, all my staff feel engaged in the decision-making process and are able to initiate ideas and bring on board laudable suggestions. This has also made my staff very committed because they feel part of the process.'

P6 echoed:

'As for me, I do not like the laissez-faire leadership and charismatic leadership style and therefore adopted the bureaucratic leadership style, where I observed and make sure all the rules and regulations are followed. My main reason is to make sure the right thing is always done within the laid down procedure without any fear or favour.'

P7 indicated:

'I adopted a combination of the laissez-faire leadership and democratic leadership style. This is because I make sure all the staff are part of decision-making and also, I do not like to always worry my staff. This does not mean I looked on unconcerned of issues that will affect my administration negatively.'

P8 mentioned:

'I know of autocratic, democratic, laissez-faire, transformational, charismatic and ethical leadership styles. To me, I prefer using the ethical leadership style, which I called the bureaucratic leadership style, where the manager or leader follows laid down procedures without using his own discretion to the rule.'

P9 on the other hand indicated:

'For me, I have adopted the autocratic and transformational leadership style. This is because as I want to achieve good results, at the same time be firm in the process of managing. I enjoyed working with one leader who uses all the styles depending on the situation and am currently working with an autocratic leader who is the leader of knowledge, but one must be careful as this can result in apathy among the staff.'

P10 noted:

'I prefer to combine a charismatic and bureaucratic leadership style. This stems from the fact that, as I follow laid down procedures, I also bring on board my inner traits of leading which has helped me to achieve good results.'

Participants 11 and 12 raised concerns about the types of leadership available that ought to be used depending on the situation or environment the leader or manager finds themselves in.

Participant 12, precisely held the view that

'The use of democratic is a preferred choice but however, quickly added that in this era of modern society associated with its growth and development there is the need to have a visionary leadership style.'

Participant 11 further adding:

'I think it is best to adopt a combination of leadership styles such as transformational, transactional, visionary, and situational leadership among others. They allow me to deal with individuals according to their needs'

Leaders of tertiary institutions are expected to build a shared vision that involves

maximising resource accomplishment, allocation, and assessment, as well as guaranteeing site and property security. Xaba (2012:219) goes on to say that such efforts are essential regardless of the situation in order to deliver high-quality leadership and management. Leaders had a unique set of skills that necessitate more forethought. They had to direct the company's course and encourage their staff to stay in their jobs.

Leaders had to maintain the company's direction while also generating loyalty among loyal employees. A true leader understood the importance of gaining the respect of his or her peers and had to demonstrate skills such as creating direction or mission, encouraging stakeholders, communicating effectively, preparing future, and changing the Organisation (Rubino 2012:19).

5.3.3 How the utilisation of the leadership styles ensures quality leadership and management

Impact of leadership styles on tertiary institution operations.

To measure the efficacy of the leaders' leadership style, participants were also asked how different managers and leaders in tertiary institutions achieved effectiveness in higher education. Participants stated that the leadership style had an impact on the tertiary institution's operations and administration. In terms of leadership styles, it was agreed that education management at the tertiary level required leaders to combine different types of leadership because this demonstrated that the leadership understood and could motivate colleagues to share the vision and collaborate willingly to achieve the institution's vision, mission, and objectives. Participants explained the benefits of authoritarian, democratic, laissez-faire, transitional, and transformational leadership approaches.

P1 indicated this:

'As for me, I used the democratic style of leadership, because it helps me to bring all my subordinate on board to participate in all day-to-day affairs of the institution.'

P2 indicated this from his opinion:

'I always adopt the autocratic leadership style because I feel that with my instruction and firm direction on the day-to-day activities of managing the institution, I can achieve results.'

On the same leadership style P3 remarked:

'For me, I used the visionary and transformation leadership style. This is because leadership is employing the various leadership traits and skills in administering or managing of an institution'.

P3 echoed this and explained that

'leadership has a direct impact on organisations and their administration'. To buttress the submission, P3 further raised that 'leadership style determines the values of an institution. They shape the strategies of various institutions including the execution and effectiveness of projects and ideas. 'This notwithstanding, P3 noted that 'I can openly confess that in some cases the reverse is what happened, not all expected results are achieved.'

Another participant proceeded to add:

'This is because in the modern day, managing and ensuring quality of education in the tertiary level, there is the need to adopt a holistic leadership style far beyond the usual autocratic and democratic and the laissez-faire style.' In a concluding remark by the participant, the following was noted: *'This will make both teaching and non-teaching staff give off their best without any coercion to help achieve the institution's vision and maintain standards at all times.'*

P4 also agreed with P3's previous assessment of leadership style, advocating the usage of visionary and transformative leadership styles in higher education administration. The participant backed up his or her position by saying:

'A leader style that ensures quality leadership and management, in my opinion is that style that can move people to buy in the leader/manager's vision and becomes ready to work to achieve set targets', reiterating that 'this has been effectively utilised and helped achieve good results.'

Pushing further, P5 raised this concern:

'Nowadays to be able to achieve results or ensure quality leadership in the management of tertiary education the normal leadership style cannot help achieve expected results.'

Furthermore, P6 felt that:

"a blend of different leadership styles was the ideal and should be applied in offering excellent tertiary education."

P7, in response to the same issue, said:

'I have since my years of occupying higher position adopted a transformational leadership style and this has influenced all my subordinates in a positive way. This leadership style has helped me to manage the institution very well. With this style of leadership trait, I am able to indicate my visions, missions, goals and also indicated my how, what, where and when of my leadership process.'

In the same vein, P8 also echoed that:

'For ensuring of quality leadership and management in a typical tertiary education in Ghana, one cannot still go by the usual democratic or autocratic or even the laissez-faire style of leadership. The rationale raised by the participant was that 'society is dynamic and not stable, hence leaders in the tertiary level should adopt modern day leadership such as transformational and transactional leadership which are more complex and have the tendency of gaining good results'.

To add to this, P9 also agreed with the previous participants view, suggesting:

'The adoption of these new or modern styles of leadership style should be carefully executed since it has its own negative tendencies in some cases.'

P10 indicated:

'The use of democratic leadership style is assumed to make an open system of management.'

P11 indicated:

'The use of for example democratic leadership style tends to affect management positively. I believe that the since people's input are sought in decision making, they become bound to every decision and are ready to work with it', the participant commented.

In another development, P12 raised the following concerns:

'Although the application of all the different leadership styles at one time or the other is not a bad management practice, the only reason that I think should be explained for better understanding is that, in ensuring quality and management of a tertiary level of education, a powerful and strong leadership styles such as transformational and transitional leadership should be adopted. I have tested these types of the modern-day leadership styles and it was effective'. The underlying issue was that 'quality leadership has a direct impact on staff performance, with staff willingly taking steps to improve their classroom practice.'

The level of job satisfaction experienced by academic staff and higher education

institutions can be improved by integrating a variety of leadership styles. Leaders and managers in higher education should investigate the various leadership styles available to them in order to meet the problems of leading Higher Educational Institutions (HEIs) to the point where they are able to compete successfully in a global world, as well as to design chances to build and develop sustainable leadership. This is significant because, according to Jones et al. (2012), higher education leadership play a distinct role in both the creation of new knowledge and the dissemination of previously acquired information. Therefore, in order to accomplish their objectives, HEIs require educational leaders who are capable of carrying out their responsibilities with the utmost degree of efficacy, honesty, and adherence to the highest ethical standards. According to Akhtar et al. (2021), education leaders are tasked with a wide variety of duties, some of which include conducting research, serving in supervisory and administrative capacities, overseeing job placement and supervision, and these require a skilled and knowledgeable leader and manager of events, and the monitoring of extracurricular activities. According to Javed et al. (2020), however, responsibility is highly dependent on the leader and is a matter of personal opinion.

5.3.4 The challenges and effects of ensuring quality leadership and management in tertiary education

Indicators of different leadership styles

The purpose of this research was to determine and investigate the effects of various leadership styles in higher education. The participants' responses were on how the leadership style used in tertiary education helped ensure quality leadership, the major indicators of leadership styles that helped ensure quality leadership, and how quality leadership influenced tertiary education management. All twelve people were contacted for information on these traits and their responses are as follows:

According to P1:

'Democratic leadership style tends to affect management positively. Since people's input is sought in decision-making, they become bound to every decision and are ready to work with it.'

In the same way, P2 indicated:

'Transformational leadership increases staff job-satisfaction and strengthens their commitment to professional growth. Participant 3 also echoed that 'transformational leadership style leads to the development of new leaders, who will in turn train others to achieve goals beyond expectation.'

P3 was also of the opinion that the use of autocratic leadership has its own benefits, noting that:

'I make sure that all my instructions and directions are obeyed without any counter instructions from my subordinates.'

P4 commented:

'I have used autocratic and charismatic leadership and it worked in ensuring quality leadership. This because with my autocratic leadership things are get done by my orders and with the charismatic style, I add my inner traits of leadership to achieve my results.'

P5 noted:

'For me, I used to blend the autocratic style with the democratic style of leadership since it is not every decision that you will have to seek members input especially when it least concerns them. However, a particular leadership style will largely depend on the calibre of people you are working with.'

Another participant, Number 6, remarked on the issue:

'For me, the use of a leadership style comes naturally as you govern the affairs of a state or in this case the institution in question'. To explain more, participant P6 indicated that 'leadership style is necessary to give the institutional structure a mode of operation. P6 noted further that 'the type of leadership in use gives a picture of what is expected from everyone and how they can contribute to make sure that set targets are achieved'.

Conversely, participant P7 also agreed with participant P6, but elaborated as follows:

'The use of the leadership styles especially in ensuring quality leadership in the managing of tertiary education is a critical issue that requires a combination of different styles of leadership.'

P8 noted the characteristic a leader must exhibit as follows:

'The situational and transformational style is much appropriate as it has been noted currently as an evolutionary type of leadership that brings expected results.'

In this regard, P9 commented:

'For me, in ensuring quality leadership in the managing of tertiary education, I use the charismatic leadership style, because in such an environment the leader must show strong inbuilt and natural talent and should also have inner leadership qualities that could make me achieve my set objectives and targets.'

P10 added that

'To ensure quality leadership in the managing of tertiary education the leader should be a team player who welcome the ideas of all his subordinates. In ensuring quality leadership and management, one must involve the following 'delegation of work, target fulfilment, performance appraisal system, effective satisfaction and a good feedback system.'

P11 meanwhile noted:

'I for one think that to achieve good results the leader in an academic environment must have several in built features and traits that will propel the process of the administration.'

In contrast to P11's submission, P12 stated that

'to get good final outcomes, the leader must be instrumental at this point, having extensive knowledge and exposure in higher education administration'.

The purpose of this study was to identify the barriers to providing high-quality leadership and management in higher education. The participants were questioned on topics like the challenges of ensuring quality leadership in tertiary education management and the challenges of establishing quality leadership in the institution's administration. When asked about the challenges that leaders confront in maintaining effective leadership, P1 voiced concern over total political intervention in the activities of Ghana's intuitions. The following arguments are used by the participant to support the submission:

'Most of the policies and frameworks governing the tertiary education management in Ghana were carved and development by ruling state actors instead of the real technocrats, who have the skills, knowledge, experience, and expertise.'

P2 also supported the previous participants, indicating:

'There are issues of political interference as a result of the ideological difference among the ruling governments in Ghana.'

Infrastructure development was a common difficulty that delayed the process of ensuring quality tertiary education in Ghana, according to P3.

'In Ghana, it is common to find most tertiary institutions without the appropriate facilities.'

P4 added:

'A common challenge of ensuring quality leadership in the managing of tertiary education is the unclear administrative structures in most tertiary institutions. As an experienced educationist and professional teacher, I can say with authority that there is always confusion in the line of reporting and authority in the managing processes.'

In another development, P4 articulated:

'A common challenge of developing the relevant skills such as time-management, prioritisation, strategic thinking, decision-making, and getting up to speed with the job to be more effective at work, is worrying, and must be addressed.'

More on the challenges, P5 indicated.

'A typical problem of ensuring quality leadership in tertiary education in Ghana is the capacity building of the human resource. Here, the concern is that a considerable number of the academic staff lacks the requisite qualification to teach at the level they are teaching at. In the same manner, a quantifiable number of the administrative staff also lacks the requisite professional qualification that qualifies them to work at the higher level in Ghana.'

P5 also noted the difficulties of establishing strong leadership in the management of tertiary education:

'There is a partial existence of quality assurance schemes in the tertiary level of some higher institutions which makes quality and standards issue a big problem. Things are not done as expected by the International Standard Organisation. As a result, certain modalities in Ghana's educational system cannot be compared favourably with other countries, even in Africa.'

A potential core challenge raised by P6 is as follows:

'What is killing the process of ensuring quality leadership in the managing of tertiary education is 'cronyism and favouritism'. To this end, the participant added that, 'some leadership lacks the requisite qualification and experience, as well as the orientation, to occupy some higher positions in the tertiary level environment. People are made to occupy certain positions of leadership not because of their expertise, but by links and connections.'

In most cases, a four-year term in office had an adverse effect on leadership efficacy, and in most cases, a renewal of the term of appointment was required, as noted by participant P7:

'There is a lot of bureaucracy and red-tapeism, a typical challenge common in public sector development.'

P8 also added the following:

'Close to the issue of political interference, the change of government also tends to affect the system. The notion is that change of government leads to change in leadership in all sectors of the public, and the economy.'

Participants 10 and 11 also expressed concerns about why the majority of the standards were not being reached, citing the following:

'Funds become another huge problem as money is the key in all developmental projects. I believe that enough budgetary allocation also helps to work on developmental projects in order to sustain the process.'

