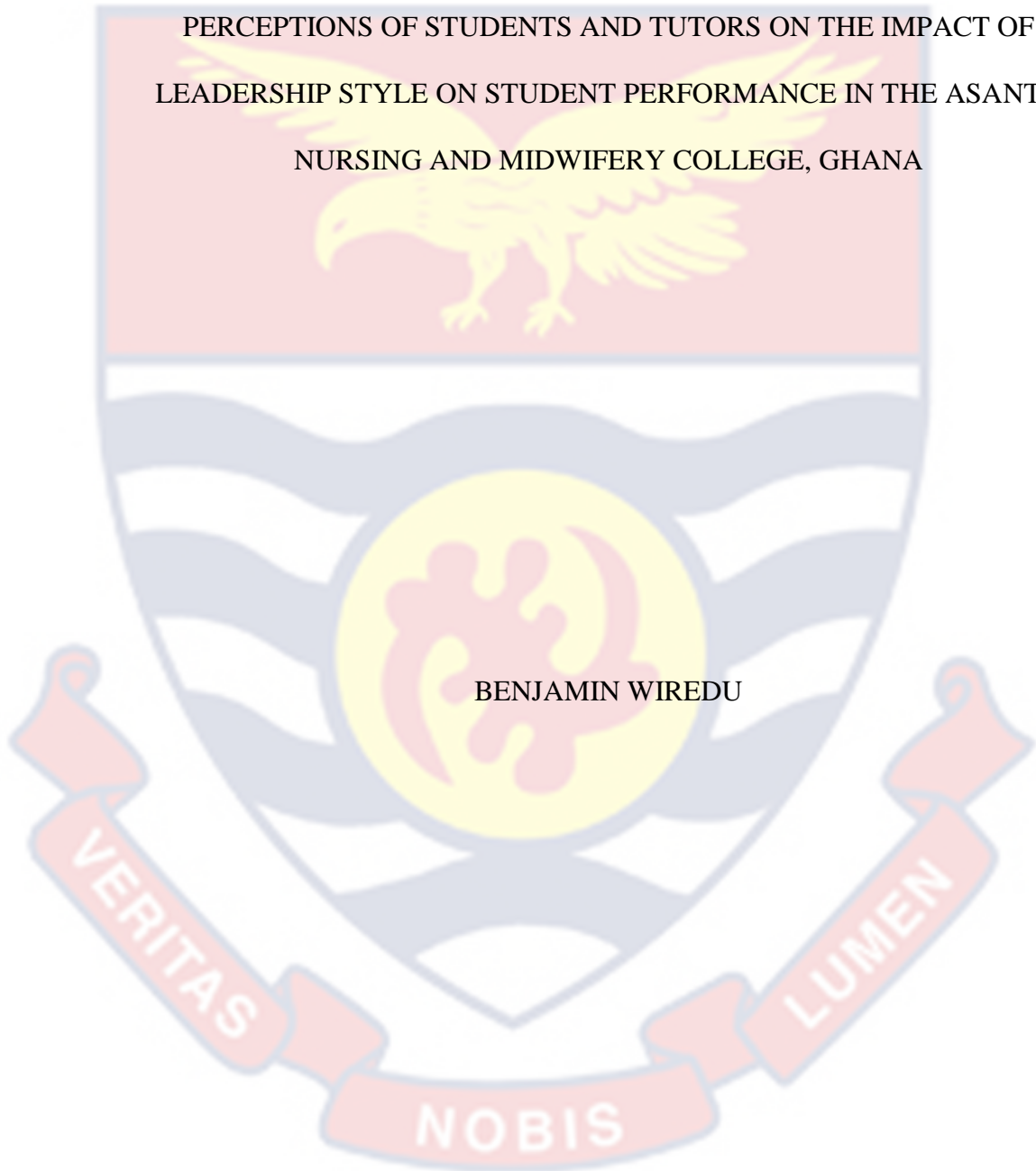UNIVERSITY OF CAPE COAST

PERCEPTIONS OF STUDENTS AND TUTORS ON THE IMPACT OF

LEADERSHIP STYLE ON STUDENT PERFORMANCE IN THE ASANTA

NURSING AND MIDWIFERY COLLEGE, GHANA

BENJAMIN WIREDU

2022

UNIVERSITY OF CAPE COAST
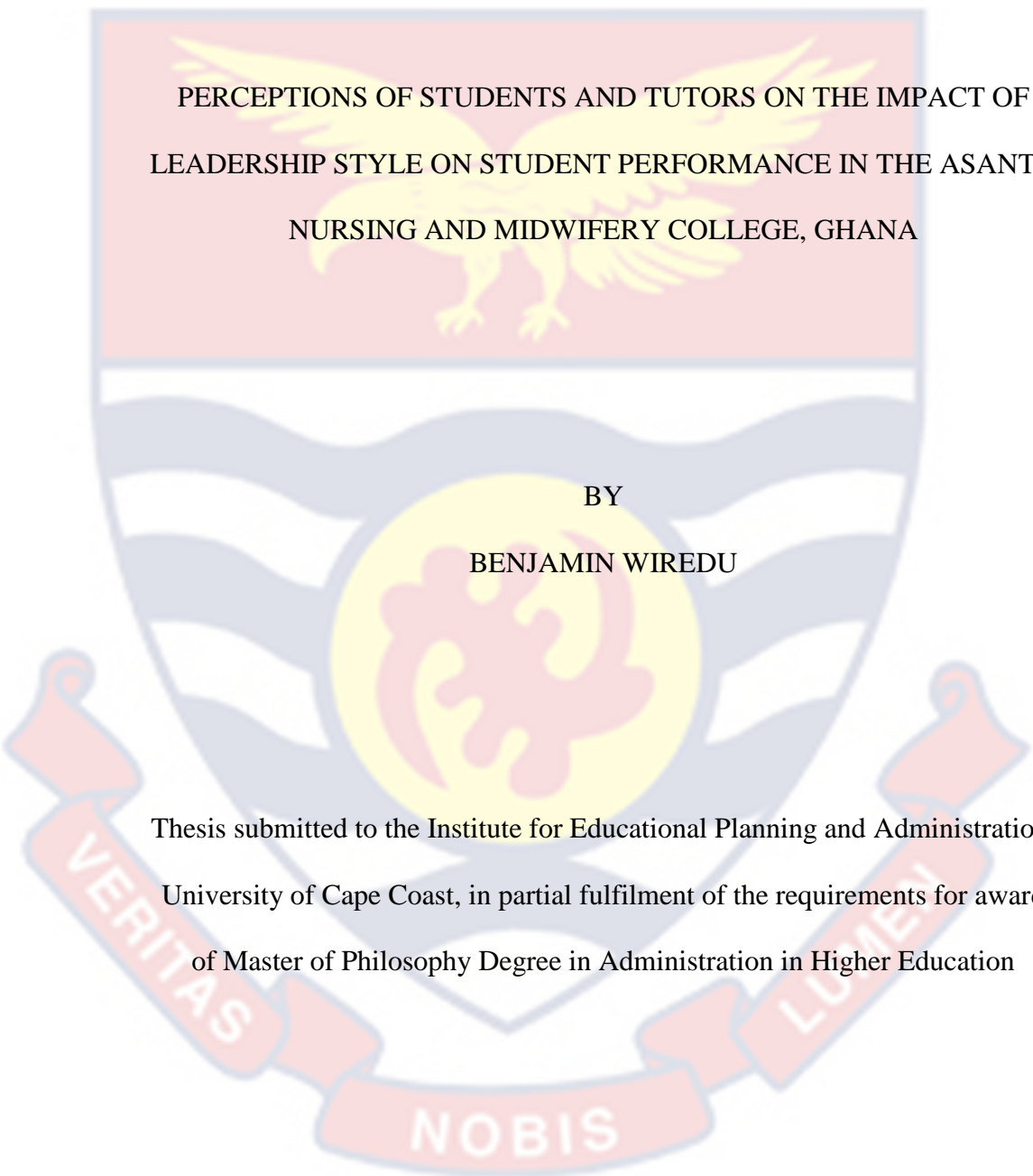
PERCEPTIONS OF STUDENTS AND TUTORS ON THE IMPACT OF

LEADERSHIP STYLE ON STUDENT PERFORMANCE IN THE ASANTA

NURSING AND MIDWIFERY COLLEGE, GHANA

BY

BENJAMIN WIREDU

Thesis submitted to the Institute for Educational Planning and Administration,

University of Cape Coast, in partial fulfilment of the requirements for award

of Master of Philosophy Degree in Administration in Higher Education

OCTOBER 2022

DECLARATION

Candidate' Declaration

I hereby declare 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.

