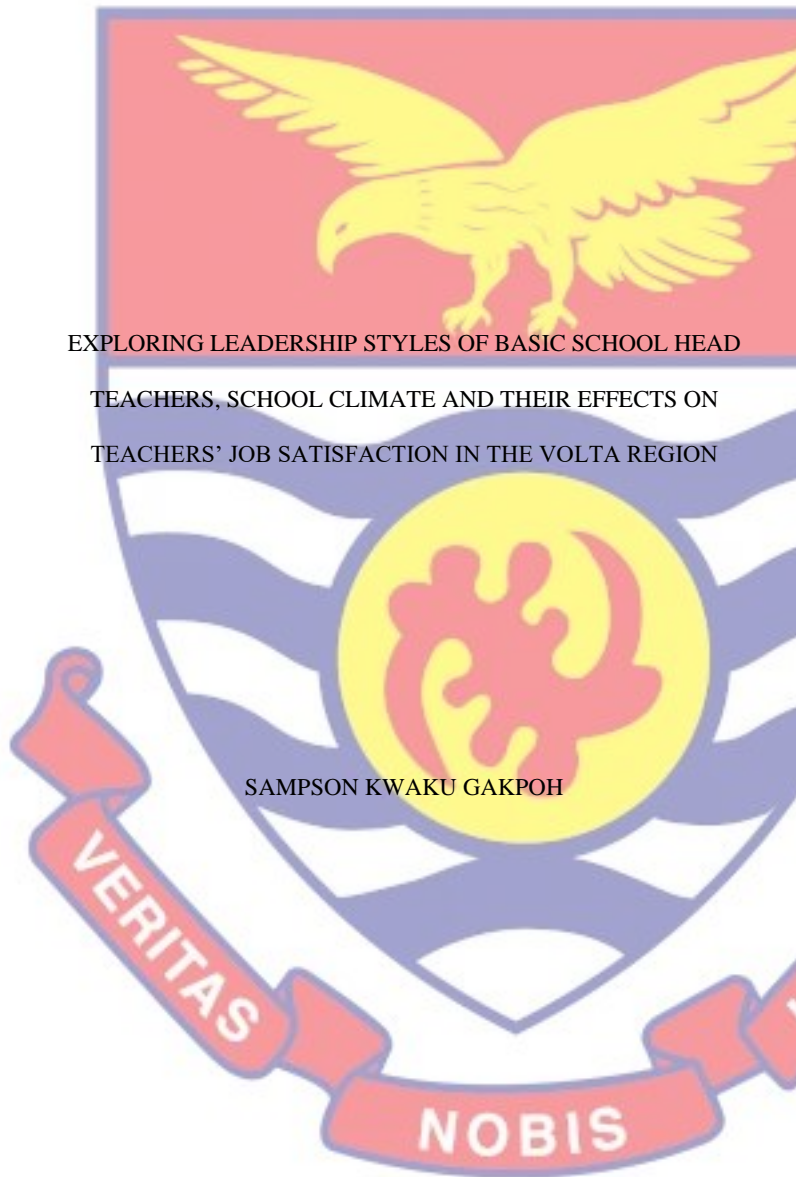


UNIVERSITY OF CAPE COAST



EXPLORING LEADERSHIP STYLES OF BASIC SCHOOL HEAD  
TEACHERS, SCHOOL CLIMATE AND THEIR EFFECTS ON  
TEACHERS' JOB SATISFACTION IN THE VOLTA REGION

SAMPSON KWAKU GAKPOH

2021

UNIVERSITY OF CAPE COAST

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BY  
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This thesis submitted to the Department of Education and Psychology of the  
Faculty of Educational Foundations, College of Education Studies, University  
of Cape Coast, in partial satisfaction of the requirement for the award of  
Master of Philosophy degree in Educational Psychology

JULY 2021

DECLARATION

**Candidate's Declaration**

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature..... Date.....

Name:.....

**Supervisors' Declaration**

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature..... Date.....

Name:.....

Co-Supervisor's Signature..... Date.....

Name:.....

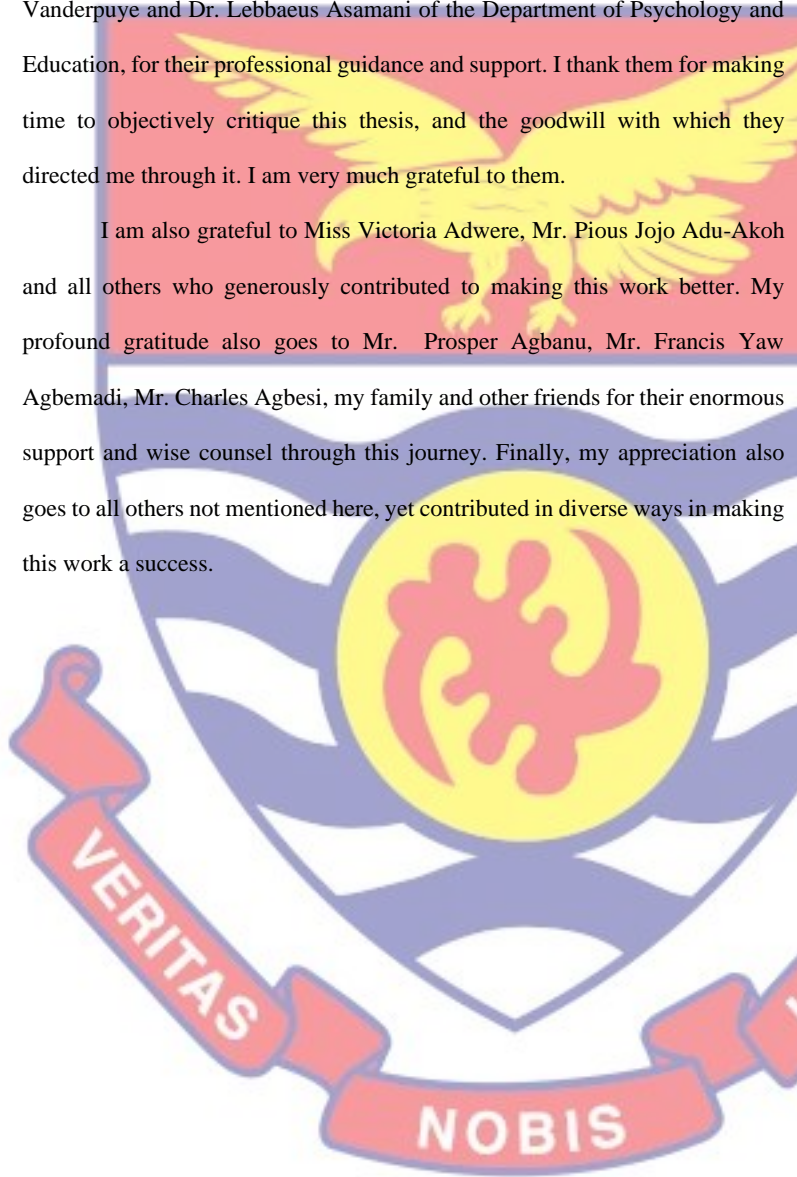
### ABSTRACT

In educational institutions, the leadership style adopted by the heads of the institution influences different outcomes and thus needs to be studied. The aim of this study was to explore the leadership styles adopted by basic school headteachers and its effects on the school climate and the job satisfaction of teachers in the Volta Region of Ghana. A descriptive survey design was adopted in conducting the study. A multi-stage sampling technique was used to select 328 teachers and 191 headteachers to constitute the sample of the study. Questionnaires were used to gather the data from the participants. Findings from this study revealed that transformational leadership style was predominantly practiced by the headteachers and the climate in the schools was mostly supportive. It was further revealed that leadership styles predicted the type of climate in the schools and only transformational leadership style and laissez-faire leadership styles showed to significantly predict job satisfaction of teachers. It was therefore recommended that headteachers should adopt a leadership style which is more transformational as it leads to supportive school climate and boost the job satisfaction of teachers.

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DEDICATION

To my family.



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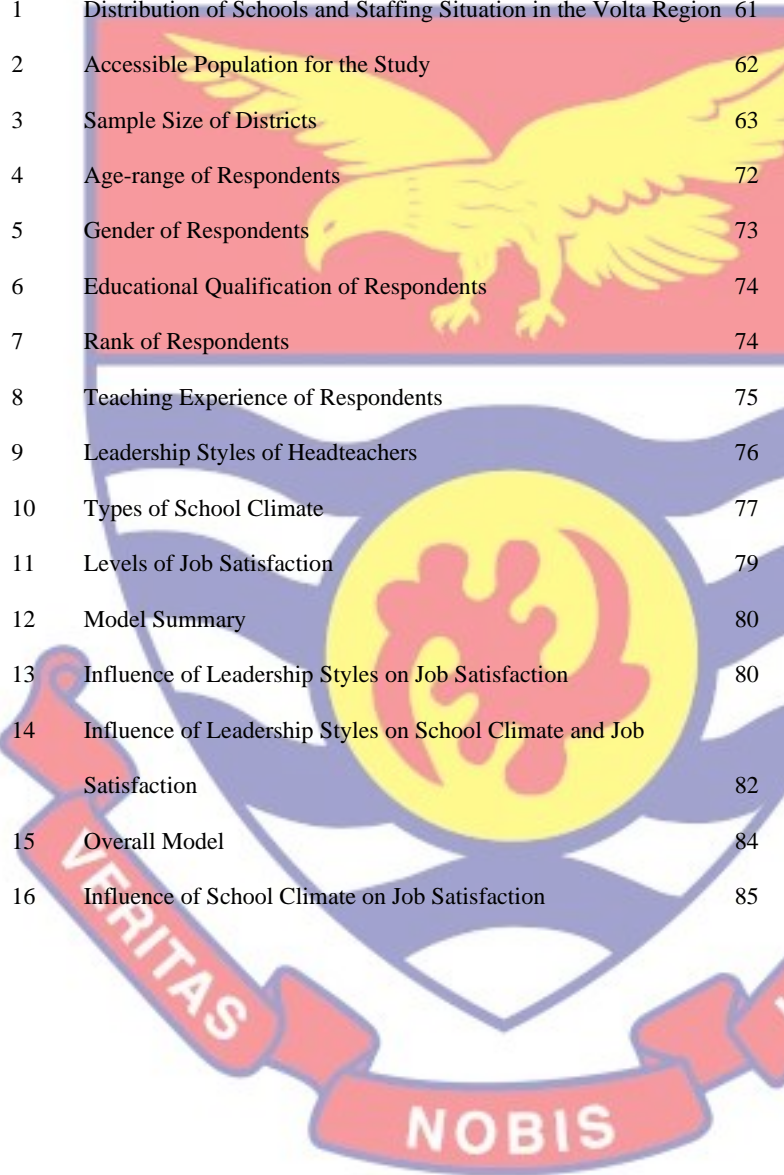


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The image shows the crest of the University of Cape Coast. It features a shield with a red top section containing a yellow eagle with wings spread. The middle section has blue and white wavy stripes and a central yellow circle with a red stylized figure. Below the shield is a red ribbon with the Latin motto "VERITAS NOBIS" in white capital letters.

## CHAPTER ONE

### INTRODUCTION

Educational establishments are vital settings in which people are groomed for the future. The leaders in these establishments have a great responsibility of making sure that individuals are groomed in the right manner. The leadership styles adopted by the heads of educational institutions are important for grooming individuals. According to Sehar and Alwi (2019) leadership plays an important role in educational management due to its larger impact on the achievement of educational objectives. Past studies have associated leadership styles of school heads to the school climate because school climate is very important in determining the achievement of individuals in schools (McColum, 2010; Tajasom & Ahmad, 2011; Yıldız, et al., 2014). The leadership style adopted by the headteachers of educational institutions and the climate that surrounds the school may influence the job satisfaction levels of teachers in the schools. This depicts that the leadership style of headteachers and the school climate are important aspect of education. Thus this study intends to explore the leadership styles of headteachers and school climate and determine whether or not these have an influence on the job satisfaction of the teachers in the schools.

### **Background to the Study**

Leadership styles employed by headteachers in their various schools play significant roles in their schools' performance. In Kendra's (2011) perspective, leadership styles are the traits that define or identify the front-runners in a particular organisation or entity. Kendra reiterated that, leadership styles are a combination of different but similar traits or characteristics of individuals that impact the way of life in an entire organisation. Various scholars have acknowledged different styles of leadership with unique qualities or traits.

According to Voon, Lo, Ngui and Ayob (2011), leadership is a process where leaders interact constantly with their subjects or followers with the ultimate intention of influencing their subjects or followers in achieving a common organisational or group aim. In effect, leaders execute their plans of achieving a common goal through the application of leadership qualities including but not limited to philosophies, ideals, morals, charisma, knowledge, and abilities.

In the view of Northouse (2010), leadership is an important aspect of an organisation where front-runners or leaders endeavour to manipulate the actions of their followers towards accomplishing organisational goals. The labour force or human capital is viewed as an inevitable and useful aspect of society since human capital plays a significant role in creating and developing new things needed in society. Hence, the set of abilities that leaders possess are thought of as the fundamentals of administrative setups or procedures. Gitaka (2014) explained that leadership in educational institutions comes with several challenges since headteachers of such institutions are faced with different issues from different points. Even though the demands of time and energy are

enormous, there are also times that things become a bit relaxed. Aside from motivating and supervising the work of other members of staff in the school, the headteacher additionally guides or leads the entire school or institution through the provision of effective leadership attributes. Poorly administered leadership traits contribute significantly to the disintegration of business entities, educational institutions and governmental institutions instead of providing a solid ground for leaders to influence several other employees to work towards effectively accomplishing a common organisational aim. When used appropriately, leadership enhances employees' feeling of contributing their quota to achieving organisational aims. Northhouse (2010) adds that despite the similarities in the personalities of members, a group at one point in time will need a leader to guide and motivate the other members to work in line with the aims of the group as a whole. Leadership, then, remains a critical element that directs and shapes the collective behaviour of group members, culminating in a style or form of leadership since it is one of the most essential rudiments in places of work where people interact.

The teaching profession is one of the very important professions and has been going through constant changes. Teachers, therefore, need continuous assistance as they aspire to excel as educators (Billingsley, Israel, & Smith, 2011). Studies have revealed that teachers or educators who are more pleased or satisfied with their job are, at the same time, more dedicated to their occupations and might not switch to other jobs (Larkin, Brantley-Dias, & Lokey-Vaga, 2016). Several factors may give rise to the degree of occupational satisfaction of teachers. This may include but is not limited to conditions of

service, salary, interactions with coworkers, students, other stakeholders and supportive administration (Abu-Taleb, 2013).

Though a myriad of studies exists regarding the subject of teachers' job satisfaction, there is inadequate research available about how factors such as basic school headteachers' styles of guiding or leading together with school climate affect teachers' satisfaction of their jobs. The findings of this study would, therefore, add another set of knowledge of factors that compel teachers to be satisfied with their profession and the reasons for them to keep working in the educational sectors as a preferred occupational path.

An unfavourable experience, especially at the start of a career may lead to a change in profession by teachers in search of another career (Paris, 2013). It is necessary to identify factors responsible for teachers' career satisfaction to inspire teachers to stick to their work. Failure to do this would endanger the education of current and future students (Baran, Maskan & Baran, 2015). These factors may not only cause job dissatisfaction of teachers but may lead to brain drain.

Baran et al.'s (2015) investigation revealed that approximately 30% of recently trained teachers abandon the profession before the end of their first year as teachers, partly due to inadequate support and overall job dissatisfaction. According to Sungu, Ilgan, Parylo and Erdem (2014), good leadership and connections influence teachers' decisions about leaving or keeping their occupations. Through the employment of competently trained teachers, good mentor-mentee interactions, and assistance provided by efficient and operational administrators as well as headteachers, new and existing teachers may be secured from the negative effects of switching to other fields for



employment. With regards to the very early attrition rate, teachers fail to go through the process of acquiring the needed experience, gaining adequate information and highly proficient classroom instructions prior to their exit from the teaching field (Larkin et al., 2016).

A survey of American teachers which was fully funded by the MetLife Foundation (2012) indicated that by 2012, the rate of job satisfaction of teachers decreased from about 59% to 44% between 2009 and 2012, a reduction of around 15% within three (3) years. This was the least recorded rate of teachers' job satisfaction because the last time such a study had been carried out was 30 years before (i.e., in 1984). The study identified numerous factors leading to teachers' job dissatisfaction. These included; an increase in class size, reduction in the intake of professional assistants to staff members, a surge in workload but an absence in a respective salary increment, obsolete and old-fashioned teaching and learning resources supplied by education authorities for teaching difficult and energy-driven content.

The findings further established that teachers who were not content with their occupation also realised a rise in learners and parents requiring fitness or social assistance, increasing levels of bullying among learners in the school, learners reporting to school with hunger and student disciplinary issues at educational institutions. In sum, teachers did not feel displeased about their occupation mainly because of the profession per se, rather certain factors such as learners' inability to learn, pushed them from keeping their jobs as teachers.

Raza (2010) states that all schools have climates of their own. In all schools, the nature of the relationship between the headteacher and teachers affects the kind of school climate they have. The school atmosphere, therefore,

contributes to the attitude of teachers working in the institution and as well influences the performance of both teachers and learners. Mathews and Crow (2010) found that headteachers play very significant roles as leaders in schools and determine several activities with their biases, personalities and attitudes. School climate results from the interactions among headteachers and teachers which in turn affect their attitude (Hoy & Miskel, 2013).

In Ghana, Azasu (2015) and Amedorme (2018) investigated the leadership styles of school heads and the possible repercussion on school climate and learners' academic achievement at the second cycle level, but there appears to be no study involving these variables in the basic schools. Therefore, the current study would explore the leadership styles of headteachers of basic schools, school climate and their effects on teachers' job satisfaction.

#### **Statement of the Problem**

The leadership styles adopted by the heads of educational institutions are important for grooming individuals in these institutions. According to Sehar and Alwi (2019) leadership plays an important role in educational management due to its larger impact on the achievement of educational objectives. Research on leadership styles of headteachers that associated the leadership style to school climate and job satisfaction have been well documented. For instance, Damanik (2014) conducted a study on leadership style and school climate and found that there was a positive relationship between leadership style and school climate. Allen, Grisby, and Peters (2015) also examined the relationship among transformational leadership, school climate and student achievement and found that transformational leadership positively predicts school climate. It was also found that transformational leadership was positively related to different aspect

of school climate (Tajasom & Ahmad, 2011). These previous studies, however, were conducted with populations involving high school and tertiary students and also focused on only transformational leadership. This study thus intends to use populations involving basic school pupils as basic schools serves as the most fundamental of education and findings from these past studies may not be applicable in basic schools. In relation to job satisfaction, Sehar and Alwi (2019) found that positive leadership style was positively associated with job satisfaction of teachers. It was also found that transformational leadership style was the most prominent predictor of teachers job satisfaction (Maruf et al., 2020). Eight factors of leadership were associated with job satisfaction of teachers in a study conducted with teachers in Mississippi (Williams, 2009). Even though these studies makes important contributions to literature, they were conducted in the western countries which possess different characteristics from people in Ghana and thus findings may not be generalizable to population in Ghana. Furthermore, since the importance of leadership plays vital role in the success of educational institutions, it is therefore applicable to conduct a study of this nature in the Ghanaian population.

#### **Purpose of the Study**

The present investigation focuses on exploring the leadership styles of basic school headteachers, school climate and their effects on teachers' job satisfaction in Ghana's Volta region. Precisely, the research seeks to;

1. Identify the kind of leadership styles basic school headteachers adopt.
2. Identify the various types of climates that exist in the basic schools in the Volta Region.

3. Determine the levels of job satisfaction of headteachers and teachers in the basic schools in Volta Region.

#### **Research Questions**

This study attempts to answer the following questions:

1. What kind of leadership styles do basic school headteachers adopt?
2. What are the various types of climate that exist in basic schools in the Volta Region?
3. What is the level of job satisfaction of headteachers and teachers in the basic schools in Volta Region?

#### **Research Hypotheses**

1. H<sub>0</sub>: There is no statistically significant relationship between leadership style and teachers' job satisfaction.  
H<sub>1</sub>: There is a statistically significant relationship between leadership style and teachers' job satisfaction.
2. H<sub>0</sub>: Headteachers' leadership styles will not predict (a) school climate and (b) teachers' job satisfaction.  
H<sub>1</sub>: Headteachers' leadership styles will predict (a) school climate and (b) teachers' job satisfaction.
3. H<sub>0</sub>: There is no statistically significant relationship between school climate and teachers' job satisfaction.  
H<sub>1</sub>: There is a statistically significant relationship between school climate and teachers' job satisfaction.

#### **Significance of the Study**

Knowledge from this study will enable school management to produce modalities that may enhance the teachers job performance and make them

satisfied. School management will further be equipped with the type of leadership style that enhances the climate of the school and boosts the satisfaction of teachers. Moreover, the study would help in assisting policy makers such as parents, teachers, school board members and headteachers in assessing the course contents as well as professional development training, necessary for headteachers to ensure the creation of a positive and supportive school climate that may foster teachers' job satisfaction. Finally, this study seeks to broaden the knowledge and understanding in research bordering on leadership styles, school climate and job satisfaction and also adds to the literature in the area.

#### **Delimitation**

This study was delimited to only basic schools in the Volta Region of Ghana. The study was also conducted in the confines of only three leadership styles (transformational leadership, laissez-faire leadership and transactional leadership). In terms of variables, the study was delimited to only leadership styles, school climate and job satisfaction of teachers.

#### **Limitation**

One of the limitations of this study is that it was conducted in some sampled publicly-owned basic schools within the Volta Region, hence the study findings can only be generalisable to public-owned basic schools in the Volta Region. Also, the study used questionnaires which are dependent on the truthfulness and trustworthiness of the participants and thus, some participants may provide responses that are socially desirable and false. Some of the participants also responded to only some of the questions, and some respondents

also ticked the responses without thoroughly reading the questions to understand the demands of the question.

### **Definition of Terms**

Below are some definitions to guide the understanding of the variables involved in the study. There will be further definitions and explanations according to theorists, researchers, authorities and writers in the review of related literature.

**Leadership:** The process of guiding and motivating employees (teachers) in performing professional responsibilities and specific or specialised duties defined by the Ghana Education Service (GES).

**Leadership style:** The numerous behavioural patterns preferred and exhibited by leaders (headteachers) during the process of directing and influencing employees (teachers) to achieve the target goals of the Ghana Education Service.

**Headteacher:** An accomplished teacher who has risen through the ranks and file of the teaching profession and has been duly appointed by the District Education Director to lead teachers and pupils in managing a public primary or basic institution.

**Climate:** The quality and character of school life as it relates to norms and values, interpersonal relations and social interactions in the school.