Participant 11 added:

'The biggest challenge was the issue of corruption as a social canker in the public fibre. It is not uncommon to hear of corrupt practices among some of the leadership of the management of tertiary educations in Ghana. Instead of people in leadership and authority channelling the funds allocated to specific projects, they would rather divert it to other unnecessary areas.'

The concerns expressed by the participants and particular examples of leadership offered were that every leader, no matter where they were, was confronted with one or more challenges. P1 recalled this:

'As a result of change in government, I was removed as the head, and my expectations could not be met. Another challenge was that the Liaison Officers (scheduled officers) are not up to task.'

One or two of the participants in leadership confronted hurdles such as an inadequate road network for efficient monitoring, a lack of suitable logistics for everyone, especially subordinates, officers' unpreparedness for duty, unskilled labour in the staff, and poor record keeping by employees. Employee job ambiguity, subordinates' lack of actual dedication to work, other members of staff's lack of sense of duty, and challenges adjusting to administrative and policy change, were among the personal issues that people encountered throughout their leadership positions. In terms of

personal challenges, the participants agreed on the following: divided roles in terms of collaboration and communication; a lack of a team spirit and going the extra mile by workers; insufficient infrastructure and unskilled personnel; a lack of support from some stakeholders, particularly parents and the community; and misappropriation of funds by some officers.

5.3.5 How the challenges of ensuring quality leadership and management in tertiary education are overcome

The goal of this study was to come up with solutions to the problems of ensuring quality leadership and management in higher education. The main topic of discussion was what proposals or measures could be taken to address the issues of ensuring quality leadership and management in higher education. The following were the opinions of the participants on how to attain excellent leadership and management in higher education:

P1 advocated for reduced government involvement in the issues of tertiary education management, stating:

'I am very sure political inference in leadership authority in tertiary education management cannot be total ignored, but at least if it is reduced to the minimum, it will help.'

Participant P2 equally added:

'The issue of ideological difference must also be minimized. Personally, I believe that when there is a national policy that regulates the managing of tertiary education in Ghana, it would be fair in dealing with these issues.'

Infrastructure and logistical development should also be taken into consideration, as indicated by Participant 3.

'Having all the requisite infrastructure and logistics in place in an educational environment serves a platform to achieve success in leadership.'

P4 raised the following concern:

'Having a state-of-the-art facility appropriate for every unit or department in the educational environment is critical to leadership and management.'

Participant 5 indicated the following:

'Managerial skills of the leaders are one key factor that could help achieve good results; therefore, having leadership groomed in quality management skills capable of helping them to work in such an academic environment is critical.'

On the same issue, another participant held this opinion:

'Lack of human resource development leads to ensuring quality, and therefore calls for appropriate career and professional development of the leaders in authority.'

To this end, P5 noted:

'More workshops and seminars on the various styles of leadership will fit in with the personality types of the various subordinates.'

In the same vein, Participant 6 called for:

'The adoption of the TQM strategy, the Total Quality Management philosophy involves the adoption of certain critical success factors for leadership to consider.'

Participant 7 said:

'To me, I believe having a TQM strategy of management commitment will assist in training and education, employee innovativeness, employee involvement, quality organisational culture, human resource and process development, strategic planning, effective communication, teamwork and benchmarking.'

P8 also mentioned:

'Having adequate budgetary allocation to cater for all expenditure and expenses should be critically looked at.'

Again, Participant 9 added:

'To avoid and prevent the issue of corruption, there is the need to reinstate powerful and strong internal control systems in the tertiary level institutions of Ghana.'

Officers receiving frequent in-service training and officers being supported and encouraged to make the most of the limited resources available were two further options for overcoming the problems of developing excellent leadership. On a regular basis, skilled professionals could be requested to speak with and counsel subordinates

about their responsibilities and mandates. Officers' challenges and the punishing of officers who misappropriate funds could be discussed during meetings.

5.4 DATA COLLECTED FROM TEACHING AND NON-TEACHING STAFF OF THE CoEs

This section of the study collected data and information from the teaching and non-teaching staff of the CoEs. Twenty participants were interviewed in this instance. This was to bring a balance in the data collected for the study.

5.4.1 Experiences of how quality leadership and management is ensured in Ghana tertiary education

The participants were asked to mention in their opinions or experience how quality leadership and management is ensured in tertiary education especially in their universities. The views and opinions of the participants were analysed and presented. With my little experience as a staff in the CoEs:

'I believe that quality leadership and management is experience and felt when the leaders and managers in the tertiary institutions adopt a system bring all on board especially crating and formation of committees, working groups among others' (P1).

In the same vein, one participant felt that quality leadership and management are ensured when:

'There is effective communication using appropriate channels by the leadership' (P2).

In a similar situation, another participant raised concerns that:

'The adoption of a total quality management critical success factors is a sign of ensuring quality leadership and management' (P3).

P4 and P5 added that quality leadership and management experience is felt when there is"

'Training and development policy for the career advancement of the staff in the universities'

Participant 6 indicated that:

'the experience of quality leadership and management is felt in a situation of having an open-door system of administration'.

Another participant (P7) responded that:

'quality leadership and management is the realization of achieving expected goals within the set time without challenges'

Participants 8 on the same issue remarked that.

'Having a flexible culture that allows the staff to participate and work in an environment of pace is a sign of quality leadership and management'

More on the experiences of quality leadership and management in tertiary institutions.

Participants 9 and 10 shares almost a similar response:

'Quality leadership is felt is a situation or environment of ensuring staff to do academic research and apply the outcome to solve problems in the universities'
P9

The next participant (P10) also posited that:

'Quality leadership and management in the tertiary education requires fair distribution of resources either capital, human, infrastructure and technologies, among all the departments and units. P10'

5.4.2 Leadership styles used by leaders and managers in tertiary education

The participants were asked about the types of leadership styles they were familiar with. The responses from the participants cut across types such as democratic, autocratic/authoritative, laissez-faire, pacesetter, coaching, strategic, charismatic, paternalistic and affiliative leadership styles. Some of the participants in addition mentioned visionary, transformational, and transactional leadership approaches. The responses of the teaching and non-teaching staff were not much different from the leaders and managers responses. Participants were also asked to mention or clearly state the specific leadership style that dominates among those mentioned in their tertiary intuitions. According to most participants thus the type of leadership that dominates among the leaders and managers of the CoEs studied are:

'Democratic, autocratic, and transformational as well as transactional'. P1

The participants made it clear that none of the leaders and managers use a single leadership style in the management of their institutions. P3 remarked that:

'For my Principal, he uses a blend of democratic and autocratic leadership style.'

P4 and P5 held almost a similar opinion and indicated that:

'Our leaders and managers use more of autocratic leadership than democratic leadership.'

In another instance the views of P6 and P7 as well as P8 were summarised as follows:

'Autocratic and democratic are the common leadership styles that are adopted by our leadership.'

This suggest that the participants though from different academic setting, their observations and experiences are not that much different. On the same issue P9, P10 P11 and P12 also seem to have a common opinion as to the types of leadership style their leaders and mangers use. They commented :

'Our leadership always, blend democratic and transformational in the managing of our tertiary institution.'

Participant P13, P14 and P15 equally added that:

'for us our leadership, they used a blend of transformational and autocratic style of leadership in ensuring quality leadership and management' and that this was a common administrative strategic they have observed'

In another development P16, P17, P18, P19 and P20, expressed a similar opinion that;

'The leadership in their institutions normally adopts a blend of transformational and transactional in ensuring quality leadership.'

Concisely, it could be concluded that the leaders and managers in the CoEs studied do not use a single leadership style in the managing of their followers or subordinates.

5.4.3 How the utilisation of the leadership styles ensure quality leadership and management

In order to measure the efficacy of the leaders' leadership style, participants were also asked how different managers and leaders their tertiary institutions could achieve effectiveness in higher education. This was to ascertain whether the leadership style

had an impact on the tertiary institution's operations and administration. On the overall, the participants agreed in totality that the leadership style adopted by a leader or manager in any organisation thus academic or corporate would have either a negative or a positive impact in the operations and administration.

According to P1:

'The impression is that those who use for example a 'democratic leadership style', do that for a purpose of consensus building among the followers.'

In the case of P2, the view was that:

'The adoption of say a 'democratic leadership by the leaders and managers means taking decisions by consulting all the employees or staff '.

P3 and P4 on the utilisation of leadership style in ensuring quality leadership and management held a similar opinion by saying that:

'The use of democratic leadership style is an attempt to bring fair representatives of all stakeholders in ensuring quality leadership and management'.

P5 exclaimed:

'That those who adopt a democratic leadership in managing their tertiary institution encourage team work which assists in the achieving of target goals'.

In another development P6 and P7 indicates that:

'The adoption of democratic leadership style works perfectly for some leaders and managers institution but not for all'.

On this premise, they conclude that some of their leaders and managers have had serious implications though they adopted democratic leadership style.

Participant 8 echoed that:

'I would assess the leadership style through how all the departments are connecting to each other and also the good atmosphere of the institution.'

To this end, P9 added that:

'The adoption of a particular type of leadership is best to achieve expected results.'

More on the issue of utilisation of the leadership style in ensuring quality leadership and management P10 said that:

'Leadership style of my institution is purely a dictate, centred on only the head, Though there are other management members and heads of departments,'

The participant further added:

'Most activities come to a halt when the leader is not around because she has to be consulted before anything could be done. Nothing can be done without her approval'. 'Everything has to be done according to how the leader wants, whether good or bad'.

Participant 11 and 12 raised concerns that:

'It means that the 'leadership style adopted is more of an autocratic and cannot help in the process of bringing all on board'.

Participants 13 and 14 indicated that:

'To achieve quality results the leadership style adopted in the managing of tertiary institution is the best because it allows everyone to participate in the decision making'

P15 and P16 expressed a similar feeling that:

'Although it is democratic style of leadership the leader might lack ways of influencing the subordinates. This could affect the realization of results.

Both P17 and P18 exclaimed that:

'For example, the adoption of a democratic leadership style is a form of encouraging teamwork and helping to solve complains and problems'.

They added that:

'nowadays the leaders and managers of higher institutions of learning should adopt a leadership style that is of result oriented and dynamic in nature'.

P20 specifically mentioned the transformational and transactional leadership style and said that:

'Leaders and managers should shift from the already rooted leadership style of management and adopt different modern leadership style such as transformational and transactional'.

5.4.4 The challenges and effects of ensuring quality leadership and management in tertiary education

The purpose of this variable was to investigate the challenges and effects of various leadership styles in higher education. The participants were tested on managerial skills that leaders and managers should possess to achieve effective results. Twenty people were contacted for information on these traits. The different views and opinions of the participants are discussed below.

A participant (P1) said:

'That for the leadership style adopted to have effect on the operations and administration and overcome the challenges thereof, the leaders and managers should have skills such as mentoring, communication skills, motivational skills, Organisational skill, delegation and coaching skills as a leader' (P1).

Another participant also indicated that for effective leadership and to overcome its associated challenges

'the leaders and managers must show signs of discipline, honest, respect, hardworking and competency in the daily interaction with the followers' (P2).

In the same vein another participant also has this to say; in overcoming the possible challenges of leadership and management

'Our leadership should be critical decision makers, communication experts, problem solvers, good organizers and team builders' (P3).

Another participant also echoed that:

'for effective leadership and overcoming the challenges that goes with it, 'the leaders and managers must have some skills such as effective communication, transparency, efficient resource utilisation, provision of strategic direction for the institution' (P4).

In support of the previous participants P5 and P6 agreed on some common characteristics that:

'leaders and managers in universities should have to overcome the challenges of management they were namely, relationship management, critical thinking and prioritisation'.

To add up to the aforementioned views P7 and P8 also echoed that:

'the effect of poor leadership and management could be overcome through the impact of quality leadership be guaranteed when there is fairness, truthfulness, discipline, hardworking, respect, human and interpersonal management skills'.

P8 buttressed the submission by saying that:

'Human and interpersonal management skills are a critical skill that should be exhibited by leaders and managers in universities'.

In respect of the issue under discussion P9 and P10 as well as P11 also share in the views raised by the previous participants. They listed the following key competencies of leadership:

Relationship skills, prioritisation, delegation, collaboration, trust, and team spirit among others.

However, P12 exclaimed that:

'to overcome the challenges the leaders and managers must try to be accountable for the role they play and delegate roles and duties for others to learn on the job'.

In the same view on the issue in context, P13 added that:

'Apart from the above opinion; the leaders and managers should be proactive and be ready to accept others point of view if it will help the institution'.

Participant 14's view was not that different; P14 said:

'some of the common skills that could bring effective leadership and overcome the challenges are 'Planning, organising, directing and monitoring'.

Conversely, P15 also said that:

'For effective leadership there should be 'a clear manifestation of qualities such as 'Transformational mentality, consultation, delegation, open door, administration and collaborative attitude'.

Another participant, P16, on the same issue mentions that:

'the leadership must show signs of communication, delegation to some point transparency and time management'.

More so, P17 indicated that:

'leaders and managers must show qualities such as human skills, conceptual skills and technical skills'.

Participants 18 and 19 were very elaborate when commenting on the issue. The participants were of the grounded opinion that:

'leadership should have interpersonal skills, communication skills, problem solving skills, delegation skills, motivation skills, decision-making skills, relationship management, planning, critical thinking, time management, must be confident enough to ensure others follow their commands, must be truthful and many more'.

This submission is a compilation and confirmation of the views of other people for example P12, P16 and participant 20 responded that:

'manager should possess the following skills in order to manage a tertiary institution' interpersonal skills, communication and motivation, organisation and delegation, affront planning and strategic thinking, problem solving and decision-making as well as total awareness of the immediate environment'.