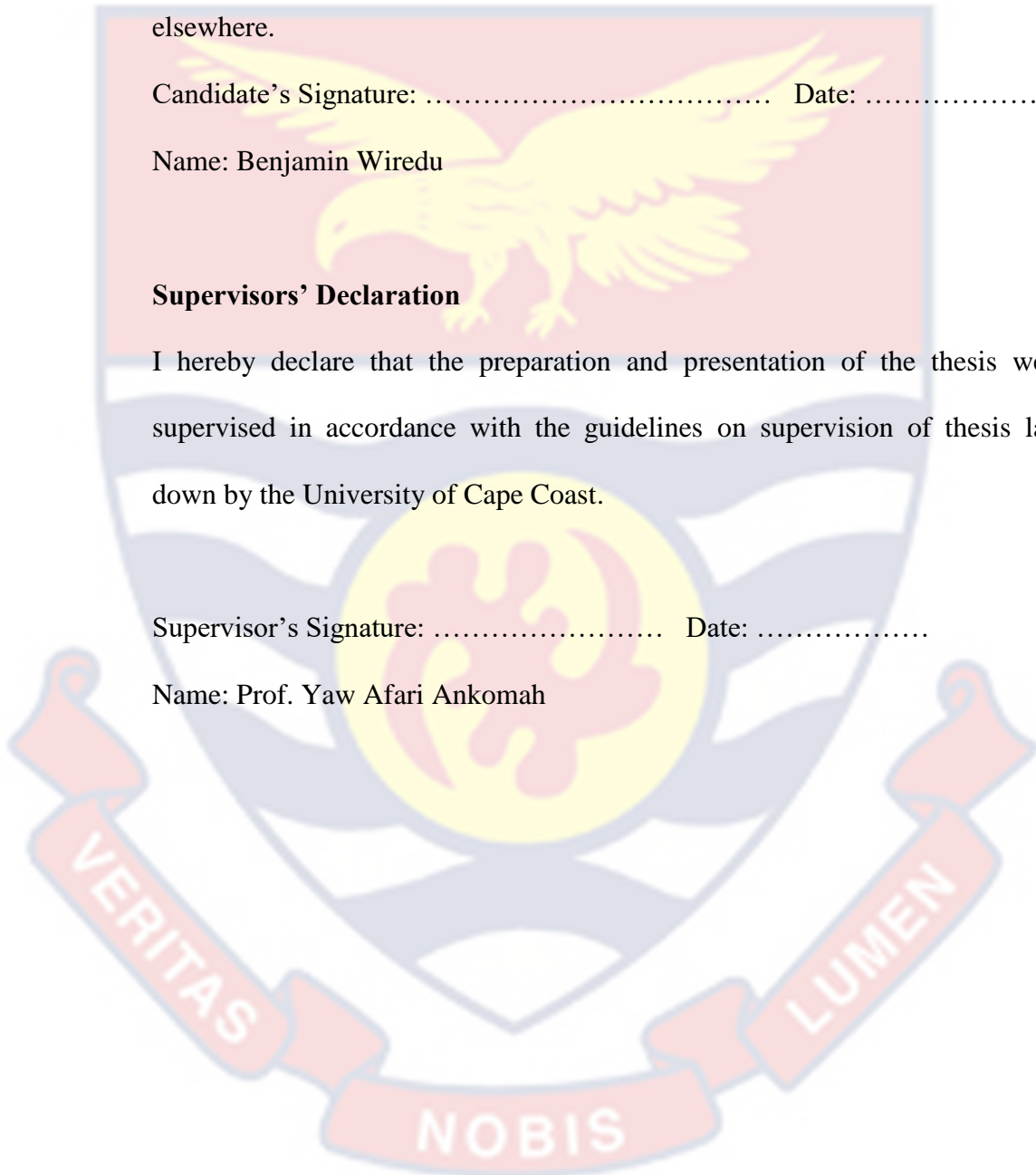Candidate's Signature: …………………………… Date: ………………

Name: Benjamin Wiredu

Supervisors' Declaration

I 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.

Supervisor's Signature: …………………… Date: ………………

Name: Prof. Yaw Afari Ankomah

ABSTRACT

The study sought to examine the leadership style of the principal of the Asanta Nursing and Midwifery College and its key functional elements. The study assessed the students' and tutors' perception of the principal's leadership style and the relationship between the perceived leadership style and the students' academic performance. A descriptive survey research design was adopted to execute the study. The sample for the study was 250 respondents comprising 50 tutors and 200 students who were students of the College. These participants were selected using the purposive and random sampling method respectively. Questionnaire was the primary tool used for the data collection. Data analysis was conducted using frequency, percentages, Chi-Square, and multiple logistics regression. The study established the fact that both tutors and students perceived, to a greater extent, that the leadership style of the principal has an impact on students' performance. Transformational leadership style was the outstanding perceived leadership style of the principal with 33.2%, and probability of 0.93 followed by instructional leadership style with 28.8%. A positive relationship was found between students' academic performance and the leadership style adopted by the principal of the college. It was also found that there was no relationship between sex and performance of the students. It was recommended that while the principal should continue using the transformative leadership style, it was necessary to blend with other positive styles in order to make the performance of students even much better.