**Negative school climate:** Unconducive teaching and learning environment in schools.

**Supportive school climate:** This refers to the school environment created where the climate is very assistive such that, headteachers listen to the suggestion of teachers, and seek the personal welfare of their staff. The

teachers help and support each other and as well, spend time with students who need help.

**Positive school climate:** This refers to conducive teaching and learning environment.

**Job satisfaction:** Teachers' thoughts or feeling about how they feel content or satisfied about their career after associating the possible experiences they expect in their career to what they are experiencing at a particular point in time.

#### **Organisation of the Study**

The entire study was captured under five broad chapters with each of the chapters focusing on a specific portion of the study. Chapter One concentrated on the study's background, stating the problem that called for the conduct of the study, research questions, hypotheses, significance, delimitation as well as the study's limitations. In Chapter Two, previous studies that are relevant to the current study were appraised to help in discussing the findings that would be revealed. Chapter Three on the other hand outlined all the research procedures that were used in conducting the study. Some of the procedures included the design, population, instruments for gathering data, procedures of sampling and means of collecting and analysing data. While Chapter Four focused on results and discussion, the fifth chapter also dealt with the study's summary, concluding remarks and recommendations made thereof.

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This chapter concentrates on scholarly works on the variables under investigation. The chapter is organised under three thematic areas namely theoretical review, conceptual framework and empirical evaluation of related works regarding the concept, leadership styles of headteachers of basic schools, school climates and teachers' job satisfaction.

#### Theoretical Review

This study is guided by two theories. These are; the transformational theory of Leadership by Bass (1985) and Herzberg's two-factor theory.

#### Transformational Theory of Leadership

Bass (1985) is the proponent of the transformational leadership philosophy. Bass described the roles of an organisation's superiors in altering the behaviours of the subordinates in building the commitment or enthusiasm they display in the organisation. This leadership style mainly concentrates on the interrelationship or interaction among employees of a firm which is linked with the true attitude and personality of the leader or superior. According to Bass, superiors in this particular leadership style are empathetic towards their subordinates, do not constantly supervise their employees and always inspire employees to contribute meaningfully to the success of the firm or organisation. Some scholars emphasised that transformational leaders usually apportion some of their authority to their employees rather than being a tyrant or oppressor (Sergiovanni, 1999; Wilmore & Thomas, 2002). This makes this leadership style appropriate for empowering or inspiring employees. Owens (1998) expressed



that the essential aspect of the head of an institution's leadership style is supporting teachers in building a structure that shapes the institution's dream together with presenting the importance of the accomplishments of the institution.

The transformational leadership philosophy is relevant to the current study because the principal investigator also wants to establish the coherence among institutional goals and aspirations as well as the personal needs of teachers and learners. Additionally, this leadership style encourages teachers and learners to perceive the school environment to be harmless and well-protected where they are regarded as significant and needed hence, enhancing their level of commitment in line with helping to realise the institution's identified aims. The leadership styles that heads of institutions employ, being the explanatory variable will have some effect on the behaviours of teachers and learners, their self-confidence, interpersonal connections, the realisation of the long and short-term aims of the institution as well as teachers' job satisfaction. The school headteachers, who adopt leadership styles that create the sort of aspirations that employees seek to attain, allow for teachers and learners' involvement, collective aspirations and aims. It also helps teachers and learners to contribute to the school's growth and brings about a positive climatic condition within the school.

#### **Herzberg's Two-Factor**

Herzberg grouped job factors under two broad areas namely, motivators and hygienes. The concept maintains that motivation encompasses two distinct and autonomous features. They are maintenance (hygiene) factors (examples are remuneration, other allowances, supervision types, atmosphere and

situations prevalent at the workplace and administrative guidelines) and motivational factors (example, success, acknowledging one's achievements, thought-provoking duties, greater obligations, progress and advancement). The details of motivation theories are mostly viewed as relating to satisfaction rather than an incentive. For instance, Mullins (2002) expressed that Herzberg's (1959) philosophy is usually regarded as a concept of career satisfaction which is linked with enthusiasm at the workplace.

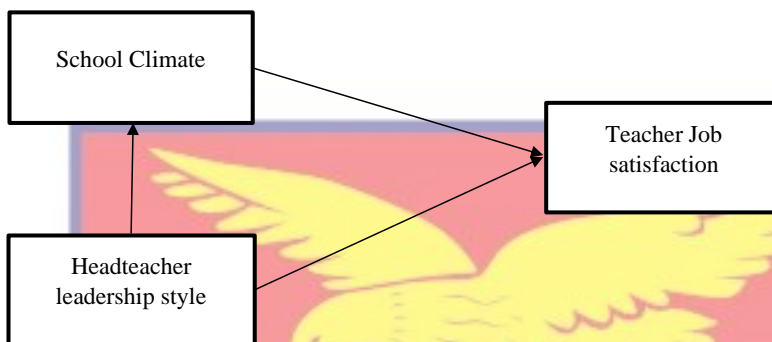
The two-factor philosophy posits that failing to satisfy the needs of employees brings about employee displeasure with their work and increased tension at the workplace. Herzberg's (1959) concept contended that hygiene factors comprise conditions of service, personal and social relationships, supervising employees, job safety, welfare packages, organisational guidelines, management, and salary. The moment the provision of such factors to employees seize or drop significantly for an extended period, employees become unhappy with their jobs, however, the provision of those benefits does not guarantee that employees will be content with their job, helps in preventing employees from being unhappy about their jobs and performing poorly at work. Elements that motivate employees such as acknowledging one's good work, career progress, accomplishment, independence, the nature of the job and obligations may influence employees to be fulfilled with their jobs. The philosophy maintains that factors that cause employees to be satisfied with their careers vary from those that make them unfulfilled with their careers.

Herzberg (1959) again referred to the maintenance factors as elements at the workplace that bring about job discontentment whereas the motivational factors were viewed as the elements that bring about employee job satisfaction.

These very elements bring about career satisfaction and displeasure. From his investigation, Herzberg observed that the presence of motivational factors (satisfiers) markedly improved employees' job satisfaction. The absence of them causes employees to be discontent with their job. Conversely, Mbiti (2007) expounded that the absence of the dissatisfiers brought about discontentment but the gratification of the maintenance factors also brought about a decrease in job satisfaction. Herzberg principle can be applied in this investigation because of the importance of headteachers' leadership styles in teachers' careers. As such, it will contribute to establishing how headteachers with varying leadership styles please teachers. In Okumbe's (1998) view, Herzberg's principle can bring about teachers' job satisfaction by altering their career's nature and improving the teaching job and ways of managing the profession and giving teachers the liberty to take certain decisions that are relevant to them in the shortest possible time which leads to organisational growth. Headteachers can consider delegating a chunk of the obligations to teachers to enrich their involvement, shared obligations and expected organisational outcome. Reconstructing organisations' job descriptions will help in ensuring that human capital and capabilities of human capital are further advanced.

### **Conceptual Framework**

A conceptual framework is the diagrammatic representation of the variables involved in the study. Figure 1 presents a graphical representation of the linkage that exists among the explanatory and outcome variables employed in the study.



**Figure 1: Conceptual Framework (Researcher's own construct)**

Deducing from Figure 1, the leadership style adopted by headteachers of basic schools, affects both the school climate and the job satisfaction of teachers in these schools. However, the prevailing school climate in itself also has an impact on the job satisfaction of the teachers. This is what the present study seeks to find out.

#### **The Concept of Leadership Styles**

Leadership is a collective guiding procedure where the front-runner solicits the deliberate involvement of followers to attain institutional aims. Leaders are also termed as persons who delegate, otherwise influence other individuals to behave in such a manner to achieve specified organisational goals. Modern institutions require competent frontrunners who comprehend the nature of the ever-changing worldwide situation. Leaders who understand what they do and have a very good relationship with their subordinates are effective in delivering their mandates as leaders.

An effective leader inspires followers in a manner that helps in the attainment of desired institutional goals. Several leadership styles may affect institutional effectiveness. However, this study would focus mainly on three

leadership styles (i.e., transformational, transactional and laissez-faire). The attributes of the leader will define the particular leadership style they will employ which may be perceived as a good leader in the sight of employees (Amin, Shah, & Tatlah, 2013). Essentially, the technique that leaders employ in guiding their employees is termed as a leadership style.

Northouse (2010) defines leadership to be a procedure where a single member of a set of individuals (usually the leader) influences other members in achieving certain predetermined collective aims or aspirations. Yukl (2010) also sees leadership as a way of convincing other individuals in appreciating and agreeing on the activities that must be completed, how it is to be completed, ways of assisting both personal and group exertions to achieve a collective objective. Leadership, according to Peretomede (2012), is the art of persuading, inspiring and influencing members of a group to change their attitudes, behaviours and actions to direct their activities so that the institution or the group members work enthusiastically towards achieving set goals, aspirations and improved positions. Khanna (2010) also explained that leadership encompasses persuading the mission, intentions and plans that are required in meeting those defined intentions of the entire group or institution. Put otherwise, leadership is one's capability to encourage other members within a group by supervising, directing, driving and inspiring them with the overall intention of achieving a set of defined aims or aspirations by collaborating.

School leadership may also be explained as persuading individuals within an educational institution to set out plans which will lead to the realisation of identified ambitions that will enhance learners' accomplishments. The expansion and progress of an educational setup are dependent upon how

the leader and the disciples relate with each other (Khanna, 2010). Leaders deal with their subordinates in varied forms. Depending on the pattern, practice and attitude of the leaders in an attempt to influence the subordinates towards achieving the organisational goals, leadership styles are categorised.

Leadership style is, therefore, the strategy that leaders employ in guiding and inspiring their subordinates. According to Stone, Russel and Patterson (2004), certain leaders focus on the achievement of organisational goals while others focus on their relationship with subordinates. The leader's focus, therefore, determines the type of leadership style the leader practices. As a result of the existence of numerous leadership styles, studying the concept becomes very stimulating. There are different sources regarding the number of available leadership styles, yet, most practitioners believe that leaders pick up certain attributes from varied leadership styles and may actually adopt a certain leadership style based on the situations they meet at a particular point in time (Amin et al., 2013; Peretomede, 2012).

#### **Types of Leadership Styles**

Leadership style refers to how leadership tasks or obligations are executed together with the particular manner leaders apply such styles in the direction of their subordinates. Often, the importance attributed to a leader's behaviour stems from the presumed effects of the leader's behaviour on their subordinates' performance and job satisfaction. Leadership style is of great importance to the leader and the extent to which one varies his leadership style both deliberately and consistently to suit the situation, the group and the leader's personality will determine the success of the leader (Oreg & Berson, 2011). All leaders in all organisations execute some responsibilities or duties for easy and

even operationalisation of the activities of the organisation as well as achievement of organisational goals.

To Oyetunyi (2006), the strategies leaders employ in performing their responsibilities and obligations as well as directing the activities of the organisation is termed as their leadership style. According to Oyetunyi, leadership style is, therefore, the blueprint leaders use in leading or guiding their subordinates. While some leaders concentrate more on the responsibilities or duties of subordinates rather than the connection they have with the subordinates, other leaders also cherish the relationship they build with their subordinates than the job that the subordinates are supposed to complete. The leaders' prominence about the assignment or their interrelationship with subordinates is key to the leadership style being practised. Recently, leadership among teachers has evolved as a central point in scientific-educational studies in refining academic activities (Beycioğlu & Aslan, 2010).

#### **Transformational Leadership**

Transformational leadership is a type of leadership style where heads and their disciples motivate one another in achieving better motivational heights by collaborating in response to the changing needs of the entire institution. A transformational leader usually cares about the needs of his or her employees such that the effort of the leader as well as the subordinates are pooled together in meeting the desires and capabilities of the institution (Burns, 2003).

A head who adopts the transformational leadership style works hand-in-hand with subordinates to realise the aspirations of the institution and this is done by constantly motivating and guiding subordinates (Sundi, 2013). Transformational leadership style encompasses the various behaviours that

inspire subordinates by inducing their output towards anticipations as well as enhancing novel strategies in solving complications and encouraging modifications to achieve the institution's dreams competently (Bass & Avolio, 2000). Transformational leadership style has four dimensions according to Bass and Avolio. The dimensions of transformational leadership are Idealised influence, Inspirational motivation, Intellectual stimulation and Individualised consideration.

**Idealised influence:** Leaders who have idealised influence are considered as robust and models of emulation to subordinates because they possess extraordinary skills and amazing ethical and moral values therefore, the followers willingly follow heads employing idealised influence transformational leadership. This is because the front-runner has managed to motivate the subordinates through remarkable personal output and the subordinates idealise such behaviour (Aydin, Sarier, & Uysal, 2013). Leaders employing the idealised influence dimension of transformational leadership are likely to prioritise employees' desires over that of themselves and will provide subordinates with a dream that is worth inspiring (Amin et al., 2013).

The idealised influence transformational leadership type also shows how heads are capable of winning the trust of their disciples, maintaining the confidence and admiration they have for them, exhibiting their allegiance to them as well as appealing to anticipations and visions. In effect, a head who adopts the idealised influence transformational leadership becomes a model of emulation to subordinates.

**Inspirational motivation:** These types of heads inspire their subordinates by recognising extraordinary targets, building collective team cohesion and



providing attractive dreams that are yet to come when the anticipated aspirations are accomplished (Amin et al., 2013; Aydin et al., 2013). Heads who are transformational and specifically adopt inspirational motivation are regarded as individuals who are passionate and optimistic and are committed to achieving their set targets. According to Bass and Riggio (2006), such leaders are capable of conveying unambiguous intentions and are passionate about achieving those intentions. Leaders who are inspirational motivators offer ideas to their subordinates, provide their subordinates with the necessary support to concentrate on their task and endeavour to make their subordinates appreciate that their works and efforts are important. A very salient attribute of transformational leaders who are also inspirational motivators is that they inspire subordinates in achieving immense success at the workplace or in their careers.

**Intellectual stimulation:** A common trait of transformational heads is motivating their subordinates to be forward-looking, critical thinkers and resourceful (Aydin et al., 2013). Intellectual stimulation is a leadership style that encourages employees or disciples to be ingenious and creative in solving the complications they encounter in their careers (Amin et al., 2013). Here, the mistakes committed by subordinates are not condemned since such mistakes indicate that subordinates need to develop themselves better in those areas. According to Amin et al., employees are emboldened to challenge the ideas of both themselves and that of their heads and the institution in which they work. To Amin et al. and Aydin et al., when meetings are arranged and held, they are to think about novel strategies as well as the formulation of extraordinary ways of dealing with existing difficulties. Transformational heads who employ

intellectual stimulation when engaging with their followers motivate them to be imaginative in perceiving existing challenges as new, they tolerate risky situations and nurture subordinates to interrogate their principles and standards.

Transformational heads who employ intellectual stimulation are individuals who hunt for innovative answers to issues and usually reason “outside of the box” in resolving problems.

**Individualised Consideration:** Individualised consideration epitomises heads who serve in the position of a team coach and concentrate on the desires of the subordinates and assist each subordinate in reaching their highest developmental stage and competence (Amin et al., 2013; Aydin et al., 2013).

Heads who are transformational, assist their subordinates in flourishing successfully in their career field. Working in a conducive environment and recognising the uniqueness among subordinates is important since the capabilities of subordinates are reinforced whereas the shortcomings of the subordinates are converted into merits as a result of the leaders’ constant guidance and motivation (Bass & Avolio, 2000; Northhouse, 2010).

Transformational heads who utilise individual consideration are interested in their subordinates’ progress, share tasks or responsibilities with subordinates based on their capabilities and weaknesses as well as paying critical attention to the activities of subordinates who are somewhat reserved at work. Heads who use individualised consideration are empathetic and consider the fact that every single individual among the body of employees is unique.

#### **Transactional Leadership**

Another type of leadership style that leaders employ is the transactional style of leadership. Here, the heads determine the major obligations that

subordinates are to undertake and also define the criteria that will be used to determine whether or not the aspirations have been accomplished with satisfaction. Transactional leaders appraise the capability of their subordinates in accomplishing the duties that have been assigned to them (Aydin et al., 2013). The actions of subordinates towards the accomplishment of the desired institutional expectations are either reinforced or disapproved. To Bogler (2001), even though transactional leadership does not cause subordinates to be creative and also brings about routineness in their activities, the working environment is not disturbed. The transactional leadership style is usually sustained by the interaction among heads and their followers where the heads decide about the aspirations as well as the means of realising those aspirations through rewards and sometimes coercing subordinates with the ultimate aim of getting subordinates to be fully involved with the activities (Amin et al., 2013). Generally, three dimensions of transactional leadership styles exist. They are contingent reward, active management-by-exception and passive management-by-exception.

**Contingent Reward:** A transactional heads' greatest aspiration is ensuring that the institution's identified intentions are realised as a result of the involvement and participation of subordinates (Aydin et al., 2013). In the employment of contingent reward, transactional heads reinforce the actions and behaviours of their subordinates by providing them with rewards and encouragement following the attainment of organisational aims. The rewards that are given to subordinates come in different forms such as financial support and or other concrete substances to stimulate the interest of employees in performing exceptionally with their assigned duties. A transactional head who employs the

contingent reward instructs the subordinates about what needs to be done to be able to receive the rewards, emphasises all the projected outcomes and makes sure employees are recognised for their efforts in the achievement of organisational goals. Heads who subscribe to the use of transactional contingent rewards encourage employees by using external or noticeable things as well as acknowledging them for their attained laurels.

**Active Management-by-Exception:** In this form of transactional headship, the head assesses the employees by critically observing the faults or the wrongdoings of employees against what is expected of them and instantly correct such faults committed by the employees. Leaders do this by tracing the organisational output of the employees and keenly looking for chances in which they can develop themselves to be utilised immediately in the organisation (Aydin et al., 2013). With this leadership style, the head focuses on the task that is to be completed rather than building a cordial relationship with employees. Additionally, heads who adopt this leadership style correct the errors of subordinates right on time as a result of the constant observation and monitoring of the activities of employees.

**Passive Management-by-Exception:** When heads employ this style of leadership, they wait until there is an issue with the performance of employees before they attempt to address those issues (Aydin et al., 2013). The time within which problems are identified brings about the difference between active management-by-exception and the passive management-by-management styles. With active management-by-exception, heads constantly observe the behaviours of subordinates and make amendments when subordinates diverge from what is anticipated. Contrarily, leaders who employ passive management-

by-exception do not constantly observe the behaviours of subordinates and subsequently make modifications when subordinates depart from what is expected of them. In the view of Bass and Riggio (2006) and Northouse (2010), leaders who subscribe to the passive transactional leadership style wait until errors that employees commit have adversely affected the organisational outcome before making efforts to avert the situation. When heads employ the transactional management-by-exception style of leadership (i.e., either actively or inactively), they give adequate information regarding what the job requires as well as what is expected of them. Such leaders are also satisfied with the level of performance of employees and do not take actions that are geared towards improving their performance.

#### **Laissez-Faire Leadership**

Another leadership style that was considered and as such, appraised for the study is the laissez-faire leadership style. This leadership style can be defined as a leadership style where there is virtually the absence of a head as employees are free to do whatever they desire. Amin et al. (2013) concurred that heads who adopt the laissez-faire leadership style usually take a longer period in making decisions and they do not communicate their decisions to their subordinates. Additionally, heads who prefer this leadership style, care less about their subordinates' desires or grievances and would rather leave situations to continue to be like how they have always been previously (Aydin et al., 2013). Subordinates are thus usually left without proper directions and assistance, which could potentially have adverse effects on the performance of newly employed subordinates as they are not taken through proper training and orientation that will help them in their line of work. A negative linkage has been

found among job satisfaction of the subordinates and laissez-faire leadership style (Rowold & Scholtz, 2009).

### **The Changing Roles of the Basic School Headteacher**

Being the leader of all administrative staff in basic educational institutions, the headteacher's responsibilities are key to how best teachers impart educational objectives to learners as well as how effective learners acquire these learning objectives (Kurland, Peretz & Hertz-Lazarowitz, 2010). With the changing trends in the society in general, anticipations in politics and educational institutions, the responsibilities of headteachers in basic educational institutions have increased in complexities (Valentine & Prater, 2011). From the 1920s through to the 1970s, in most countries worldwide, an important duty of basic educational institution headteachers was acting as the leader in administering the affairs of their respective institutions. For instance, a normal practice in the establishment of educational institutions is aimed at imitating the management of business entities and maintaining the political trait of educational institutions.

In the 1980s, educational practitioners were disillusioned with the numerous suggestions from psychologists. Typical instances were that there were suggestions that the number of times students are tested should be increased, that credence is accorded to the fundamental learning skills and enhancement in instructional methods. In addition to that, the views of sociologists were taken into consideration. In this period, the duties of basic educational institution headteachers were predominantly about guiding principles, day-to-day procedures and making decisions that were in line with the desires of the institution (Owens, 2004). The yardstick for measuring the

efficiency of headteachers at the time was their ability to communicate the aspirations and plans of the institution to the members of staff of the school, building support from parents and members of the society for the institution, building an atmosphere that is devoid of unnecessary distractions that hinder students' learning, and building the aims of teaching and learning.

In the 1990s, there were modifications towards the direction of organising educational institutions in achieving reforms in the educational setups. Headteachers' responsibilities at this time emerged considerably from the perspective of an organisation as practitioners of sociology championed. Educational institutions were expected to focus on reflecting on new perspectives of interacting with the workers in an educational institution. In Hoerr's (2005) perspective, the major aspect of the headteacher in recent times encompasses effecting changes that are closely linked with improving activities in the school. In this light, it is the mandate of the headteacher of the institution to create a strategic plan for the institution in which the desires and aspirations of the institution are enshrined and helping teachers as well as other workers to also give off their best towards the overall achievement of the institution. Headteachers who do not have identified aspirations that are accurately structured are less likely to be counted as competent heads (Owens, 2004).

Despite the difficulty in the responsibilities of headteachers, scholarly works in the area of educational leadership highlight the role of leadership on the level of competence of the institution (Leithwood & Jantzi, 2006; Owens, 2004; Retna & Tee, 2008; Sergiovanni, 2000). For instance, a previous study revealed that for headteachers to appreciate whether teaching and non-teaching staff are performing competently in educational institutions, it is important that

they acquaint themselves with current scholarly works regarding the behaviours of staff of educational institutions (Owens, 2004). Empirical studies are continuously updating people's knowledge on the experiences of individuals who work within the education settings worldwide and Ghana is not excluded in this trend (Bjork, 2005). As one of the emerging nations, Ghana depends on external organisations to develop its educational setups. A typical instance is that the World Bank together with the United States Agency for International Development (USAID) has assisted Ghana financially with millions of dollars in improving the superiority of rudimentary education in the country (Hayward & Ncayiyana, 2014).