5.4.5 How the challenges of ensuring quality leadership and management in tertiary education are overcome

The aim of this study was to come up with solutions to the problems of ensuring quality leadership and management in higher education. The main topic of discussion was what measures could be taken to address the issues of ensuring quality leadership and management in higher education. The views of leaders and managers were recorded, and to have diverse opinions, the views of subordinates were taken through an interview. The following are the opinions of the participants, including teaching and non-teaching staff, on how to attain excellent leadership and management in higher education. A participant indicated that:

'to overcome the challenges of ensuring quality leadership and management, leaders and managers should ensure effective communication, conflict management, sharing of core values, vision, and mission" (P1).

Another participant raised concerns that:

'there is a need for leadership to know their team and their concerns, with

respect to issues of motivation, conflict management, training employees, and communication effectiveness" (P2).

A participant was of the view that:

'for quality leadership and management to be ensured there is a need to employ more competent people, provide in-service training, among others' (P3).'

Another participant indicated that:

'there is a need for leaders to be fair to all in all their dealings with the followers' (P4).

To add to the list, P5 added that:

'to overcome the challenges of ensuring quality leadership and management, there is a need to identify the challenges, prioritize, make a plan, budget, periodically assess, among others'.

P6 added:

'For managers and leaders to overcome the challenges of leadership and management, they should plan, organise, direct, and control all activities" (P6).

Moreover, another measure to prevent the challenges of ensuring quality leadership and management is that:

"Subordinates need to be included or motivated in decision-making" (P7).

Participants 8 and 9 had a different perception from that of P7 and remarked that there is a need for:

'Seeking support from the community, seeking students' views and opinions relating to the institution, consulting parents on academic issues, and consulting stakeholders on matters affecting the institution'.

P10 on the issue called for:

"School administrators to pull resources together to provide infrastructure to resolve accommodation challenges" (P10).

P11 and P12 stressed that:

'Leaders must be fair to all, provide in-service training for all, and employ competent workers always'.

In another development, P13 also called for:

'Employing people with the requisite knowledge, leaders must be fair to all, and providing in-service training for all'.

To add to the views, P14 and P15 indicated that:

'Leaders should sit down to address the challenges of the institution one by one and be prepared for change'.

In another instance, P16 and P17 share a similar opinion:

'Calling for the leaders and managers to visit and learn from other sister institutions'.

Participant 18 called for:

'Teamwork and in-service training, which are essential in attempting to ensure quality leadership and management of tertiary education'.

In the same way, P19 called for:

'An institution of good practices to be continued and for people's personal needs to be considered'.

P20, on the other hand, called for:

'The periodic organisation of personal development programs for the leadership'.

5.5 DISCUSSION OF THE FINDINGS

5.5.1 Leadership preferences of higher education administrators. According to the literature, there is a wide variety of leadership styles available to leaders and managers. The leaders and managers of the many institutions studied displayed a wide variety of leadership styles, which was reflected in the research findings. Their suggestions represented as democratic, autocratic/authoritarian, and laissez-faire practices, in addition to coaching, bureaucratic, charismatic, visionary, transformative, situational, and affiliative styles. In the semi-structured interviews, both lecturers and managers reported a comparable set of leadership styles. Evidence suggests that some managers and leaders have employed every type of leadership style described indicated by the research participants.

Amanchukwu Stanley and Swamy (2014), proposed that democratic leaders needed to make a formal choice of including colleagues in the core leadership process, as indicated in the assessment of this finding. The results of the present investigation lent credence to the idea that leaders and managers are aware of and make use of a leadership style that involves subordinates in the core decision-making process. According to Al Khajeh (2018), the idea at hand is supported by the existence of a leader and manager where basic leadership was decentralised and shared by all subordinates. This was very similar to the methods used by leaders and managers with a democratic style of leadership. Similarly, this supports the idea of Bhargavi and Yaseen (2016) that democratic leadership has a positive effect on institutional management, implemented by the group's democratic leadership style.

According to Uchenwamgbe (2013), a transactional leader is someone who is always prepared to make the necessary concessions. The leaders and managers whose traits were analysed seemed to share a common characteristic while in office. However, according to the findings of Ojokuku et al. (2012) transactional leadership entails an equal and opposite exchange of goals and rewards between superiors and their subordinates. This served to justify the participants' preference for this method of leadership. This view is supported by Khan Nawaz and Khan (2016), who state that transactional leadership is centred on three crucial features, two of these were managed by exception and contingent pay. These components were useful for leaders who adopted this approach. This confirmed the view of Amanchukwu Stanley and Ololube (2015), who contended that bureaucratic leaders steadfastly followed regulations and made sure that their staff did the same, corroborating the study's conclusions that some leaders falsely assumed they were being democratic by enforcing compliance with rules and regulations. Because of the bureaucratic authority's trait some leaders and managers were able to establish regular work hours, which was helpful.

Ojokuku Odetayo and Sajuyigbe (2012) found that bureaucratic leadership influenced the effectiveness of top-down decision making. The results of this study corroborated this view, showing that some of the leaders who used this approach experienced a crisis regarding bureaucratic leadership. According to Howell and Costley (2006), there is a need for a crossover between different types of leadership. Those in authoritative

positions, such as coaches or leaders tended to be quite commanding. This lent credence to the claim that leaders need to employ a variety of managerial approaches.

According to Amanchukwu et al. (2015), authoritarian leadership is an absurd style of management in which superiors have unchecked power over subordinates. This lined up with the information given earlier. Despite the importance of their ideas to the team or company, Amanchukwu et al. (2015) report that employees should be given limited opportunities to voice their suggestions. The statement was raised by those who had adopted this style of leadership. Khan et al. (2015) state that authoritarian methods of leadership were used traditionally. The authors argue that this type of leadership is the most effective because it gives the leader a great deal of freedom to make decisions. There is a strict policy against employees providing input to their superiors. The followers of these leaders corroborated this.

According to Cheung and Wong (2011), transformational leadership was associated with employee creativity since it showed support for the subordinates. The study's findings revealed that these traits were present in leaders who used this method. According to Boateng (2014), transformative leadership is more important than ever in today's times of fast expansion across all sectors of the economy. Those who advocated for a shift in leadership style saw this as a sign of progress. Excellent leadership is essential for the success of any organisation, whether it be political, religious, social, or educational (Appiah-Adu & Amoako, 2016). This type of leadership demonstrated the potential usefulness of improving institutions.

According to the research by Chaudhry and Javed (2012), laissez-faire leaders give their employees more autonomy in their institutions. They supplied subordinates resources and offered guidance when asked for it, but otherwise stayed out of the way. If the leader kept tabs on how things were getting done and gave the team members constructive criticism, this management approach worked well. It was similar to others who consciously opted to take charge in this way. Al Khajeh (2018) argued that charismatic leaders have responsibilities to their followers as well. Because those who employed charismatic leadership typically mixed it with others. Charismatic leadership may not be as well regarded as other leadership styles, as stated by Chime (2013).

5.5.2 Leadership styles in higher education: what works and what doesn't

The study found that the success of implementing a new style of leadership depended on the appropriate use of a variety of leadership approaches. The usefulness of many methods of leadership had been established via their use over time. Based on the interview results, most participants employed a hybrid of leadership styles. These included democratic and autocratic, transformational and visionary, charismatic and autocratic, transitional and transformational, democratic and laissez-faire, and situational. The success of blending leadership styles revealed a deficiency in one style of leadership that could be remedied by adopting a different approach. The leaders were effective because they did not rely on a single management style and were able to switch between them as needed. According to Aydin et al. (2013), transformational leadership styles significantly correlated with fast-forward learning and feedback-based organisations. This indicated that leaders and managers who adopted this style of leadership achieved comparable results.

Fast growth in all sectors of the economy necessitates a shift from fix-and-peck to transformative leadership, as emphasised by Boateng (2014). Al Khajeh (2018), Appiah-Adu and Amoako (2016), and Khajeh (2018) all argue that the success of a given style of leadership is context-specific. According to Black (2015), there are additional challenges in the formation of higher education leaders when there are numerous leadership paradigms prevalent in higher education contrasted to existing leadership theory and practice. This was the efficiency of the leadership methods were evaluated.

5.5.3 Effects of the leadership styles used in ensuring quality leadership in tertiary education

The findings revealed that leaders and managers adopted a variety of approaches to leadership based on the specifics of the situation they were in. It quickly became apparent that there were benefits and drawbacks associated with each and every form of leadership. According to the findings of this study, the many distinct models of leadership that were investigated had an effect on and contributed to the development of leadership and management practices in higher education.

Leadership and management in higher education have benefited from a wide variety

of techniques, including charismatic, authoritarian, democratic, and visionary leadership styles. Several authors from the past had already documented the repercussions of utilising particular leadership strategies in their writings. Ojokuku et al. (2012) Khan Nawaz and Khan (2016), and Amanchukwu et al. (2015) are a few examples of authors who have written about the outcomes of various styles of leadership.

A study that was conducted by Khan, Nawaz, and Khan (2016) indicated that there were good effects that resulted from combining democratic leadership with visionary leadership. On the other hand, there were many people who felt that having a diverse group of leadership and management styles could be detrimental to the organisation. For example, Alonderiene and Klimaviciene (2013) found that the emotions of followers and the level of productivity they achieved were negatively impacted by the management styles of their leaders. According to the findings of a recent study, some of the leaders and managers who were interviewed have had unsuccessful experiences in the past. There is still a demand for more in-depth discourse about leadership inside Ghana's educational institutions.

5.5.4 Challenges to ensuring a high calibre leadership and management in higher education

According to the findings of the study, it is challenging to provide great leadership and management in the field of higher education. Interference from other governments, ideological differences, capacity building, corruption, term in office, management style used, change in government, lack of infrastructure, human resources, adaptability of organisational structure, and lines of authority were a few of the problems that were brought up.

The appropriate study demonstrated that these were widespread issues among academic leaders and managers, who provided support for the conclusions that were drawn from the research. According to research conducted by Livermore (2010), Groves and Feyerherm (2011), and Rockstuhlet al. (2011), ensuring quality leadership and management in tertiary education presented a number of challenges. These challenges included, among other things, a lack of infrastructure, human resources, a flexible organisational structure, and a clear line of authority.

According to Appiah-Adu and Amoako (2016), Kafui (2015), Boateng (2014), and Alabi and Alabi (2014), there will undoubtedly be challenges in the process of ensuring quality leadership and management in educational contexts, particularly at the postsecondary level. (2014). These authors noted political intervention, ideological disagreements, capacity building, corruption, term of office, management style adopted, administration turnover, and a lack of infrastructure as some of the key obstacles that have been encountered.

According to authors such as Boateng (2014) and Alabi and Alabi (2014) in Ghana, some of the obstacles include employee job uncertainty, a lack of genuine attention to work on the part of subordinates, a lack of sincerity toward duty on the part of other staff members, and the difficulty of responding to changes in administrative procedures and policy.

5.5.5 Methods of ensuring quality tertiary education leadership and management can be surmounted

Certain steps need to be made in order to address the problems that arise while attempting to ensure that tertiary education institutions have quality leadership and management. According to the findings, there are significant problems that need to be fixed in order to achieve high levels of leadership and management in an academic environment. A few of the solutions that have been discussed include reducing the amount of intrusion from the government, avoiding ideological conflicts, developing infrastructure and logistics, training managers in managerial skills, accepting TQM ideas, increasing capacity, and putting in place an effective internal control system. According to the available research, these conclusions are in agreement with past findings and suggestions.

The results of this study are in agreement with the suggestions made by authors, and they point to the importance of the aforementioned measures for enhancing the leadership and management of tertiary education institutions in Ghana. According to the findings of the study, education stakeholders in Ghana, including the government, should give priority to these areas in order to guarantee the delivery of quality education throughout the country. In addition, the research underscores the necessity of leadership styles that are more focused on results, such as transformational and

situational leadership, in order to achieve outstanding levels of leadership and management.

According to the findings of the study, officials in Ghana's education sector should consider adopting policies and guidelines that exemplify such leadership styles. Some examples of such policies and guidelines are The National Teacher Policy and National Teachers Standards for Ghana Guidelines. In conclusion, the research highlights the importance of providing educational regulators such as the National Accreditation Board, the National Teachers Council, the Ghana Education Service, and the Ghana Tertiary Education Commission with the responsibility of ensuring that leaders and managers in tertiary education are equipped with a diverse set of knowledge, skills, and abilities. This should be considered a shared responsibility.

5.6 CHAPTER SUMMARY

The findings of the research are presented and discussed in this chapter. The responses were organised into a variety of issue categories after being sorted using the research questions that guided the study. There were discussions of the effectiveness and repercussions of different leadership styles employed to provide quality leadership in tertiary education, and about the difficulties that come up while trying to guarantee quality management and leadership in higher education. During the process of analysing and interpreting the data, both the discrepancies and the agreements of the findings in reference to the previous research were brought to light. The purpose of the literature review was to either support or contradict the findings and conclusions of the study. The next chapter provides a summary of the findings of the study in connection to the research questions, as well as presenting the conclusions and recommendations based on the results of the investigation.

CHAPTER SIX: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter provides a summary of the study's findings and discusses them in relation to the research questions asked. In addition to this, it provides conclusions and recommendations that have been derived from the research experience and findings of the study. It highlights how important this study is to the field of research on leadership in educational management, and it offers some suggestions for future research. The investigation was carried out with the intention of determining how Ghana's tertiary education system ensures that its leadership and management are of a sufficient quality. The goals of the study were to investigate the leadership styles that are used by tertiary education leaders and managers, investigate the effects that those leadership styles have on ensuring quality leadership in tertiary education, identify the challenges that come with ensuring quality leadership and management in tertiary education, and determine how those challenges are overcome in tertiary education.