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My appreciation goes to the staff and students of the SDA Nursing and Midwifery College. I also wish to thank Mr. Bentum Donkor and Mr. Dickson Godwin of Takoradi who provided me with administrative and secretarial assistance. Finally, I am indebted to my wife Mrs. Helena Wiredu for her encouragement and support that enabled me to complete this study successfully.
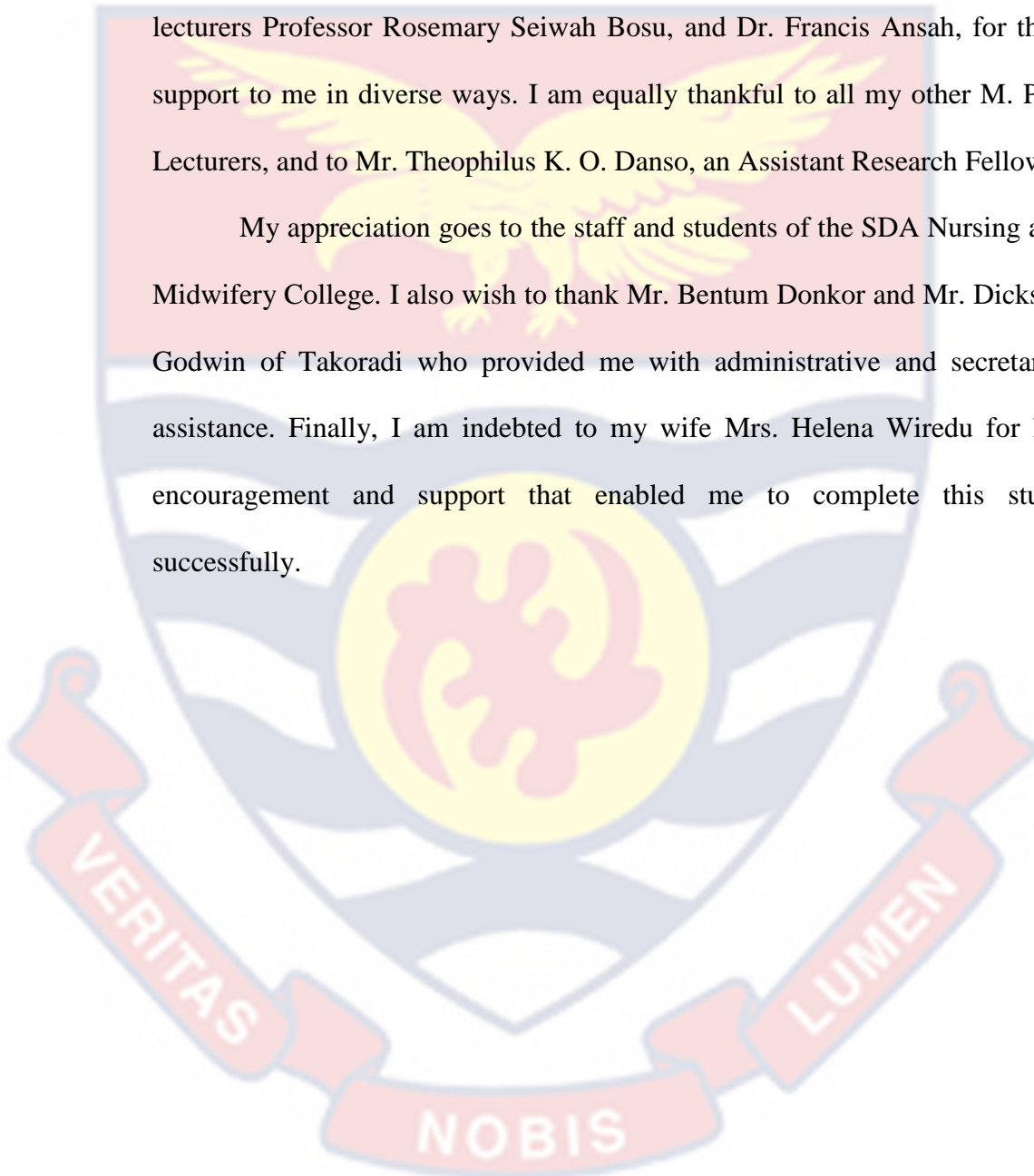
DEDICATION

To Brother Joseph Wiredu and Mrs. Helena Wiredu

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LIST OF ABBREVIATIONS

AHATS	-	Asanta Health Assistant Training School.
GES	-	Ghana Education Service.
HAC	-	Health Assistant Clinical
MD	-	Midwifery
MOE	-	Ministry of Education
MOH	-	Ministry of Health
NAB	-	National Accreditation Board
NAC	-	Nurse Assistant Clinical
NMC	-	Nursing and Midwifery Council
PNAC	-	Professional Nurse Assistant Clinical
RGN	-	Registered General Nurse
SDA	-	Seventh- day Adventist
SGUC	-	Southern Ghana Union Conference
SWGC	-	South-West Ghana Conference
WHO	-	World Health Organisation
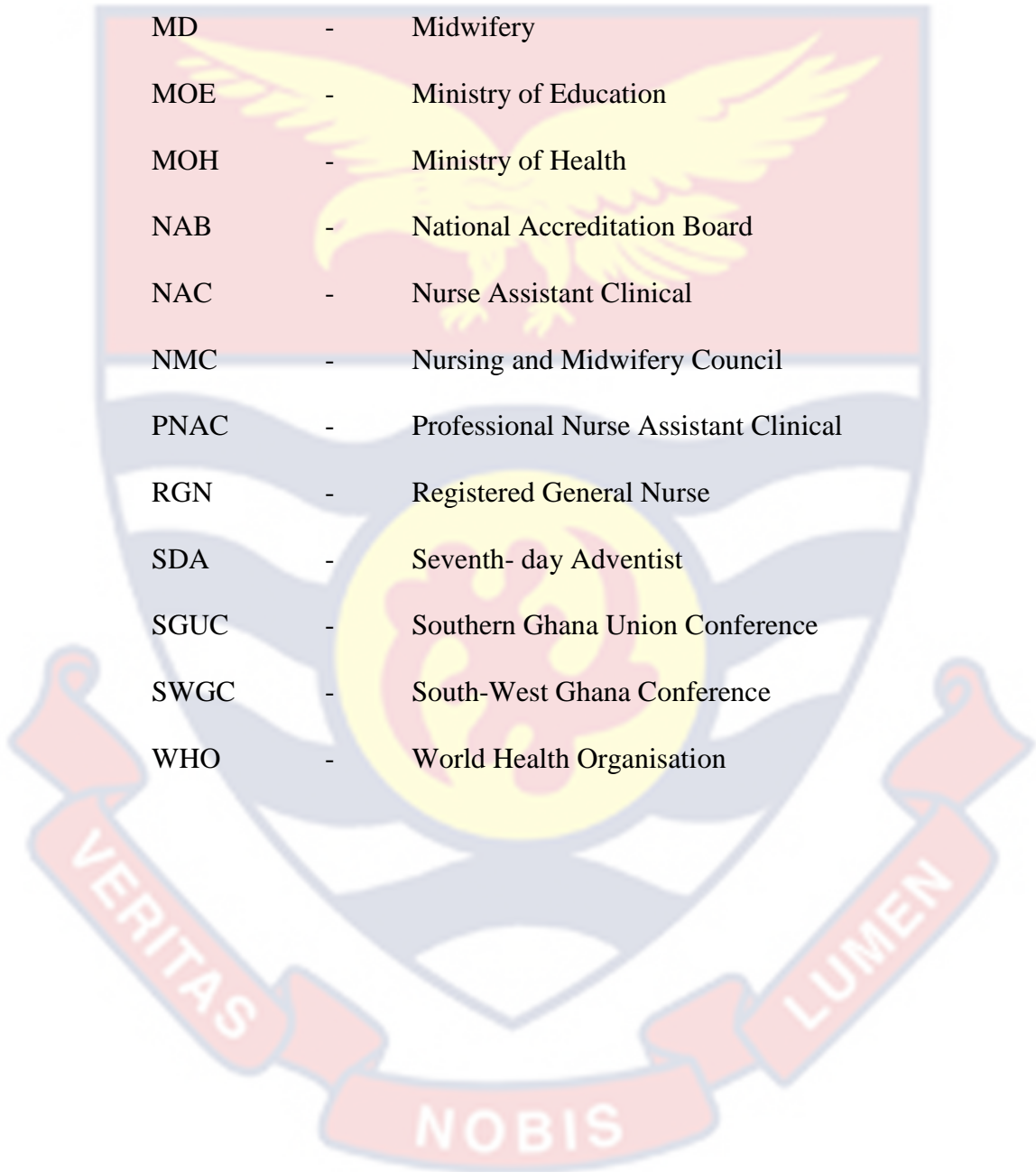
CHAPTER ONE

INTRODUCTION

Background to the Study

The most often discussed and written about topic across academic fields is leadership especially, in educational Management. Organisations whether globalised or local need leadership (Nasongo & Lydia, 2009). The ability to lead is essential to an organisation's existence and is crucial to its success. Academic leaders are accountable for the accomplishments or shortcomings of the organisations they govern. Organisational leaders must navigate shifting pressures from both internal and external influences. According to research, administrators' supportive and effective leadership is essential for staff members to continuously improve their knowledge, abilities, and performance (Cashin, 1996; Nasongo & Lydia, 2009).

Effective leadership plays a significant function in motivating instructors towards student and shared learning, a feature which is believed to be fairly necessary for college effectiveness to be accomplished (Leithwood & Jantzi, 2000). For any organisation to get its development there is the need for sufficient and effective administrators to spearhead the affairs of the organisation. Adesina's (1990) assertion that for any organisation such as colleges to be effective, there is the need for good relationship among leadership and subordinates in order to promote efficiency in management, buttresses this idea. The success or failure of any organisation or institution depends on the leadership. This brings up the question as to the extent to which the perception of leadership style behaviour demonstrated by the principal of Asanta Nursing and Midwifery College impacts students'

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academic performance. Educational units are currently dealing with various issues, particularly leadership practice. These could be due to multiple phases of work overlaps caused by the administration, work model, and management techniques employed in professional practice among others (Somjit, 2009).

