



Nature of Leadership Style Employed by Head Teachers in Public Basic Schools in the Ledzokuku Municipality

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Received: 17/April/2023

Accepted: 15/May/2023

Online: 22/May/2023

Managing Editors

Prof. Kwadwo Adinkrah-Appiah

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Citation:

Ruth Morkor Boye. (2023). Nature of Leadership Style Employed by Head Teachers in Public Basic Schools in the Ledzokuku Municipality. *Journal of Engineering Applied Science and Humanities*, 8(2), 98-107. 10.53075/ljmsirq/65923363

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Abstract: The study examines the nature of leadership styles employed by head teachers in public basic schools in the Ledzokuku Municipality. A cross-sectional sample method was used in this research. This architecture captures how things are at a certain point in time. The population size is 850, which comprises all head teachers and teachers currently teaching in public basic schools in the Ledzokuku Municipality. The survey revealed that teachers are moderately committed to their schools. Affective commitment was also shown to be higher than normative and continuance commitments among teachers. This conclusion is critical to the study because instructors are more motivated by internal variables like fringe benefits and moral reasons to keep their membership in their schools than by external ones like fringe benefits and moral reasons. According to the findings, the only demographic element that influences teacher dedication is gender. As a result, female teachers were discovered to be more dedicated to their schools than their male counterparts were. As a result, it is suggested that the Ministry of Education and the Ghana Education Service invest in teachers in order to increase their normative commitment level and obligate them to stay in schools in the Ledzokuku Municipality.

Keywords: Teachers, schools, affective commitment, nature of leadership, head teachers

1. INTRODUCTION

Perhaps the one ability that enables regular individuals to accomplish remarkable and amazing things is leadership (Kotter, 2007). Leaders want to motivate their followers and help them overcome obstacles that appear insurmountable to achieve their objectives. Through the leadership style the leader employs, it would be accomplished. As a result, Kaagan (1998) postulates that since leadership affects whether an organization succeeds or fails, it is the core of any organization. Understandably, the efficiency of the schools in Ledzokuku Municipality depends heavily on the leadership style of the head teachers.

Organizational theorists maintain that organizational goals are not always clear to employees, causing them to move toward self-gratification (Herold, Fedor, Caldwell & Liu, 2008). Accordingly, leadership style matters because leaders help reduce ambiguity and uncertainty in organizations, which also holds for educational institutions. In essence, head teachers' leadership style assists in adding clarity and direction to a school's life and makes it more focused to accomplish its aims. It could be achieved when leaders use their ingenuity to decipher employee sentiments and strategize to tackle such attitudes. Therefore, an effective headteacher is expected to educate all stakeholders on the school's goals so that everyone can move in one accord to reach those goals.

Leadership style makes a priceless contribution to organizational effectiveness where employees make decisions to work for institutions based on their immediate leadership (Antunes, & Franco, 2016). This view alludes to the claim that a teacher's desire to accept and retain membership in a school could be influenced, among other things, by the prevailing leadership attitudes of the headteacher. Therefore, a school may fail to have existing teachers or entice prospective competent teachers if its extant leadership style perceives as unappealing.

Leadership style motivates employees to complete organizational objectives with confidence (Valdiserri & Wilson, 2010).). Theorists uphold that motivation is the main factor in success in any job (Eres, 2011). Therefore, teachers need support to increase their satisfaction and motivation, which will come about through principals' effective leadership style. Consequently, it is understood that headteachers' ineffective leadership style could be a disincentive to employees and inhibit their ability to work to achieve goals. Accordingly, efficiency in resource mobilization, allocation, utilization, and enhancement of educational performance depends significantly on the head teacher's leadership style. Thoughtful of the significance of leadership in organizations, Avolio (2004) declares that there is "No greater force for achieving good or evil than leadership" (p.95). This declaration either endorses the argument that headteachers' leadership styles give educational institutions impetus for success or limit the school's capacity to achieve its objectives.

2. MATERIAL AND METHODS

Research Design

A research design is a systematic strategy that outlines how a research project will be carried out, including operationalizing factors to be evaluated, choosing samples of interest, and the data collection process to address research questions and test hypotheses, and data interpretation (Creswell, 2008). As a result, study architecture acts as a model for a researcher's data collection, analysis, and interpretation. A cross-sectional sample method was used in this research. This architecture captures how things are at a certain point in time (Bryman, 2008), with no effort to regulate factors or manipulate variables (Kelley et al. 2003). Since it depends on big data from a random sample of a population to describe the essence of actual circumstances, the questionnaire design was chosen (Cohen et al. 2011).