6.2 SUMMARY OF FINDINGS

6.2.1 Leadership styles leaders and managers use in tertiary education

According to the results, participants had a general understanding of the various leadership styles. Participants mentioned the leadership strategies of visionary leadership, transformational leadership, transactional leadership, bureaucratic leadership, charismatic leadership, and situational leadership. They also mentioned democratic leadership, autocratic/authoritative leadership, laissez-faire leadership, pacesetter leadership, and mentoring leadership. This is reflected in the perspectives of the various participant groupings. It was discovered that almost all of the participants had used a number of various leadership styles at some point in their lives, which led to the conclusion that the participants' preferred style of leadership was likely a hybrid of several other kinds. The primary problem that surfaced as a consequence of the research was the fact that none of the managers or leaders in practice adhered to a particular leadership style. The findings led the researchers to the conclusion that a singular method of leadership could not reliably generate the desired outcomes, and

that different methods of leadership were required for each circumstance.

6.2.2 Effectiveness of leadership styles used by leaders and managers of tertiary education

According to the findings of the study, the effectiveness of managers can be improved by employing many leadership styles, or by using a combination of several different leadership styles. According to the findings of the study, it is helpful to utilise a variety of leadership styles or a combination of leadership styles since the study found that the deficiencies of one leadership style were compensated by the benefits of the other leadership style. It was additionally acknowledged that the leaders were effective due to the fact that they did not rely on a single method of management but rather deployed multiple methods, switching between them based on the circumstances. The findings of the study revealed that having effective communication through the right channels grants successful leadership, which has the potential to maintain excellent management and leadership within tertiary institutions in Ghana.

The implementation of TQM practices, which were found to be established as a result of the research, demonstrates and validates the existence of a system that is designed to provide quality leadership and management from the leaders and managers of Ghana's higher educational institutions. According to the findings of the study, an open door policy is an indication of effective leadership in tertiary education and having such a policy is an indicator of effectiveness in leadership overall. According to the views of the participants, a significant indicator of effective leadership is the accomplishment of goals within the allotted amount of time.

In the same way, the study demonstrated that an adaptable culture, which was validated by those who participated, is an equally important evidence of effective leadership and management. When leaders get their followers involved in academic research and then have them put what they've learned into practice to solve problems, one of the important and recognised outcomes is increased effectiveness of the leadership style being used. According to the findings of the study, educational leaders and managers should adopt a wide array of management and leadership styles to ensure effective tertiary institutions.

6.2.3 Effects of the leadership styles used in ensuring quality leadership in tertiary education

According to the findings of the study, the management of the tertiary institutions was impacted by the different leadership styles that were employed. According to the findings of this research, the many different models of leadership that were examined had an effect on the leadership and management of higher educational institutions. There are many distinct types of leadership styles, including visionary, transformational, authoritarian, democratic, and charismatic, and each of these styles have their own unique approach to guaranteeing success in higher education leadership and management. Several participants suggested that the adoption of a democratic leadership style by certain leaders and managers-maintained excellence by developing consensus on ideas. It would appear that this helped subordinates and followers feel more like they are a part of the system. In the same vein, the discovery in the study of a democratic style of leadership is evidence that dialogue with the general populace is being brought into the process of achieving managerial stability.

According to the findings of the research, democratic leadership is the style that is most effective in fostering a diverse range of perspectives and ideas among participants in group gatherings. This finding provided evidence that demonstrates the importance of teamwork and the Organisation. However, this is not too far from the reality because the research showed that people have different opinions regarding democratic leadership, which means that this topic can sometimes have significant implications. This might occasionally express itself in a situation in which some of the staff would try to take advantage of the leader.

On the other hand, an authoritarian leadership style has the potential to either positively or negatively influence those under its authority. According to the findings of the research, this leadership style is autocratic, and leads to bureaucracy and results in a "one-man show," which is a controversial but important issue. As some of the participants pointed out, a visionary leadership style is an indication of a leadership style that forges forward and predicts the anticipation of the future. It is believed that followers of this type of leadership are more motivated to be critical thinkers and proactive in their work environments.

The issues of transformational leadership style are those of a fundamental departure from the traditional leadership style that were used by leaders and managers. This shift is one of the key differences between the two styles. This kind of leadership is one of the very few that successfully combines a number of different success criteria in order to accomplish the objectives and goals that are set by leaders and managers. According to the findings of the study, this management strategy is a result-oriented approach that requires attention to be paid to the social, physical, spiral, mental, and physiological wellness of the followers in order to accomplish the goals set by the leader or manager. Nevertheless, great leadership and management can be achieved by the delivery of good and desired results, the motivation of employees, and the implementation of a strategy to bring everyone on board. Nevertheless, there have been instances in which the chosen styles of leadership have resulted in an unsatisfactory end and have been an outright failure.

6.2.4 Challenges experienced in ensuring quality leadership and management in tertiary education

According to the findings of the study, it is not an easy undertaking to ensure that tertiary education institutions have quality leadership and management. During interviews with top management staff, a number of challenges were identified. These included political interference, ideological differences, capacity building, corruption, short tenure in office, management style adopted, change in government, lack of infrastructure, lack of human resources, lack of flexibility in Organisational structure, and line of authority. Short tenure in office, management style adopted, and change in government were also identified as challenges. Other fundamental problems that were brought up were the vagueness of employee positions, the lack of true dedication that subordinates had to their work, the insincerity of other staff members toward their duties, and the difficulty in implementing administrative and policy changes.

On the other hand, the staff members working at the middle level gave a wide range of perspectives regarding the same factor. Participants from the middle level who were interviewed indicated that the issue faced by the leaders and managers from this group of participants, who are thus the middle level personnel, is a lack of managerial abilities. According to the findings of the research, the majority of leaders and

managers struggle with issues related to mentoring, effective communication, organisational development, delegation, and coaching abilities.

More than that, the research established, based on the data collected from the middle level staff, that the majority of leaders and managers have difficulties in the areas of discipline, honesty, respect, industrious, and competency. The revelation further established that some of the leaders and managers lacked the skill of critical thinking, were unable to communicate as experts, lacked the ability to solve problems, and the ability to work well with others, all of which have an impact on their managerial abilities. It has been confirmed that other difficulties that limit their management include a lack of setting priorities, a lack of fairness, and a lack of truthfulness among other difficulties. The outcome also highlighted a number of difficulties in terms of managerial relationship skills, organisational skills, motivational abilities, and most importantly, the difficulty of maintaining responsibility and transparency in the workplace. In a nutshell, the findings of the research showed that some of the leaders and managers lack the skills necessary for leadership in the areas of management functions such as planning, leading, organising, and monitoring. These are all essential aspects of leadership. As a result of this, it has become clear that the process of ensuring that tertiary education is of a high quality faces a great deal of difficulty from a variety of obstacles. The argument in support of this position is that the difficulties originate from both internal and external sources.

6.2.5 Measures of ensuring quality leadership and management of tertiary education

From the perspective of the leaders and managers in ensuring quality leadership in tertiary institutions, the research established and validated issues of less government intervention, avoidance of ideological disputes, infrastructure and logistics development, managerial skills training, acceptance of the TQM principle, capacity building, and having a robust internal control system in place as recommendations validated by the study. In the same way, other possible measures validated in the research per the submission from the middle level workforce are that the leaders and managers should be equipped with qualities such as effective communication skills, conflict management skills, and strategic thinking, transparency, development of ideas,

competency, firmness and fairness, among others. More issues raised as a corrective measures are that the leaders and managers must stick to the practical management functions such planning, directing, controlling and monitoring among others.

Additionally, in ensuring quality leadership in the tertiary education, the followers raised measures of having a workable strategic plan to follow, identifying the visions, missions and values, and work towards its attainment. Budgeting for resources with achievable incomes was also stated as a good measure. Collaborating with stakeholders within the immediate environment such as university community, faculties, departments, units, schools and colleges, was important. The research established and validated issues of less government intervention, the avoidance of ideological disputes, the development of infrastructure and logistics, managerial skills training, acceptance of the TQM principle, capacity building, and having a robust internal control system in place, were validated by the study. This was done with the intention of ensuring quality leadership from the perspective of the leaders and managers. In a similar fashion, other possible measures that were validated in the research according to the submissions from the middle level workforce are that leaders and managers should have qualities such as the ability to effectively communicate, the ability to manage conflict, the ability to think strategically, to be transparent, to be a developer of ideas, to be competent, and to be firm and fair, amongst other qualities. Additional issues have been brought up as potential corrective methods, one of which is that the leaders and managers must remain focused on the practical management functions, which include, among other things, planning, directing, controlling, and monitoring.

In addition, in order to ensure that quality leadership is provided in higher education, the followers of the elevated measure must have a strategic plan that is feasible to follow, as well as identify their visions, missions, and values, and then strive toward the achievement of this goal. It was also mentioned as a useful metric that a budget for resources should include incomes that are attainable. Collaborating with stakeholders within the immediate environment, such as the university community, faculties, departments, units, schools and colleges, student's representative's councils or Organisations, as well as Alumni associations, was also verified from the participants' perspectives.

6.3 CONCLUSIONS

This study set out to answer the question, "How do we make sure that our tertiary institutions in Ghana have quality leadership and management?" The study's major objective was to evaluate the efficiency of various styles of leadership taken by managers and department heads in higher learning. The goals of the study were to:

- (1) Identify the leadership styles used by leaders and managers in tertiary education.
- (2) Examine the impact of these leadership styles on ensuring quality leadership in tertiary education; and (3) pinpoint the obstacles to achieving these goals.

Strong and energetic leadership in the educational sector, particularly at higher education levels, was deemed crucial in this era of population rise in Ghana and the world at large. Changes in global dynamics have had far-reaching effects on every facet of human existence, including education. It was expected that positive results would follow when strong and dynamic modern leadership fixed the system. Education leaders can now be seen as visionary, transformative, or transactional, rather than just democratic, autocratic, charismatic, or laissez-faire.

Therefore, a paradigm change occurred, necessitating the use of outcome-based leadership strategies in the administration of Ghana's educational system. Experts and faculty in higher education institutions have to be encouraged to adopt leadership styles such as pacesetter, coaching, visionary, transformational, transactional, and situational. According to the findings, there are some fundamental infrastructures that need to be addressed before tertiary education can provide good leadership and management. This included not only infrastructure but also the fundamentals of management and leadership in Ghana's higher education sector. To sum up, given Ghana's current level of development and demand for training, the country's national policies and processes, frameworks, and administrative structures, among others, should be subject to frequent evaluation. Participants provided data via an interview schedule for this qualitative study. It was developed using the interpretive paradigm. Participants comprised managers, deans, and faculty from a cross-section of Eastern Region COEs in Ghana. The study only included the 32 people it intentionally chose. Qualitative content analysis (QCA) was used to examine the data. The study found

that successful leaders and managers in higher education employed a wide range of leadership techniques to achieve their goals.

The study concluded that all leadership styles were effective, although not all led to the expected outcomes. The study also found that the leadership styles used in tertiary education management have both positively and negatively affects the administrative operations of most institutions. In addition, the research showed that there are obstacles to quality management that top-level management must overcome. Political interference, ideological disagreements, capacity building, corruption, short tenure, the management style employed, administration changes, a lack of infrastructure, a lack of human resources, a lack of organisational flexibility, and a lack of a clear line of authority were all cited as causes for alarm. Lack of conflict management abilities, lack of organisational skills, lack of motivating skills, lack of delegating, and lack of coaching skills were also identified as significant issues for leaders and managers. Lacks of responsibility, probity, and transparency have been identified as a major issue among the leaders and managers studied.

Issues with position clarity, insincerity from colleagues and colleagues, and the difficulty of adjusting to new policies and procedures were all cited as fundamental problems for employees. The research identified a variety of options for maintaining the standard of higher learning. Among these were improvements to the organisation's infrastructure and logistics, education for managers, incorporation of the Total Quality Management (TQM) philosophy, expansion of its capacity, and the establishment of a thorough internal control system. Based on the results, relevant suggestions were made to ensure high-quality leadership and management at the postsecondary level.

6.4 RECOMMENDATIONS FOR THIS STUDY

The study was able to make suggestions in line with the goals of quality leadership and management.

6.4.1 Types of Leadership Used by College Leaders and Managers

The study concludes that in order to achieve exceptional results at this moment of rapid development and growth, leadership and management in the higher education sector

should adopt more outcome-focused leadership styles, such as situational and transformational leadership. The National Teachers Policy (NTP) and the National Teachers Standards for Ghana Guidelines (NTS) in Ghana's education system ought to endorse these types of leadership. The National Teachers Council (NTC), the Ghana Tertiary Education Commission (GTEC), the Ministry of Education (MoE), the Tertiary Education Committee (TEC), and the National Council for Tertiary Education (NCTE) of Ghana, should all take the lead in advocating for and backing this change.

6.4.2 The efficiency of tertiary education management leadership styles

According to the findings, those with a stake in education should make sure all types of leadership have access to the tools they need to be successful. The leadership and management of Ghana's higher education institutions are governed by a variety of resources, such as policy guidelines, frameworks, rules and regulations, and national plans. Leaders and managers in the educational sector need a diverse set of skills, knowledge, and competencies to achieve success. The National Accreditation Board (NAB), the National Teachers Council (NTC), the Ghana Education Service (GES), and the Ghana Tertiary Education Commission (GTEC) in Ghana should all take some of the blame here.

6.4.3 Quality leadership in higher education: the influence of different leadership styles

This advice suggests that leaders and managers should be familiar with the different types of leadership and when each one is most effective. Leaders and managers need to be familiar with the pros and cons of many leadership styles so that they can decide what, how, and when to use each. Tertiary education authorities should provide seminars and workshops for CoE management. This agenda should be driven by the Committee of Principals and Vice Principals of Colleges of Education (CoPVPs) and backed by the more seasoned Vice Chancellors of Ghana's (CVCoG) universities. They ought to incorporate this task into their overall management strategy.