The Path-Goal theory assisted in explaining the various leadership styles required to tackle the complexities expected in an organisation. For example, coercive leadership was effective when the organisational goals were expected to be ambiguous or unclear. Meanwhile, supportive leadership is good when work duties are repetitive. Still, participative leadership is appropriate when work goals are unclear, subordinates want flexibility, and work completion is difficult as evident in House's Path-Goal Theory (Razik & Swanson, 2017).

Currently, leadership techniques at educational institutions are particularly problematic (Sirisookslip, 2015). This might be as a result of the several stages of work that result from administrative work models and management techniques that confuse work management and directing or leading amongst high level work units (Somjit, 2009). Meanwhile studies including that of McElroy (2005) has revealed that the leadership style adopted by the principal has the tendency to improve academic achievement or otherwise.

The hiring and retention of certified tutors are vital to an organisation's success, and administrative staff members are critical to the accomplishment of higher education institutes (Cordeiro, 2010). A happier workplace benefits colleges and higher educational institutions attain adequate faculty allocations by retaining employees (Froeschle & Sinkford, 2009). In addition, hiring and

supporting employees, controlling budgeting, and keeping a pleasant working climate can achieve operational success. Indeed, using appropriate leadership style may aid administrators in resolving misunderstandings caused by work overlaps among the top-level management team unit in terms of work practice, administration, ordering, or commanding.

Academic leaders are accountable for the failure or success of the academic organisations they lead. Often, administrators are confronted with unpredictable environmental issues due to changing demands from both internal and external influences. According to research, administrators must provide strong and supportive leadership for their employees' knowledge, abilities, and performance to continue to improve (Cashin, 1996; McElroy, 2005).

Administrative behaviour has sparked the interest of researchers' in institutional and organisational activities in various settings. For instance, in a research that examined the effects of organisational behaviour on public policy and administration, four legacies were highlighted. These are policy instrumentalism scholarships, agenda-setting scholarships, choice architecture scholarships, and expertise and learning organisations scholarships. For years to come, theories and practices in policy planning and public management are anticipated to be influenced by ideas introduced in administrative behaviour due to ongoing advancements in information technology and its applications as well as growing public demands for a more effective and efficient government (Mintrom, 2015).

According to transformational leadership theory, "building and maintaining social networks at work increases task performance and active

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participation in civic behaviours on both a vertical and lateral level" (Li & Hung, 2009, p. 1141; Joo & Lim, 2013). Bass and Riggio (2006) note that passive management by exception is when a leader waits until an issue emerges before acting. Laissez-faire leadership fundamentally means no one is in charge (Bass & Riggio, 2006).

The conduct of administrators invariably affects personnel and student performance alike (Kleim & Takeda-Tinker, 2009). The distinction between transformational and transactional leadership can better help one understand leadership theory. Initially, leadership theories have concentrated solely on the traits of the leader (Bennis, 2010; Yukl & Mahsud, 2010; Derue, Nahrgang, Wellman & Humphrey, 2011). Li and Hung (2009) said that transformational leadership changed the focus from the leader to the quality of the relationship between the leader and their cohorts. Li and Hung assert that inspiring leaders have comparable values and motivations. High-quality workplace interactions are necessary for successful job outcomes (Li & Hung, 2009). Filling vacant academic posts will need a lot of thinking and consideration when faculty leaders retire and transition.

In the context of Ghana, Simpson (2008), revealed that the headmaster's leadership style in decision-making, monitoring, teacher and student welfare and stakeholder participation in school administration had an effect on students' academic achievement. Corroboratively, Gyasi et al. (2015) concluded that even though leadership style can affect academic performance, the headmasters do not have the confidence of the stakeholders to build terms that can enhance quality of teaching and learning. A study by Achisey et al.

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(2020) pointed to the notion that most male headmasters were autocratic than the females while older heads were more democratic than the youth.

Statement of the Problem

In nursing training institutions, the administrator's role is to promote performances. The principal's leadership style has a significant impact on whether or not what is done at the college is successful (Nasongo & Lydia, 2009). Being the person in charge of every part of administering the college, he or she serves as the focal point around which many facets of the institution revolve.

Effective leadership is critical in inspiring tutors to engage in the provision of support for both individual and group learning for their students, a factor that is regarded critical for school effectiveness and overall success (Leithwood & Jantzi, 2000). Any organisation must have enough influential leaders to steer the ship for the organisation to progress. This view is supported by Adesina (1990), who claims that for any organisation, such as schools, to be functional, good relationships between leadership and subordinates are required to increase managerial efficiency.

In recent times, students' academic performance of the Asanta Nursing and Midwifery College, as revealed by examination results from 2014 – 2017, has seen consistent improvement and the assertion being reported is that it is the leadership style of the college principal that is accounting for this, as it has direct impact on tutors' performance which eventually leads to improved students performance (South West Ghana Conference, 2018). Indeed, It is a known fact that tutors' performance has direct influence on students' academic performance (Akech, 2017). No study has been conducted to substantiate the

assertion being made from the report. It is therefore very important to investigate the leadership style of the principal particularly from the perspective of the tutors and students of the college.

In light of this, the study seeks to establish the relationship between leadership style of the principal and the performance of students in the college as perceived by students and tutors.

Purpose of the Study

The focus of the research was to examine how the college principal's leadership style influenced students' academic performance in Asanta Nursing and Midwifery College. The study explored the perception of students and tutors on the leadership styles of the college principal and how it affects students' academic performance. It sought to explore the respondents' perception on the impact of the Principal's leadership behaviour on academic performance in the Asanta Nursing and Midwifery College. It was intended to find out whether the leadership style of the principal of the college was perceived to bring success of the students.

Objectives of the Study

Specifically, the study sought to achieve the following objectives:

1. To assess students' and tutors' perception regarding the principals' leadership styles commonly used in the college.

2. To determine the relationship between students' performance and the perceived leadership style of the college principal.

3. To determine if there is an association between the sex of tutors and students and the perceived leadership style prevalent in the college.

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Research Questions

The following questions were set to guide the study:

1. What is the perception of students and tutors on the leadership style of the principal of the Asanta Nursing and Midwifery College?

2. What is the perception of students and tutors on the key functional elements of leadership in the college?

Research Hypotheses

1. Ho: There is no association between students' academic performance and the perceived leadership style of the college principal.

2. Ho_1: There is no association between the sex of students and tutors and their perception of the type of leadership style at the college.

Significance of the Study

The results of this study may provide nursing managers the chance to evaluate their own leadership philosophies and consider how they impact student outcomes. The outcomes of this research will be an outstanding contribution to data in the area of nursing training leadership and its perceived effect on nursing tutors' job satisfaction and improved performance leading to improved student nurses' outcome. The conclusions of this study might make Nurse Managers think about their leadership styles and how they influence student outcomes. In addition, the findings of the study could be used in developing structured in-service training courses for present and potential nursing and midwifery training administrators.

This study will enhance understanding, particularly literature relevant to administrators' leadership styles and the image of Asanta Nursing and Midwifery College. The study contributes in-depth specialized knowledge to

health educators, policymakers and health organisations. In addition, this research can be used by non-governmental organisations that want to conduct more research in this college.

Researchers in colleges will benefit from the conclusions of this study. It will be beneficial to students and principals to see what they have done in the past to push them to achieve more. Administrators, principals, and tutors of the various nursing and midwifery colleges in Ghana will benefit from the findings.