Further, Ghana has introduced a new curriculum, known as Standard Based Curriculum (SBC) which countries in the Western world developed and employ Western criteria in deciding how educational institutions function. This new curriculum has increased the role of the basic school headteacher to a more interactive and transformational leader. For that reason, being the head of an educational institution, the Ghanaian headteacher encounters the challenge of responding to issues or solving problems that are influenced by the accomplishments of Foreign education (Bjork, 2005).

As a result of the slow progress, the headteacher of an educational institution needs to focus on improving certain standards, philosophies and guiding principles to develop operational tactics and arrangements in an unpredictable tomorrow (Owens, 2004). With respect to causing changes, several scholarly works agree that in successfully reforming and improving an educational institution, leadership plays a significant role, this is since the triumph in implementing educational policies is linked with the nature and



superiority of headteacher leadership (Engels, Hotton, Devos, Bouckenooghe, & Aelterman, 2008; Kurland et al., 2010; Leithwood & Jantzi, 2006; Sergiovanni, 2000). Essentially, the nature of the leadership style employed by the headteacher of the institution greatly affects the institution's progress or alterations. Hence, the need to strengthen the strategies used in leading subordinates for operational alterations (Silcox, Cavaugh & MacNeil, 2004).

### **School Climate**

The determinants of academic achievement of learners in educational institutions are among the interesting matters in educational studies. These encompass several different elements such as the characteristics of learners, structures used in teaching and learning, as well as certain features of the institution and the immediate surroundings. Initial works concentrated on the characteristics of the learner, the learner's family and the vicinity that accommodates the school.

In the subsequent years, the emphasis moved from the qualities of teachers and the procedures used in learning. Nowadays, scholars have found much interest in analysing the activities that go on in educational institutions daily. This implies that these researchers do not only document the independent indicators of educational events, however, they also record the psychosocial characteristics of the learning environment and learners. An example of such characteristics is the climate condition of the school which is a feature of the educational institution that cannot be seen but felt by every single individual in the school.

### Approaches to defining the concept of school climate

Even though, similar to several other concepts in social science, “school climate” as a concept has been well researched by various scholars, but a general consensus has not been reached by scholars regarding the definition of school climate. Some investigators have stated the characteristics of school climate objectively, while others have also concentrated on the characteristics subjectively. Another set of researchers made use of the two groups at the same time. Consequently, definitions that are suggested by certain researchers are not congruent with one another. Most of the available definitions of school climate are derived from studies in organisational climate. Features of organisational behaviour such as career satisfaction, inspiration, organisational output and interactions with others are taken into consideration.

Several writers and authorities have provided their own definitions of school climate. According to Asif (2011), it is the common and lasting ethical opinion of aspects of the psychologically significant institution. Manvell (2012) defines it as the regular happenings in the school and how individuals react to them.

Miskel (2013) argues that organisational climate of an educational institution is the end product of a collective interrelationship among the headteacher and the teacher, which have repercussions on peoples’ behaviours. From the perspective of Miskel, the headteacher is expected to express warmth, respect, help or sustenance to teachers. This includes but not restricted to paying attention to their ideas, initiating means of communicating, acknowledging the works of teachers, criticising issues constructively; or the teachers should be friendly with each other, including giving orders to fellow teachers when need

be, helping each other, conducting specialised collaboration, respecting and accepting fellow teachers' expert capabilities. Hence, the organisational climate of an educational institution impacts teachers' participation in their careers either positively or negatively.

### **Importance of School Climate**

Persistent modifications that are prompt is key to the continued existence of a modernised organisation. In the field of education, experts are persistently searching for improved means of addressing problems and meeting the desires of learners. A favourable culture in an educational institution and the openness to modification plays part in shaping the institution (Fullan, 2001). Fullan further stated that one important trait of competent leaders is their ability to direct and motivate others through the principles of transformation. One of the serious problems that today's educational institutions face is educational reform. As a way of finding improved strategies for completing tasks, transformational heads persistently dare their subordinates to study how tasks have been completed and endeavour to search for enhanced means of completing those same tasks.

One strategy that most transformational heads adopt is increasing diversity among employees and allowing them to collaborate more within the spheres of education which subsequently inspires the other groups of individuals in the school (Martin, 2002). Reforms that are done in the education sector are positively altering the culture in most educational institutions as observed within the standards of expert learning societies as well as the concentration on standard-based curriculum. Martin further concurred that functionalist research on culture offer the promise to the delight of many

managers that a 'strong' culture (i.e., one that most often derives a higher degree of agreement among the working population of an organisation) will result in the aspirations that numerous senior managers aim to maximise. Particularly, organisational output and increased profit margin. This highlights the importance of educational institutions' heads in safeguarding that the culture of the institutions they head are favourable. Constructing a robust culture that is receptive to variation, eventually results in the realisation of identified aspirations of every educational setup, a proliferation in learners' commitment and knowledge acquisition as this would also increase the job satisfaction of teachers.

According to Vos, Van der Westhuizen, Mentz and Ellis (2012), an unfavourable climatic condition in the school may breed incompetence. Unearthing the climatic condition of an educational institution is a critical ingredient in developing tactics for managing the institution and improving the organisation's entire wellbeing. To Vos et al., because the entire climatic condition of a school has substantial repercussions on the career satisfaction of members of the institution, evaluating organisational wellbeing to ensure that performance at work is positive is of importance. Also, a favourable school climatic condition that is maintained, inspires the advancement and learning that is a prerequisite for learners to emerge as industrious contributors in a democratised dispensation.

The school's climate is key to determining how teachers and students perceive the school and the world around them on daily basis. A school environment that is enduring and supportive, brings about feelings of belongingness, enhances resilience and reduces possible negative circumstances

from the home (Fopiano & Norris, 2001; Pasi, 2001). They believe that emotional and social needs are in harmony with teaching and learning needs. Hence these needs must be met if learning is to be successful. Negative experiences in the home for instance overpopulation, poverty, violence and parents who are unconcerned, have an effect on learners' thoughts and their interest in educational instruction and knowledge acquisition in educational institutions. Both teachers and learners who encountered unfavourable climatic condition could be provided with the needed assistance to actualise their capabilities by ensuring climatic condition that raises, sustains and tasks them. This implies creating a positive school climate can help both teachers and pupils who are emotionally and socially challenged.

#### **Types of School Climate**

For the purpose of this study, three types of school climate will be discussed. These are: positive school climate, negative school climate and supportive school climate. A positive school climate is reflects a climate where headteachers, teachers and students are accessible and actively prepared to achieve the objectives of the school. According to Nwangua (2017), a positive school climate is open and teachers and students are creative, innovative and freely interact and freely interact with one another. Positive School climate has been related to positive outcomes such as Comfortability and trustworthiness of students, performance and job satisfaction (Okorji et al., 2019; Katsantonis., 2020; Shakeel & DeAngelis., 2018). A negative school climate on the other hand is characterized by rigidity, intolerance, disrespect, division and inefficiency (Okorji et al., 2016). In this climate, there is a poor interpersonal relationship between members of the school community. A negative school

climate has been related to poor students achievement, violence, suicide and depressive symptoms (Ripsy & Gregory, 2009; Jiang et al., 2010;). There is also a supportive school climate which involves a school climate that depicts the members of the school supporting each other to achieve the aim of the school. Headteachers, teachers and students support and tolerate each other in carrying out school activities (Eliot et al., 2010). Support school climate has been linked to willingness to seek for help and reduction violent threats (Eliot et al., 2010).

### **Leadership Style and School Climate**

In building a favourable climatic condition of an educational institution, leadership acts as an important ingredient or catalyst. Immediately one enters an educational institution, the culture of the institution is felt and this indicates significantly how efficient the institution is. Similar to societal culture, organisational culture is explained as the principles that manifest in the organisation. Shafritz, Ott and Yang (2011) cited Schein that organisational culture comprises numerous imperceptible phenomena including ethics, philosophies, expectations, thoughts, behavioural rules, objects, and behavioural patterns. Heads of educational institutions are particular about directing the aforementioned attributes (i.e., ethics, philosophies, expectations, thoughts, behavioural rules, objects, and behaviours) in the various institutions they head. Leithwood and Jantzi (1999) believe that seven leadership dimensions play important roles in the entire culture and competence of an educational institution. The dimensions include formulating the dreams, as well as instituting the aims of the educational institution, providing scholarly encouragement, providing individualised assistance, serving as an example of desired behaviours and organisational standards, setting extraordinary standards

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that are expected, constructing a productive culture for the institution, and promoting them engage in decision-making. All the dimensions have certain attributes that are linked with transformational, transactional and instructional headship. By applying a comprehensive leadership model, all the earlier mentioned dimensions would be attended to and the entire culture of the institution will be held in high esteem.

### **School Leadership and Job satisfaction**

The culture or philosophy of the educational institution will have a bearing on the leadership style the headteacher uses (Al-Omari, 2008) and for that reason, different forms of leadership are favoured and employed in diverse traditional contexts (Shahin & Wright, 2004). Competent leaders will most often adjust their leadership styles to suit the desires of the educational institution they head as well as the teachers. A confident view of the ability of a head may result in a constructive modification in behaviour which may as well increase the organisational output. Teachers who believe in the ability of their heads and respect them would stand a higher chance of having improved output and would be more fulfilled with their job. Abbey and Esposito (2001) claimed that the satisfaction subordinates derive from their job is linked with the assistance their heads give them. The more classroom teachers perceive they are being supported by their heads, the more they are likely to be satisfied with their jobs. The way headteachers are chosen and the leadership styles they adopt have repercussions on teachers' job satisfaction. Guaranteeing job satisfaction, in the long run, necessitates critical preparation and work by both the administrative staff and teachers (Islam et al., 2012). As teachers are fulfilled with their careers, the less probable they will want to exit their careers.

Aydin et al. (2013) stated that it is believed that transformational leadership is an important strategy in institutional modernisation in education. This is because career satisfaction is affected by subordinates' personal attributes, the leadership style as well as the characteristics of the job (Islam et al., 2012). Transformational heads can create a favourable climatic condition at work, realise their aspirations as a result of motivating their subordinates, and creating an operative working atmosphere where every staff strives to contribute to the defined aspirations of the institution (Amin et al., 2013). A collective success could be preserved provided institutional headteachers' leadership style sufficiently equals the institution's condition. When headteachers have a better relationship with their subordinates and motivate them in accomplishing the set aspirations by reinforcing their deeds, the educational institution will possibly reach its aspirations. Teachers have a higher likelihood of being satisfied with their job provided their headteachers freely disseminate information to their subordinates, assign obligations and maintain effective means of communication with teachers (Bogler, 2001). This is because to Islam et al., in such a kind of atmosphere, teachers feel involved in the group and their suggestions or views are treasured.

This notwithstanding, in different contextual settings, diverse leadership styles are favoured and employed (Amin et al., 2013). In certain instances, the transformational leadership style is not the appropriate strategy for empowering the employees. For instance, when the institution's culture encourages competition among the employees, the headteacher may set objectives for the teachers and then acknowledge their work with some concrete objects through the employment of the transactional contingent reward



leadership style. Dastoor, Suwannachin and Golding (2003) found that contingent reward and the active management-by-exception leadership styles are positively related to subordinates' career satisfaction with contingent reward emerging as possessing the greatest positive outcome. Leadership plays an important role in the creation of an institutional philosophy whereby teachers are fulfilled with their careers. Subordinates whose leaders are transformational are highly aroused, inspired and they are more pleased with their job (Menon, 2016). Hauserman and Stick (2013) believed that teachers' thoughts about their headteachers being transformational led to teachers to be content with the leadership of the school and they were also ready to invest more energy in their career. Communicating effectively with teachers is a key attribute for leaders and central for leadership to be successful. Having a free channel of communication makes teachers feel they are part of the institution and that their views and opinions are taken into consideration.

When teachers' views are neglected, they tend to be unhappy and frustrated with their job and they also become tense which breeds an unfavourable atmosphere (Healey, 2009). Leaders who are extremely competent value effective communication with subordinates and also ensure that teachers are safe to confidently communicate their views about activities that go on in the school. Moreover, transformational leaders regard communication as an integral part of their work, which makes their teachers comfortable with the dialogues they have.

The headteacher's ability to competently inculcate transformation is one of the basic responsibilities of transformational headship. Heads are also expected to cooperatively work with other members of staff to help build a

culture where practitioners are reflective and accept change through a determined and expressive lens. Healy (2009) emphasised that in ordinary educational institutions, transformation comes in the form of coercion or in a top-down approach which is compulsory for the faculty to oblige. In great educational institutions, transformation is a grassroots work that is initiated by faculty who are interested in differing from the normal routine. Enabling staff to contribute their quota as instruments of transformation has a significant impact on the institution's culture or philosophy. A collective strategy in leadership where teachers' views are considered in transforming the institution is a key element of the extraordinary school philosophy. Transformational heads inspire their subordinates to be innovative and continuously strive for new ways of doing things. Additionally, they assist teachers in thinking "outside of the box". Average educational institutions suppress creativity. To Healy, extraordinary educational institutions encourage learners to be resourceful in their learning.

Leaders encourage resourcefulness and present their teachers with great chances to develop and transform, which consequently help improve how learners learn and their academic accomplishment. Menon (2016) hypothesised that transformational leadership leads to an increase in the competence in the work of subordinates and also causes them to be happy with their work. Transformational leadership has a possible bearing on organisational developments that are linked with subordinates' practices, inspiration, and satisfaction, which are also related to the superiority of service provided and the entire output of the organisation. Menon's study revealed that a marked linkage exists between job satisfaction and school leadership and that in circumstances

where there is elevated job satisfaction, teachers are capable of identifying both the transformational and transactional attributes of their headteachers.

Appreciative inquiry is an innovative notion which heads should consider as a central strategy in their leadership collection. Cooperrider and Whitney's (2005) definition of appreciative inquiry is "a radically affirmative approach to change that completely lets go of problem-based management and in so doing, vitally transforms strategic planning, survey methods, culture change, merger integration method" (p. 397). In applying this strategy, heads will intensify the employment of inquiry, resourcefulness, and inventions in their educational institutions, which allows members of staff to constantly interrogate their activities and also to find improved means of getting work done. Subordinates' increased dedication and high motivation (i.e., morale) are among the desirable outcomes that heads will derive as they apply the approach of appreciative inquiry in their quest to endeavouring for cultural transformation in their organisation. Finding ways of improving job satisfaction remains a duty that every headteacher should consider tackling every day. Fullan (2001) concurred that when an initiative has been effectively applied, there will be a noticeable enhancement in relationships. Teachers' job satisfaction will elevate provided the relationships also improve, and the direct opposite will happen if the relationships deteriorate. Heads are expected to be excellent in building relationships with different individuals and sets of people. To Fullan, operational and competent heads persistently raise focused communication and problem solving, and are particular about reaching an agreement.

Very minute scholarly studies agree with the employment of laissez-faire style of leadership as being effective (Aydin et al., 2013). In circumstances

where the head displays laissez-faire behaviour, a person who possesses the attributes of a differing style of leadership will usually emerge as the group's reliable and revered head. Dastoor et al. (2003) stated that some of the group members will reach out to the latter for direction and sustenance. According to Northhouse (2010), laissez-faire behaviour that heads exhibit was found to have a negative significant linkage with employees' job satisfaction.

### **Empirical Review**

#### **Leadership styles Headteachers employ at School**

A considerable amount of academic works have studied the leadership styles employed by headteachers at schools. For instance, Obbo, Olema and Atibuni (2017) investigated how the leadership styles of second-cycle institutions affect teachers' dedication to their organisation in Tororo Municipality. Using a cross-sectional survey, 178 teachers, were engaged using a combination of stratified and simple random techniques of sampling, with 10 deputies, and 10 headteachers having been selected on account of the selection of their schools. The participants completed the Multifactor Leadership Questionnaire (MLQ) and the Organisational Commitment Questionnaire (OCQ) which considered leadership styles as comprising of transformational, transactional, and laissez-faire leadership. In conducting the statistical analysis, means, standard deviations and bivariate correlation coefficients were computed. The work revealed that the transformational leadership style was practised more by the headteachers, then comes the transactional style of leadership with laissez-faire style of leadership being the least employed leadership style.

Cemaloğlu, Sezgin and Kılınç (2012) also conducted a study to ascertain the link among transformational and transactional institutional heads' style of leadership and teachers' dedication to their institution. In all, 237 teachers in the primary schools who were working in Ankara took part in the investigation. The MLQ and the OCQ were utilised in gathering data from the respondents. Means and standard deviations as well as Pearson's correlation and multiple regression analyses were used as statistical tools. The outcome of the investigation indicated that school heads predominantly employed the transformational leadership style than the transactional leadership styles.

Moreover, Khalil, Iqbal and Khan (2016) investigated to unearth the styles of leadership that are employed by headteachers in Lahore, Pakistan. The study employed the quantitative survey research design. The MLQ served as the instrument for gathering data from respondents. In all, 50 headteachers were conveniently sampled for the study. In this study, means and standard deviations (i.e., descriptive statistics), as well as inferential statistics, were used as statistical tools. The study found that the headteachers preferred the employment of the transformational leadership style compared to transactional and laissez-faire styles of headship.

#### **Types of Climate in Schools**

In the later years of the 1970s, Moos, a psychologist of American descent propounded school climate as a concept (Moos, 1979). Moos regarded climate to be among the six indicators of the institution's immediate environment together with the location of the institution, behavioural patterns, organisational flow or arrangement, the background characteristics of workers in an organisation and the identified principles and regulations that govern all

individuals in the organisation. Moos differentiated three features of the school climate: social (i.e., interpersonal relations between agents in the institution), affective (i.e., perceptions people have and feel about the institution), and organisational (i.e., rules and structures that direct the activities of all members of the institution).

During the 1980s, many scholarly works had already been carried out on school climate using different instruments. A meta-analysis was carried out to systematise the outcomes of all those investigations (Anderson, 1982). The researcher categorised the school's climate indicators that were utilised in those investigations which were in line with the four dimensions of school climate Tagiuri (1968) identified.

The institution's physical and material features (i.e., ecology) encompass the features of the institution's building, availability of appropriate furniture in the classrooms, the institution's size, and the number of teaching spaces available. The individual dimension (i.e., milieu) also comprise aspects of teachers (such as working experience, job satisfaction, and assessing their level of competence), learners (such as attitude they show concerning the institution, classes, and engaging in the teaching and learning activities), administration (disaffection within the educational setting, and the kind of reports teachers are expected to make available to the head). The social element (i.e., social system) includes the interrelationship among teachers, parents and guardians, and administrative staff. The cultural element (i.e., culture) also includes what teachers, parents and guardians, administrative staff and learners expect; the principles and regulations that direct the activities of all employees

within the confines of the institution as well as the means of evaluating performances of employees.

Some previous studies have investigated the types of climate in schools. For instance, Shakeel and DeAngelis (2018) studied the disparity in climate condition of the institute, learners' restraint, and the rate at which issues arise in educational institutions as accounted by the schooling sector with the use of the 2011-2012 Schools and Staffing Survey (SASS) data in the US. The study used 1,720 headmasters in private educational institutions and 7,510 headmasters in government-owned educational institutions. The study basically used questionnaires in gathering data from respondents. Ordinal logistic regression was utilised in analysing data. Results of the investigation revealed that the climate exhibited in private schools was of fewer or less restrictions and safer compared to that experienced in public schools. According to Shakeel and DeAngelis, this type of school climate could increase the comfortability and trustworthiness of students.

Etzeberria, Intxausti and Azpillaga (2017) investigated the school climate that is prevalent in extraordinary performing educational institutions in Basque Country's independent state. The study adopted the qualitative research paradigm where interviews were used in collecting data from respondents. Eighty-three interviews were conducted. Specifically, 25 supervisors, 26 educational advisors and 30 members of the institutions' management took part in the interviews. Outcomes of the study indicated that a positive school climate was prevalent in the school. Etzeberria et al. further found that teachers and management had mutual support for each other with critical attention been

accorded to newly recruited teachers and this according to the authors could complement the academic climate.

Okorji, Igbokwe and Ezeugbor (2019) investigated whether there was any relationship among climatic conditions of the school and headteachers' job satisfaction in Nigerian second cycle institutions within Enugu State. Okorji et al. employed the correlational study design. 177 headteachers were randomly sampled out of 283 second cycle school headteachers in six areas in Enugu State. Questionnaires were used as instruments for collecting data and Pearson's moment correlation was used in analysing data. The investigation consequently revealed that a positive school climate existed in the schools, and a positive moderate relationship existed between school climate and headteachers' performance. Okorji et al. recommended that headteachers should continuously embrace a school climate where teachers have the freedom of sharing ideas and concepts that enhance the effectiveness of both school and management. Okorji et al. further added that schools should create a friendly, supportive, productive and relaxed atmosphere that could motivate students to attain their set educational goals.

#### **Level of Job Satisfaction among Teachers**

Few studies have attempted ascertaining the job satisfaction levels of teachers. For instance, Bhat (2018) examined the level of career satisfaction of second-cycle teachers working within the Baramulla district. The quantitative research survey design was employed. A sample of 120 teachers consisting of 60 private school teachers and 60 government teachers was used in this inquiry. Questionnaires (Job Satisfaction Scale for Teachers) were used in collecting data from respondents. Means and standard deviations were used in examining



teachers' career satisfaction. Bhat found that teachers were satisfied with their job.

Adeyemi and Adu (2018) investigated the linkage between the leadership style of headteachers and teachers' job satisfaction in Nigerian basic educational institutions in Ekiti State. Using a correlational design, 350 primary schools out of 694 were selected for the study. Also, 1,260 teachers were selected from a total of 7,562 teachers as respondents making use of the stratified random technique of sampling. Questionnaires served as the primary instruments for collecting data. Data on teachers' job satisfaction were ascertained with frequency and percentages as well as with the mean. Adeyemi and Adu's study found that teachers' job satisfaction level was moderate.

Abdul Wahab, Mohd Fuad, Ismail and Majid (2014) determined the magnitude of headmasters' practices regarding the transformational leadership in public-owned basic educational institutions and the level of teachers' job satisfaction within the district of Temerloh, Malaysia. The quantitative survey design was employed in conducting the research. A total number of 240 teachers who were teaching at 10 basic educational institutions in the Temerloh District were targeted. In all, 170 teachers were selected to be part of the investigation employing random means. Questionnaires were used in soliciting respondents' responses. Frequency, percentage, mean and standard deviation were utilised in analysing data gathered from respondents. Abdul Wahab et al. found a high job satisfaction level among the teachers.

Sahito and Vaisanen (2020) explored factors of job satisfaction and displeasure in 70 enlisted scholarly works which had been carried out for a literature review of teachers' job satisfaction in emerging nations. In all, 61

quantitative, two qualitative, and seven mixed research papers were identified for the review. After screening, 14 research studies were selected. Specifically, two research studies employed qualitative research methods, eight utilised quantitative and four employed mixed. The range of the participants' sample for qualitative studies was between 12 and 40, and that of the quantitative studies was 30 to 760, while that of the mixed research studies was between 20 and 260 participants. Sahito and Vaisanen found that teachers were fulfilled with their job.