Cohen et al. (2011) propose the cross-sectional surveys use a variety of data collection methods, such as telephone interviews, face-to-face interviews, and questionnaires. Since one solution has drawbacks in offering full answers to questions, one design was chosen because it allows for the mixing of quantitative and qualitative results (Creswell, 2009). People's expectations inform leadership styles and engagement interpretations, and polls, as Atkinson and Muir (2003) point out, are effective tools for gathering vast amounts of knowledge about people's opinions and lifestyles.

Population and Target Population of the Study

The set of units from which a sample is taken is referred to as a population (Bryman, 2008). The population size is 850, which comprises of all head teachers and teachers currently teaching in public basic schools in the Ledzokuku Municipality. Head teachers and teachers who had taught in their classrooms for at least one-year make up the target group. This group of participants is thought to have spent enough time together to be in a stronger place to provide evidence to address the study questions. This was made up of 50 head teachers and 800 teachers, making 850.

Sample and Sampling Procedure

A survey, according to Scheuren (2004) and Polit & Beck (2010), is a part of the population selected to represent the whole population. The goal of sampling is to obtain data from a smaller sample size, which improves productivity by allowing generalizations about the population to be drawn without having to analyze each person. The researchers used a multi-stage sampling approach that included stratified random, census, and convenience sampling. Stratified random sampling population is divided into subsets, or 'strata,' and then selects a random sample from each subgroup (Fink, 1995). This sampling strategy's core principle is to ensure that units from each segment of the population of interest are repeated in the survey. Roughly, proportional stratified random sampling, in which the same percentage of the population was used for each subgroup. The schools were divided into two groups: those led by male principals and those led by female principals.

Census sampling entails gathering data from each citizen who is of concern (Babbie, 1990). To gather everyone's perspective on their head teachers' leadership styles and instructor engagement, this sampling technique was used

to pick all teachers who work with head teachers as selected in the stratified sampling. Since everyone's perspective matters when assessing leadership style and loyalty, this sampling technique was used. Participants in convenience sampling are those that are easily accessible and willing to engage in a sample. "Reliance on available subjects" is the principle that underpins this form of sample collection (Babbie, 1990, p. 99). For the interview, this approach was used to pick head teachers and teachers. To keep the schools' identities hidden, codes were used to represent them.

Sample Size

For the quantitative process of the analysis, a sample size of 425 was chosen. This was based on Borg and Gall's (2003) suggestion that a population be represented by at least 30% of the total population. The researcher desired a larger sample size than that recommended by Borg and Gall (2003). As a result, for the quantitative point, half of the target population was used. Creswell (2002) suggests 3-5 subjects for qualitative experiments, while Whitehead and Annells (2007) say that a typical sample size in qualitative analysis is between eight and fifteen participants. These suggestions are focused on the presumption that qualitative research surveys are usually limited and based on knowledge requirements (Polit & Beck, 2010). The interview included seven (7) people, including four (4) teachers and three (3) head teachers, to consider these ideas.

Data Collection Procedure

Data gathering is a necessary part of every empirical study. Survey research is one of the most prevalent methodologies in the human sciences. Creswell (2002) emphasizes that in research, respecting the study location and obtaining permission before entering it is extremely important. The author conducted personal contact with school principals and support staff to obtain authorization to administer the survey in their respective schools. The schools were visited twice. The researcher presented himself to the heads and teachers on the first visit in order to obtain their informed permission. The study's purpose was stated, as well as instructions on how to complete the questionnaire. The questionnaires were handed out to the participants. Within two weeks, a second visit was made to collect completed surveys and undertake face-to-face discussions.

Data Analysis Procedure

Data analysis is the process through which researchers turn a large amount of data into actionable information. Depending on the nature of research, there is a variety of data analysis methodologies. The analysis of data for this work proceeded in two stages: quantitative and qualitative.

Quantitative Data Analysis

The data was cleansed before analysis, and inadequately filled surveys were removed. The information was put into SPSS and examined for missing values and outliers. The quantitative data was analyzed using descriptive and interpretive statistical methods. The demographic data was analyzed using descriptive statistics (mean and standard deviations). According to Borg and Gall (2003), descriptive statistics not only allow researchers to utilize numbers but also give them data that allows them to make judgments about the population and give recommendations for solving research questions. Due to its applicability for exploring the extent to which two or more independent factors affect one or more dependent variables, regression analysis using the enter approach was used to assess how management styles affected commitment (Cohen et al., 2011). The independent variables in the regression model were transformational, transactional, and laissez-faire leadership styles, whereas commitment was the dependent variable. When the level of measurement is either gap or ratio, experts like Cohen et al. (2011) say that parametric statistical procedures like Pearson correlation, t-test, and multiple regression are appropriate. There was an equal interval in the data in this investigation; hence, it used an interval scale. As a result, the scale of measurement assumption that governs the use of parametric tools for data analysis was satisfied.