Delimitation

The research is confined to the perception of Asanta Nursing and Midwifery College students and tutors on their principal's leadership. This research reflects on the characteristics of the Principal of Asanta Nursing and Midwifery College only. The research is limited to the Nursing and Midwifery College at Asanta in the Ellembele District in the Western Region of Ghana, known previously as Asanta Health Assistants Training School. It is the only tertiary education in the Western Region owned by the Seventh- day Adventist Church in collaboration with the Ministry of Health. Broad generalizations may not be made. However, the in-depth nature of the study may be helpful to researchers and educationalists, and health personnel who are interested in gaining insights into the impact of the leadership style of the principal of the Asanta Nursing and Midwifery College, in the Western Region (Ghana) on the academic performance of students.

Limitations

During the gathering of data, it was noticed that some tutors were in a hurry to go home and therefore they did not take time to read the instruction of

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the questionnaire and they filled anyhow. Some students appeared to be afraid of the principal and officers so might have completed the questionnaire with possible misinformation. Those tutors who were officers who might know the principal very well were not part of the main respondents due to their participation in the pilot testing. The multiplicity of the key functional elements of the college leadership could negatively affect the perception of the tutor and student respondents to cause them provide misinformation inadvertently. These issues could pose some limitations to the study.

Definition of Terms

Administrator: the person in charge of the academic and administrative affairs of the nursing institute.

Directive Leadership: controlling, power-oriented, and closed-minded leader who places a high value on obedience, loyalty, and rigorous adherence to rules characterizes autocratic leadership.

Instructional Leadership: includes promoting student learning and development; it requires setting up concrete objectives, managing the curriculum, checking lesson plans, allocating resources, and frequently assessing instructors.

Laissez-Faire Leadership: a passive leadership style in which the leader does not contribute significantly to the overall management. This management style is frequently linked to low productivity and dissatisfaction among employees.

Leadership: The process of persuading others, achieving goals through enlisting the help of others, and gaining the resources needed to accomplish their objectives.

Employment satisfaction: is defined as an employee's affective response to their job, as measured by comparing actual and intended outcomes—the nurse's disposition to stay in their current work under the same conditions.

Nurse Manager (Midwifery Council of Ghana): A registered nurse (in-charge) officially assigned to lead a hospital's nursing unit (or ward).

Nurse administration Productivity: nurses' opinions of their individual and collective commitments to achieving organisational objectives.

Nursing unit/ward: A registered nurse in charge of the entire nursing service managed by a certified Nurse executive in a health facility.

Licensed Nurse Executive: A registered nurse in charge of the entire nursing service in a health facility.

Nurse/Clinical Nurse: Professionals who have completed nursing school and are qualified to practice in Ghana. Hospitals and communities provide direct, hands-on, bedside clinical patient care.

Nursing staff: Professional and support nurses and midwives have attained a post-secondary school certificate granted by the Nursing and Faculty member: an educator who works in a nursing institute in nursing and midwifery college, Asanta. The faculty member's significant responsibilities and other duties are teaching nursing courses and overseeing nursing students in clinical settings.

Nursing Institute: Three-year nursing diploma offered in an academic setting

Passive/Laissez-Faire Leadership: a leadership style in which a leader does not contribute much to general management.

Participative Leadership: a leadership style in which their leaders, yet the leader, consult employees during decision-making to have a say in the decisions made retains final decision-making authority.

Preceptor: in clinical settings, a staff nurse supervises students.

Transformational Leadership: a leadership style that emphasizes the leader's capacity and expertise in motivating his team to complete the intended task by serving as a role model for commitment, confidence, knowledge, ongoing development, and support.

Transactional Leadership: a leadership style in which leaders use incentives and punishment to encourage cohorts to comply. By focusing on their cohorts, leaders secure and keep power.

Survey: it refers to the method of gathering data about a population from a sample of individuals.

Assessible population: it refers to the part of the target group that a researcher takes his or her sample from for a study.

Census survey: it is refers to studies where data are gathered from all members of the target group and this is appropriate when population size is small.

Random selection: it is the sampling method that gives all the elements of the target population has an equal chance of been selected.

Population: it refers to the target group that the researcher is interested in obtaining information to draw conclusion

Organisation of the Study

The thesis is divided into five chapters. Chapter one (1) begins with the introduction of the thesis to the study. The introduction includes the background, statement of the problem, purpose of the study, research questions, research hypothesis, significant of the study, delimitation, limitations, abbreviations and definition of terms and organisation of the

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studies. Literature related to the research has been reviewed in chapter two. The review involves the conceptual, theoretical, and empirical framework. Chapter three (3) focuses on methodology. The sample of the population and the sampling processes, data-gathering equipment, and the data collection process are all covered in this chapter. Finally, in chapter four, data were analysed in the form of results and discussions of the findings and presented in conclusions, recommendations, and suggestions as a part of chapter five.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter looks at works and documents that relate to the topic at hand. It delves into college leadership and the behaviour of administrators, principals. Specifically, the chapter reviews literature in the following areas: Theoretical framework, empirical framework, conceptual framework, leadership behaviours, key functional elements of leadership (including discipline, administration, supervision, staff development and training, and interpersonal relationships), leadership styles (such as transformational leadership styles, instructional leadership styles, transactional leadership styles, passive-avoidant leadership styles, participative leadership styles, directive leadership styles, supportive leadership styles, achievement-oriented leadership styles), leadership and job satisfaction, leadership styles and nurses intention to stay, leadership styles and nurses productivity, academic leadership studies, and summary.

Theoretical Framework

This section of the review deals with theories that underpin the study. The theoretical review begins on theories of leadership. Theories of leadership try to describe the factors that influence leadership behaviour. There is a plethora of such theories. For example, in "The Parallel Lives" (c. A.D. 100), Plutarch stated that for every type of leader who debuted in Greece, another appeared in Rome under comparable conditions (Bass, 1990). By implication, leaders like Alexander and Caesar would emerge regardless of the

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circumstances. Plutarch's view of leadership is related to the great man, or characteristic theory.

According to this belief, humans are born with leadership skills, and only "great" people have them. Woods clearly expressed the same idea when he said that man produces the nation and moulds it in line with his talents, not the other way around. As a result, this idea assumes that solid leaders share a set of traits; they are born rather than made. If this is the situation, it is crucial to detect leadership skills before people embark on leadership jobs.

Bass (1990) and Jago (1982) focused on the factors that distinguish leaders from cohorts in their research. Situational leadership theorists differ from trait theorists. The theory of the great man, according to Hegel, was just a reflection of the necessities of his day (Bass, 1990). Spencer, for example, observed that cultures evolved in a slow, progressive, and consistent manner. This indicates that no single great person can change the course of history (Bass, 1990). When Murphy (1941) remarked that leadership is a function of the occasion rather than a particular individual, he expressed a similar viewpoint.

Both trait and Murphy's situational theory as independent operatives fell out of favour after Stogdill's analysis concluded that both people and situations must be included to explain leadership emergence. According to early authors, leadership combines the great-man concept and qualities tailored to the situation. Personal-situational theorists took the relationship between the situation and the individual into account.

The behavioural style of theorists gradually replaced the person-situation theorists. From the 1940s until the 1970s, this method was popular.

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Two critical concepts were accepted by the behavioural or style school: (a) influential leaders adopt specific styles or behaviours, and (b) influential leaders may be developed (i.e., they do not have to be born into leadership). These studies support the notion that a leader's behaviour can trigger a subordinate's task behaviour. The subordinate's task behaviour can then reinforce, punish, or extinguish a leader's future behaviour.

In his landmark paper "Skills of an Effective Administrator," published in the Harvard Business Review in 1955, Katz first emphasized the importance of leadership skills. This essay developed the first leadership skills taxonomy. These skills, which Katz split into three categories, technical, human, and conceptual, showed how one's leadership qualities improve as one rises through the corporate ranks. The capacity to do and comprehend a specific activity, such as a procedure, process, or technique, is technical ability. Human abilities are the ability to work together and develop a cooperative effort with the group's leaders.