#### **Relationship between Headteachers' Leadership Styles and Teachers' Job Satisfaction and Performance**

Ali and Dahie (2015) examined the repercussion of the transactional style of headship, transformational and laissez-faire on teachers' job satisfaction. The study concurrently utilised two research designs (i.e., explanatory and descriptive research designs). In all, 200 teachers from second cycle institutions in Mogadishu, Somalia were conveniently sampled. Questionnaires served as means of soliciting information from the respondents (i.e., teachers). Means, standard deviations and Pearson's product correlation coefficients were used in analysing data. Ali and Dahie's study found that the three scopes of leadership style (i.e., transformational, transactional and laissez-faire) had positive substantial repercussions on teachers' job satisfaction in the selected Somalian second cycle institutions.

Mugo (2016) investigated whether headteachers' leadership styles (i.e., autocratic, democratic, laissez-faire and transformational) yielded any impact on teachers' career gratification in government-assisted basic educational institutions in Kirinyaga West Sub-County. The investigation made use of a

descriptive survey design of research. In all, 43 headteachers together with 560 teachers who were working in 43 government-assisted basic educational institutions were targeted. Twenty-four headteachers and 168 teachers were selected through the stratified method of sampling. Additionally, two different independent questionnaires served as instruments for soliciting data from the headteachers and the teachers. Frequencies, means and percentages were used to analyse data. Mugo's investigation revealed that headteachers' laissez-faire style of leadership they exhibit in the basic educational institutions selected had a moderate impact on teachers' career gratification. Also, it was found that headteachers' transformational style of leadership had a positive impact on basic educational institutions teachers' career gratification. Mugo's study recommended that mentoring programmes that help in promoting and encouraging the utilisation of transformational leadership in educational institutions should be designed for newly appointed and underperforming serving headteachers.

Moreover, Aydin et al. (2013) did a meta-analysis to study the influence of transformational leadership, transactional leadership and laissez-faire leadership style on career satisfaction and the commitment that teachers have for their organisations or institutions. In all, 12 studies that were conducted in Turkey were pooled and used for the study. The observation of this scholarly work was that the transformational style of leadership positively influenced teachers' commitment to their institutions. Aydin et al. expressed in their concluding remarks that as administrative staffs' leadership style modifies from transactional to transformational styles of headship, the extent to which teachers

are fulfilled with their job and how committed they are to their organisation will rise.

Nyenyembe, Maslowski, Nimrod and Peter (2016) also studied the linkage among leadership styles (i.e., transactional and transformational) that headteachers of educational institutions employ and the job satisfaction of teachers in selected second cycle institutions in Tanzania. The MLQ was utilised in collecting respondents' data. In all, data was collected from 180 teachers who were selected by chance out of 10 second cycle institutions in Songea Locality in Tanzania. Data were analysed using means, standard deviation and multiple regression models. Nyenyembe et al. found that teachers were greatly content with their work when their headteachers work diligently with them, provide the appropriate mentorship for them and attend to their welfare as individual teachers. The study underscored the importance of transformational and transactional headships in educational institutions in Tanzania, indicating that worthy leadership entails transformational and transactional forms of headship.

Similarly, Menon (2016) scrutinised the linkage among headteachers' forms of leadership (i.e., transformational, transactional and passive-avoidant) and teachers' job satisfaction. The quantitative descriptive survey design was employed to sample 438 secondary school teachers to respond to the questionnaires. The structural equation model analysis was carried out. Menon found that leadership styles (transformational and transactional) of headteachers significantly predicted teachers' job satisfaction. Menon concluded that even though teachers' thoughts about the competence of their headteachers is a subjective appraisal of their efficiency, laid down principles and scholarly

works in educational administration indicate that headteachers who are competent are more likely to be assisted by the teachers they work with.

Furthermore, Wahab, Faud, Ismail and Majid (2019) investigated the linkage among headteachers' leadership style (i.e., transformational leadership style) and teachers' job satisfaction and commitment of Malaysian basic educational institutions in the Temerloh area. The quantitative survey design was employed. One hundred and seventy respondents were randomly sampled from a population of 240 respondents. Questionnaires were primarily used in collecting data and frequencies, percentages, t-test and Pearson's product moment correlation were utilised to analyse data solicited from respondents. Wahab et al. found that there was a statistically significant linkage between headteachers' leadership style (transformational leadership style) and teachers' job satisfaction. Wahab et al. concurred that headteachers should at all times ensure high leadership since it enhances teachers' job satisfaction and commitment.

Tesfaw (2014) determined whether there were possible linkages among public-owned second cycle institution headteachers and teachers' job satisfaction. Three hundred and twenty teachers were selected by chance to answer the instrument. The instrument was sub-divided into three parts (i.e., background items, transformational leadership and the teachers' job satisfaction). Means, standard deviations, Pearson correlations and stepwise regression models served as data analysis tools. Tesfaw's investigation revealed that a substantial and positively moderate linkage existed between transformational leadership and teachers' job satisfaction. The study advocated that headteachers of Ethiopian public-owned second cycle institutions should

concentrate on creating competent cooperation as well as exhibiting great welfare and trustworthiness among colleague workers by the use of transformational leadership behaviours.

### **Relationship Between the Headteachers' Leadership Style, School Climate and Teachers' Job Satisfaction**

In the early years of 1960, the perception of school climate being complicated paused and media through which the philosophy of school climate could be operationalised and the development of instruments for measuring elements within the concept commenced. Among the initial instruments that were generated was the Organisational Climate Description Questionnaire (OCDQ) by Halpin and Croft (1963). Halpin and Croft believed that educational institution administrators especially, headteachers were to be blamed for the possible climatic condition of the school. For that reason, in the questionnaire that was intended for workers of educational institutions, questions regarding the attributes of headteachers and teachers were posed.

Halpin and Croft (1963) suggested about eight elements that contribute to the climatic condition of educational institutions. These are; the extent to which teachers are unified, interrelationships teachers have with their headteachers, the extent to which headteachers can control activities and behaviours in the school, the degree to which teachers are content with their job, associations with fellow teachers, the hostile behaviours as expressed by the headteachers, discussion of views with the headteacher and how the headteacher respects learners.

Moreover, a meta-analysis of scholarly works regarding school climate which was carried out by Cohen et al. (2009) showed that four elements of

school climate are regularly enumerated. They include; safety (i.e., physical and emotional elements such as including customs and guidelines), teaching and learning (i.e., expert attributes of teachers, developing academically), relationships (i.e., between learners, teachers, headteachers, and parents or guardians), and physical surroundings (i.e., size of the institution, the availability of resources, supplies and additional courses). Both social and physical dimensions of the climatic condition of the educational institutions have been well-established in the above-mentioned meta-analyses and are congruent with one another.

The element of “teaching and learning” suggested by Cohen et al. and the “individual facet of the climatic condition of the school” which Carolyn Anderson explained are similar concepts comprising the individual traits of teachers and learners. Notwithstanding, Anderson depends on Tagiuri’s theoretical framework. This is an indication that Anderson was carried away by the practices related to the study of organisations. The identification of the cultural facet of the school climatic condition which includes anticipations and magnitude of friendliness among members of the school community makes Anderson’s meta-analyses stand out.

The additional (i.e., second) meta-analysis centred on experiential statistics. It failed to recognise the cultural facet of organisational climate. Anderson’s categorisation did not add how people feel safe in the institution, which is part of the first four most cited factors of the climatic condition of an educational institution. A research by Zullig et al. (2010) was the first of its kind that employed quantitative means (i.e., statistical methods) in verifying the outcome of theoretical scrutiny regarding the way school climate as a concept

has been operationalised since time immemorial. In the initial theoretical period of the investigation, Zullig et al. acknowledged five elements of the climate of a school that are most cited in the available literature as follow:

1. Level of companionship among members of the school community
2. Level of security
3. Educational results
4. Physical circumstances
5. Group associations.

Later, Zullig et al, (2010) did an investigation of the secondary data that were derived from the different scholarly works regarding the climatic condition of educational institutions through confirmatory factor analysis (CFA). Zullig et al. recognised eight concealed constructs. They are 1. Sense of community 2. Compliance of directive and self-restraint 3. Supporting learners academically 4. Physical surroundings of the institution 5. Level of gratification that learners show concerning their learning 6. Discriminating among learners 7. Associations among learners 8. Relationships among learners and teachers. Hence, Zullig et al. revealed that the “five-factor model” differed from experiential information.

Three different constructs form the social facet of an educational institution’s climatic condition which are associations among learners and teachers, discriminating among learners and the interrelationship that exists among learners. In this light, eight elements were recognised. Hence, in the last century, the concept of climate in educational institutions has either been projected or deemphasised in favour of certain dynamics that dictate the efficiency of teaching and learning.



In recent times, “school climate” as a concept has come to stay and varied media for operationalising it has been progressed marginally. Researchers usually suggest the following points as subcomponents of the “school climate” conception:

1. Associations among representatives at the educational institution
2. Physical surroundings (appearances of the educational institution and the learning spaces)
3. Individual factors (i.e., a feeling of being part of the educational institution, self-restraint)
4. Organisational culture (i.e., anticipations, guidelines, and standards).

Ali and Dahie (2015) studied whether transactional, transformational and laissez-faire leadership styles could influence job satisfaction of secondary school teachers in Somalia. Using the descriptive survey research design, 210 teachers were conveniently sampled to answer questionnaires as part of the study. Data were analysed with multiple regression. The result of the study revealed that the three leadership styles (i.e., transformational, transactional and laissez-faire) predicted teachers’ job satisfaction. Ali and Dahie concurred that their study could contribute to assisting headteachers in carrying out leadership activities and to afford teachers in making informed decisions regarding their work as well as maintaining or enhancing the satisfaction they get from their job.

Menon (2016) studied the linkage among headteachers’ leadership styles (i.e., transformational, transactional and passive-avoidant) and career gratification of teachers. The quantitative descriptive survey design was employed to sample 438 secondary school teachers to respond to the questionnaires. The structural equation model analysis was carried out. Menon

found that leadership styles (transformational and transactional) of headteachers significantly predicted teachers' job satisfaction. Menon concluded that even though teachers' thoughts about the competence of their headteachers is a subjective appraisal of their efficiency, laid down principles and scholarly works in educational administration indicate that headteachers who are competent are more likely to be assisted by the teachers they work with.

Similarly, Tajasom and Ahmad (2011) investigated the linkage among the perception of second cycle institution teachers of their headteachers' leadershipstyle (i.e., transformational and transactional) and the climatic condition at their school. The MLQ was utilised in assessing the headteachers' leadershipstyles (i.e., transformational and transactional). The School Level Environment Questionnaire served as the instrument for soliciting data on "school climate". Tajasom and Ahmad surveyed 141 Malaysian teachers out of 17 second cycle institutions located in a city in the north area. Tajasom and Ahmad found that transformational and transactional leadershipstyles of principals significantly predicted school climate.

Allen et al. (2015) also studied the linkage among transformational headship, the climatic condition of the school, and learners' mathematics and reading achievement in selected educational institutions in the Southeast region of Texas. The investigation was correlational. While a convenience sampling method was adopted in soliciting information from the teachers, the purposive sampling method was utilised in gathering data from the headteachers. The MLQ served as the instrument for collecting information from both teachers and headteachers to assess the transformational leadershipattributes that the teachers thought their headteachers displayed and what the headteachers themselves

believed they exhibited. The School Climate Inventory-Revised (SCI-R) made it possible in assessing the teachers' thoughts about the "school climate". In analysing the obtained data, Pearson's product correlation and simple linear regression were done. Allen et al. observed a positive linkage between transformational leadership and school climate.

Damanik and Aldridge (2017) ascertained the relationships among headteachers' style of leadership, school climate, and the self-efficacy of teachers. A quantitative research design was adopted for the study. The respondents comprised 604 Indonesian teachers selected from 27 second cycle educational institutions. The MLQ was used in collecting data from respondents. In analysing the obtained data from respondents, Structural Equation Modeling (SEM) was adopted. Damanik and Aldridge's investigation showed statistically that a substantial positive linkage existed among leadership style, school climate and self-efficacy of teachers. Damanik and Aldridge recommended that in decreasing the workload on teachers, headteachers inspire teachers to adopt strategies in solving problems by re-examining their teaching approaches as well as rethinking ways of improving teaching and learning outcomes.

Kalkan, Aksal, Gazi, Atasoy and Dağlı (2020) ascertained the linkage among leadership style of headteachers, school climate and organisational image in Turkey using a relational survey model. Three hundred and seventy (370) teachers were chosen per chance to answer the questionnaires. Data were analysed with frequencies, percentages, means and standard deviations, Pearson's product correlation and regression path analysis. Results of the study

revealed that the leadership style (transformational leadership style) of headmasters significantly predicted the climatic condition of the school.

#### **Relationship Between School Climate and Teachers' Job Satisfaction**

Some studies have reported the possible linkage between the climatic condition of the school and teachers' career satisfaction and these scholarly works will be presented in this aspect of the literature review. For instance, Treputtharat and Tayiam (2014) examined the connection between school climate and career satisfaction of teachers in primary educational institutions in Thailand. The scholarly work employed the descriptive survey design. In soliciting respondents' responses, questionnaires were utilised. In all, 329 teachers were chosen to participate in the investigation. Frequencies, means and standard deviations and Pearson's product moment correlation were adopted in the data analysis. Treputtharat and Tayiam observed that a statistically significant linkage existed between school climate and teachers' career satisfaction.

Farooqi, Iqbal and Tahir (2015) explored the correlation between organisational climate of second cycle institutions and career satisfaction of second cycle teachers. The study's population comprised all government-assisted second cycle institutions' teachers together with their headteachers in Punjab. Respondents were conveniently chosen to provide their responses. Forty-eight headteachers and 192 teachers from both sexes made up the sample. Pearson's product moment correlation served as the data analysis tool. Farooqi et al. observed that a markedly positive connection existed between organisational climate and teachers' (i.e., both males and females) career

satisfaction. The study recommended that teachers' career satisfaction could be enhanced to offer them favourable climatic conditions that are appreciative.

Katsantonis (2020) also investigated whether school climate had any noteworthy connection with teachers' career satisfaction using the 2018 Teaching and Learning International Survey (TALIS 2018). The study employed a two-stage stratified sampling technique to include 51,782 basic educational institution teachers across 15 republics. Structural equations modeling was adopted to examine the effect and relationships between school climate and teachers' career satisfaction. Katsantonis' study unearthed a statistically significant connection between school climate and teachers' career satisfaction. Findings from Katsantonis' study suggested that there was a need to improve teachers' job satisfaction through favourable school climate.

Ghavifekr and Pillai (2016) assessed the connection between school organisational climate and career satisfaction of teachers. A quantitative descriptive design of the research was adopted. In all, 245 teachers from six public-owned second cycle institutions which were situated in a Malaysian district called Penampang, Sabah, were used. Organisational Climate Index (OCI) and Teachers' Job Satisfaction Questionnaire (TJSQ) were modified and used for soliciting respondents' responses. Means, standard deviations and Pearson's product moment correlation were adopted as analytical tools. Ghavifekr and Pillai observed that a momentous positive connection existed among school organisational climate and career satisfaction of teachers.

#### **Chapter Summary**

Generally, the present investigation focused on exploring the leadership styles of basic school headteachers, school climate and their effects on teachers'

career satisfaction in the Volta Region, Ghana. In specific terms, the enquiry focused on identifying the kind of leadership styles basic institution headteachers adopted, the various types of climates in the basic schools in the Volta Region, the job satisfaction of teachers at the basic school level, the linkage among basic school headteachers' leadership styles and the career satisfaction, the effect of basic school headteachers' leadership styles on school climate and teachers' career gratification, and the connection among school climate and teachers' job satisfaction.

The study hinged on two main theories namely: the transformational theory of leadership and Herzberg's two-factor theory formulated by Bass (1985) and Herzberg (1959), respectively. An attempt was made to explain both theories and the linkage they have with the current study. Additionally, empirical works that have been previously done were appraised in line with the research questions identified and posed. These were meant to provide evidence for agreeing or disputing the observations of the current study. Concepts that are relevant to the study were as well appraised.

The study also conceptualised that in schools where headteachers adopted leadership styles that create fear, doubt, suspicion and the use of punishment among teachers and pupils, there is the possibility of experiencing undesirable school climatic conditions. The teachers together with pupils may perceive the institution's environment to be unsafe and may feel unwelcome, therefore, the likelihood of non-commitment to the realisation of the institution's predetermined long-term aspirations. Conversely, in schools where the headteachers use motivation, friendliness, acts of role modeling, a show of particular interest in teachers' and pupils' well-being appeals to the hopes and

dreams of teachers as well as inspire the teachers to achieve the schools' goals, the possibility of positive school atmosphere becomes high.



## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

This chapter concentrates on the research methodology, research design, the study's population, sample size and procedure for sampling. It also deals with the instruments for collecting data, validity and reliability of the instruments, procedures in collecting, processing and analysing obtained data.

#### Research design

The descriptive survey design was used for this study. It is employed in obtaining and identifying information about the features of communities, or groups of individuals. Kothari (2010) states that the descriptive design is used when one wants to describe the issues that happen in society including structures and societal circumstances.

The descriptive survey research design was deemed appropriate for this study as attempts were made by the researcher to describe certain traits of the population by choosing some of the respondents by chance to answer the set of questions intended to help solve the problem identified. The descriptive research design was also preferred bearing in mind the study's aim, research questions to be addressed and the size of the population in terms of numbers, it was the most appropriate design which led the researcher in achieving the study's objectives and drawing significant inferences from the scholarly work.

#### Target Population

The target population of this study consisted of all public basic school teachers and headteachers in all the districts in the Volta Region of Ghana. Table



1 presents the distribution of headteachers and teachers in the 18 districts in the Volta Region of Ghana.

Table 1: *Distribution of Headteachers and Teachers across the Districts in the Volta Region*

District	Number of Headteachers	Number of Teachers
1. Adaklu	46	515
2. Afadjato South	165	910
3. Agortime Ziope	102	663
4. Akatsi North	91	514
5. Akatsi South	209	922
6. Anloga	264	1633
7. Central Tongu	193	793
8. Ho Municipal	235	1929
9. Ho West	228	1241
10. Hohoe Municipal	198	1439
11. North Tongu	130	704
12. Ketu North	187	1024
13. Ketu South	227	1309
14. Kpando Mun.	108	736
15. North Dayi	102	597
16. North Tongu	189	940
17. South Dayi	101	736
18. South Tongu	234	1284
<b>Total</b>	<b>3009</b>	<b>17,889</b>

Source: Volta Regional Education Office, 2019

Table 1 shows the total number of districts as well as the total number of headteachers and teachers in each of the schools in each of the district identified. From the table, it can be seen that there are 3,009 headteachers and 17,889 teachers in the 18 districts in the Volta Region. In all, the total number of headteachers and teachers were 20,898.

**The accessible population**

This refers to the population the researcher wants to draw the sample from to generalise the results. The purposive sampling method was used to select three out of 18 Districts. This sampling procedure was selected out

convenience as those district were more closer to the researcher and the researcher will have easy access to them.

Table 2: *Accessible Population for the Study*

S/N	Number of Schools	Number of Headteachers	Number of Teachers
Adaklu	46	46	515
Akatsi South	209	209	922
North Tongu	130	130	704
<b>Total</b>	<b>385</b>	<b>385</b>	<b>2,141</b>

Table 2 shows that Akatsi South had 209 schools with 209 headteachers and 922 teachers while Adaklu had 46 schools with 46 headteachers and 515 teachers. North Tongu on the other hand had 130 schools and 130 headteachers together with 704 teachers.

**Sample and Sampling procedures**

In defining the population for the research, the sample size is an essential choice that the principal investigator must make in the early phases of investigation (Cohen, Manion & Morrison, 2013). To collect data from teachers and headteachers pertinent to explore the leadership styles of basic school headteachers, school climate and their effects on teachers’ job satisfaction, a selective sample of basic school headteachers, and teachers were chosen to take part in this investigation. The current study adopted the multi-stage method of sampling in selecting the respondents.

**Stage 1**

In the first step, three districts were purposefully sampled out of the 18 districts to constitute the assessable population of the study. The three district

were selected out of convenience as they were closer to the researcher and the researcher will have easy access to them.

**Stage 2**

Krejcie and Morgan's (1970) table for determining sample size was used to determine the number of schools to be selected out of the total of 385 schools. This indicated that a sample of 191 schools was representative. The simple random method of sampling was then employed in selecting the 191 basic schools out of the 385. The schools in each circuit were numbered on pieces of paper and they were randomly selected, using the lottery method, until a total of 191 schools were selected. This was to ensure that all the schools had an equal chance of taking part in the study without any bias (Cohen et al., 2013).

Table 3: *Sample Procedures*

S/N	Number of Schools	Number of Headteachers	Number of Teachers
Adaklu	23	23	79
Akatsi South	104	104	141
North Tongu	64	64	108
Total	191	191	328

**Stage 3**

All the headteachers in the 191 randomly selected schools were purposively selected for this investigation. The reason for this preferred sampling technique was that the headteachers were the only group of people who could provide the needed responses for the study, in other words, headteachers' responses would serve the purpose of the study (Kothari, 2013). Therefore, the purposive sampling technique was justifiable.

#### Stage 4

In the fourth step, 328 teachers were randomly selected from the total of 2141 teachers in the 18 districts. This selection was based on Krejcie and Morgan's (1970) table for determining sample size and indicated that 328 would be appropriate for the study.

Simple random sampling method helped in selecting the teachers for this research because, according to Gravetter, and Forzano (2011), every individual potential participant has one and the same probability of being included in the research and enables for generalizability purposes.

#### Data collection instrument

Questionnaires were adopted in collecting the data. The questionnaires were preferred because, according to Amedahe (2012), they elicit a response from a large number of respondents simultaneously and also provide the information needed by the researcher. Saris and Gallhofer (2014) state that questionnaires give people independence of expressing their thoughts or sentiments and also to make their propositions. The researcher used questionnaires adopted in line with the study's aims to collect data. The principal investigator utilised the same questionnaire, on leadership style, school climate and job satisfaction in amassing data from both headteachers and teachers.

The questionnaire comprised "Section A", which covered the respondents' personal information. "Sections B and C" covered questions on leadership styles and school climate, respectively and the final part (Section D) elicited information on job satisfaction of the respondents.