Qualitative Data Analysis

The interview data was examined using thematic analysis, which compares the terms used in the respondents' responses, according to Krueger (1998). The researcher first looked through the field notes, then converted the cassettes into transcripts and carefully reviewed them. The full transcript was completed by playing and listening to the audiotapes and writing down the participants' precise words as they were spoken during the interview. This was done to seek out themes and similar thoughts or replies to the questions provided to the participants, and the data or utterances of the survey participants were translated into particular

categories for analytic reasons. According to Cohen et al. (2011), this practice is known as "coding," and it enables the study to arrange enormous amounts of text and identify patterns that would be difficult to detect if the researcher only listened to a recording or read a transcript. Likewise, Goldenkoff (2004) believes that when choices must be made quickly, the results are obvious, or the group's aim is solely exploratory, a concise summary and analysis highlighting significant themes is adequate. Goldenkoff advises conducting a systematic examination utilizing the complete transcript to gain a thorough knowledge of a complicated problem. Overall, the interview material was analyzed and interpreted using a qualitative technique. Within the topical framework of the conversation, the respondents' verbatim expressions were utilized whenever necessary.

3. RESULTS

What type of leadership style are head teachers using in the public basic schools in the Ledzokuku Municipality, according to this study's research question? This question was addressed by looking at the leadership philosophies and the traits of the head teachers that might affect how these philosophies are used.

Overall Head teachers' Leadership Style

The various leadership factors and overall leadership styles were examined to ascertain how head teachers employ leadership styles in their schools, and results are presented in Figure 1.

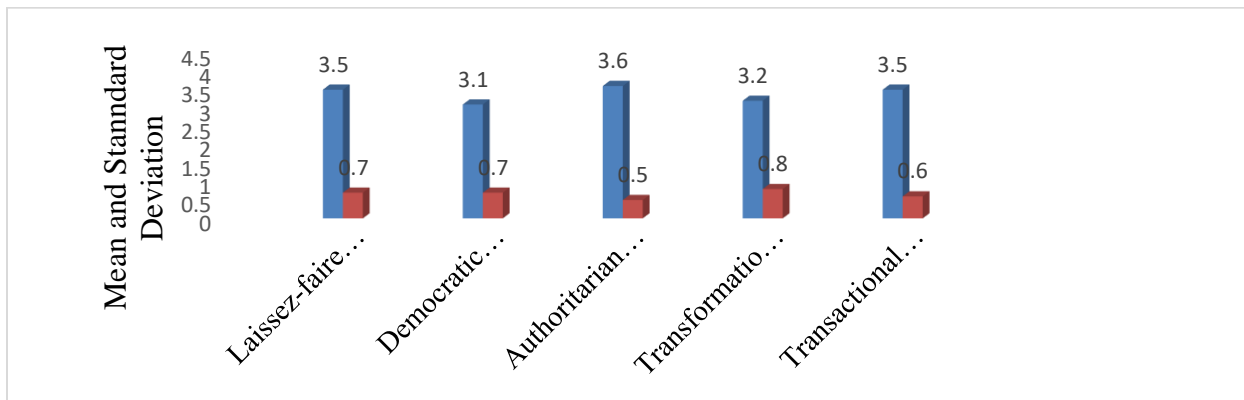


Figure 1 Summary of Head teachers' Leadership Styles

The results in Figure 1 reveal that on transformational leadership style, head teachers employ more laissez-faire leadership style (M=3.5, SD=.7) than Democratic Leadership Style (M=3.1, SD=.7), authoritarian leadership style (M=3.6, SD=0.5), transformational leadership style (M=3.2, SD=0.8). Over all, it can be deduced that transactional leadership is style is the most common employed (M=3.5, SD=0.6)

Sex and Head teachers' Leadership Styles

To ascertain how sex influences the practice of leadership styles, independent samples t-test was carried out to compare male and female head teachers on leadership styles. The descriptive information is presented in Table 1.