Finally, conceptual skills refer to the ability to see the whole picture. In addition to Katz's three skills, Koontz (2010) added a fourth: problem-solving abilities. Moshal (1998) introduced two additional categories: analytical skills, which include problem-solving and decision-making, and administrative abilities, which include the ability to coordinate many activities, effectively employ resources, and ensure that subordinates complete tasks.

In the 1960s and 1970s, the contingency college of leadership theory was famous. Most person-situation theorists concentrated on developing the person to best adapt to the situation's needs. This idea was built upon by contingency theory. For example, Fiedler and others emphasized the need to

place people in situations where they are best suited, making leadership dependent on other circumstances (House, 1971; Fiedler, 1967; Krech et al, 1962).

Weber's views are at the basis of the visionary and charismatic schools of leadership thought (Bass, 1990). The study of successful corporate leaders who guide their organisations through transition gave rise to this concept, which became prominent in the 1980s and 1990s. Bass (1990) established two styles of leadership based on this theory: transactional and transformational leadership. Transactional leaders use self-interest to motivate their cohorts. Rewards that are conditional, or rewarding cohorts for meeting performance goals and acting when things do not go as planned, are the core of this technique.

On the other hand, transformational leadership appeals to cohorts' moral ideals. According to this transformational leadership philosophy, leaders have a goal in mind, generate motivation, inspire by setting high anticipations and give individual cohorts respect and consideration. Bass (1990) developed the Multifactor Leadership Questionnaire (MLQ) to assess people's ability to use multiple tools. Today's most widely used leadership assessment tool is the MLQ (Yukl & Chavez, 2002; Turner & Müller, 2005). A new school of leadership theory emerged in the late 1990s.

This college of leadership theory is known as the emotional intelligence school of leadership theory. It claims that a leader's emotional intelligence has a more significant impact on their teams' achievement and performance than their intellectual abilities, according to the theory of emotional intelligence, namely; social awareness, self-awareness, self-

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management, and relationship management (Goleman, Boyatzis, & McKee, 2002).

Since the late 1990s, leadership research has centred on examining the abilities of influential leaders (Turner & Müller, 2005). This might be regarded as a return to the trait-based approach. On the other hand, competencies may be learned, not just born. Consequently, leaders can be produced. Additionally, different skill combinations can produce transactional leaders in low-complexity settings and transformational leaders in high-complexity situations, leading to a variety of leadership styles that are acceptable in various contexts (Turner & Müller,2005). Dulewicz and Higgs (2004), in a similar vein, identify the four skills—cognitive, emotional, behavioural, and motivational—that affect leadership effectiveness and list several academics who have adopted this definition of leadership.

Empirical Framework

These are the works related to one's topic and are reported in journals and other sources. Very good empirical data would provide in the literature related review to help establish gaps in knowledge, which the current research intends to fill. The research demonstrates what has been learned in the field of study according to the level of knowledge at the time the research proposal was proposed. The related empirical review would lead the researcher to the current study. This research may be similar to or different from others.

In a study entitled "Effects of Leadership Styles on fellow's performance" according to research done in San Diego State, America, by Avolio et al. (1999), collectivists with transformational leaders produced more ideas, but individualists with transactional leaders produced more ideas.

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Performance in groups was often better than it was for lone workers. According to this study, when a leader welcomes suggestions from subordinates like teachers and students, they feel like they are a part of the institution's decision-making process and so perform well (Akech, 2017).

The study done by Koh et al. (1995) with the title "Effects of Transformational Leadership on the Tutor Attitudes and Students Performance" in Singapore, found that when it came to predicting organisational commitment, organisational citizenship behaviour, and teacher satisfaction, the transformational leadership style had substantial additive impacts to the transactional leadership style. Additionally, compared to other leadership styles, transformational leadership was found to have indirect benefits on students' academic success (Akech, 2017).

Another research was done to see how leadership styles affected academic achievement in a few secondary schools under the Arusha City Council. The results showed that the secondary schools employed participatory leadership methods that fostered relationships amongst teachers. A decision-making role for tutors was found by the study. The participative leadership style of school leaders, which dominated academic achievement, had a favourable effect (Akech, 2017).

Conceptual Framework

Different scholars in different perspectives have defined the term leadership. According to Armstrong (2004), leadership is the ability to successfully transform an organisation via the direction of the human resources, which are the most valuable organisational assets and result in the attainment of desired goals.

Performance includes activities, outputs, and behaviours that contribute to achieving results or outcomes (Armstrong, 2004). Behaviours are results in and of themselves as well as responses to the end result of mental and physical effort put forth in activities. Leading the teaching-learning process is a crucial part of the process. Students must be equipped with the information and skills necessary to function as productive members of society in the twenty-first century.

Although leadership has been extensively researched and debated, it is still an ill-defined notion (Elmuti, Minnis & Abebe, 2005). Leadership is described as "a relationship between two or more members of a group" in The Handbook of Leadership. Change agents, leaders have a much greater influence on others than they do on themselves. Leadership is described as the ability of one group member to influence the abilities or drive of other group members (Bass, 1990. p. 9.) Furthermore, there are as many diverse definitions of leadership as people have attempted to define it including supervisor, and manager (American Heritage Dictionary, 2000). An academic administrator is defined as someone who (a) is a leader of a group (b) controls and coordinates the actions and activities of others, (c) is in charge of reaching specified objectives through these efforts, (d) is in charge of educational leadership, and (e) possesses professional responsibilities (U.S. Department of Labour, Bureau of Labour Statistics, 2007).

Leadership has been defined as a matter of personality, of encouraging compliance, of exercising influence, of a power relationship, of a tool for attaining goals, of an effect of interaction, of a differentiated role, of specific behaviours, and numerous combinations of these concepts (Bass, 1990).

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There are 2,000 books written about leaders and leadership (Alexander, 2005). However, few, if any, offer genuine advice on making the best choices. Indeed, the literature demonstrates that a leadership philosophy that works well in one situation may fail miserably in another (Alexander, 2005).

Leadership Behaviours

An effective team leader may identify several similar behaviours in any organisation. For academic leaders, these behaviours were echoed in all elements of the organisation, from students to management. Some leadership behaviours have emerged as significant themes in various studies. Examples of such leadership behaviours that have emerged are discussed subsequently.

Instilling Pride and Faith

In a study conducted by Al-Maqbabi (2017) in a nursing school, all administrators considered establishing pride and faith as essential part of their leadership job. According to one administrator, behaving as a role model instils pride in everyone, including employees and students (Al-Maqbali, 2017). Staff members should be proud of what they do according to all deans; they should be nurses, proud to teach in nursing schools, and incredibly proud of providing community services. According to one dean, faculty members are proud of achieving specific goals (Al-Maqbali, 2017). A different dean noted that the overall goal is to encourage employees to make their judgements, not discredit their efforts, and provide as much support as possible (Al-Maqbali, 2017). They feel that instilling pride will increase employee self-efficacy and inspire them to work together as a team.

According to one principal, fostering staff cohesion and a sense of belonging to the institute is vital to be proud to identify themselves as faculty

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members of their particular nursing institute when the opportunity arises (Al-Maqbali, 2017). A different dean noted that the overall goal is to encourage employees to make their judgements, not discredit their efforts, and provide as much support as possible (Al-Maqbali, 2017). They think that fostering pride will increase employee self-efficacy and motivate them to work as a team. Finally, a principal emphasized how important it is to foster a sense of community among the employees and institutional ownership. Therefore, when the opportunity arises, they are happy to identify themselves as faculty members of their specific nursing institute (Al-Maqbali, 2017).

Showing Respect and Confidence

According to the administrators, showing respect and confidence is crucial; everyone needs to be respected; thus, leaders must always exhibit respect and confidence in their employees, students, and everyone else in the institute. According to one administrator, when faculty members feel valued by their principal and have the opportunity to participate in any decision, they will labour and educate with full vigour inside the institute, affecting every faculty activity and students' learning process (Al-Maqbali, 2017). Despite their diverse backgrounds, most administrators agreed that everyone would be pleased and have a feeling of purpose by demonstrating respect and confidence. According to one administrator, regardless of their culture, administrators must respect diversity and variances among faculty members (Al-Maqbali, 2017).