### **The Multifactor Leadership Questionnaire (MLQ)**

To measure the leadership styles, The Multifactor Leadership Questionnaire (MLQ) developed by Avolio and Bass (1995) was adopted and used. This is a 21-item questionnaire used to measure the type of leadership styles people adopt. The MLQ assesses individual leadership styles ranging from passive heads to transactional heads who present contingent inspiration or rewards to their subordinates; to transformational heads who are capable of transforming their subordinates to progress to become independent heads. The MLQ is rated on a five-point Likert scale ranging from 0 (not at all) to 4 (frequently). The reliability analysis showed that the MLQ has a Cronbach Alpha value of .90. Information gathered with the MLQ identifies transformational leadership, transactional leadership and Laissez-faire leadership style.

### **Organisational Climate Descriptive Questionnaire (OCDQ-RE)**

Organisational Climate Descriptive Questionnaire (OCDQ-RE) developed by Hoy and Clover (1986) was adopted and used to measure the type of climate that exist in the selected basic schools. This is a 20-item multidimensional questionnaire which is used to solicit information on the types of climate that exist in elementary schools. This scale is divided into positive climate, negative climate and supportive climate. This questionnaire is rated on a five-point Likert scale ranging from 1 (rarely occurs) to 5 (frequently occurs). The reliability analysis revealed that the OCDQ-RE has a Cronbach Alpha reliability value of .87.

### **Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS)**

To measure teachers job satisfaction, the Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS) was adopted and used. This is an 8-item scale developed by Mohrman et al. (1997) to assess individuals' opinions of career satisfaction driven by inherent and external factors. A six-point Likert rating is used in measuring this instrument (i.e., 1 = low to 6 = high). An overall high score on the MCMJSS represents high satisfaction with one's job. The Cronbach Alpha reliability of this scale is .91.

### **Piloting the Questionnaire**

According to some researchers (Cohen & Manion, 2000; Wilson & Fox, 2013), every instrument should be subjected to a miniature study (i.e., pilot study) prior to the main or actual study to (a) estimate the duration respondents will spend in filling it; (b) ensure the clarity and easy comprehension of all the statements or items together with all instructions; (c) enable the principal investigator to eliminate all statements or items that produce data that are not valuable. Therefore, in February 2020, the questionnaires were piloted in ten schools in the Oti Region that shared similar characteristics with the sampled basic schools. The schools were selected to ensure they shared similar school environments, educational administration, and similar geographical locations with the sampled schools from the respective districts. A total of 20 teachers and 10 head teachers were selected for the miniature study.

Following the piloting of the questionnaires, it was realised that it took an average duration of 40 to 45 minutes each for both headteachers and teachers to complete the questionnaires. The respondents understood and adhered to all the guidelines that were stated on the instrument and the teachers who answered

them professed that the instruments were professionally structured and looked good.

The principal investigator also realised from the miniature study that respondents usually skipped items that had some of their responses carried over to the next page. As a result of that, the principal investigator ensured that no item would have some of the responses being carried over to the subsequent page but the entire item together with the responses would be sent to the following page.

#### **Validity and Reliability of the instruments**

According to Amedahe and Gyimah (2016), clarity, fairness, and validity constitute important criteria for evaluating questionnaire and test items. The instrument was given to the supervisors for vetting to ascertain its face validity. Cronbach coefficient alpha values were obtained to establish internal consistency.

The issue of reliability is important in research because, according to Amedahe (2012), reliability is about the dependability of scores for decision-making issues. Therefore, all investigators are expected to ensure that the instruments they are using for their investigation are reliable irrespective of the design they are using. Cohen et al. (2013) stipulated that when a study was conducted with a different set of respondents in a similar contextual background and the observations are the same in those separate studies, it implies the instrument was reliable. Cohen et al. (2013) also suggested that ensuring reliability in studies that employ statistics (i.e., quantitative) is easier compared to studies that are done qualitatively. Therefore, to ensure reliability, the researcher conducted the pilot study in schools similar to the sampled schools.

### **Data collection procedure**

The researcher upon seeking clearance from the Institutional Review Board of the University of Cape Coast (IRB UCC), also obtained a letter from the Department of Education and Psychology for the introduction of the principal investigator to the District Directors of Education, to grant him access to the various educational institutions for the data required for the investigation in the sampled districts. A list of all the schools in each circuit of the sampled districts was collected from officers in charge of Planning and Statistics in each of the districts. The researcher booked an appointment with the headteachers and later visited the schools for the purposes of introduction. The questionnaires were administered to the respondents in March 2020, after obtaining the respondents' consents, and the filled-out questionnaires were retrieved by the researcher after three (3) weeks.

In all, 178 out of 191 questionnaires were retrieved from the headteachers and 290 out of the 328 questionnaires were retrieved from the teachers. These represent 93.2% and 88.4% return rates for the questionnaires for the headteachers and teachers, respectively.

### **Data Processing and Analysis**

All the filled questionnaires were checked for any possible errors as well as incomplete entries and were then cleaned for analysis. Quantitative exploration was done with the raw scores entered into the Statistical Product for Social Sciences (SPSS) version 26. Research questions one, two and three were analysed utilizing frequencies, means and percentage counts. These tools were used because the researcher wanted to find out how much leadership styles adopted by headteachers were evident and the existing school climates as well



as the extent of career satisfaction of teachers. Research hypotheses one and three were tested using simultaneous multiple linear regression analysis because the researcher sought to ascertain the linkage that existed among headteachers' leadership styles, school climate and teachers' career satisfaction. The second research hypothesis was verified inferentially with an analysis of multivariate multiple linear regression. This tool was utilised because the researcher sought to test the predictive ability of leadership styles on school climate and teachers' career satisfaction.

#### **Ethical considerations**

The researcher sought clearance from the IRB UCC (see Appendix F) to conduct this study. Research ethics include ensuring that all research protocols conform to approved guidelines and principles as the principal investigator conducts his or her investigations. It also outlines the aims of the investigation and the reasons why respondents' involvement is important as well as any possible harm that the investigation might bear on respondents (Neuman, 2014). The ethics also spell out that the participants can decide to discontinue participating even after consenting to be part of the study. This agrees with the proposition of Cohen et al. (2013) and Oliver (2010), who expressed that respondents' consent to partake in a study reflect their right and independence. Investigators, therefore, are obliged to shield their research participants from being harmed or abused. Hence, the investigator is liable for any misconduct or issue relating to the study's ethics. Moreover, the investigators are accountable for any physical, social and emotional effect on the research participants' health due to the investigation. Respecting each other

is advisable for the success of any investigation. As such this study considered all ethics outlined herein before the investigation.

Denscombe (2014) held the view that investigators should be careful about the information or data derived from their research participants particularly with social research since they have issues of ethics. In social investigations, one must consider issues of morality and respecting participants is crucial. As such, this particular scholarly work addressed all issues concerned with ethics such as obtaining respondents' consent, making them unidentified and making their responses confidential.

The researcher acquired an oral agreement of participation from the respondents before commencement. This was to ensure that participants fully agree to participate in the study. Respondents were informed that they were at liberty to participate in the study and had the independence to fall out at any time they felt uncomfortable. Respondents, together with their responses were also made unidentifiable by any other person. King, Horrocks and Brooks (2018) also have confirmed the importance of concealing the respondents and their responses in research. Identities of respondents were replaced with codes to make their opinions anonymous. The investigator visited the selected schools to familiarise himself with the teachers and heads and made arrangements before the start of data collection. This was a way to avoid evading the privacy of the respondents. Respondents' names and anything that revealed their identity were not required. This was a means of concealing their identity and preventing any possible victimisation as some responses may be regarded as unacceptable to other individuals.

Regarding confidentiality, the investigator endeavoured to guarantee that the identity and responses of respondents are private. Respondents were informed that no other person will have access to their responses without their knowledge irrespective of the status of the person and their names would not be recorded in the study.

All information cited from earlier studies to buttress the appraisal of the literature were appropriately acknowledged within the text (i.e., in-text citation) and in the reference list to circumvent academic fraudulence otherwise called, plagiarism. Finally, all data collected for this study would be protected by locking up the filled-out questionnaires and analysed data would be protected under code on my laptop computer for a minimum of five years (Corti, Van den Eynden, Bishop, & Woollard 2019).

#### **Chapter Summary**

The study examines the leadership styles of basic school headteachers, school climate and their effects on teachers' job satisfaction in the Volta Region, Ghana. The descriptive design was employed for this work. The population for this study comprised 3009 headteachers and 17,889 teachers in 18 districts in the Volta Region. The multistage sampling technique was utilised in engaging 191 headteachers and 328 teachers. In soliciting information from the respondents, questionnaires were employed. Data were analysed with frequencies, means and standard deviation and multivariate multiple linear regression.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

The purpose of this study was to explore the leadership styles of basic school headteachers, school climate and their effects on teachers' job satisfaction in the Volta Region, Ghana. The current chapter outlines the results and discussion of the investigation. The results are presented in two sections (Section A and B). Section A presents the demographic information of the respondents, while Section B presents the main results in the order of the research questions and hypotheses.

#### SECTION A

##### Demographic Information of Respondents

The current section outlines the respondents' background attributes. These include age-range, gender, educational qualification, rank and teaching experience. Table 4 presents the results of the analysis of the respondents' responses on their age-range.

Table 4: *Age-range of Respondents*

Age-range	Headteachers		Teachers	
	n	%	n	%
20 – 30 years	-	-	79	27.2
31 – 40 years	39	21.9	123	42.4
41 – 50 years	105	59.0	62	21.4
51 – 60 years	30	16.9	11	3.8
No response	4	2.2	15	5.2
Total	178	100.0	290	100.0

Source: Field survey, Gakpoh, (2020); n – frequency; % – percentage

From the table 4, it can be seen that most (105; 59%) of the headteachers were between and ages of 41-50, followed by 39 (21.9) of them falling between the ages of 31-40 and 30 (16.9%) were between the ages of 51-60 years. On the other hand, majority (123; 42.2%) of the teachers were between the ages of 31-40, while 79 (27.2%) of them had their ages between 20-30 and 62 (21.4) were between the ages of 41-50 years. Few (11; 3.8%) of the teachers however, were between the ages of 51-60 years.

Table 5: *Gender of Respondents*

Gender	Headteachers		Teachers	
	n	%	n	%
Male	114	64.0	179	61.8
Female	52	29.2	101	34.8
No response	12	6.8	10	3.4
Total	178	100.0	290	100.0

Source: Field survey, Gakpoh, (2020); n – frequency; % – percentage

Table 5 shows that 114 (64%) of the headteachers were males while 52 (29.2%) were females. Moreover, 179 (61.8%) of the teachers were males while 101 (34.8%) were females. This depicts that most of the participants were males for both headteachers and teachers.

Table 6: *Educational Qualification of Respondents*

Highest educational level	Headteachers		Teachers	
	n	%	n	%
Diploma	11	6.2	142	49.0
First degree	120	67.4	110	37.9
Master's degree	44	24.7	20	6.9
No response	3	1.7	18	6.2
Total	178	100.0	290	100.0

Source: Field survey, Gakpoh, (2020); n – frequency; % – percentage

Table 6 indicates that majority 120 (67.4%) of the headteachers had First degrees followed by 44 (24%) of them having master's degree and 11 (6.2%) had diploma. With regards to the teachers, most of them 142 (49.0%) had diploma and 110 (37.9%) had first degree. Few 20 (6.9%) of the teachers had masters degree.

Table 7: *Rank of Respondents*

Current rank	Headteachers		Teachers	
	n	%	n	%
Superintendent	-	-	9	3.1
Senior Superintendent II	4	2.2	110	37.9
Senior Superintendent I	22	12.4	84	29.0
Principal Superintendent	64	36.0	49	16.9
Assistant Director II	84	47.2	30	10.3
No response	4	2.2	8	2.8
Total	178	100.0	290	100.0

Source: Field survey, Gakpoh, (2020); n – frequency; % – percentage

Table 7 indicates that no headteacher was at the rank of Superintendent, 4 (2.2%) were at the Senior Superintendent II rank and 84 (47.2%) were at the Assistant Director II rank. Moreover, Table 7 shows that 9 (3.1%) of the teachers were at the Superintendent rank and 110 (37.9%) were at the Senior Superintendent II rank.

From Table 7, it can also be seen that the majority (84; 47.2%) of the headteachers were at the rank of Assistant Director II, while few (4; 2.2%) were at the rank of Senior Superintendent I. It can also be seen that the majority (110; 37.9%) of the teachers were at the rank of Senior Superintendent II, while few (9; 3.1%) were at the rank of Superintendent.

Table 8: *Teaching Experience of Respondents*

Teaching experience	Headteachers		Teachers	
	N	%	n	%
1 – 5 years	5	2.8	101	34.8
6 – 10 years	13	7.4	87	30.0
11 – 15 years	46	25.8	46	15.9
16 – 20 years	54	30.3	26	9.0
20 years & above	56	31.5	27	9.3
No response	4	2.2	3	1.0
Total	178	100.0	290	100.0

Source: Field survey, Gakpoh, (2020); n – frequency; % – percentage

Table 8 shows that 5 (2.8%) of the headteachers had 1-5 years of teaching experience and 56 (31.5%) had 20 years and above teaching experience. Table 8 also indicates that 101 (34.8%) of the teachers had 1-5 years of teaching experience and 26 (9.0%) had 16-20 years of teaching experience.

From Table 8, it can be seen that the majority (56; 31.5%) of the headteachers had 20 years and above teaching experience, while few (5; 2.8%) had 1-5 years of teaching experience. It can also be concluded from Table 8 that, the majority (101; 34.8%) of the teachers had 1-5 years of teaching experience, while few (26; 9.0%) had 16-20 years of teaching experience.

## SECTION B: The Main Results

### Research Question 1

*What Leadership styles do basic school headteachers employ in their schools?*

This research question sought to investigate the leadership styles adopted by headteachers in the selected districts in the Volta Region of Ghana. For this research question, responses were gathered from both the headteachers and the teachers. Mean scores were computed for the responses of the respondents. The following score ranges were used for the interpretation: high = 9-12, moderate = 5-8, and low = 0-4. Table 9 presents the results of the analysis of the responses on the leadership styles of headteachers.

Table 9: *Leadership Styles of Headteachers*

Leadership styles	Headteachers			Teachers		
	n	M	SD	n	M	SD
Transformational	173	7.68	0.83	269	7.26	1.77
Transactional	175	7.51	1.15	280	6.96	1.99
Laissez-faire	175	6.94	1.89	287	5.55	2.08

Source: Field survey, Gakpoh, (2020)

Table 9 shows that headteachers identified moderate levels of transformational ( $M = 7.68$ ,  $SD = 0.83$ ), transactional ( $M = 7.51$ ,  $SD = 1.15$ ), and laissez-faire ( $M = 6.94$ ,  $SD = 1.89$ ) as the leadership styles adopted by headteachers. Table 9 further shows that teachers indicated that



transformational ( $M = 7.26, SD = 1.77$ ), transactional ( $M = 6.96, SD = 1.99$ ), and laissez-faire ( $M = 5.55, SD = 2.08$ ) leadership styles were adopted by headteachers.

From Table 9, it can be concluded that even though the respondents reported that headteachers moderately employed all the three leadership styles, transformational was predominantly exhibited as reported by both teachers ( $M = 7.26, SD = 1.77$ ) and headteachers ( $M = 7.68, SD = 0.83$ ). This implies that the headteachers showed interest in the well-being of others, they assigned tasks to teachers individually and ensured that every individual was involved.

### Research Question 2

*What types of climate exist in basic schools in the Volta Region?*

This research question sought to discover the climates that exist in the basic schools in the selected districts within the Volta Region, Ghana. Respondents rated from among a number of items those that characterise their schools. Means scores were generated from the reactions or replies of the respondents. The average scores ranged from 1.0 to 4.0, where 1.0 shows rarely occur and 4.0 depict very frequently. Table 10 presents the analyses of the results on the types of school climates as indicated by the headteachers and the teachers.

Table 10: *Types of School Climate*

Types of climate	Headteachers			Teachers		
	n	M	SD	n	M	SD
Positive climate	176	2.35	0.51	279	2.53	0.51
Negative climate	174	1.94	0.47	263	1.98	0.48
Supportive climate	173	2.81	0.47	281	2.96	0.60

Source: Field survey, Gakpoh, (2020)

Table 10 shows that headteachers identified that supportive climate ( $M = 2.81, SD = 0.47$ ), positive climate ( $M = 2.35, SD = 0.51$ ) and negative climate ( $M = 1.94, SD = 0.47$ ) existed in the school. Moreover, teachers indicated that supportive climate ( $M = 2.96, SD = 0.60$ ), positive climate ( $M = 2.53, SD = 0.51$ ) and negative climate ( $M = 1.98, SD = 0.48$ ) existed in the school.

From Table 10, it can be realised that the prevailing school climate among the schools in the selected districts was a supportive climate. This was endorsed by both headteachers ( $M = 2.81, SD = 0.47$ ) and teachers ( $M = 2.96, SD = 0.60$ ). This means that the school climate was very assistive in the sense that headteachers listened to suggestions by teachers, and looked for the individual well-being of their staff members. The teachers also spent time with students who needed guidance, and the teachers helped and supported each other.

### **Research Question 3**

*What is the level of job satisfaction among headteachers and teachers in basic schools in the Volta Region?*

Job satisfaction was measured using 8 items which were rated from 1 to 6. The total scores for satisfaction ranged from 8 to 48. The scores were classified into four levels of satisfaction (i.e., very low, low, high, and very high). Table 11 presents the results of the analysis on the levels of job satisfaction of headteachers and teachers.

Table 11: *Levels of Job Satisfaction*

Level	Score-range	Headteachers		Teachers	
		n	%	n	%
Very low	8 – 17	128	71.9	21	7.1
Low	18 – 25	5	2.8	19	6.6
High	26 – 33	15	8.4	78	26.9
Very high	34 – 48	30	16.9	153	52.8
No response		-	-	19	6.6
Total		178	100.0	290	100.0

Source: Field survey, Gakpoh, (2020)

Table 11 shows that 128 (71.9%) of the headteachers had a very low level of job satisfaction, while 30 (16.9%) had a very high level of job satisfaction. On the contrary, 153 (52.8%) of the teachers had a very high level of job satisfaction while 21 (7.1%) had a very low level of job satisfaction.

From Table 11 it is revealed that the majority (128; 71.9%) of the headteachers had a very low level of job satisfaction whereas the majority (153; 52.8%) of the teachers had a very high level of job satisfaction. This is an indication that even though teachers were fulfilled with their jobs, the headteachers were not pleased with their job.

**Hypothesis 1**

*H<sub>0</sub>: There is no statistically significant relationship between leadership style and teachers' job satisfaction.*

*H<sub>1</sub>: There is a statistically significant relationship between leadership style and teachers' job satisfaction.*

This hypothesis tried to find out the relationship between leadership styles and job satisfaction of teachers. The hypothesis was verified

with simultaneous multiple linear regression analysis. The predictor variables were the three dimensions of leadership, namely, transformational, transactional, and laissez-faire. These were measured on a continuous basis. The criterion variable was job satisfaction, which was also measured on a continuous basis. Assumptions such as normality, linearity, homoscedasticity, and independence of residuals were checked and adhered to (see Appendix C). In addition, the multicollinearity assumption was checked and not violated as the Variance Inflation Factors (VIFs) of all the predictors were below 10. Table 12 presents a summary of the overall model.

Table 12: *Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.575	.331	.323	7.036

Source: Field survey, Gakpoh, (2020);  $F(3, 241) = 39.73, p < .001$

Table 12 revealed that the overall regression model was statistically significant,  $F(3, 241) = 39.73, p < .001$ . The three dimensions of leadership styles accounted for 32.3% of the variations in teachers' job satisfaction. Table 13 presents the results of the analysis of the regression coefficients of the predictor variables.

Table 13: *Influence of Leadership Styles on Job Satisfaction*

Parameter	Unstan. Coef.		Coef.	t	Sig.	VIF
	B	SE	Beta ( $\beta$ )			
(Constant)	12.125	1.969		6.157	.000	
Transformational	2.243	.518	.471*	4.333	.000	4.25
Transactional	.056	.478	.013	.117	.907	4.61

Laissez-faire	.758	.236	.188*	3.208	.002	1.24
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Source: Field survey, Gakpoh, (2020); \*Significant,  $p < .05$

Table 13 shows that among the three leadership styles, transformational ( $\beta = .47, p < .001$ ) and laissez-faire leadership styles ( $\beta = .19, p = .002$ ) were the only significant predictors of job satisfaction. Both transformational and laissez-faire forms of leadership were positive predictors of job satisfaction. The results imply that a standard deviation unit increase in both transformational and laissez-faire forms of leadership would lead to .47 and .19 standard deviations respective increase in job satisfaction, while adjusting for the transactional leadership style in the model. On the contrary, transactional leadership style was not a significant predictor of job satisfaction. Based on the results, the null hypothesis that “there is no statistically significant relationship between leadership style and teachers’ job satisfaction” is rejected in favour of its alternative hypothesis.

**Hypothesis 2**

*H<sub>0</sub>: Headteachers’ leadership styles will not predict (a) school climate and (b) teachers’ job satisfaction.*

*H<sub>1</sub>: Headteachers’ leadership styles will predict (a) school climate and (b) teachers’ job satisfaction.*

The aim of this hypothesis was for determining the impact of leadership styles on school climate and teachers’ job satisfaction. Multivariate multiple linear regression analysis was utilised in testing this hypothesis. The predictor variables were the three forms of headship, (i.e., transformational, transactional and laissez-faire) leadership styles. The criterion variables were job satisfaction and the three dimensions of school climate, namely: positive,

negative, and supportive climates. Assumptions such as normality, linearity, homoscedasticity, and independence of residuals were checked and adhered to (see Appendix D). Table 14 presents the results of the analysis of the regression coefficients.

Table 14: *Influence of Leadership Styles on School Climate and Job Satisfaction*

Dependent		Std.				
Variable	Parameter	B	Error	$\beta$	t	Sig.
Positive	Intercept	1.509	.132		11.446	.000
	Transformational	.049	.035	.169	1.420	.157
	Transactional	.075	.032	.291*	2.320	.021
	Laissez-faire	.028	.016	.113	1.783	.076
Negative	Intercept	2.244	.136		16.498	.000
	Transformational	-.071	.036	-.260*	-1.979	.049
	Transactional	.004	.033	.016	.128	.899
	Laissez-faire	.040	.016	.175*	2.411	.017
Supportive	Intercept	1.451	.136		10.673	.000
	Transformational	.131	.036	.390*	3.642	.000
	Transactional	.072	.033	.241*	2.163	.032
	Laissez-faire	.011	.016	.038	.693	.489
Satisfaction	Intercept	12.332	2.030		6.076	.000
	Transformational	2.227	.536	.459*	4.156	.000
	Transactional	.084	.498	.019	.169	.866
	Laissez-faire	.706	.245	.170*	2.883	.004

Source: Field survey, Gakpoh, (2020); \*Significant,  $p < .05$

The results in Table 14 shows that, among the leadership styles, transactional leadership style ( $\beta = .29, p = .021$ ) was a significant predictor of positive school climate. Transactional leadership style was a positive predictor of positive school climate. The implication is that when headteachers adopt more of transactional leadership style, they are more likely to lead to a positive

school climate, where teachers are proud of their school and their morale would be high.