6.4.4 Obstacles to effective tertiary education management and leadership

The research suggests that leaders of different institutions should work together to solve any looming issues as soon as possible. The Ghanaian Ministry of Education

hosts an annual New Year's School where this topic may be discussed. The Ghana Tertiary Education Commission (GTEC), the Ghana Education Service (GES), the National Teachers Council (NTC), and the National Accreditation Board (NAB) must all take the lead in ensuring that Ghana's higher education system meets international standards.

6.4.5 Methods for guaranteeing high-quality tertiary education management and leadership

The study's findings suggest the following countermeasures in response: Managers should limit government interference and avoid ideological conflicts at all costs. It is imperative to invest heavily in development-related infrastructure and support services. Managerial training is essential for leaders and supervisors. It is important to have a holistic approach when implementing the TQM philosophy. In order to solve the problem of capacity building, it is essential to give all potential future leaders and manager's access to high-quality training and development programs. The proper allocation of a sufficient budget is essential. Institutional spending and revenue should be tracked using an extensive internal control system. Concerns like these could be alleviated if the Ghana Tertiary Education Commission (GTEC) and the Ministry of Education in Ghana set up quality assurance units at all CoEs in Ghana to keep an eye on and enforce quality controls.

6.5 IMPLICATIONS OF THE STUDY

In view of ongoing reforms and innovations in Ghana's academic community, the study's findings were timely. If the findings and conclusions are adopted, they could strengthen the management and leadership of Ghana's higher education institutions. This research lent credence to the STLMOE, which seeks to unify diverse approaches to school management and leadership in Ghana through the use of the Strategic Transformational Leadership Model of Education. The inference is that competent leadership and management in higher education could result from adopting the proposed educational management model. The research findings, in a similar vein, offer useful information that may be applied to the design of a policy framework and an appropriate management model that will help Ghana's tertiary education leadership and management accomplish their objectives. As far as the study's author is aware,

this is the first time the concept of a centre of excellence (CoE) dedicated to guaranteeing quality leadership and management in higher education has been explored in a Ghanaian context. When viewed from a theoretical perspective, the study's results provide new information and fill in some of the gaps in the literature.

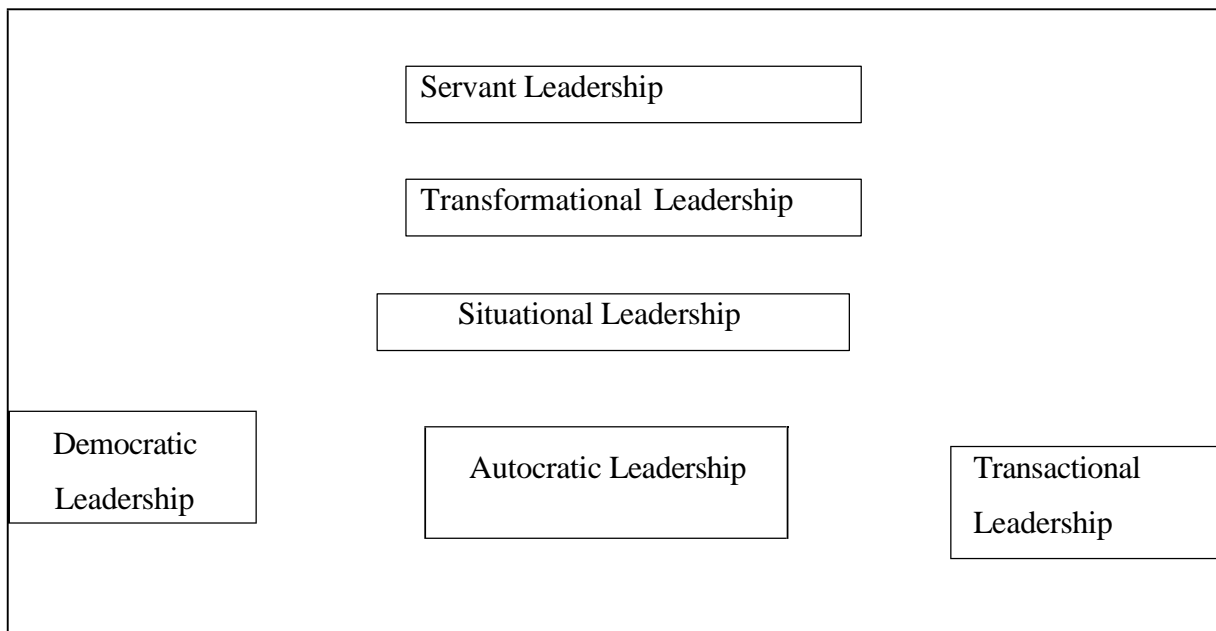
6.6 RECOMMENDATIONS FOR FURTHER RESEARCH

Future research in Ghana could use a quantitative or mixed-method approach in a different study setting, regardless of the results of the current study. For a more comprehensive and in-depth understanding of how to reconcile disparities and fill in gaps that the current study could not, a comparative study between regular universities and technical institutions or Colleges of Education, for example, might be done. A study on leadership styles and managerial functions of leaders and managers in Ghanaian educational sector would not be out of place to research on. The rationale is to establish the clear difference and similarities of leadership style and managerial functions of leaders and managers in tertiary education of Ghana.

The focus of this research is on a subset of CoEs in Ghana's Eastern region. This type of research would have been able to include nearly all higher learning institutions in the Eastern Region of Ghana. However, the researcher could only analyse a subset of Eastern Region CoEs because of constraints intrinsic to the research. As a first step, I propose a quantitative research project that looks at how different types of leadership influence the administration of centres of excellence (CoEs) in Ghana's Eastern Region. Since I only did a qualitative study myself, I think it's important to stress the need for a quantitative investigation.

6.7 CONTRIBUTION TO KNOWLEDGE

The study's results offer a novel framework for furthering education-related research and practice.



6.7.1 Strategically Transformative Leadership Model

The goal of the Strategic Transformational Leadership Model being used to manage and lead Ghana's educational system is to incorporate all possible types of leadership.

Proposed Strategic Transformational Leadership Model for Post-secondary leaders and managers

Integrating different types of leadership into the management of universities is a central tenet of the Strategic Transformational Leadership Model. This proposed strategic transformational leadership paradigm for post-secondary leaders and managers could be useful for many leaders who lack formal training in leadership but would still like to improve their effectiveness in their positions. Leaders with the ability to steer in uncertain situations are needed in higher education institutions to maintain a high standard of quality and productivity. How one leads is reflected in the way they make decisions, get things done, and inspire those around them. Therefore, it is essential for each leader to select what leadership styles to deploy, and the success of adopting a leadership style will depend on the appropriate application of various leadership styles to a given situation.

There are pros and cons to every type of leadership, and challenges to effective management in higher education settings are not unheard of. Educational authorities

must therefore make sure that new problems, such as political interference, ideological disputes, capacity building, corruption, duration of office, management style adopted, administration turnover, and a lack of infrastructure, are dealt with immediately. Most problems that arise in institutions require leaders and managers to work together with their subordinates to come up with creative solutions. It is the responsibility of leaders and managers to put the needs of their teams and organisations before their own.

Some examples of effective leadership styles for use by college and university administrators are provided below. They involve a range of skills and qualities associated with effective leadership and management, and they manifest themselves in the deployment of tried-and-true strategies for rallying others behind a shared cause. Leadership styles should be determined by the circumstances in leadership and management.

Autocratic leadership

Autocratic leadership can be beneficial for individual control when quick judgments demand little response from workers or when dealing with group members who cannot be trusted with critical decisions or duties. If this style discourages subordinates from speaking up and making high-level decisions, leaders should avoid it. Abuse of autocracy can increase turnover and absenteeism.

Transformational Leadership

Leaders inspire. Transformational leaders inspire meaning and collaboration. Intellectual stimulation inspires empowered followers to be innovative, and mentorship helps them reach each person's goals. This enhanced knowledge requires a leader with vision, self-confidence, and inner fortitude to recognise right and good, not popular or acceptable. Training model planning may create new leaders. Strategic organisations need transformative leadership and adaptable strategic plans to shape and predict the future. Parent and education stakeholder interaction will improve leadership and management policy. Boyce (2018) states that transformational leadership should motivate employees and encourage innovation. If this doesn't happen, it could impair team members' role performance and work engagement mediation.

Transactional leadership

This kind of leadership should be used to inspire capable members by offering them something in exchange, such as a promotion, positive performance reviews, pay raises, increased responsibilities, and so on. The primary challenge that comes along with this kind of leadership in tertiary institutions is the management of expectations. However, this type of leadership does not stimulate creativity and innovation when people do not perform according to the expectations of the organisation.

Laissez-faire leadership

Leadership by "laissez-faire," also called "leadership without constraints" or "delegative leadership," is the leader stepping back and letting followers make their own choices. It is essential, however, to recognise that this type of leadership is not without its drawbacks. It may be counterproductive to the achievement of higher education if team members are not diligent. Members need to be monitored in situations and locations where laissez-faire leadership is the greatest option to be used with independent and capable members.

Servant leadership

Servant leadership puts others first. This leadership style is important to how people live and is based on serving others. This method may help distribute power and foster belonging within and beyond the group and organisation. The strategic transformational leadership paradigm emphasises that leaders and managers: i) are empowered in a range of leadership styles to address context and are more goal-oriented. ii) integrates all leadership styles in the leadership model into Ghana's educational system's leadership and management model; iii) are developed in knowledge, and ability skills by education stakeholders to participate in the drawing of policy guidelines, policy frameworks, rules and regulations, and national plans for quality-assuring tertiary education leadership and management, and iv) are trained and developed professionally for future leadership.

7.0 CHAPTER SUMMARY

This chapter discussed the recommendations that were drawn from the findings of this study. Establishing a Strategic Transformational Leadership Model for Ghana Tertiary Institutions as a model reference for future use is the goal of this project. The idea was to improve the capacity of leaders and managers working in tertiary institutions to respond effectively to a variety of challenges posed by their environments by providing them with access to a wide range of leadership styles. The development of a Strategic Transformational Leadership Model ought to be aimed at integrating different types of leadership, which will only be successful if all of the parties who will be affected by its implementation are ready, willing, and determined.

The participation of stakeholders may be of assistance in the formulation of policy guidelines, policy frameworks, rules and regulations, and national plans for the achievement of the intended goals. It is important for leaders and managers to have support in utilising the various leadership and management styles available to them. The research came to the conclusion that tertiary education leaders and managers, despite having a strong understanding of various leadership styles, are confronted with societal and contextual challenges that call for preventative actions to be taken in order to overcome them.

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APPENDICES

A: ETHICS APPROVAL

B: REGISTRATION LETTER

C: APPLICATION LETTER TO GHANA EDUCATION SERVICE

D: PERMISSION LETTER FROM THE GHANA EDUCATION SERVICE

E: LETTER TO PARTICIPANTS (PRINCIPAL, DEPUTY PRINCIPAL, SCHOOL HEAD OF DEPARTMENT)

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H: INTERVIEW TRANSCRIPTS FOR SCHOOL MANAGEMENT TEAM

I: INTERVIEW QUESTIONS (FOR SCHOOL TEACHERS AND STAFF

J: : INTERVIEW TRANSCRIPTS FOR TEACHERS AND STAFF

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APPENDIX A: ETHICS APPROVAL

UNISA

Date:

Ref: 2020/03/11/61655627/07/AM

Dear Mrs IA

Name: Mrs IA Owusu

Student No.: 61655627

Decision: Ethics Approval from
2020/03/11 to 2025/03/11

Researcher(s): Name: Mrs IA Owusu

E-mail address:
61655627@mylife.unisa.ac.za
Telephone: +233208164781

Supervisor(s): Name: Prof. Sharon Thabo Mampane

Title of research:

Ensuring Quality Leadership and Management in Ghana Tertiary

Qualification: PhD Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2020/03/11 to 2025/03/11.

The low risk application was reviewed by the Ethics Review Committee on 2020/03/11 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2025/03/11**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2020/03/11/61655627/07/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,


Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za


Prof PM Sebate
ACTING EXECUTIVE DEAN
Sebatpm@unisa.ac.za

 Approved - decision template – updated 16 Feb 2017

University of South Africa
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CHAIRPERSON: CEDU RERC

motlhat@unisa.ac.za

Sebatpm@unisa.ac.za

APPENDIX B: REGISTRATION LETTER FOR 2022



0949 MIRST

OWUSU I A MRS
P. O. BOX 165
KOFORIDUA
GHANA

STUDENT NUMBER : 6165-562-7

ENQUIRIES NAME : MR F FOLKARD
ENQUIRIES TEL : 0861670411

DATE : 2023-03-10

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa mylife (<https://myunisa.ac.za/portal>) account for future communication purposes and access to research resources.

DEGREE : PHD (EDUCATION) (90019)
TITLE : Ensuring Quality Leadership and Management in Ghana Tertiary Education
SUPERVISOR : Prof J NYONI (nyonij@unisa.ac.za)
ACADEMIC YEAR : 2023
TYPE: THESIS
SUBJECTS REGISTERED: TPFEM01 PhD - Education (Education Management)

A statement of account will be sent to you shortly.

You must re-register online and pay every academic year until such time that you can submit your dissertation/thesis for examination.

Students registering for the first time for a dissertation or thesis must complete a research proposal in their first year of study. Guidelines will be provided by your supervisor/contact person.

If you intend submitting your dissertation/thesis for examination you have to submit an Intention to submit form (available on the website www.unisa.ac.za) at least two months before the date of submission. If submission takes place after 15 November, but before the end of January of the following year, you do need not to re-register and pay registration fees for the next academic year. Should you submit after the end of January, you must formally reregister online and pay the full fees.