Table 1 Mean for Sex and Head teacher' Leadership Styles

Leadership styles	Sex of Head teachers	N	Mean	Std. Deviation
Transformational Leadership	male	13	3.5	.68
	female	10	3.7	.48
Transactional Leadership	Male	13	3.1	.36
	Female	10	3.2	.38
Laissez-faire Leadership	Male	13	1.8	.84
	Female	10	1.7	.69

Table 1 Mean for Sex and Head teacher' Leadership Styles

Table 1 shows that female head teachers use transfer (M=3.7, SD=.48) more than male head teachers (M=3.5, SD=.68). Similarly, female head teachers scored higher on transactional leadership (M=3.2, SD=.38) than male head teachers (M=3.1, SD=.36). However, male head teachers scored higher on laissez-faire leadership style (M=1.8, SD=.84) than female head teachers (M=1.7, SD=.69).

Academic Qualification and Leadership Styles

To investigate how academic qualification determines the choice of leadership styles by head teachers, the mean scores are shown in Table 2 below.

Table 2 Means for Academic Qualification of Head teachers

Leadership styles		N	Mean	Std. Deviation
Transformational Leadership	SSCE/WASSCE	3	3.9	.
	Diploma	7	3.6	.70
	Bachelor's Degree	9	3.6	.56
	Masters	4	3.6	.62
	Total	23	2.8	.
Transactional leadership	SSCE/WASSCE	3	3.1	.39
	Diploma	7	3.2	.33
	Bachelor's Degree	9	3.1	.36
	Masters	4	1.0	.
	Total	23	1.8	.79
Laissez-faire Leadership	SSCE/WASSCE	3	1.8	.81
	Diploma	7	1.8	.79
	Bachelor's Degree	9	3.6	.39
	Masters	4	3.6	.36
	Total	23	3.1	.79

Table 2 Means for Academic Qualification of Head teachers

Table 2 reveals that the head teachers with SSSCE/WASSCE scored highest (M=3.9) than those with Diploma (M=3.6, SD=.70) and Bachelor's Degree (M=3.6, SD=.56) on transformational leadership style. On transactional leadership styles, head teachers with Bachelor's Degree scored highest (M=3.2, SD=.33) than Diploma (M=3.1, SD=.39) and SSSCE/ WASSCE (M=2.9) holders. Mean scores for laissez-faire leadership style show that head teachers with Diploma and Degree scored higher than SSCE/WASSCE holders.

Marital Status and Leadership Styles

Mean scores of marital status of head teachers are represented in Figure 2

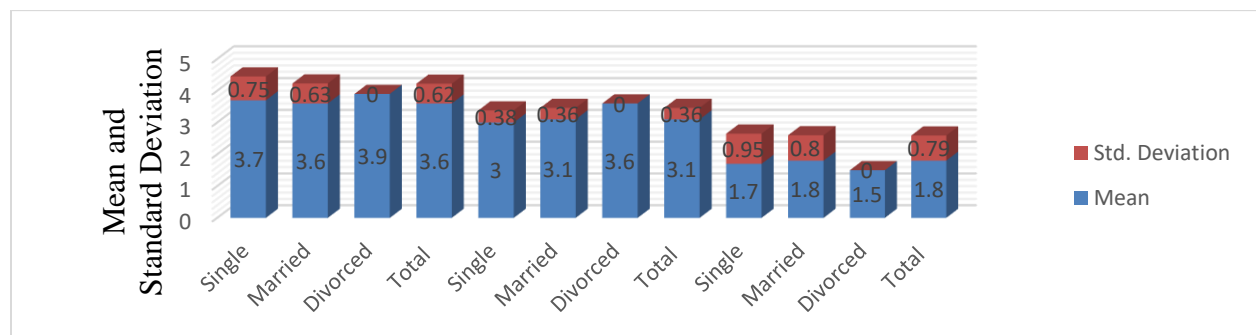


Figure 2 Marital Status and Leadership Style

Figure 2 shows that on transformational leadership style, the head teacher who is divorced scored highest (M=3.9) than those single (M=3.7, SD=.75) and married (M=3.4, SD=.63) respectively. For transactional leadership, highest mean the divorced head teacher (M=3.6) than married (M=3.1; SD=.36) and single (M=3.0, SD=.38) head teachers. However, married head teachers scored highest (M=1.8, SD=.80) than single (M=1.7, SD=.95) and

divorced (M=1.5) head teachers respectively on laissez-faire leadership style.

Tenure and Leadership Styles

Head teacher's tenure and its influence on the use of leadership style was examined, and mean results are presented in Table 3 Below.