In terms of negative school climate, transformational ( $\beta = -.26, p = .049$ ) and laissez-faire leadership styles ( $\beta = .18, p = .017$ ) significantly predicted negative school climate. While transformational leadership style was a negative predictor, laissez-faire leadership style was a positive predictor of negative school climate. The results mean that, as headteachers hold the trust of their subordinates and act as role models for them, the tendency for a very restrictive environment reduces. On the contrary, the more headteachers allow teachers to do as they please without any guidance, the higher the tendency for a negative school climate.

With regards to supportive school climate, transformational leadership style ( $\beta = .39, p < .001$ ) and transactional leadership styles ( $\beta = .24, p = .032$ ) were the only significant leadership styles. The result implies that transformational and transactional forms of leadership endorsed or encouraged a supportive school climatic condition when adopted by headteachers. For job satisfaction, laissez-faire form of leadership ( $\beta = .17, p = .004$ ) and transformational leadership style ( $\beta = .46, p < .001$ ) were significant predictors. Laissez-faire and transformational forms of leadership were positive predictors of job satisfaction. The result means that one standard deviation unit increase in laissez-faire and transformational leadership styles would lead to .17 and .46 standard deviations increase in job satisfaction, respectively. Thus, when headteachers employ laissez-faire and transformational leadership styles, teachers have a higher propensity of being fulfilled with their job. Following the observation, the null hypothesis that “Headteachers’ leadership styles will not

predict (a) school climate and (b) teachers' job satisfaction" was rejected in favour of its alternative hypothesis.

**Hypothesis 3**

*H<sub>0</sub>: There is no statistically significant relationship between school climate and teachers' job satisfaction.*

*H<sub>1</sub>: There is a statistically significant relationship between school climate and teachers' job satisfaction.*

The focus of this hypothesis was to determine the relationship between school climate and teachers' job satisfaction. This hypothesis was tested using simultaneous multiple linear regression analysis. The predictor variables were the three types of school climates: positive, negative, and supportive. The criterion variable was job satisfaction. All the predictor variables and the criterion variables were measured on a continuous basis. Assumptions such as normality, linearity, homoscedasticity, and independence of residuals were checked and adhered to (see Appendix E). In addition, the multicollinearity assumption was checked and not violated as the Variance Inflation Factors (VIFs) of all the predictors were below 10. Table 15 presents the model summary.

Table 15: Overall Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.586 <sup>a</sup>	.343	.335	6.96844

Source: Field survey, Gakpoh (2020);  $F(3, 239) = 41.62, p < .001$

Table 15 shows that the model containing school climate (positive, negative, supportive) and job satisfaction were statistically significant,  $F(3, 239) = 41.62, p < .001$ . The predictor variables accounted for 33.5% of the



variance in teachers' job satisfaction. Table 16 presents the results of the analysis of the regression coefficients for the predictor variables.

Table 16: *Influence of School Climate on Job Satisfaction*

Parameter	Unstan. Coef.		Beta ( $\beta$ )	t	Sig.	VIF
	B	SE				
(Constant)	8.197	3.046		2.691	.008	
Positive climate	3.521	1.250	.213*	2.817	.005	2.086
Negative climate	-.953	.976	-.053	-.976	.330	1.087
Supportive climate	5.957	1.073	.416*	5.550	.000	2.041

Source: Field survey, Gakpoh, (2020); \*Significant,  $p < .05$

The results in Table 16 show that positive climate ( $\beta = .21, p = .005$ ) and supportive climate ( $\beta = .42, p < .001$ ) were significant predictors of job satisfaction among teachers. Both positive climate and supportive school climate were positive predictors of job satisfaction. The results imply that positive and supportive school climates tend to increase teachers' job satisfaction levels. Negative school climate was, however, not a significant predictor of teachers' job satisfaction ( $\beta = -.05, p = .330$ ). Based on evidence from the investigation, the null hypothesis that "There is no statistically significant relationship between school climate and teachers' job satisfaction" was rejected in favour of the alternative hypothesis.

## Discussion

### Leadership styles employed by basic school headteachers in the Volta Region.

Research Question 1 sought to investigate the styles of leadership that basic educational institution headteachers adopted in the Volta Region. The

finding of the study revealed that headteachers moderately employed all the three leadership styles, but transformational was predominantly exhibited as reported by both teachers and headteachers. This implies that the headteachers showed interest in the well-being of others, they assigned tasks to teachers individually and ensured that every individual was involved.

From the foregoing, it can be noted that headteachers employed a positive leadership style that promoted effective relationships among headteachers and teachers. The result agreed with what was observed in previous works (Obbo et al., 2017; Cemaloğlu et al., 2012; Khalil et al., 2016). For instance, Obbo et al. (2017) investigated how the leadership styles of second-cycle institutions affect teachers' dedication to their organisation in Tororo Municipality. The work revealed that the transformational leadership style was mostly practiced by the headteachers, then comes the transactional style of headship, with laissez-faire style of leadership being the least employed leadership style.

Cemaloğlu et al. (2012) also investigated to ascertain the link between transformational and transactional institutional heads' style of leadership and teachers' dedication to their institution. The outcome of the investigation indicated that school heads predominantly employed transformational leadership style than transactional forms of headship.

Similarly, Khalil et al. (2016) explored the forms of leadership that are employed by headteachers in Lahore, Pakistan. The study found that the headteachers preferred the employment of the transformational leadership style compared to transactional and laissez-faire leadership styles.

An acceptable explanation for this finding may perhaps be that headteachers in the selected districts in the Volta Region have been made to understand the essence of adopting friendly leadership styles during their periodic training and workshops. It is possible that the headteachers were fully aware of the negative implications of adopting unfriendly and strict leadership styles on both students' academic performance and teachers' performance. I suggest that headteachers should continuously adopt friendly forms of leadership such as the transformational leadership style and provide every necessary guidance and assistance to teachers since this could help in realising the set targets of the school.

#### **Climates Existing in the Schools**

Research Question 2 sought to examine the types of climate that exist in basic schools in the Volta Region. The study's finding revealed that the prevailing school climate among the institutions within the selected districts was a supportive climate. This means that the school climate was very assistive in the sense that headteachers listened to suggestions by teachers, and were concerned about their staff members' well-being. The teachers also spent time with students who needed guidance, and the teachers helped and supported each other. On a whole, the result indicated that a positive school climate existed in the basic schools within the selected districts. Observations made from the investigation corroborates the findings that were detected in several previous works (Etxeberria et al., 2017; Okorji et al., 2019; Shakeel & DeAngelis, 2018).

For example, Shakeel and DeAngelis (2018) studied the disparity in climate condition of the institute, learners' restraint, and the rate at which issues arise in educational institutions as accounted by the schooling sector. Results of

the investigation revealed that the climate exhibited in private schools was of fewer restrictions and safer compared to that experienced in public schools. According to Shakeel and DeAngelis, this type of school climate could increase the comfortability and trustworthiness of students.

Etxeberria et al. (2017) investigated the school climate that is prevalent in extraordinary performing educational institutions in Basque Country's independent state. Results of the study indicated that a positive school climate was prevalent in the school. Etxeberria et al. further found that teachers and management had mutual support for each other with critical attention been accorded to newly recruited teachers and this according to the authors could complement the academic climate.

Okorji et al. (2019) investigated whether there was any relationship among climatic conditions of the school and headteachers' job satisfaction in Nigerian second cycle institutions within Enugu State. The investigation consequently revealed that a positive school climate existed in the schools, and a positive moderate relationship existed between school climate and headteachers' performance. Okorji et al. recommended that headteachers should continuously embrace a school climate where teachers have the freedom of sharing ideas and concepts that enhance the effectiveness of both school and management. Okorji et al. further added that schools should create a friendly, supportive, productive and relaxed atmosphere that could motivate students to attain their set educational goals.

A possible reason for this finding could be that headteachers in the selected districts in the Volta region are particular about attaining their set goals and aspirations, hence, they make sure the school climate is safe and do not

restrict teachers in their line of work. Moreover, since some of the headteachers are parents, it is possible that they would not want their wards in other schools to go through such a strict and uncondusive learning environment, therefore, they tend to do what they would have loved to be done to their wards. I, therefore, suggest that headteachers should continuously provide a conducive atmosphere in schools. This could help improve students' academic performance, teachers' interpersonal relationships and the attainment of the schools' goals.

#### **Level of Job Satisfaction among Headteachers and Teachers**

Research Question 3 tried to investigate the level of job satisfaction among headteachers and teachers in the selected educational institutions within the Volta region. The finding of the study revealed that the majority of the headteachers had a very low level of job satisfaction whereas the majority of the teachers had a very high level of job satisfaction. This implies that even though headteachers were not satisfied with their job, teachers were fulfilled with their job. The finding observed in this study is similar to some previous studies (Bhat, 2018; Adeyemi & Adu, 2018; Abdul Wahab et al., 2014; Sahito & Vaisanen, 2020).

For instance, Bhat (2018) examined the level of career satisfaction of second cycle teachers working within the Baramulla area. Bhat found that teachers were satisfied with their job. Adeyemi and Adu (2018) investigated the linkage between leadership style of headteachers and teachers' job satisfaction in Nigerian basic educational institutions in Ekiti State. Adeyemi and Adu's study found that teachers' job satisfaction level was moderate.

Abdul Wahab et al. (2014) determined the magnitude of headmasters' practices regarding the transformational leadership in public-owned basic schools and the level of teachers' job satisfaction within the district of Temerloh, Malaysia. Abdul Wahab et al. found a high job satisfaction level among the headmasters. Similarly, Sahito and Vaisanen (2020) explored the factors of job satisfaction and displeasure in 70 enlisted scholarly works, which had been carried out for a literature review of teachers' job satisfaction in emerging nations. Sahito and Vaisanen found that teachers were fulfilled with their job.

One possible reason for this observation could be that, teachers were being given fair and better remuneration which made them able to cater for their needs and that of their dependents. It could also be that, teachers had the needed support and motivation from their headteachers which make them more satisfied and content with their work. Moreover, it could be that teachers worked in conducive environments, got promotional and developmental opportunities and were empowered as teachers in their line of work, making them more satisfied with their work.

#### **Relationship between Leadership Styles and Teachers' Job Satisfaction**

Hypothesis 1 sought to determine the connection between leadership styles and job satisfaction of teachers. The finding of the study revealed that there was a statistically significant linkage among forms of leadership and teachers' job satisfaction. Among all three leadership styles studied, transformational and laissez-faire leadership styles were the only significant predictors of job satisfaction. Both transformational and laissez-faire leadership styles were positive predictors of job satisfaction. The results imply

that a standard deviation unit increase in both transformational and laissez-faire forms of leadership would lead to .47 and .19 standard deviations respective increase in job satisfaction, while adjusting for the transactional leadership style in the model. On the contrary, transactional leadership style was not a significant predictor of job satisfaction.

On a whole, this investigation has found that the leadership styles (transformational and laissez-faire) had significant linkage with teachers' job satisfaction. The finding of this inquiry agrees with what was found in previous studies (Ali & Dahie, 2015; Mugo, 2016; Aydin et al., 2013; Nyenyembe et al., 2016; Menon, 2016; Tesfaw, 2014; Wahab et al., 2019). For instance, Ali and Dahie (2015) examined the repercussion of a transactional style of headship, transformational and laissez-faire on teachers' job satisfaction. Ali and Dahie's study found that the three scopes of leadership style (i.e., transformational, transactional and laissez-faire) had positive substantial repercussions on teachers' job satisfaction in the selected Somalian second cycle institutions.

Mugo (2016) also investigated whether headteachers' leadership styles (i.e., autocratic, democratic, laissez-faire and transformational) yielded any impact on teachers' career gratification in government-assisted basic schools in Kirinyaga West Sub-County. Mugo's investigation revealed that headteachers' laissez-faire style of leadership they exhibit in the basic educational institutions selected had a moderate impact on teachers' career gratification. Also, it was found that headteachers' transformational style of leadership had a positive impact on basic educational institutions teachers' career gratification. Mugo's study recommended that mentoring programmes that help in promoting and

encouraging the utilisation of transformational leadership in schools should be designed for newly appointed and underperforming serving headteachers.

Moreover, Aydin et al. (2013) did a meta-analysis to study the influence of transformational leadership, transactional leadership and laissez-faire leadership style on career satisfaction and the commitment that teachers have for their organisations or institutions. The observation of this scholarly work was that the transformational style of leadership positively influenced teachers' commitment to their institutions. Aydin et al. expressed in their concluding remarks that as administrative staffs' leadership style modifies from transactional to transformational styles of headship, the extent to which teachers are fulfilled with their job and how committed they are to their organisation rises.

Nyenyembe et al. (2016) also studied the linkage among leadership styles (i.e., transactional and transformational) that headteachers of schools employ and the job satisfaction of teachers in selected second cycle institutions in Tanzania. Nyenyembe et al. found that teachers were greatly content with their work when their headteachers work diligently with them, provide the appropriate mentorship for them and attend to their welfare as individual teachers. The study underscored the importance of transformational and transactional headships in educational institutions in Tanzania, indicating that worthy leadership entails transformational and transactional forms of headship.

Similarly, Menon (2016) scrutinised the linkage among headteachers' forms of leadership (i.e., transformational, transactional and passive-avoidant) and teachers' job satisfaction. Menon found that leadership styles



(transformational and transactional) of headteachers significantly predicted teachers' job satisfaction. Menon concluded that even though teachers' thoughts about the competence of their headteachers is a subjective appraisal of their efficiency, laid down principles and scholarly works in educational administration indicated that headteachers who were competent were more likely to be assisted by the teachers they work with.

Furthermore, Wahab et al. (2019) investigated the linkage between headteachers' leadership style (i.e., transformational leadership style) and teachers' job satisfaction and commitment of Malaysian basic educational institutions in Temerloh area. Wahab et al. found that there was a statistically significant linkage between headteachers' leadership style (transformational leadership style) and teachers' job satisfaction. Wahab et al. concurred that headteachers should at all times ensure high leadership since it enhances teachers' job satisfaction and commitment.

Tesfaw (2014) determined whether there were possible linkages among public-owned second cycle institution headteachers and teachers' job satisfaction. Tesfaw's investigation revealed that a substantial and positively moderate linkage existed between transformational leadership and teachers' job satisfaction. The study advocated that headteachers of Ethiopian public-owned second cycle institutions should concentrate on creating competent cooperation as well as exhibiting great welfare and trustworthiness among colleague workers by the use of transformational leadership behaviours.

A possible reason for this finding could be that as teachers were treated with respect and always given the chance to work freely with fewer restrictions within their work domain, they became fulfilled with their job and had become

committed to the work. Moreover, since teachers require a sound mind to work efficiently and effectively, it was possible that when headteachers were less autocratic at work and ensured friendly or cordial relationships with teachers, teachers tend to love their work and always wanted to devote their possible best efforts to the job. I, therefore, submit that, headteachers should continue to exhibit leadership styles, particularly transformational and laissez-faire forms of leadership since they could positively impact teachers' job satisfaction.

#### **Relationship among Leadership Style, School Climate and Teachers' Job Satisfaction**

The aim of Hypothesis 2 was to determine the impact of leadership styles on school climate and teachers' job satisfaction. The finding of the study revealed that headteachers' leadership styles predicted school climate and teachers' job satisfaction. Among the leadership styles, the transactional form of leadership was a significant predictor of positive school climate. The transactional form of leadership positively predicted a positive school climate. The implication is that when headteachers adopt more of a transactional leadership style, they have a higher tendency to lead to a positive school climate, where teachers become delighted about their school and cause an elevation in their morale.

In terms of negative school climate, transformational and laissez-faire forms of leadership significantly predicted negative school climate. While the transformational style of leadership was a negative predictor, the laissez-faire style of leadership positively predicted a negative school climate. The results means that, as headteachers hold the trust of their subordinates and act as role models for them, the tendency for a very restrictive environment reduces. On

the contrary, the more headteachers allow teachers to do as they please without any guidance, the higher the tendency for a negative school climate.

Concerning supportive school climate, transformational and transactional leadership were the only significant styles of leadership. The result implies that transformational and transactional forms of leadership encouraged or enhanced a supportive school climate when adopted by headteachers. For job satisfaction, laissez-faire style of leadership and transformational style of leadership were significant predictors. Laissez-faire and transformational forms of leadership were positive predictors of job satisfaction. The result means that one standard deviation unit increase in laissez-faire and transformational leadership styles would lead to .17 and .46 standard deviations increase in job satisfaction, respectively. Thus, when headteachers employ laissez-faire and transformational leadership styles, teachers are at a higher likelihood of being fulfilled with their work.

Generally, the study revealed that headteachers' leadership styles predicted school climate and teachers' job satisfaction, a finding that corroborates previous studies (Ali & Dahie, 2015; Kalkan et al., 2020; Menon, 2016; Tajasom & Ahmad, 2011; Damanik & Aldridge, 2017; Allen et al., 2015). For instance, Ali and Dahie (2015) studied whether transactional, transformational and laissez-faire leadership styles could influence job satisfaction of secondary school teachers in Somalia. The result of the study revealed that all three leadership styles (i.e., transformational, transactional and laissez-faire) predicted teachers' job satisfaction. Ali and Dahie concurred that their study could contribute to assisting headteachers in carrying out leadership activities and also help teachers in making informed decisions regarding their

work as well as maintaining or enhancing the satisfaction they get from their job.

Menon (2016) also studied the linkage among headteachers' leadership styles (i.e., transformational, transactional and passive-avoidant) and career gratification of teachers. Menon found that leadership styles (transformational and transactional) of headteachers significantly predicted teachers' job satisfaction. Menon concluded that even though teachers' thoughts about the competence of their headteachers is a subjective appraisal of their efficiency, laid down principles and scholarly works in educational administration, it indicated that headteachers who are competent are more likely to be assisted by the teachers they work with.

Similarly, Tajasom and Ahmad (2011) investigated the linkage among the perception of second cycle institution teachers of their headteachers' leadership style (i.e., transformational and transactional) and the climatic condition at their school. Tajasom and Ahmad found that transformational and transactional leadership styles of principals significantly predicted school climate. Allen et al. (2015) also studied the linkage among transformational headship, the climatic condition of the school, and learners' mathematics and reading achievement in selected educational institutions in the Southeast region of Texas. Allen et al. observed a positive linkage between transformational leadership and school climate.

Damanik and Aldridge (2017) ascertained the relationships among headteachers' style of headship, school climate, and the self-efficacy of teachers. Damanik and Aldridge's investigation showed statistically that a substantial positive linkage existed among leadership style, school climate and

self-efficacy of teachers. Damanik and Aldridge recommended that in decreasing the workload on teachers, headteachers inspire teachers to adopt strategies in solving problems by re-examining their teaching approaches as well as rethinking ways of improving teaching and learning outcomes.

Kalkan et al. (2020) ascertained the linkage among leadership style of headteachers, school climate and organisational image in Turkey using a relational survey model. Kalkan et al. observed that the leadership style (transformational form of leadership) of headmasters significantly predicted the climatic condition of the school.

A possible reason for this current finding could be that the attitude of headteachers whether positive or negative, could determine the form of the climatic condition that is experienced in the institution. In the same manner, headteachers' attitudes could either cause teachers to be fulfilled or displeased with the job they do in the school. For instance, when headteachers are less authoritative, the school climate or environment becomes more conducive for both teachers and students, and this could increase the level of satisfaction that teachers have regarding their job. I, therefore, suggest that headteachers should adopt leadership styles such as the transactional leadership style since they could lead to a positive school climate and teachers will also feel fulfilled with the work they do.

#### **Relationship between School Climate and Teachers' Job Satisfaction**

The focus of Hypothesis 3 was to determine the connection between school climates and teachers' job satisfaction. The finding of the study revealed that there was a statistically significant connection between school climates and teachers' job satisfaction. Both positive climate and supportive school climate

were positive predictors of job satisfaction. The results imply that positive and supportive school climates tend to increase teachers' job satisfaction levels. Negative school climate was, however, not a significant predictor of teachers' job satisfaction. Generally, this study revealed that school climate and teachers' job satisfaction were significantly related, a finding that is in agreement with previous studies (Treputtharat & Tayiam, 2014; Katsantonis, 2020; Farooqi et al., 2015; Ghavifekr & Pillai, 2016).

Treputtharat and Tayiam (2014) examined the connection between school climates and career satisfaction of teachers in primary educational schools in Thailand. Treputtharat and Tayiam observed that a statistically significant linkage existed among school climate and teachers' career satisfaction.

Farooqi et al. (2015) explored the correlation between organisational climate of second cycle institutions and career satisfaction of second cycle teachers. Farooqi et al. observed that a markedly positive connection existed among organisational climate and teachers' (i.e., both males and females) career satisfaction. The study recommended that teachers' career satisfaction could be enhanced to offer them favourable climatic conditions that are appreciative.

Katsantonis (2020) also investigated whether school climate had any noteworthy connection with teachers' career satisfaction using the TALIS 2018. Katsantonis' study unearthed a statistically significant connection among school climate and teachers' career satisfaction. Findings from Katsantonis' study suggest that there is a need to improve teachers' job satisfaction through favourable school climate.

Ghavifekr and Pillai (2016) assessed the connection between school organisational climate and career satisfaction of teachers. Ghavifekr and Pillai observed that a momentous positive connection existed among school organisational climate and career satisfaction of teachers.

One plausible reason that could account for this observation could be that when the environment in which teachers work poses no threat to their work and personality, they tend to commit themselves to, and love the work they do. Moreover, since a conducive and friendly working environment is desired by most workers including teachers, a conducive school climate will also result in an improvement or elevation in teachers' level of satisfaction regarding their job. I, therefore, submit that headteachers should relentlessly ensure the existence of positive and supportive school climates at all times since they tend to increase teachers' job satisfaction levels.

#### **Chapter Summary**

Findings of this investigation showed that headteachers moderately employed all the three leadership styles, but transformational was predominantly exhibited as reported by both teachers and headteachers. This implies that the headteachers showed interest in the well-being of others, they assigned tasks to teachers individually and ensured that every individual was involved.

Also, the prevailing school climate among the schools in the selected districts was a supportive climate. This means that the school climate was very assistive in the sense that headteachers listened to suggestions by teachers, and looked for staff members' individual well-being. The teachers also spent time with students who needed guidance, and the teachers helped and supported each

other. The majority of the headteachers had a very low level of job satisfaction whereas the majority of the teachers had a very high level of job satisfaction.