Please access the information with regard to your personal librarian on the following link:
<https://bit.ly/3hxNqYr>

Yours faithfully,

Prof M S Mothata
Registrar



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
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APPENDIX C: LETTER TO THE GHANA EDUCATION SERVICE MANAGERS

Dear Sir/Madam

I, Ivy Asantewa Owusu, am doing a PhD degree under the supervision of Professor ST Mampane, in the Department of Educational Leadership and Management, at the University of South Africa. I would like to request the Tertiary Institution managers to participate in a study entitled, Ensuring Quality Leadership and Management in Ghana Tertiary Education. The aim of the research project is:

- To determine the effectiveness of leadership styles used by leaders and managers of tertiary education.

The objectives are:

- To establish the support provided to managers in tertiary education.
- To explore the effects of the leadership styles used in ensuring quality leadership in tertiary education.
- To establish the challenges experienced by tertiary education managers in ensuring quality leadership and management; and
- To determine how the challenges experienced by managers in ensuring quality leadership and management are overcome.

The study will be conducted in the Ghana Tertiary Institutions. 32 Major stakeholders involved in the provision of leadership and management in Ghana tertiary education will be selected in the institutions. These will be leaders and managers as well as the teaching and non-teaching staff of selected colleges of education. The leaders and managers would be the Principals and Vice Principals of the colleges of education. The rest will be the teachers and the administrative staff of the selected colleges of education

If given permission, the semi-structured interviews with each participant will take approximately 45 minutes to an hour, and these will be face to face. A digital voice recording of the interviews will be used to ensure responses are captured correctly. Interviews will be conducted during lunch time and after hours to make sure that learning time is not compromised. Participation in the study is strictly voluntary and participants may withdraw at any time without any consequences. The names of all selected tertiary institutions will not be disclosed, and anonymity of each participant will be ensured in the research.

The study is expected to collect important information about how quality leadership and management in Ghana tertiary education is ensured as well as benefit tertiary institutions. There are no potential risks associated with the study. Furthermore, no injury is anticipated and in the case of emotional harm, the institutional psychologist will be informed. Participation is voluntary and therefore, there will be no reimbursement or any incentive for participating in this research. Feedback will entail the following: after I complete the interview and have processed data, I will hand deliver a copy of the individual transcripts to each participant for them to verify the accuracy of the details. Each participant will be allowed to give their views on the interpretations of their interview and an opportunity to vindicate the trustworthiness and credibility of their expressions.

Thank you for your support, I kindly await your response in connection with my request.

Yours Sincerely


Signature



A. Owusu

UNISA PhD Student

Signature



Professor ST Mampane

Supervisor

APPENDIX D: PERMISSION LETTER FROM GHANA EDUCATION SERVICE

APPENDIX D: PERMISSION LETTER FROM GHANA EDUCATION SERVICE

GHANA EDUCATION SERVICE

In case of reply the number
and date of this letter should
be quoted



Republic of Ghana

HEADQUARTERS
Ministry Branch Post Office
P. O. Box M.45
Accra

My Ref. No. GES/HQ/DD-G/VISA.19/07

31st October, 2019

TO WHOM IT MAY CONCERN

INTRODUCTORY/PERMISSION LETTER IVY ASANTEWA OWUSU (MRS.) REGD NO. 2207/90

Mrs. Ivy Asantewa Owusu is currently the District Director of Education, Kwahu East District in the Eastern Region of Ghana.

She is currently pursuing a PhD Programme at the University of South Africa (UNISA) on Educational Leadership.

She has been granted permission for the said programme and will be conducting research/interviews with selected staff in your institution.

I would be grateful if you could accord her with the necessary assistance.

Thank you.

ANTHONY BOATENG
DEPUTY DIRECTOR – GENERAL (MS)
FOR: DIRECTOR – GENERAL

APPENDIX E: LETTER TO PARTICIPANTS

Dear Participant

My name is Ivy Asantewa Owusu, a student at UNISA, registered for D.Ed. (Educational Leadership and Management). I am doing research entitled “Ensuring Quality Leadership and Management in Ghana Tertiary Education” under Professor S.T. Mampane. I applied for permission and was granted approval by the Unisa Ethics Committee Unit to conduct this study. I therefore request your permission to participate in these studies of tertiary institutions. I will also need to examine policy documents used for ensuring quality leadership and management in Ghana Tertiary Education” for analysis.

The main purpose of this study is to determine the managers understanding of how Quality Leadership and Management in Ghana Tertiary Education is ensured. There are no anticipated risks involved in conducting this study and no sensitive information will be collected. If given permission, I will conduct semi-structured interviews on the topic indicated above with you as a manager in the Tertiary Institution, which will be tape-recorded with your permission. All participation is assured of voluntary participation and the right to withdraw at any time should they wish to do so. The interview will be for approximately 45 minutes to one hour from each staff member. The meetings will be arranged at a time that is convenient for the participant, preferably after college hours. Participants will be given the letters with consent forms attached to read and sign as an indication that they are willing to participate voluntarily.

The data collected for this study will only be used for the researcher's PhD Degree. Transcripts of responses will be made available to participants for member checking. Under no circumstances will the manager’s name be included in the report. A copy of the formal findings of the research project can be made available upon request. Your assistance in this matter will be highly appreciated. Please do not hesitate to contact me or my supervisor for any clarity regarding this study.

Yours Sincerely

Ivy Asantewa Owusu

Email: ivyasantewaowusu@yahoo.com

Cell No: 082 486 9829

APPENDIX F: CONSENT LETTER FROM PARTICIPANTS/GHANAIAN TERTIARY INSTITUTION MANAGERS (RETURN SLIP)

I, (Institutional manager), hereby give permission to the researcher to conduct the study in the tertiary institution. I have read (and it was explained to me), and I understand the nature, procedure, potential benefits and anticipated inconvenience of participation in this study. I have had sufficient opportunity to ask questions and hereby give permission for the researcher to conduct the study. I am aware that the managers participate voluntarily after signing the consent form. I am also aware that there are policy documents that will be used in the study which will require my permission. The researcher has assured me that the institution's name will be kept confidential unless specified otherwise.

The researcher has also indicated that the findings of this study will be processed into a research report, journal and chapter publications and/or conference proceedings. I therefore agree/do not agree that the researcher proceed with the research.

Participant Name and Surname (Please print):

Participant Signature :

Date.....

Researcher's Name and Surname (Please print):

Researcher's signature:

Date:

APPENDIX G: INTERVIEW QUESTIONS FOR TERTIARY EDUCATION LEADERS AND MANAGERS.

Ensuring Quality Leadership and Management in Ghana Tertiary Education

1. What is your experience of leadership and management in tertiary institutions?
2. For how many years have you been managing in a tertiary institution?
3. What is your understanding of management in advancing tertiary performance?
4. What management skills does your position require you to possess to manage a tertiary institution?
5. Were you prepared for the position before assuming duty at the tertiary institution?
6. What kind of support do you get for managing a tertiary institution?
7. How has the support provided succeeded in improving your management of a tertiary institution?
8. What challenges do you experience in managing a tertiary institution?
9. How do you overcome the challenges experienced in managing a tertiary institution?
10. What strategies can you suggest for improving the management of tertiary institutions?

THANK YOU!

APPENDIX H: INTERVIEW TRANSCRIPTS FOR MANAGEMENT TEAM

QUESTION 1: Which leadership style would you adopt as a leader?

Participant 1 RESPONSE: 'I used the democratic leadership style and the rationale was that 'democratic leadership style tends to affect management positively'. To add more the P1 said that 'since people's input are sought in decision making, they become bound to every decision and are ready to work with it'.

Participant 2 R: "I preferred to 'blend the autocratic style with the democratic style of leadership since it is not every decision that you will have to seek members input especially when it least concerns them'. On the same issue the P2 advanced that 'however, a particular leadership style will largely depend on the calibre of people you are working with'.

The remark was that 'I adopt the democratic leadership style because this this type of leadership style encourages teamwork and participation, while the autocratic helps me to ensure that my orders are obeyed without any reservations'. Notwithstanding that P2 exclaimed that 'sometimes over indulgence in more of the democratic weaken the system as each and every staff is allowed to bring on board their initiative'

Participant 3 RESPONSE: 'I have been in the managing of tertiary education for over a decade and in ensuring quality leadership and managing of tertiary education for good results one need to combine different styles of leadership styles due to the complex nature of the modern-day academic environment.' I personally adopted the autocratic leadership style P3 echoed.

The participant further explained that the rationale was 'I had a vision to accomplish and I thought it was only the autocratic style of leadership that could enable me achieve that goal'. P3 was quick to add that the sometimes adoption of type of another leadership amidst a situation is also good for example the visionary leadership was adopted under my stewardship' though I was influential in autocratic more often.

Participant 4 RESPONSE: To 'me transformational leadership increases staff job satisfaction and strengthens their commitment to professional growth'

Participant 5 RESPONSE: In my opinion 'every member of the organisation is unique and must be handled uniquely that is why I used democratic leadership style in my administration'. Also, it has a positive effect on staff performance, with staff willingly taking steps to improve their work schedule and organisational practice. In throwing more emphasis on the submission P5 indicated that the 'democratic leadership style used by me has gone a long way to improve upon the level of initiation by my workers'

Participant 6 RESPONSE: As for me 'I do not like the laissez-faire leadership and charismatic leadership style and therefore adopted the bureaucratic leadership style where I observed and make sure all the rules and regulations of my work'. My main reason is to make sure the right thing is always done within the laid down procedure without any fear or favour. In another development,

Participant 7 RESPONSE: I adopted the combination of the laissez-faire leadership and democratic leadership style. This is because I make sure all the staff are part of decision-making and also do not like to always worry my staff. This does not mean I looked unconcern of issues that will affect my administration negatively.

Participant 8 RESPONSE: 'I know of autocratic, democratic, laissez- faire, transformational, charismatic and ethical leadership styles. To me I 'preferred using the ethical leadership style which I called the bureaucratic leadership style were the manager or leader follows laid down procedures without using his own discretion to rule'

Participant 9 RESPONSE: For me 'I have adopted the autocratic and transformational leadership style. This is because as I want to achieve good results, at the same time have to be firm in the process of managing. I enjoyed working with one leader who uses all the styles depending on the situation and am currently working with an autocratic leader who is the leader of knowledge but one must be careful as this can result in apathy among the staff.

Participant 10 RESPONSE: 'I preferred to combine a charismatic and bureaucratic leadership style. This stems from the fact that I as follow laid down procedures, I also bring on board my inner traits of leading which has helped me to achieve good results.

Participant 11 RESPONSE: The use of democratic is a preferred choice but however, this era of modern society associated with its growth and development there is the need to have a visionary leadership style.

Participant 12 RESPONSE: 'I think it is best to adopt a combination of leadership styles such as transformational, transactional, visionary and situational leadership among others'

QUESTION 2: Would you agree that your leadership style has affected your management process?

Participant 1 RESPONSE: As 'for me I used the democratic style of leadership' because it helps me to bring all my subordinate on board to participate in all the day to day affairs of the institution.

Participant 2 R:' I always adopt the autocratic leadership style because I feel that with me Instructing and firm direction on the day-to-day activities of managing the institution, I can achieve results.

Participant 3 RESPONSE: For me 'I used the visionary and transformation leadership style. This is because leadership is employing the various leadership traits and skills in administering or managing of an institution. Again, 'leadership has a direct impact on organisations and their administration'. Furthermore, leadership style determines the values of an institution. They shape the strategies of various institutions including the execution and effectiveness of projects and ideas. Notwithstanding, 'I can openly confess that in some cases the reverse is what happened, not all expected results are achieved'.

Participant 4 RESPONSE: A 'leader in my opinion is that individual who is able to move people to buy in his vision and ready to work to achieve set targets' and

confirmed that this has been effectively utilised and help achieve good results.

Participant 5 RESPONSE: Nowadays to be able to achieve results or ensure quality leadership in the management of tertiary education the normal leadership style cannot help achieve expected results.

Participant 6 RESPONSE: The opinion that the combination of different style of leadership is the best that should be adopted in ensuring quality education at the tertiary level.

Participant 7 RESPONSE: 'I have since my years of occupying higher position adopted a transformational leadership style and this has influenced all my subordinates in a positive way'. This leadership styles have helped me to manage the institution very well. With this style of leadership traits, I am able to indicate my visions, missions, goals and also indicated my how, what, where and when of my leadership process.

Participant 8 RESPONSE: For ensuring of quality leadership and management in a typical tertiary education in Ghana one cannot still go by the usual democratic, or autocratic or even the laissez-faire style of leadership. The rationale raised by the participant was that society is dynamic and not stable hence leaders in the tertiary level should adopt modern day leadership such as transformational and transactional leadership which are more complex and have the tendency of gaining good results.

Participant 9 RESPONSE: The adoption of these new or modern styles of leadership style should be carefully executed since it has its own negative tendencies in some cases.

Participant 10 RESPONSE: The use of democratic leadership style is assumed to make an open system of management.

Participant 11 RESPONSE: The use of for example democratic leadership style tends to affect management positively. 'I believe that the since people's input are sought in decision making, they become bound to every decision and are ready to

work with it the participant commented'

Participant 12 RESPONSE: Although the application of all the different leadership styles at one time or the other is not a bad management practice, the only reason that I think should be explained for better understanding 'is that in ensuring quality and management of a tertiary level of education, a powerful and strong leadership styles such as transformational and transitional leadership should be adopted. I have tested these types of the modern-day leadership styles and it was effective. The underlying issue was that 'quality leadership has a direct impact on staff performance, with staff willingly taking steps to improve the classroom practice.