Another principal noted that administrators should provide complete support and authority to faculty members to operate independently (Al-Maqbali, 2017). On the other hand, there is disagreement among

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administrators about how faculty members perceive respect. One dean stated that staff members respect their dean for different reasons: some respect them solely because they are the administrator, while others respect their intellectual thinking, so people interpret "respect" differently. According to one administrator, faculty members, who refuse to listen and are very combative, are acting disrespectfully. One dean, for example, stated that "respect is earned", that you cannot force people to respect you, and that your actions can win respect (Al-Maqbali, 2017).

Another administrator emphasized that faculty members must continuously be reminded to respect everyone around them, not only their administrators and superiors (Al-Maqbali, 2017). The administrators felt that they needed to be confident in their faculty members and encourage them in terms of confidence. Even though certain faculty members are inexperienced, they believe that they will be confident in adapting with adequate supervision from the administrator. As a result, faculty members will improve and gain confidence.

Moral and Ethical Consequences of Decisions

In making any choice, all administrators insisted on considering the moral and ethical implications and the topic of justice. They also agreed that they must consider the specific scenario as decision-makers before making any decisions. Administrators remarked that in institutes with a management team, the management team scrutinized the decision-making process in all aspects, looking for both positive and bad aspects. As an administrator, one administrator stated, "I take into account all of the ramifications, not only ethically and morally, but also legally and socially" (Al-Maqbali, 2017). The

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workplace is dominated by women and young Asanta nursing and midwifery professionals with family responsibilities, two administrators believe it is exceedingly difficult to satisfy every employee.

Consequently, when making decisions, administrators prioritize the institution's or country's interests over individual faculty members' fulfilment; for example, one principal noted that an administrator must strike a balance between a staff member's concerns and their impact on the institute's work other employees (Al-Maqbali, 2017). Furthermore, the deans remarked that sometimes a choice is made quickly, and it may be harsh, but they will accept it provided it does not influence their moral and ethical beliefs. One principal stated, "We make certain that no one is harmed and that everyone is treated fairly" (Al-Maqbali, 2017). The administrator, who had just finished her first year as a supervisor, stated that she makes an effort to think deeply about every decision she makes and seeks out sound advice from more experienced administrators.

Mission and Purpose Significance

The most crucial aspect of any organisation, according to all administrators, is the institute's mission and vision. It should be evident to everyone and without it, faculty members would be unable to move correctly. Furthermore, all administrators agreed that all facets of administration should be guided by the purpose and vision and that everyone, including staff and students, should be aware of them: this can be accomplished by posting the mission and vision throughout the institute, talking to your staff and students, and holding workshops.

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According to one administrator, even though he is not flawless, he is doing everything in his power to instil the mission and vision in everyone. On the other side, one administrator merely stated that the faculty created each institute's mission and vision based on the Ministry of Health. Therefore, the institute's mission and vision should be represented in everything it does, but a few faculty members disagreed. The administrator claims that as a result, certain staff do not concur with the institute's objective and vision. This suggests a challenge with the idea of the purpose and vision or the degree of dedication and expertise (Al-Maqbali, 2017).

Clear Values and Beliefs

The administrators agreed that having clear principles and views is critical, especially for new employees. According to one administrator, "Expressing why we are doing this, and that requires clear ideas," especially for new or outside-the-institute teachers (Al-Maqbali, 2017). Every time they speak, the administrators emphasize the ideals of commitment, support, collegial partnership, and professionalism. These were drawn from several sources, including public institutes, Ministry of Health philosophy, and Islamic beliefs. They believe these are ingrained in their profession, universal values that can be used wherever, independent of the origins of the faculty members. According to one administrator, the morals and principles of each staff member either maximize or limit their contribution to the institute.

Participation in Decision-Making

Among the topics on which the administrator went into detail was participation in decision-making. All administrators agreed that both administrators and faculty members benefit from involving their colleagues in

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decision-making. The principal emphasized that making decisions is not as simple as people believe; for example, one administrator stated that making decisions is simple, but making the appropriate ones is challenging (Al-Maqbali, 2017). The majority of choices created within the institutes are based on the thoughts and ideas of all participants; as one administrator pointed out, "whatever comes up as a majority will become the decision" (Al-Maqbali, 2017). The administrators agreed that including employees in decision-making helped them feel more motivated, excited, and empowered.

Some administrators developed the management team board, which represents the whole faculty. Its coordinator or head, based on their judgments of the existing situation in their respective institutes, represent each institute section. As a result, some faculty members have many tasks, such as first-year lead, second-year lead, clinical coordinator, quality assurance, etc. The management team's primary purpose is to get a wide range of employees in decision-making rather than relying solely on the administrator to make judgments that are fair to everyone. The sound impacts of this management team outweigh the adverse effects. For example, one administrator stated, "It makes my life easier because work does not stop when I am not around" (Al-Maqbali, 2017), and employees were happier when they were participating in decision-making.

Another administrator, on the other hand, suggested that management decisions could create communication issues because coordinators in senior positions are not usually communicating new developments, decisions, and updates to younger personnel. According to the administrators, I had meetings with faculty members from various divisions. The majority of them said they

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did not know what was going on at the institute and that I was living in a parallel universe to them (Al-Maqbali, 2017).

Some administrators organised many taskforces to establish standards for specific assignments. Each task force was told that following the completion of the mission, they needed to obtain feedback from all faculty members and involve them in decision-making. For example, one institute formed a staff development task force to establish standards for individuals who might participate in whatsoever type of training, including national, international, credited, non-credited, and on-site training. The administrator stated that everything went smoothly and that no one had any complaints due to the standards being determined by the personnel; they believe they have control over it (Al-Maqbali, 2017). The majority of the institutes' committees were also responsible for defining the scope of work and making strategies for doing next. This method of engaging employees when making a decision aids in the smooth operation of the business. Furthermore, involving employees allows people to exercise their rights and believe that choices are made fairly. One administrator stated, "Sometimes there is not enough time to think about it, and you miss out on the opportunity" (Al-Maqbali, 2017).

Some administrators stated that employees' engagement in making decisions is based on the context. For example, if a decision requires staff participation in year-end planning, strategic development, or quality assurance issues, all deans suggested involving everyone because they wanted to orient employees and ensure they understood the situation. On the other hand, if the decision requires an administrator's expertise and consulting personnel

unfamiliar with the issue will take longer, the deans will make judgments independently.

Another administrator indicated that she strives to involve as many individuals as possible from the employees, administration, or concerned parties. If everyone concerned agrees on a single course of action, the majority makes the decision; otherwise, the administrator makes the decision. The administrator makes the majority of the decisions. After discussing them, the researcher asked the administrators which leadership behaviours they thought were the most significant. The following leadership behaviours are vital for a good institute, but the essential leadership behaviour is all. However, the appropriate behaviour should be determined by assessing the demand and the current situation in each institute.

While two administrators rated all behaviours as significant, three administrators ranked decision-making engagement as the most significant. In comparison, two administrators ranked obedience and confidence as the most important. Respect, they believe, stems from self-assurance, which is derived from knowledge, resources, and experience; therefore, people will listen to, obey, and trust their administrators' decisions if they respect them. An administrator explained that we are dealing with employees or people. The first step is to be respectful. If you do not get that aspect, you will lose everything.

Key Functional Elements of Leadership

Discipline

Discipline refers to students' mental, moral, or physical training and students' submission to the school authority, such as college authority, or the

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instilling of the habit of obedience to authority in students (Mankoe, 2002, p. 811).   Some factors provide a firm foundation for maintaining proper discipline in the classroom and the school. Asiedu-Akrofi (1978) recognises the following two categories of discipline:

1. The first type: Students' desire to adhere to norms, support them, and not feel pressured to do so. They welcome the rules and participate in them willingly; this creates a sense of discipline among students. Discipline is imposed from outside and does not allow students to use their judgement and sense of responsibility. Students are obligated to obey their tutors and other college authorities at all times. Tutors perceive their role as discipline enforces. While this type of discipline may be tolerable among students, proper training of students will reduce the instances of their application.