Moreover, there was a statistically significant linkage among forms of leadership and teachers' job satisfaction. Among all three forms of headship, transformational and laissez-faire forms of leadership were the only significant predictors of job satisfaction. Both transformational and laissez-faire forms of leadership were positive predictors of job satisfaction. The results imply that a standard deviation unit increase in both transformational and laissez-faire forms of leadership would lead to .47 and .19 standard deviations respective increase in job satisfaction while adjusting for the transactional leadership style in the model. On the contrary, a transactional form of leadership was not a significant predictor of job satisfaction.

Additionally, headteachers' forms of leadership predicted school climate and teachers' job satisfaction. Among the leadership styles, the transactional form of leadership was a significant predictor of positive school climate. The transactional form of leadership was a positive predictor of a positive school climate. The implication is that when headteachers adopt more of a transactional leadership style, they have a higher tendency to lead to a positive school climate, where teachers become delighted about their school causing an elevation in their morale.

In terms of negative school climate, transformational and laissez-faire forms of leadership significantly predicted negative school climate. While the transformational style of leadership was a negative predictor, laissez-faire style of leadership positively predicted a negative school climate. The results mean that, as headteachers hold the trust of their subordinates and act as role models



for them, the tendency for a very restrictive environment reduces. On the contrary, the more headteachers allow teachers to do as they please without any guidance, the higher the tendency for a negative school climate.

With regard to supportive school climate, transformational and transactional forms of leadership were the only significant forms of leadership. The result implies that transformational and transactional forms of leadership encourage or enhance a supportive school climate when adopted by headteachers. For job satisfaction, laissez-faire form of leadership and transformational form of leadership were significant predictors. Laissez-faire and transformational forms of leadership were positive predictors of job satisfaction. The result means that one standard deviation unit increase in laissez-faire and transformational leadership styles would lead to .17 and .46 standard deviations increase in job satisfaction, respectively. Thus, when headteachers employ laissez-faire and transformational leadership styles, teachers would likely be fulfilled with their work.

Finally, there was a statistically significant connection between school climate and teachers' job satisfaction. Both positive climate and supportive school climate were positive predictors of job satisfaction. The results imply that positive and supportive school climates tend to increase teachers' job satisfaction levels. Negative school climate was, however, not a significant predictor of teachers' job satisfaction.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

The study was carried out to explore the leadership styles of basic school headteachers, school climate and their repercussion on teachers' job satisfaction within the Volta Region, Ghana. This chapter outlines the summary of the key findings. Additionally, the chapter presents the conclusions and recommendations based on the findings as well as suggestions for further research.

#### Summary

##### Overview of the Study

The study was carried out to explore the leadership styles of basic school headteachers, school climate and their repercussion on teachers' job satisfaction within the Volta Region, Ghana. The descriptive survey research design was employed. Data were collected from 328 teachers and 191 headteachers from three districts within the Volta Region using a multi-stage technique of sampling. Questionnaires were utilised in collecting respondents' opinions. Descriptive statistics of frequencies and percentages, means and standard deviations, and multiple linear regression analyses were used in analysing data for the investigation.

#### Key Findings

The following were the key findings from the study:

1. Headteachers moderately employed all the three leadership styles but transformational leadership style was predominantly exhibited as

reported by both teachers and headteachers. The next was the transactional form of headship. The third rated was laissez-faire.

2. The prevailing school climate among the schools in the selected districts was supportive.
3. The headteachers had a very low level of job satisfaction, while teachers had a very high level of job satisfaction.
4. There was a statistically significant relationship between leadership style and teachers' job satisfaction. Among the three leadership styles, transformational and laissez-faire leadership styles were the only significant predictors of job satisfaction.
5. Headteachers' forms of leadership predicted school climate and teachers' job satisfaction. Among the leadership styles, transactional leadership style was the only significant predictor of positive school climate. In terms of negative school climate, while transformational leadership style was a negative predictor, laissez-faire leadership style positively predicted negative school climate. With regard to supportive school climate, both transformational and transactional leadership styles were significant predictors of supportive school climate. For job satisfaction, laissez-faire leadership style and transformational leadership styles were the only significant predictors.
6. There was a statistically significant linkage between school climates and teachers' job satisfaction. Both positive climate and supportive school climate positively predicted job satisfaction.

### **Conclusions**

Based on the findings of the study, it can be concluded that the leadership style headteachers in basic schools adopt plays an important role in the climatic conditions of the school and the job satisfaction levels of the students. If this is the case, then headteachers should pay particular attention to the type of leadership style to adopt in different situations as this can lead to either a positive, supportive, or negative climate conditions in basic schools. It may therefore be prudent to engage headteachers in programmes that educates them on these types of leadership styles and their possible outcomes. Further, since the study found that most headteachers are not satisfied with their work, measures should be taken to boost their satisfaction levels in order for them to be happy about their work. Finally, both headteachers and teachers should adopt a leadership style which is more transformational and transactional as this will lead to supportive and positive climate in basic schools and the increase the satisfaction levels of teachers.

### **Recommendations**

On the strength of the findings and conclusions, I make following recommendations:

The Ghana Education Service (GES) should find out the cause of low levels of job satisfaction among the headteachers of basic schools in the Volta Region of Ghana and find solutions to improve their job satisfaction levels. It is also recommended that, headteachers adopt leadership styles that will bring about supportive and positive school climate in basic schools such that teachers are involved in decision making issues involving the school as this has been shown to improve the satisfaction levels of teachers. Moreover, it is

recommended that, training programmes on leadership should be organized for both headteachers and teachers to broaden their understanding on leadership so that they know the style of leadership to adopt in different situations. Finally, any leadership style that will lead to a negative climate and a low job satisfaction of both headteachers and teachers in basic schools should be avoided.

#### **Suggestions for Further Studies**

1. Further studies should be conducted in different geographical settings, regarding the variables to gain a relatively better and conclusive understanding of the phenomenon from other demographic contexts.
2. Future studies should consider using the qualitative approach or the mixed method approach to further understand the phenomenon in that regard.
3. Further studies should consider exploring the relationship among other leadership styles (servant, ethical), distributive school climates and job satisfaction of classroom facilitators.

#### **Contribution of the study to Knowledge, Methodology and Practice**

First and foremost, the present study adds to the existing literature on leadership styles and job satisfaction among teachers and thus broaden the knowledge and understanding in the area. Further, this study can serve as a stepping stone on which future research in the area can be conducted. Teachers and decision makers of schools are enlightened about the leadership styles that they may adopt to create an appropriate school climate that will facilitate the overall academic activities of the school. With the information from this study, headteachers will come to the realization that not all leadership styles are

associated with teachers job satisfaction and hence make resort to leadership styles tht best suits a particular situation. Finally, the present study also reveals ways in which Ghanaian heads of institutions would employ in modifying the leadershipstyles required in enhancing a positive climatic condition in their institutions



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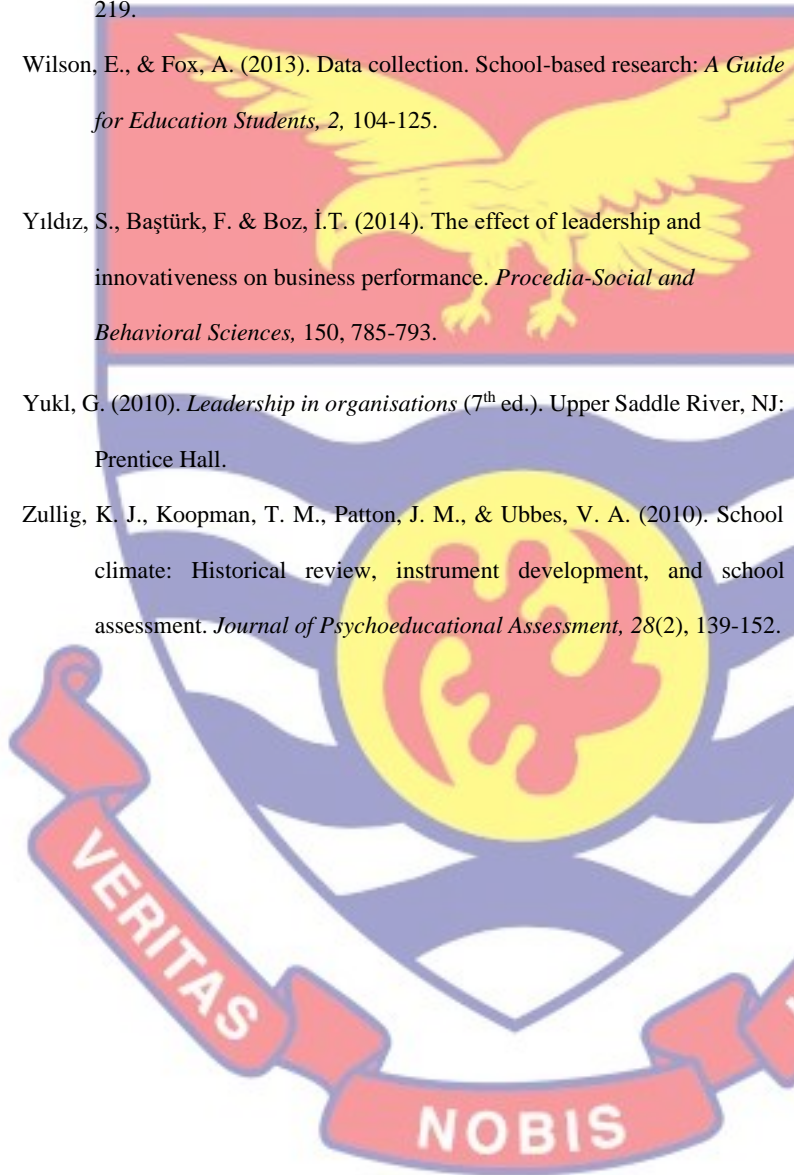
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**APPENDICES**

**APPENDIX A**

**LEADERSHIP STYLES AND SCHOOL CLIMATE QUESTIONNAIRE**

**QUESTIONNAIRE FOR HEAD TEACHERS**

Dear Sir/Madam,

The purpose of the questionnaire is to elicit your views as a head teacher on work related issues and experiences. Your answers will be processed together with responses from other people on a computer and any information provided will be treated with the utmost confidentiality. Even though I want you to answer every question, you have the right to refrain from answering any particular question or group of questions or the entire questionnaire without any consequences to you.

Thank you.

**Informed Consent**

I therefore seek your consent to participate in this study. The questionnaire will take a maximum of 30 minutes to complete. If you agree to participate in the study, please append your signature at the space provided below.

.....

Head teacher's Signature

Date

Thank you

**SECTION A: Background information**

1. Age: 20-30                      31-40                      41-50                      51-60
2. Gender....[  ] Male [  ]Female
3. Marital status[  ] Never married[  ] Married [  ] Divorced[  ] Widowed
4. What is your highest educational qualification? [  ]Diploma[  ] First Degree[  ]Master's degree
5. Current Rank: Superintendent [  ] Snr. Superintendent II [  ] Snr. Superintendent I [  ] Principal Superintendent [  ] Deputy Director I [  ]
6. Teaching experience: 1-5 [  ] 6-10[  ] 11-15 [  ] 16-20 [  ] 20 and above[  ]
7. Teaching experience at current school 1-5 [  ] 6-10 [  ] 11-15 [  ] 16-20 [  ] 20 and above[  ]
8. In which setting would you describe the location of your school? [  ] rural [  ] Peri rural- urban [  ] Urban

**SECTION B**

Instructions: This survey will help you describe the leadership style of a person [your school headteacher] you have been asked to rate. Starting with the first question, judge how frequently each statement fits that person. Twenty-one descriptive phrases are listed below. Please do not skip questions or leave answers blank. Use the rating scale below. KEY

0 = Not at all    1= Once in a while    2 = Sometimes    3 = Fairly Often    4 = Frequently, if not always

To the best of your knowledge, the head teacher;

Statements	0	1	2	3
1. Makes others feel good to be around him/her				



2. Expresses with a few simple words what the team could and should do				
3. Enables others to think about old problems in new ways				
4. Helps others develop themselves				
5. Tells others what to do if they want to be rewarded for their work				
6. Seems satisfied when others meet agreed-upon standards				
7. Is content to let others continue working in the same ways as always				
8. Has the complete faith of others working for him/her				
9. Provides appealing images about what the team can do				
10. Provides others with new ways of looking at puzzling things				
11. Provides feedback to others about how he/she feels they are doing				
12. Provides recognition/rewards when others reach their goals				
13. Does not try to change anything as long as things are working				
14. Is Ok with whatever others want to do				
15. Has followers who are proud to be associated with him/her				
16. Helps others find meaning in their work				
17. Gets others to rethink ideas that they had never questioned before				
18. Gives personal attention to others who seem rejected				
19. Calls attention to what others can get for what they accomplish				
20. Tells others the standards they have to know to carry out their work				

21. Asks no more of others than what is absolutely essential				
--	--	--	--	--

**SECTION C**

**SCHOOL CLIMATE**

**INSTRUCTIONS:** *The following are statements about your school. Please indicate the extent to which each statement characterizes your school by circling the appropriate alternative.*

	Rarely Occurs	Sometimes	Often	Very Frequently
1) Teachers help and support each other.				
(2) Hard work is over-emphasized to the extent that little or no time is given to social life.				
(3) Teachers spend time after school with students who have individual problems.				
(4) Teachers are proud of their school.				
(5) The headmaster sets an example by working hard himself.				
(6) Staff meetings are dominated by the head.				
(7) Routine duties interfere with the job of teaching.				

(8) Student body has an influence on school policy				
(9) The headmaster rules with iron hands.				
(10) Administrative paperwork is burdensome at this school.				
(11) Teachers help and support each other.				
(12) The morale of teachers is high.				
(13) Most students do not take their studies seriously.				
(14) The head look out for the personal welfare of the staff.				
(15) The head supervises teachers closely.				
(16) Head talks more than listens.				
(17) The headmasters' opinion is everyone else's opinion.				
(18) The head has a strong defensiveness.				
(19) The head spend most of the time in the office.				
(20) The head has secretive tendency.				

**APPENDIX B**

**LEADERSHIP STYLES, SCHOOL CLIMATE AND JOB**

**SATISFACTION QUESTIONNAIRE**

**QUESTIONNAIRE FOR TEACHERS**

Dear Sir/Madam,

The purpose of the questionnaire is to elicit your views as a head teacher on work related issues and experiences. Your answers will be processed together with responses from other people on a computer and any information provided will be treated with the utmost confidentiality. Even though I want you to answer every question, you have the right to refrain from answering any particular question or group of questions or the entire questionnaire without any consequences to you.

Thank you.

**Informed Consent**

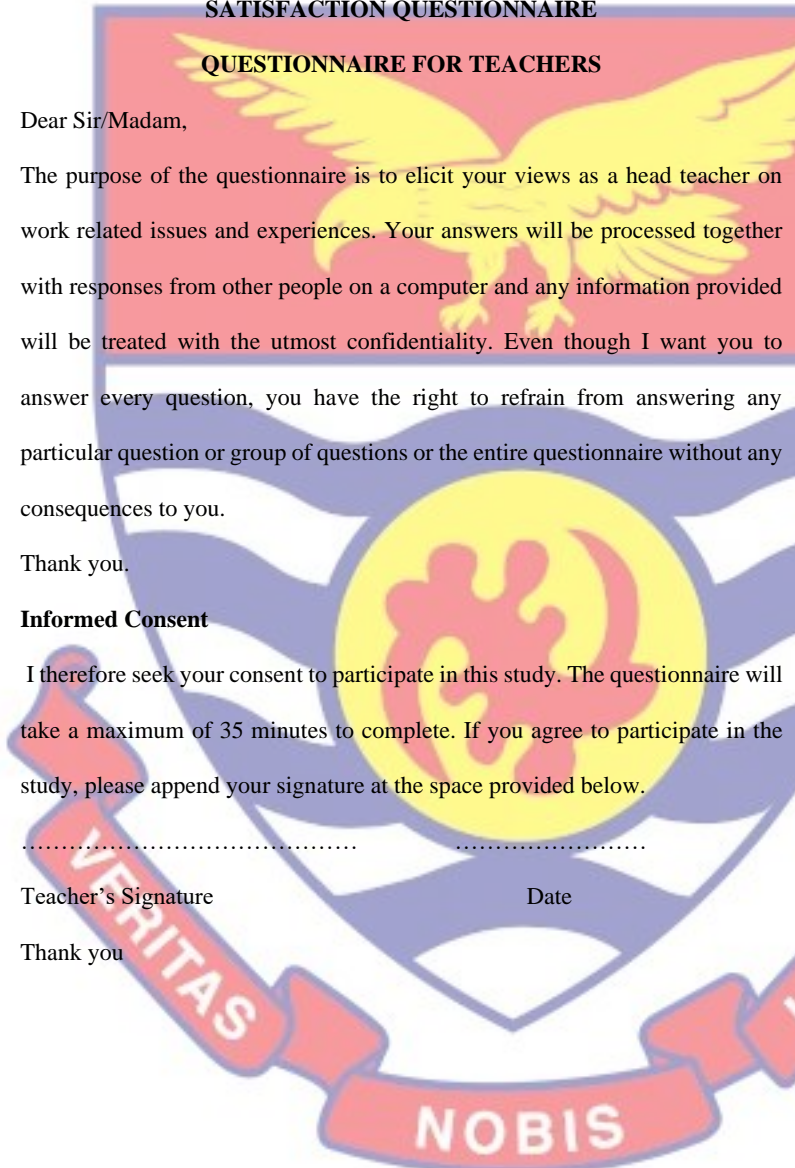
I therefore seek your consent to participate in this study. The questionnaire will take a maximum of 35 minutes to complete. If you agree to participate in the study, please append your signature at the space provided below.

.....

Teacher's Signature

Date

Thank you



**SECTION A: Background information**

9. Age: 20-30  31-40  41-50  51-60
10. Gender.... Male  Female
11. Marital status  Never married  Married  Divorced  Widowed
12. What is your highest educational qualification?  Diploma  First Degree  Master's degree
13. Current Rank: Superintendent  Snr. Superintendent II  Snr. Superintendent I  Principal Superintendent  Deputy Director I
14. Teaching experience: 1-5  6-10  11-15  16-20  20 and above
15. Teaching experience at current school 1-5  6-10  11-15  16-20  20 and above
16. In which setting would you describe the location of your school?  rural  Peri rural-urban  Urban
17. What is the gender of your head teacher?  Male  Female

**SECTION B**

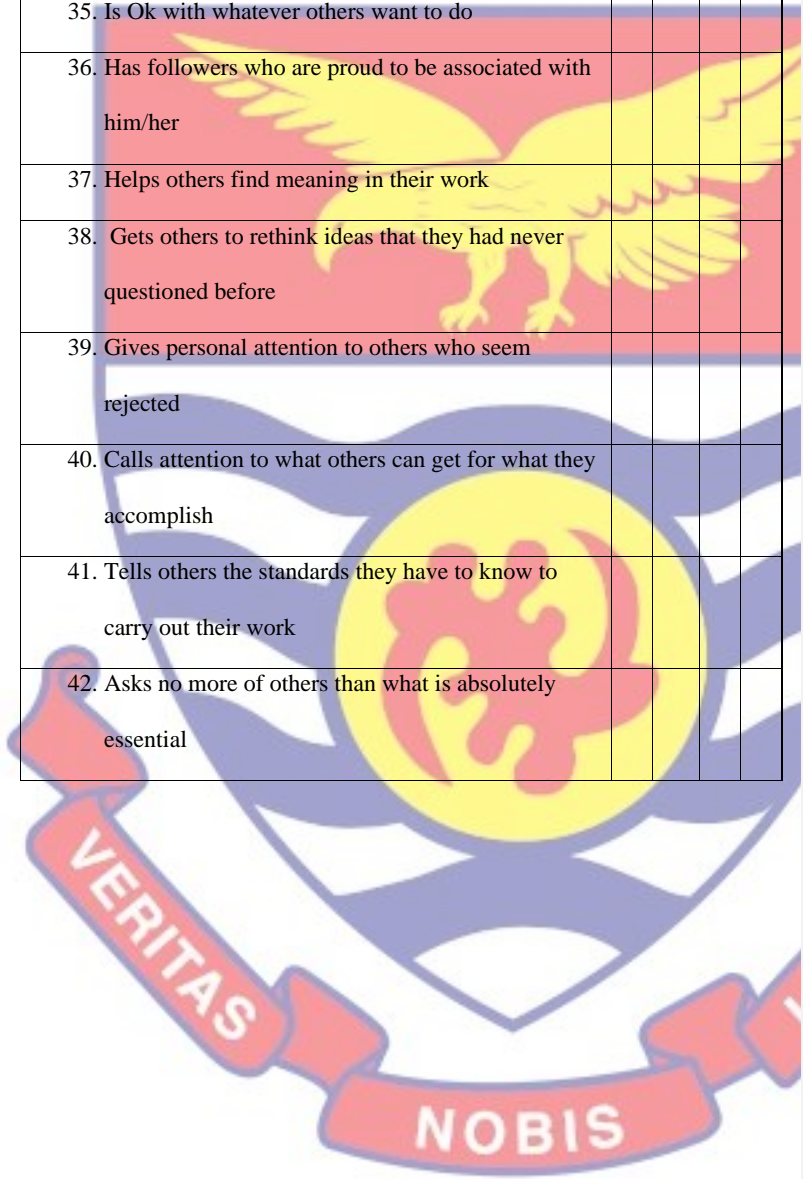
Instructions: This survey will help you describe the leadership style of a person [your school headteacher] you have been asked to rate. Starting with the first question, judge how frequently each statement fits that person. Twenty-one descriptive phrases are listed below. Please do not skip questions or leave answers blank. Use the rating scale below. KEY

0 = Not at all 1 = Once in a while 2 = Sometimes 3 = Fairly Often 4 = Frequently, if not always

To the best of your knowledge, your principal:

	0	1	2	3
22. Makes others feel good to be around him/her				
23. Expresses with a few simple words what the team could and should do				
24. Enables others to think about old problems in new ways				
25. Helps others develop themselves				
26. Tells others what to do if they want to be rewarded for their work				
27. Seems satisfied when others meet agreed-upon standards				
28. Is content to let others continue working in the same ways as always				
29. Has the complete faith of others working for him/her				
30. Provides appealing images about what the team can do				
31. Provides others with new ways of looking at puzzling things				
32. Provides feedback to others about how he/she feels they are doing				
33. Provides recognition/rewards when others reach their goals				

34. Does not try to change anything as long as things are working					
35. Is Ok with whatever others want to do					
36. Has followers who are proud to be associated with him/her					
37. Helps others find meaning in their work					
38. Gets others to rethink ideas that they had never questioned before					
39. Gives personal attention to others who seem rejected					
40. Calls attention to what others can get for what they accomplish					
41. Tells others the standards they have to know to carry out their work					
42. Asks no more of others than what is absolutely essential					



**SECTION C**

**SCHOOL CLIMATE**

**INSTRUCTIONS:** *The following are statements about your school. Please indicate the extent to which each statement characterizes your school by circling the appropriate alternative.*

	<b>Rarely Occurs</b>	<b>Sometimes</b>	<b>Often</b>	<b>Very Frequently</b>
1) Teachers help and support each other.				
(2) Hard work is over-emphasized to the extent that little or no time is given to social life.				
(3) Teachers spend time after school with students who have individual problems.				
(4) Teachers are proud of their school.				
(5) The headmaster sets an example by working hard himself.				
(6) Staff meetings are dominated by the head.				
(7) Routine duties interfere with the job of teaching.				
(8) Student body has an influence on school policy				
(9) The headmaster rules with iron hands.				