QUESTION 3: Which of the leadership approaches best fit your style of managing in your institution?

Participant 1 RESPONSE: 'Democratic leadership style tends to affect management positively. Since people's input are sought in decision making, they become bound to every decision and are ready to work with it.

Participant 2 RESPONSE: Transformational leadership increases staff job satisfaction and strengthens them leadership style leads to the development of new leaders who will in turn train others to achieve goals beyond expectation'

Participant 3 RESPONSE: The use of autocratic leadership has its own good aspect because: I make sure that all my instructions and directions are obeyed without any counter instructions from my subordinates'.

Participant 4 RESPONSE: I have used autocratic and charismatic leadership and it worked in ensuring quality leadership. This because with my autocratic leadership things are get done by my orders and with the charismatic style I add my inner traits of leadership to achieve my results.

Participant 5 RESPONSE: For me I used to 'blend the autocratic style with the democratic style of leadership since it is not every decision that you will have to seek members input especially when it least concerns them. However, a particular leadership style will largely depend on the calibre of people you are working with.

Participant 6 RESPONSE: 'For me the use of a leadership style come naturally as you govern the affairs of a state or in this case the institution in question'. To explain more, leadership style is necessary to give the institutional structure a mode of operation. To add more, the type of leadership in use gives a picture of what is expected from everyone and how they can contribute to make sure that set targets are achieved.

Participant 7 RESPONSE: The use of the leadership styles especially in ensuring quality leadership in the managing of tertiary education is a critical issue that needs a combination of different styles of leadership style.

Participant 8 RESPONSE: The experience as a leader the leadership as a leader must exhibit as by saying that the situational and transformational style is much appropriate as it has been noted currently as an evolutionary type of leadership that brings expected results.

Participant 9 RESPONSE: In ensuring quality leadership in the managing of tertiary education I used the charismatic leadership style because in such an environment the leader must show strong inbuilt and natural talent and also have inner leadership qualities that could make me achieve my set objectives and target'.

Participant 10 RESPONSE: To ensure quality leadership in the managing of tertiary education the leader should be a team player who welcomes the ideas of all his subordinates. The P10 quickly added that their main indicators of ensuring quality leadership and management must involve the following 'delegation of work, target fulfilment, performance, appraisal system, effective satisfaction and good feedback system'

Participant 11 RESPONSE: For one think that to achieve good results the leader in an academic environment must have several in built features and traits that will propel the process of the administration.

Participant 12 RESPONSE: To achieve good end results, there is the need for the leader at this point to be instrumental with lot of exposure and experience in the tertiary education management.

QUESTION 4: What are some of the challenges encountered in ensuring quality leadership and management in tertiary education?

Participant 1 RESPONSE: raised concerns of total political interference in the affairs of the intuitions Ghana. The participant buttresses the submission on the grounds that most of the policies and frameworks governing the tertiary education management in Ghana were carved and development by ruling state actors instead of the real technocrats who have the skills, knowledge, experience and expertise. In support of the former participants indicated this issue of political inference is a result of the ideological difference among the ruling governments in Ghana.

Participant 2 RESPONSE: Infrastructure development is a typical challenge that hampers the process of ensuring quality tertiary education in Ghana. In Ghana it is common to find most tertiary intuitions without the appropriate facilities

Participant 3 RESPONSE: A common challenge of ensuring quality leadership in the managing of treaty education is the unclear administrative structures in most tertiary institutions. As an experience educationist and professional teacher 'I can say with authority that there is always confusing in the line of reporting and authority in the managing processes.

Participant 4 RESPONSE: A typical problem of ensuring quality leadership in tertiary education in Ghana is the capacity building of the human resource. Here the concerns were that a considerable number of the academic staff lack the requisite qualification that qualifies them to teach at that level. In the same way a quantifiable number of the administrative staff also lack the requisite professional qualification that qualifies to work at the higher level in Ghana.

Participant 5 RESPONSE: Killing the process of ensuring quality leadership in the managing of tertiary education is 'cronyism and favouritism'. To this end the participant added that 'some leadership lack the requite qualification and experience as well as the orientation to occupy some higher position in the tertiary level environment'. People are made to occupy certain positions of leadership not because of their expertise but by links and connections.

Participant 6 RESPONSE: The tenure of office in most cases of four years also turn to affect the effective of the leadership as in most situation there may be the need for longer stay to finish doing the best.

Participant 7 RESPONSE: Closely to the issue of political interference coupled with change of government also turns to affect the system. The notion is that change of government leads to change of leadership in all sectors of public sector economy.

Participant 8 RESPONSE: Also, bureaucracy and red-tapeism as another typical challenge common in public sector development.

Participant 9 RESPONSE: The situation where most of the standards are met the issue of funds become another huge problem, as money is the key in all developmental projects.

Participant 10 RESPONSE: 'I believe that enough budgetary allocation also helps to work on developmental projects in order to sustain the process.

Participant 11 RESPONSE: The issue of corruption as a social canker in the public fibre. It is not uncommon to hear of corruptible practices among some of the leadership of the management of tertiary education in Ghana. Instead of people in leadership and authority to channel the funds allocated for the specific projects they bare rather diverted to other unnecessary areas.

Participant 12 RESPONSE: The lack of coordination and understanding from the staff and teachers in the tertiary institutions.

APPENDIX I: INTERVIEW QUESTIONS FOR TERTIARY TEACHERS AND STAFF

Ensuring Quality Leadership and Management in Ghana Tertiary Education

1. What is your understanding about the term “leadership”?
2. There are several leadership styles exhibited at various management levels. Name at least three (3) of them
3. What leadership style is dominant in the leadership and management of your tertiary institutions?
4. What is your understanding of the term management?
5. How would you assess the leadership style adopted in the managing of your tertiary institution?
6. What management skills do you expect managers and leaders in position to possess to manage a tertiary institution?
7. Would you say that the leaders and managers are prepared for the position before assuming duty at the tertiary institution?
8. What kind of support do you expect from the leaders and managers for managing a tertiary institution?
9. How would the support expected from the leaders and managers improve the management of your tertiary institution?
10. What steps should be taken to overcome the challenges in managing your tertiary institution?

THANK YOU.

APPENDIX J: INTERVIEW TRANSCRIPTS FOR TEACHERS AND STAFF

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| QUESTION 1: What is your understanding about the term “leadership”? |
| Participant 1 RESPONSE: This is an act of leading a group of people in an organisation. |
| Participant 2 RESPONSE: The state of guiding people, group or organisation. |
| Participant 3 RESPONSE: Leadership refers to being able to achieve influence people to follow your ideas. |
| Participant 4 RESPONSE: Leadership is the ability of an individuals or a group of individuals to influence and guide others members of an Organisation. |
| Participant 5 RESPONSE: Motivation and influence a group of people to act towards achieving a common goal. |
| Participant 6 RESPONSE: It is the act of guiding and influence a group of people towards the achieve of the group aspirations. |
| Participant 7 RESPONSE: Leadership is the action of leading a group or an Organisation. |
| Participant 8 RESPONSE: Is the act of leading a group of people or an organisation. |
| Participant 9 RESPONSE: The ability to influence others to accept one’s ideas toward the achievement of goal. |
| Participant 10 RESPONSE: Leadership the ability to guide, direct or influence a group of people to achieve a common goal. |
| Participant 11 RESPONSE: Leadership refers the ability to influence and lead a group to achieve a common goal. |
| Participant 12 RESPONSE: Leadership refers to the ability to direct and influence a group of people to achieve common goals. |

Participant13 RESPONSE: Leadership is the directing and leading of others to achieve a common goal.

Participant 14 RESPONSE: Being in position to direct and to give instructions to be followed.

Participant 15 RESPONSE: leadership is a seen as a person in positive with followers.

Participant 16 RESPONSE: Leadership is a role or position who has other followers his or her instruction.

Participant 17 RESPONSE: Leadership is the act of leading a group of people or Organisation by providing them with guidance, motivation and inspiring words.

Participant 18 RESPONSE: The act of leading others to arrive at a destination or goal

Participant 19 RESPONSE: Leadership is the act of leading people or organisation to achieve a goal.

Participant 20 RESPONSE: Leadership is the act of leading a group people or an Organisation to achieve a goal.

QUESTION 2: Several leadership styles exhibited at various management levels. Name at least three (3) of them.

Participant 1 RESPONSE: Autocratic, Laissez-Faire, Bureaucratic

Participant 2 RESPONSE: Autocratic, Democratic, Laissez-Faire.

Participant 3 RESPONSE: Autocratic Leadership style, Laissez-Faire Leadership style, and Democratic Leadership style.

Participant 4 RESPONSE: Autocratic Leadership, Democratic Leadership, and Laissez-Faire Leadership.

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| Participant 5 RESPONSE: Autocratic, Democratic, Laissez-Faire. |
| Participant 6 RESPONSE: Democratic, Autocratic, Laissez-Faire. |
| Participant 7 RESPONSE: Autocratic Leadership style, Democratic Leadership style, and Laissez-Faire. |
| Participant 8 RESPONSE: Democratic, Autocratic, paternalistic. |
| Participant 9 RESPONSE: Democratic, Autocratic, Laissez-Faire. |
| Participant 10 RESPONSE: Democratic, Autocratic, Laissez-Fear. |
| Participant 11 RESPONSE: Autocratic Leadership style, paternalistic Leadership style, Laissez-Faire Leadership style. |
| Participant 12 RESPONSE: Democratic Leadership style, charismatic Leadership, Autocratic Leadership. |
| Participant13 RESPONSE: Democratic Leadership style, Autocratic Leadership style, Laissez-Faire Leadership. |
| Participant 14 RESPONSE: Democratic, coaching and transformation. |
| Participant 15 RESPONSE: Democratic, Autocratic and Laissez-Fire. |
| Participant 16 RESPONSE: Democratic, Autocratic and transformation |
| Participant 17 RESPONSE: Transformation, Autocratic and Laissez-Fear |
| Participant 18 RESPONSE: Autocratic Leadership and coaching |
| Participant 19 RESPONSE: Autocratic, Democratic and transformation Leadership |
| Participant 20 RESPONSE: Democratic, Autocratic and Laissez-Faire. |
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| QUESTION 3: What leadership style dominants in the leadership and management of your tertiary institutions? |

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| Participant 1 RESPONSE: Democratic |
| Participant 2 RESPONSE: Autocratic |
| Participant 3 RESPONSE: Democratic Leadership style |
| Participant 4 RESPONSE: Democratic Leadership style |
| Participant 5 RESPONSE: Democratic |
| Participant 6 RESPONSE: Democratic Leadership style |
| Participant 7 RESPONSE: Democratic Leadership style |
| Participant 8 RESPONSE: Autocratic |
| Participant 9 RESPONSE: The Democratic |
| Participant 10 RESPONSE: Democratic |
| Participant 11 RESPONSE: Democratic Leadership style |
| Participant 12 RESPONSE: Autocratic |
| Participant 13 RESPONSE: Democratic Leadership style |
| Participant 14 RESPONSE: Democratic |
| Participant 15 RESPONSE: Autocratic |
| Participant 16 RESPONSE: Transformation |
| Participant 17 RESPONSE: Transformation |
| Participant 18 RESPONSE: Democratic Leadership |
| Participant 19 RESPONSE: Democratic |
| |
| Participant 20 RESPONSE: Autocratic |

QUESTION 4: What is your understanding of the term management?

Participant 1 RESPONSE: Management is the running of the day-to-day activities of an Organisation for either profit making or not.

Participant 2 RESPONSE: Management means organizing and controlling of people.

Participant 3 RESPONSE: Management refers to being able to maximize limited resource to your advantage.

Participant 4 RESPONSE: Management is the coordination and administration of tasks to achieve a goal.

Participant 5 RESPONSE: Effective and efficient utilisation of human and non-human resource to achieve Organisation goal.

Participant 6 RESPONSE: Management is the act of making proper ways of an institution resource to achieve better results.

Participant 7 RESPONSE: Management is the process of dealing with or controlling things or people.

Participant 8 RESPONSE: The ability to use resource at your disposal effectively.

Participant 9 RESPONSE: The process of dealing with controlling things people.

Participant 10 RESPONSE: The ability to maximize limited resource toward the achievement of goals.

Participant 11 RESPONSE: Management is the ability to plan and take decisions that facilities take run of an institution.

Participant 13 RESPONSE: This refers to the ability to plan and execute decisions that helps to make plans achievable.

Participant 14 RESPONSE: Management is the leader's ability to direct and control all things to the growth of the institution.

Participant 15 RESPONSE: When one brings all resources together to get the needed results.

Participant 16 RESPONSE: Use all available resources to achieve set goals.

Participant 17 RESPONSE: To use both human and material resource judiciously to the betterment of the origination.

Participant 18 RESPONSE: When one in position is able to use resources that he or she has meaningfully and comes out profit or good results.

Participant 19 RESPONSE: It is when an individual or a group of people challenge or oversee task of an Individual or a group of people in order to achieve a set goal.

Participant 20 RESPONSE: The ability to use both human and other resources to achieve a target.

QUESTION 5: How would you assess the leadership style adopted in the managing of your tertiary institution?

Participant 1 RESPONSE: It is the democratic because there are always a consult building.

Participant 2 RESPONSE: Democratic leadership, because leaders and management take decisions without consulting employees.

Participant 3 RESPONSE: There is fair representatives of all stakeholders

Participant 4 RESPONSE: There is fair representatives of all stakeholders,

Participant 5 RESPONSE: The leadership style adopt in managing my tertiary institution encourage team work

Participant 6 RESPONSE: The democratic leadership style works perfectly for my institution

Participant 7 RESPONSE: It is very good because it allows for individuals opinions and views on matters relating to management of the institution.