Leadership Styles		N	Mean	Std. Deviation
Transformational Leadership	1	3	3.6	.8
	2	3	3.6	.4
	3	4	3.6	.4
	4	4	4.0	.4
	6	3	2.6	.
	7	6	3.7	.7
	Total	23	3.6	.6
Transactional Leadership	1	43	3.1	.4
	2	3	3.0	.2
	3	4	3.4	.4
	4	4	3.3	.2
	6	3	2.9	.
	7	6	3.3	.4
	Total	23	3.1	.4
Laissez-faire Leadership	1	3	1.8	.7
	2	3	1.8	.9
	3	4	2.0	.7
	4	4	1.1	.2
	6	3	3.3	.
	7	6	1.1	.2
	Total	23	1.8	.8

Table 3 Tenure and Leadership Styles

From Table 3, the mean scores indicate that head teachers with 4 years tenure recorded highest (M=4.0; SD=.39), while the head teacher of 6 years tenure recorded the least mean (M=2.6) on transformational leadership. For transactional leadership, the greatest mean was recorded for head teachers with 3 years tenure (M=3.4, SD=.43), and the least mean score (M=2.9) was reported for those with 6 years tenure. Highest mean score (M=3.3) and the least mean (M=1.1; SD=.8) was recorded for head teachers on laissez-faire leadership style.

4. DISCUSSION

The level of commitment was determined based on Pautz's (2006) contention that the higher the commitment score, the higher the level of commitment. Therefore, the levels of commitment in this study were conceptualized

as low (32%), moderate (>32%64%), and high (>64%). This study revealed that teachers have a moderate level of commitment (M = 3.0, 60%) to their schools. This digresses marginally from Chang, Chi, and Miao's (2007) findings, where they obtained an average mean of 59.1%. The results revealed that male and female teachers have similar and high levels of affective commitment (70%), while female teachers have a higher and moderate level of continuance commitment (56%), compared to male teachers (50%). The finding also revealed that female teachers have a higher level of normative commitment (58%) than male teachers (50%) do. Collectively, female teachers are generally perceived to be more committed (62%), compared to male teachers (56%). These findings concur with Islam et al. (2012) but disagree with Chughtai and Zafar's (2006) finding, where a greater commitment level among males than females was found. The higher

female teachers' commitment level could be attributed to the role of women in the family, especially in the Ghanaian context, where women are expected to be committed and faithful to their husbands and entire family. This expectation might have been transferred to the school. Further analysis of the data revealed that it is female teachers in the primary department who have accounted for the higher level of commitment than male teachers have. This could be attributed to less pressure on primary teachers, who are neither challenged in teaching very young pupils at the kindergarten level nor in preparing pupils for external examinations (BECE) at the junior high level.

The analysis discovered that teachers within the age groups have similar levels of commitment on all the dimensions as well as the overall commitment. This result conflicts with previous studies (Al-Fahdawi & Qatawna, 2004; Abu-Nadab, 2007). In conjunction with Brown's (2003) finding, this study discovered that teachers do not differ in their commitment level due to academic qualification. Similarly, the study uncovered that marital status do not bring differences in teachers' commitment level' thereby disagrees with previous studies (Chughtai & Zafar, 2006; Islam et al., 2012). The study revealed that teachers in the various departments (kindergarten, primary, junior high) have similar commitment level. Finally, the study disclosed that teachers have similar commitment levels due to tenure, thus complementing Khashaly's (2003) findings.

5. CONCLUSION

The study found that authoritarian and laissez-faire leadership styles were more popular among head teachers than transactional and democratic leadership styles. In conclusion, head teachers were thought to have more positive leadership traits than non-leadership attitudes. Furthermore, it was revealed that demographic characteristics (gender, age, academic degree, marital status, and tenure) had little bearing on how head teachers executed leadership styles. Furthermore, the survey revealed that teachers are moderately committed to their schools. Affective commitment was also shown to be higher than normative and continuance commitments among teachers. This conclusion is critical to the study because instructors are more motivated by internal variables like fringe benefits and moral reasons to keep their membership in their schools than by external ones like fringe benefits and moral reasons. According to the findings, the only demographic element that influences teacher dedication is gender. As a result, female teachers

were discovered to be more dedicated to their schools than their male counterparts were

6. RECOMMENDATION

Teachers' normative commitment (moral responsibility) is lower than their emotional commitment, according to the study. As a result, it is suggested that the Ministry of Education and the Ghana Education Service invest in teachers in order to increase their normative commitment level and obligate them to stay in schools in the Ledzokuku Municipality.

Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest regarding the research, authorship, and/or publication of this article.

Funding

The author(s) received no financial support for the research, authorship, and/or publication of this article.

Data Availability

Data used for this research is available upon request from the corresponding author.

Notes

I appreciate the anonymous reviewer's comments, which I have noted and worked on to improve the manuscript's scholarly caliber and visibility.

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