(10) Administrative paperwork is burdensome at this school.				
(11) Teachers help and support each other.				
(12) The morale of teachers is high.				
(13) Most students do not take their studies seriously.				
(14) The head look out for the personal welfare of the staff.				
(15) The head supervises teachers closely.				
(16) Head talks more than listens.				
(17) The headmasters' opinion is everyone else's opinion.				
(18) The head has a strong defensiveness.				
(19) The head spend most of the time in the office.				
(20) The head has secretive tendency.				

**SECTION D**

Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS)

Instructions:

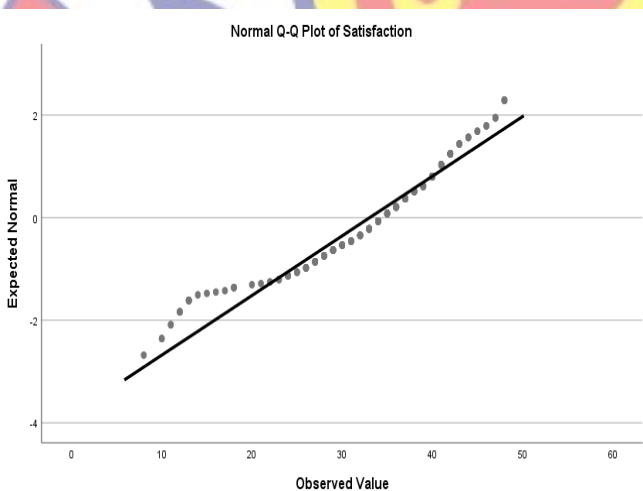
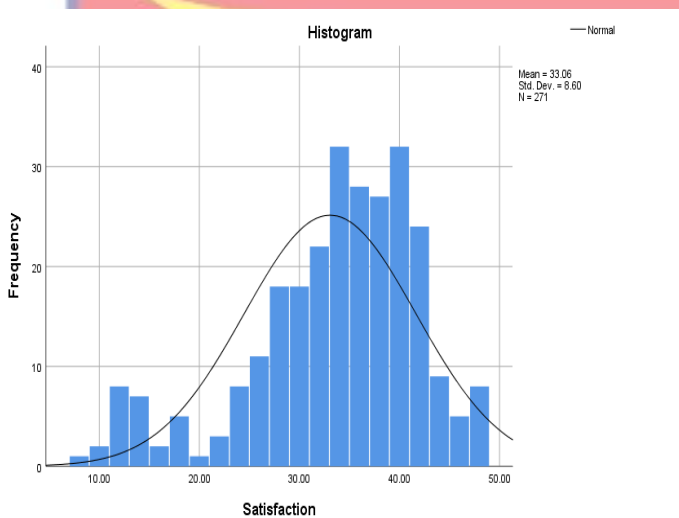
The following is a list of items on the Mohrman-Cooke-Mohrman Job Satisfaction Scale (1978). Consider each statement based on your perception of the item in your school. Please respond by ticking the appropriate number for scaled response. Indicate your level of satisfaction with various facets of your job by selecting one number on the six-point scale after each statement.

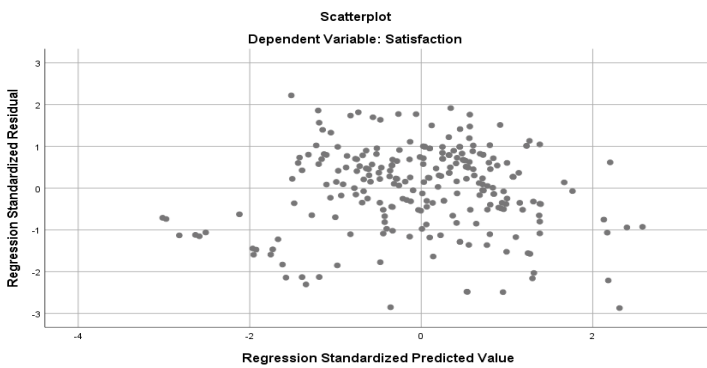
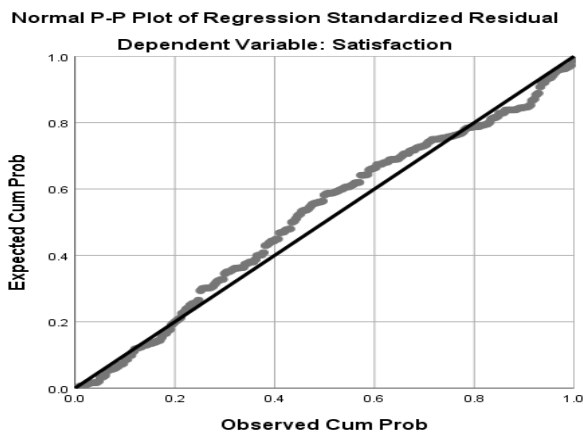
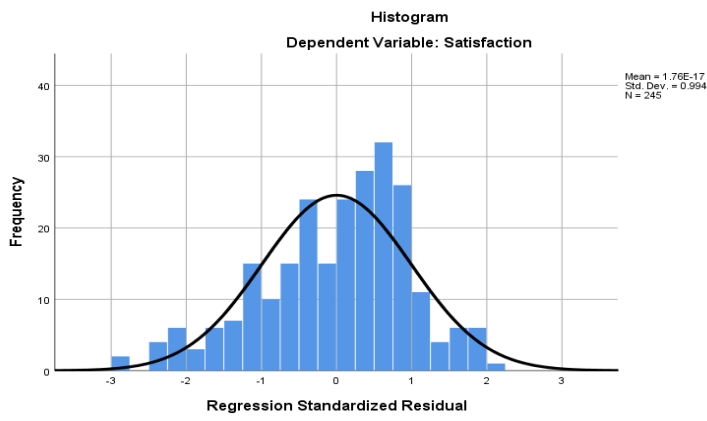
The scale ranges from 1 = low to 6 = high.

<b>Intrinsic Satisfaction</b>		<b>Low</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>High</b>
1	The feeling of self-esteem or self-respect you get from being in your job								
2	The opportunity for personal growth and development in your job								
3	The feeling of worthwhile accomplishment in your job								
4	Your present job when you consider the expectations you had when you took the job								
<b>Extrinsic Satisfaction</b>		<b>Low</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>High</b>
5	The amount of respect and fair treatment you receive from you supervisors								
6	The feeling of being informed in your job								
7	The amount of supervision you receive								
8	The opportunity for participation in the determination of methods, procedures, and goals								

### APPENDIX C

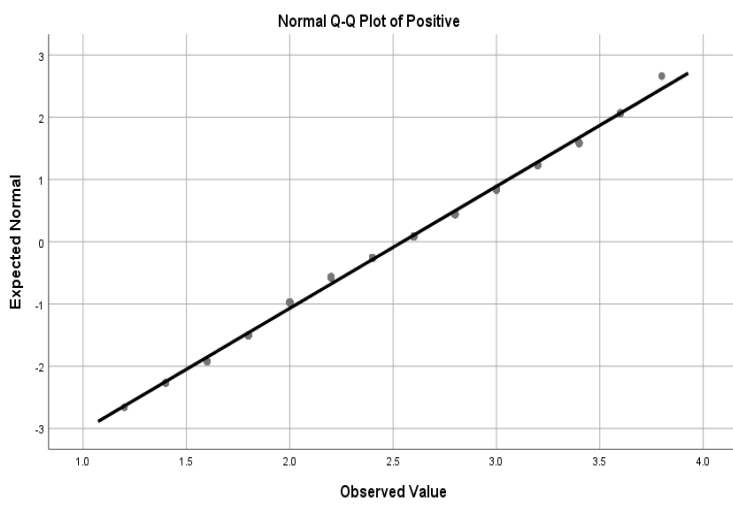
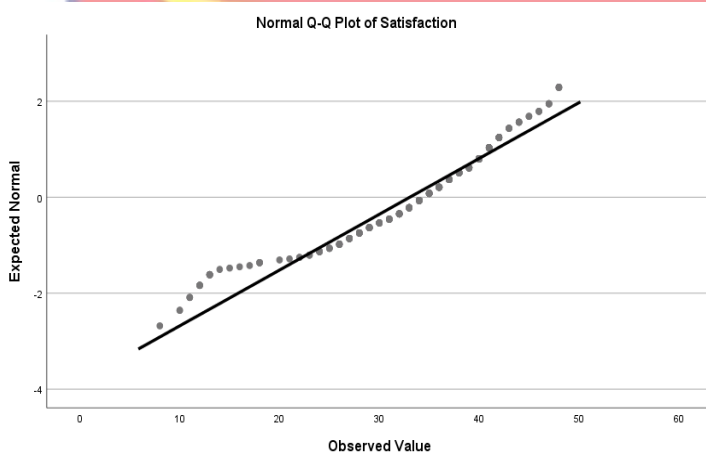
#### ASSUMPTIONS FOR HYPOTHESIS ONE

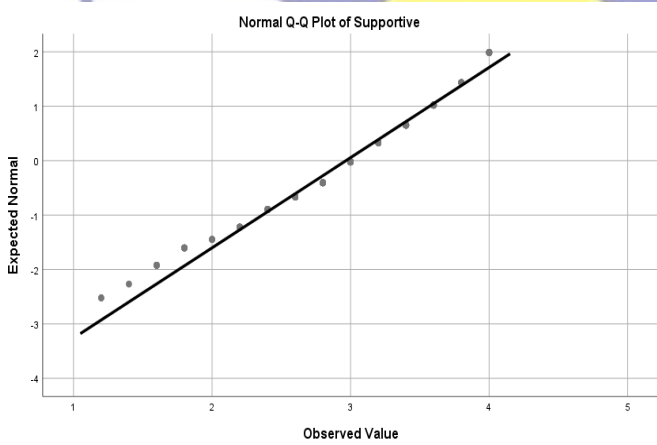
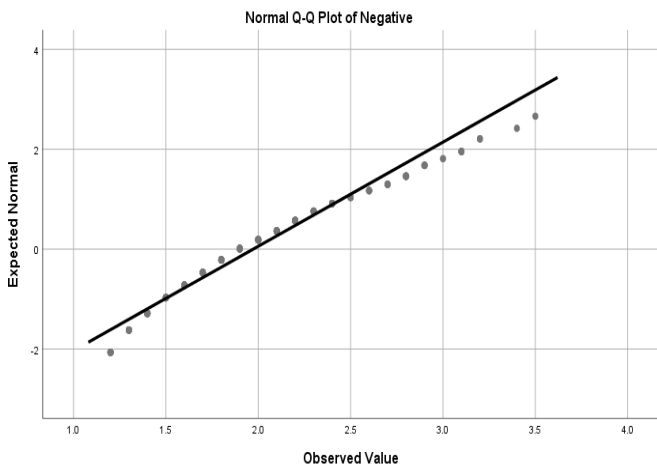


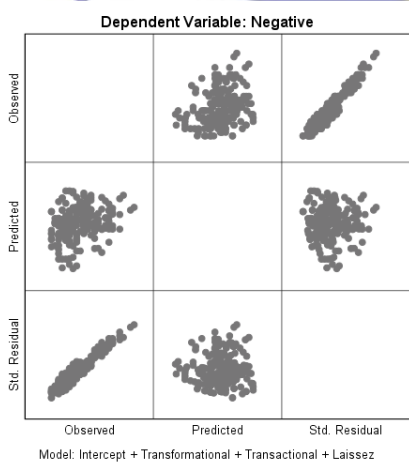
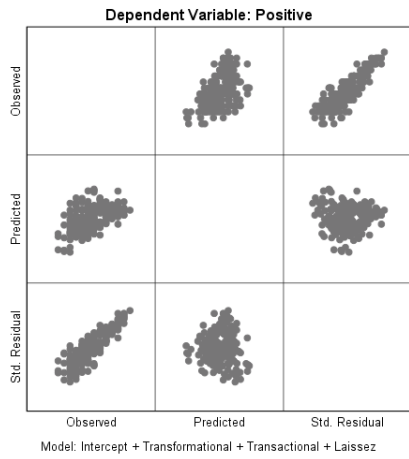


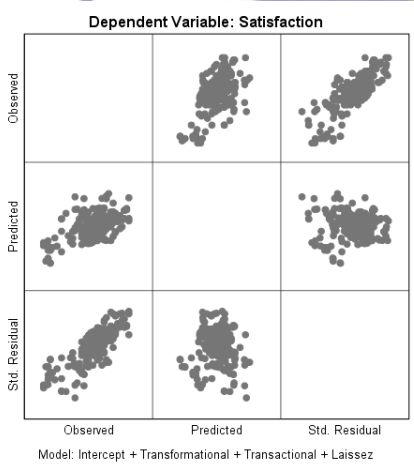
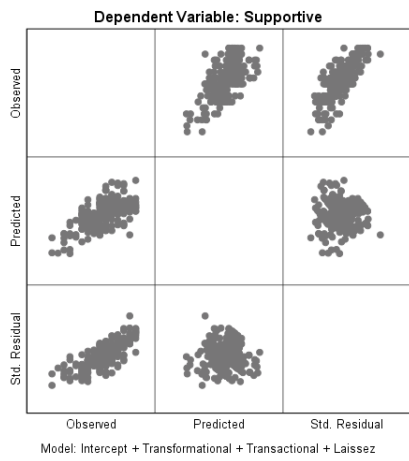
## APPENDIX D

### ASSUMPTIONS FOR HYPOTHESIS TWO





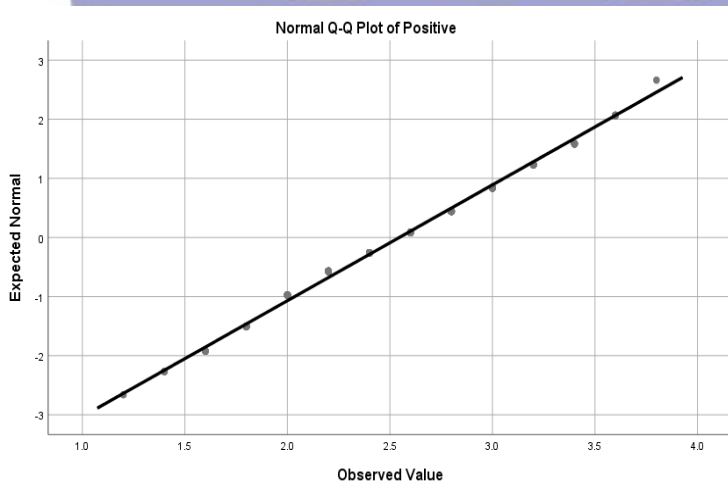
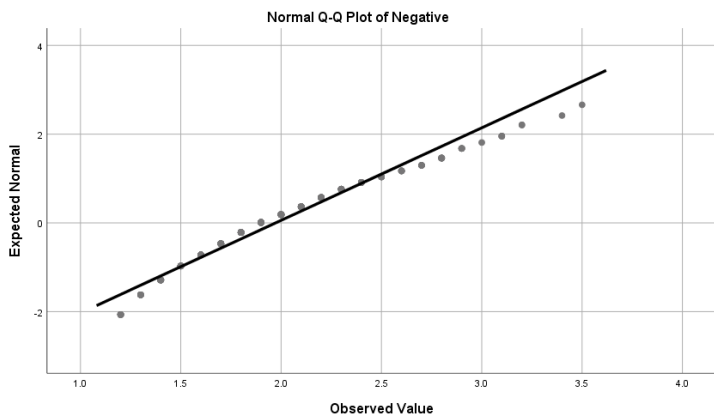


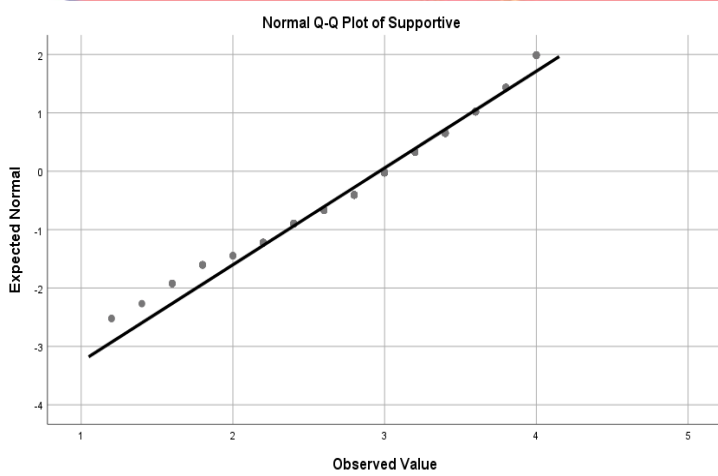
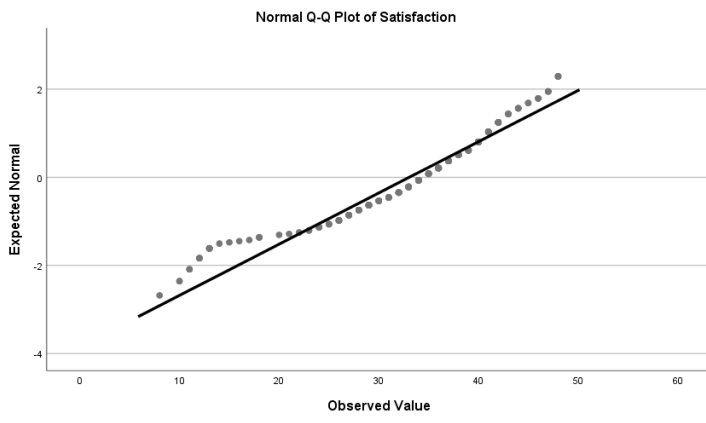


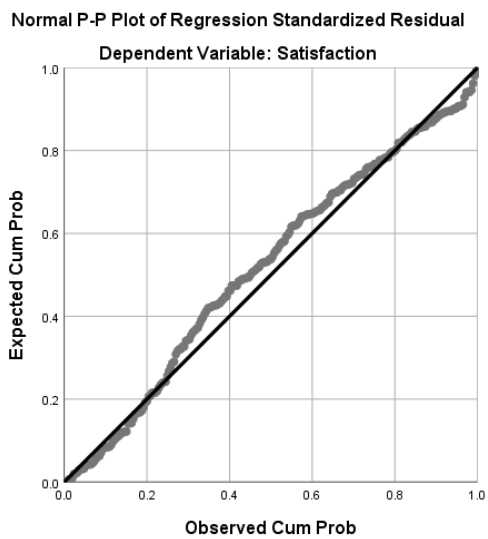
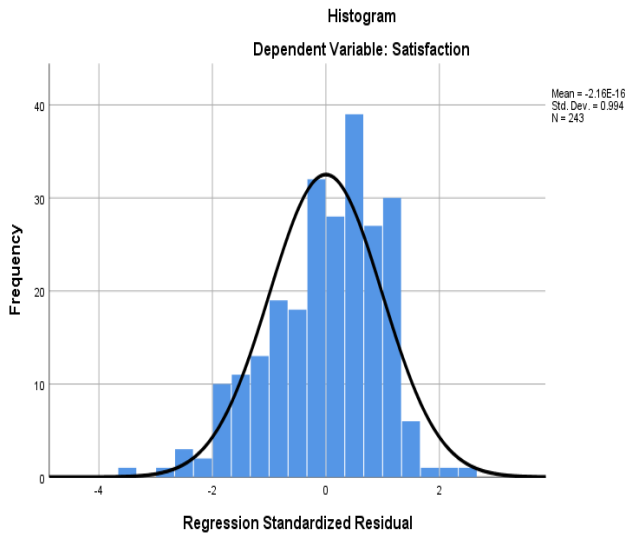


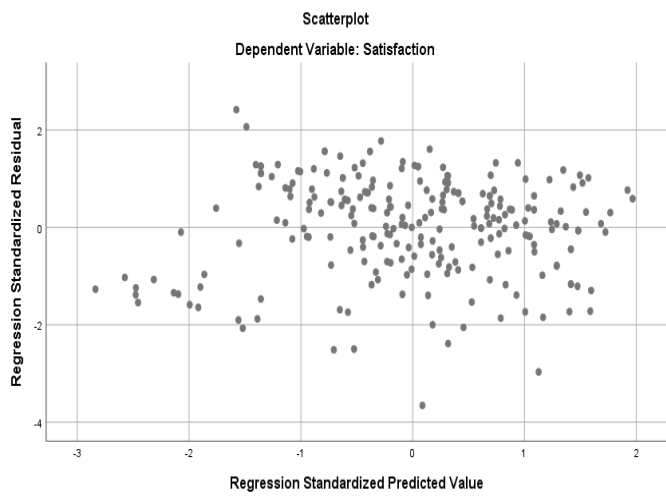
### APPENDIX E

#### ASSUMPTIONS FOR HYPOTHESIS THREE









APPENDIX F

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST  
COLLEGE OF EDUCATION STUDIES  
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE  
CAPE COAST, GHANA



Our Ref: CES-ERB/UC.OCU/V4/20-28  
Your Ref: .....

Date: 16<sup>th</sup> March, 2020

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB  
Prof. J. A. Omotosho  
[jomotosho@ucc.edu.gh](mailto:jomotosho@ucc.edu.gh)  
02443784739

Vice-Chairman, CES-ERB  
Prof. K. Edjah  
[kedjah@ucc.edu.gh](mailto:kedjah@ucc.edu.gh)  
0244782357

Secretary, CES-ERB  
Prof. Linda Dzama Forde  
[lforde@ucc.edu.gh](mailto:lforde@ucc.edu.gh)  
0244786680

The bearer, Simpson Kwaku Gakpoh, Reg. No. FF/PPE/18/0007 is an M.Phil. / ~~Ed.D.~~ student in the Department of Education and Psychology in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He / ~~She~~ wishes to undertake a research study on the topic:

Exploring leadership styles of Basic School head teachers, school climate and their effects on teachers' job satisfaction in the Volta Region.

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/~~her~~ proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/~~her~~ study. The ERB would be grateful if you would give him/~~her~~ the necessary assistance to facilitate the conduct of the said research.

Thank you.  
Yours faithfully,

Prof. Linda Dzama Forde  
(Secretary, CES-ERB)