Participant 8 RESPONSE: Equal representative of all members of the institution

Participant 9 RESPONSE: People have a say that contribution to development of our institution and also bring

Participant 10 RESPONSE: Good in certain areas but not making other's views heard.

Participant 11 RESPONSE: Excellent.

Participant 12 RESPONSE: Very good and worth practicing.

Participant 13 RESPONSE: I would assess the leadership style through how all the departments are connecting to each other and the good atmosphere of the institution.

Participant 14 RESPONSE: How best leadership address the needs of members.(p1) How leadership motivate members(p2) How leadership manage conflict among members(p3) Progress of work.

Participant 15 RESPONSE: It is very encouraging and helpful science other voice and opinion are heard and contribute to the growth of the institution.

Participant 16 RESPONSE: The leadership style of my institution is purely a dictate, centred on only the Head. Activities come to a halt when the leader is not around because she has to be consulted before anything could be done. Nothing can be done without her approval Everything has to be done according to how she wants, whether good or bad.

Participant 17 RESPONSE: P23 the leadership style adopted in the meaning of tertiary institution is the best because it allows everyone to participate in the decision making.

Participant 18 RESPONSE: Although it is democratic style of leadership the leader lack ways of influencing her subordinate.

Participant 19 RESPONSE: It is encouraging teamwork and helping to solve complains and problems collection. It also lead to high employee satisfaction, and universities' satisfaction even though expertise is not taken.

Participant 20 RESPONSE: the team work leadership style adopted by most tertiary institution foster open and honest communication which allow team member to solve problem together and create collaboration goals.

QUESTION 6: What management skills do you expect managers and leaders in position to possess to manage a tertiary institution?

P1 Participant RESPONSE: Mentoring, communication and motivation, organisation and delegation, and coach style of leadership.

P2 Participant RESPONSE: Discipline, honest, respect, hardworking and competency.

P3 Participant RESPONSE: Decision making, communication and motivation, problem solving, good organisation, and team building.

P4 Participant RESPONSE: Effective communication, transparency, efficient resource utilisation, provision of strategic direction for the institution.

P5 Participant RESPONSE: Relationship management, critical thinking, prioritisation

P5 Participant RESPONSE: Delegation, problem solving, planning, motivation

P6 Participant RESPONSE: Discipline, hard work, respect

P7 Participant RESPONSE: Fairness, truthful, discipline, hardworking, respect

P8 Participant RESPONSE: Human and interpersonal management skills

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| Participant 9 RESPONSE: Relationship skills, prioritization and delegation |
| Participant 10 RESPONSE: Collaboration, delegation, and trust. |
| Participant 11 RESPONSE: Collaboration, team spirit and delegation. |
| Participant 12 RESPONSE: Making people accountable for the role they play and delegate roles and duties for others to learn on the job. |
| Participant 13 RESPONSE: They should be proactive and be ready to accept others point of view if it will help the institution. |
| Participant 14 RESPONSE: Transformational mentality, consultation, delegation, open door administration and collaborative attitude. |
| Participant 15 RESPONSE: Communication, delegation to some point, transparency and time Management. |
| Participant 16 RESPONSE: Human skills, Conceptual skills, Technical skills. |
| Participant 17 RESPONSE: Management skills managers and leaders in position must possess are interpersonal skills, communication Skills, Problem Solving skills, delegation skills, motivation Skills, decision-making skills, relationship management, planning, Critical thinking, time management must be confident enough to ensure others follow their Commands, must be truthful and many more. |
| Participant 18 RESPONSE: Communication, decision-making and problem-solving, delegation and time management. |
| Participant 19 RESPONSE: Manager should possess the following skills in order to manage a tertiary institution p1 interpersonal skills, p2 communication and motivation, p3 Organisation and delegation, p4 Forward planning and Strategic Thinking, p5 problem solving and decision-making, p6 commercial awareness. |
| Participant 20 RESPONSE: Inter- Personal Skills, communication and Motivation, organisation and Delegation and monitoring. |

QUESTION 7: Would you say that the leaders and managers are prepared for the position before assuming duty at the tertiary institution?

Participant 1 RESPONSE: Yes, because sometimes they do attend seminars and workshops.

P2 Participant 2 RESPONSE: Yes, leaders and managers are prepared for the position before assuming duty.

Participant 3 RESPONSE: Yes, they are prepared.

Participant 4 RESPONSE: Yes, they were adequately trained for duty.

Participant 5 RESPONSE: leaders and managers are well trained in the various institutions which gives the requisite skills to perform in the various tertiary institutions.

Participant 6 RESPONSE: Yes, but because we live an ever changing world, people need to keep developing to meet the demands of the day.

Participant 7 RESPONSE: Yes, because before someone assumes the position of a leader or a manager in the tertiary institution, he/she is taken through the required procedure as in interview and orientation / training to acquire the needed skills and technical know-how of the position.

Participant 8 RESPONSE: No.

Participant 9 RESPONSE: Yes.

Participant 10 RESPONSE: Not always, I think some of the leaders get attracted to the position because of the prestige attached to it without having any leadership quality and background.

Participant 11 RESPONSE: Yes Leadership and management should prepare for the position before assuming duty at the institution, because they go through leadership training programs.

Participant 12 RESPONSE: Yes, because they go through leadership training programs.

Participant 13 RESPONSE: Yes, most leaders are prepare for the position, this is because they are taken through series of courses before given the position

Participant 14 RESPONSE: Yes they are surely prepared for the position before assuming duty due to the appointment of course they do before taken up the appointment again the are also given orientation to prepare them for the job.

Participant 15 RESPONSE: Yes.

Participant 16 RESPONSE: No.

Participant 17 RESPONSE: Yes.

Participant 18 RESPONSE: Yes.

Participant 19 RESPONSE: No.

Participant 20 RESPONSE: No.

QUESTION 8: When it comes to the management of a tertiary institution, what kind of support do you anticipate receiving from the institution's leaders and managers?

P1 RESPONSE: They should act as role models, they should inspire others, and they should convey their goals and objectives.

P2 RESPONSE: To train and direct their staff members to carry out their responsibilities.

P3 RESPONSE: The ability to apply technical knowledge.

P4 RESPONSE: Demonstrate compassion and empathy, adopt a coaching mindset, and provide adequate technical help.

P5 RESPONSE. Logistics, resources, and motivation make up.

P6 RESPONSE: Financial support.

P7 RESPONSE: I anticipate that the administrators and faculty leaders will take action to implement solutions that will allow the College to address the issue.

P8 RESPONSE: Inspiring and motivating. Academic help:

P8 RESPONSE: Leaders and managers should provide academic support for students so that they can attain their academic goals.

P10 RESPONSE: Comprehending one another and having empathy.

P11 RESPONSE: Both financial and technical support are required.

P12 RESPONSE: Skills in ICT.

P13 RESPONSE: Financial support. They are supposed to act as a guide for the public or the students. They need to foster leadership among their members. They should be the ones that start things off or come up with suggestions.

P14 RESPONSE: The salary increase and scholarship opportunities.

P15 RESPONSE: Love and concern for those who toil. Capability to instil a sense of inspiration in team members. The provision of fundamental resources in order for the institution to carry out its day-to-day operations. Communication that is clear and concise.

P16 RESPONSE: Learn from those who are already successful. Generate Ideas and be eager to take the lead on initiatives and encourages participation.

P17 RESPONSE: Ongoing education for all of the staff members. always be learning new things. The leaders and administrators of an organisation should always put the most important things first.

P18 RESPONSE: They should encourage their employees to advance both

intellectually and professionally by providing support.

P19 RESPONSE: Providing regular training for the staff; advocating for more financial and material assistance to enhance teaching and learning; ensuring the health and safety of both the personnel and the students.

P20 RESPONSE: Being receptive to different points of view. Leaders and management should establish priorities based on what is important to them in order to effectively run tertiary institutions.

QUESTION 9: How would the support expected from the leaders and managers improve the management of your tertiary institution?

P1 RESPONSE: It will help in the achievement of goals and target. Product out of the institution will be equipped to take up leadership position.

P2 RESPONSE: It would make their work easier and they would improve always

P3 RESPONSE: This will help improve the productivity of the leaders and management.

P4 RESPONSE: It will help improve the institution.

P5 RESPONSE: It will help in smooth and effective delivery of our duties

P6 RESPONSE: It will help leaders and managers set the needed resources to help achieve the aspiration of the institution.

P7 RESPONSE: When the managers and the leaders put measures in place to solve problems in the school, students will have a comfortable stay on campus.

P8 RESPONSE: It will motivate and subordinates.

P9 RESPONSE: .It will improve the academic excellence of the institution; this will help uplift the status of the institution.

P10 RESPONSE: It will help improve the institution.

P11 RESPONSE: Boasting the financial resource of the tertiary institution.

Participant 12 RESPONSE: It will help improve the technical know-how of the leaders and the managers.

Participant 13 RESPONSE: It will help get or purchase all things needed to make the management run successfully.

Participant 14 RESPONSE: Workers would work harder and be happier.

Participant 15 RESPONSE: Unity and Organisational wellbeing.

Participant 16 RESPONSE: It will help the progress of the institution,

Participant 17 RESPONSE: When the worker's need is addressed properly, it goes a long way to reflect in the organisational goals.

Participant 18 RESPONSE: It will improve the life of staff and also improve performance in the institution.

Participant 19 RESPONSE: These supports would motivate staff members to work hard to achieve the institutional goal as they may feel been recognized as members of staff and that their little contributions add up to the development of the Institution.

Participant 20 RESPONSE: The support will help leaders and managers to manage the resource wisely for the effectiveness of the management or tertiary institution.

QUESTION 10: What steps should be taken to overcome the challenges in managing your tertiary institution?

Participant 1 RESPONSE: Effect communication, conflict management, sharing of core values, vision and mission

Participant 2 RESPONSE: Knowing your team and their concerns, Motivation, Conflict management, Training employees, Communication effectiveness.

Participant 3 RESPONSE: Employing more competent people, providing in-service

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| training. |
| Participant 4 RESPONSE: Leaders must be fair to all, provision in-service training. |
| Participant 5 RESPONSE: Identify the challenges, prioritization, making plan budgeting, periodic assessment. |
| Participant 6 RESPONSE: They are to plan, organize, direct and control. |
| Participant 7 RESPONSE: Subordinates needs to be included or motivate in decision making. |
| Participant 8 RESPONSE: Seeking for support for the community, Seeking for students view and opinion relating to the institution, Consulting parents on academic issues, consulting stakeholders on matters affecting the institution. |
| Participant 9 RESPONSE: Seeking for support for the community. |
| Participant 10 RESPONSE: School administrators pulling resources together to provide infrastructure to resolve accommodation challenges. |
| Participant 11 RESPONSE: Leaders must be fair to all, provision of in-service training to all, employing competent workers. |
| Participant 12 RESPONSE: Employing people with the requisite knowledge, Leaders must be fair to all, in-service training for all. |
| Participant 13 RESPONSE: Leaders should sit down to address the challenges of the institution one by one and be prepared for the change. |
| Participant 14 RESPONSE: They should learn from other sister institutions |
| Participant 15 RESPONSE: The good practices should be continued and also people's personal needs should be looked at. |
| Participant 16 RESPONSE: Periodically people should be selected for personal development programs. |

Participant 17 RESPONSE: Stakeholders engagement. Invest in research about the school's reputation and progress. Listen to the students concerns and address them, and concern about staff welfare.

Participant 18 RESPONSE: Fostering a healthy Organisational culture Regular training seminars for leadership and staff members effective communication Motivating staff members.

P Participant 19 RESPONSE: The steps to be taken to overcome challenges are; Identify all the challenges, Make a plan to solve the challenges, Find the courses of the challenges, Let people help you find the solution, Try each solution and see which one will work best.

P Participant 20 RESPONSE: Identify the challenges, Find the causes of the challenges. Let people help you find solution to the challenges. Try each solution and see which one will work best.

APPENDIX K: FIGURE 1-1: MAP OF GHANA



APPENDIX L: GHANA DISTRICTS BEING RESEARCHED



APPENDIX M: UNISA LETTER TO STUDENT

Dear Student

APPENDIX M: UNISA LETTER TO STUDENT

I acknowledge receipt of your recent correspondence and have noted that you intend submitting your research output for examination. Regarding submission dates the following rules apply:

- If submission takes place after 15 June, the successful student might only graduate in Autumn of the following year.
- If submission takes place after 15 November, the successful student might only graduate in Spring of the following year.
- If submission takes place after the end of January, the successful student will graduate in Spring, and will have to re-register and pay the full tuition fees.
- If you are not currently a registered student, examination will be delayed until proof of registration had been submitted by you

Your request for submission has been referred, inter alia, for the appointment of a panel of examiners and it could take some time. You will be informed of approval of submission in due course.

In order to avoid any possible delay in having your thesis examined, kindly ensure that you comply with all the requirements regarding the following:

- the thesis and the submission thereof
- the exact wording of the approved title in the correct format on the title
- a condensed curriculum vitae

Yours faithfully

for THE EXECUTIVE DEAN: COLLEGE OF GRADUATE STUDIES

APPENDIX N: KEY TERMS – THESIS

UNIVERSITY OF SOUTH AFRICA

KEY TERMS DESCRIBING THE TOPIC OF A DISSERTATION/THESIS

The Executive Committee of Senate decided that in order to assist the Library with retrieval of information, master's and doctoral students must list approximately ten key terms which describe the topic of the dissertation/thesis at the end of the summary of the dissertation/thesis.

Title of thesis:

Ensuring Quality Leadership and Management in Ghana Tertiary Education.

If the dissertation/thesis is not written in English, the key terms in English must be listed at the end of the English summary.

Final Thesis

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