2. The second type of discipline is imposed from outside and does not allow students to use their judgement and sense of responsibility. Students are obliged to obey their lecturers and other college authorities at all times. Teachers perceive their roles as discipline aim-forces. While this type of discipline will always be necessary, the proper training of students will reduce the instances of their application.

In summary, Tutors and Principals' primary responsibility is to preserve proper order and discipline in the classroom and the college.

Mankoe (2002), in addition, to portraying the point, (Musaazi, 1982), who posits that the trademark of an great college is self-control and internal discipline that manifest in orderliness, responsible behaviour, diligence,

honesty, co-operation and considerate spirit, and the desire to do the right thing at all times. On the contrary, Atakpa and Ankomah (1998) observed that rules and regulations are relaxed in ineffectively managed schools. There are hardly any established standards of behaviour, giving way to general aloofness. Loewen (1972) and Afful (1984) cited an absence of student contributions in the decision process as a crucial element in writing about the causes of indiscipline. Such attitude, arguably, closes all communication channels between students and school authorities.

Administration

The administration had its origin when society began to organise to achieve its goals. The administration is a means to an end and has an instrumentality for fulfilling the purpose and policies of organized instruction. The administration is directing and controlling life in a social organisation. It has its origin in sociology and political science (Mankoe, Mtapuri, & Polokwane 2012), a method of goal attainment by enlisting the help of others. The Administration is frequently referred to as a decision-maker, leader, planner, communicator, and changed agent of an organisation or instruction.

The administration is dynamically fired. It is a complex set of speeches that function within instructions, like the college of SDA Nursing and Midwifery, Asanta, Ellembele District. The administration does not do the job but assures that the job will be done well. Administrators are critical in ensuring that the organisation's goals or targets are attractive. The administrator assures that their department produces good quality standards (Knezevich, 1984), including schools, colleges, hospitals, and churches.

Supervision

In order for teaching and learning to be successful in all educational institutions, supervision is essential. Owusu (1999) asserts that adequate supervision is vital in goal achievement. Supervision determines whether systems are working according to laid-down procedures or plans. It is an effort to make sure that all available resources—people, money, and materials—are used to the benefit of institutions like SDA Nursing and Midwifery College Asanta, Ellembele District in the Western Region.

On leadership and supervisory role, Gibson, Blackwell, Dominicis, and Demerath (2002) see leaders that inspire subordinates through appropriate supervisory methods as the most effective. He accordingly identifies four significant characteristics of a good supervisor: assigning people to undertake works for which they are suited and following up on the results. Charters and Good (1945) portray the concept of supervision as arising from college administrators' desire to provide leadership to tutors and other educational employees to improve classroom instruction. Commenting on the benefits tutors derived from the few internal supervisions offered them, Owolabi and Edzii (2000) claim that the tutors said that internal supervisions had a tremendously positive influence on their job performance.

In Atakpa and Ankomah's (1998) view, the periodic assessment and discussions with students on samples of their work are dominant traits of principals ineffectively managed colleges. Ultimately, periodic appraisal or review of the progress of tutors and students' performance and output of work is part of the processes that, in the opinion of Fletcher (2000), could be

adopted by major stakeholders to improve the standard of instruction that is provided in any educational system.

Staff Development and Training

In today's society, change is unavoidable. Technological advancements have created instant communication channels, which provide students and educators with information about changes in politics, economics, science, and social states from across the world, fulfilling "the purpose of public school." As a result, staff development practices have considerably changed over the last decades. Three treads contribute the staff development.

1. Other than being concerned with the participants in such programs, resort-driven staff development is concerned with improving the behaviour and attitude of the staff, administrators, and staff members.

2. The System approach to administration recognises the interconnectedness of all components inside a college and throughout the entire college. As a result, a change in college instructional methodologies could impact the counselling program and curriculum committee.

3. Construction set forth the premise that learners build knowledge structures in their minds rather than knowing received and improved by a leader or tutor. The implication for staff development is that leaders or tutors, administrators, and staff members could be engaged in such activities as detailed research and mentoring program.

Interpersonal Relationships

Workers have recognised relationships among administrators, principals, tutors, and students as one of the most critical determinants of a

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healthy school environment. It describes an important quality associated with leadership style in effectiveness (Gibson et al, 2002) and getting along with people through persuasiveness, tact, diplomacy, initiative, and motivation (Owusu,1999). It is a requisite skill for college administrators or principals.

The ability to modify any existing relationship between leaders or administrators and students/cohorts to the point where participants are energized and driven by shared values and a common purpose (Owens, 2001; Asiedu-Akrofi,1978) who posits that better working relationships through consultation between the staff and principal or college or schools lead to confidence building and a better working environment.

It is believed that too much of everything is terrible; Atakpa argues that where a strained relationship exists; there is always a lack of support in promoting teaching and learning, which invariably results in a low standard of performance by the students in the college or high institution. In sum, the relationship between principals, tutors, and students builds academic niceness, but too much of it can reduce performance.

Attitude to Change

Change, according to sociologists, is a fundamental characteristic of all social life. In the view of Calhoun, Light, and Keller (1994), those in the position of power are always locked in conflict with those they dominate – the workers or labourers. The interest of those in authority lies in maintaining their influence and control over their subordinates. However, in colleges and other higher educational institutions, the attitude of principals toward tutors' invitation and creativity goes a long way to inspiring both staff and students in achieving excellent results in their performance. According to studies, tutors

are also more eager to participate in any reform process if the connection with their administrators is more transparent, collegial, and collaborative (Smylie, 1992).

Thus, change of attitudes of staff often results from the realisation of interest, support, encouragement and understanding, and the involvements shown by those in authority (Aryal, 2010). On the other hand, Sackney et al. (1998) refer to Shakotko (1995), realisation that in a coercive administration, where authority is found to be cautious or ambivalent towards change, the tendency is for tutors to exhibit uncertainty, resistance, passivity, and resignation in their involvement both in decision-making and implementation of actions. Additionally, it has become noticeable that colleges can no longer rely on bureaucratic methods to solve their problems Fish, (1994). Instead, trust and competence building are increasingly necessary tools for inspiration to redefine college roles. Bendix and Lipset (1966) give the classic example of a characteristic leadership, where the radical leader challenges the established practice by going into the root of the matter. Such a leader sets high expectations for achievement because he or she understands that setting difficult targets reduces productivity. In effect, this type of leader plays a vital role in bringing about the appropriate change.

Three authors, Lewin, Lippitt, and White, (1939) write on the autocratic leader, explain that such a leader may resist any attempt to change his leadership functions. His most effective techniques in maintaining his position are withholding information and knowledge of the goal. He may, in addition, refuse to share information and knowledge of the goal. The result is that he does not provide feedback to the group members on the group's

progress towards the task. Members, therefore, have to depend solely on him for goal achievement. In such situations, the group's activities grounds in a halt in the absence of that leader.

Adesina (1990) upholds the view that a laissez-faire leader is simply a source of information and exercises little control over his subordinates. He permits group members to manage activities primarily by themselves. The author again claims that a laissez-faire leader crates crises and tries to satisfy everybody in the workplace. He appears indifferent on specific critical issues as long as his apathy would keep the subordinates together. Preferably, he solves problems by himself rather than risk opposition or debates from the group. His main concern is to win the support of individuals in any group over the discussion.

According to Reddin (1970), a leader may be a deserter who is neither task-oriented nor interested in relationships, which renders him ineffective. He is so because of his lack of interest and demoralizing nature. He frequently abandons his position as a result, which may even impair others' performance. If you fail, give up; it's only a question of policy, is his phrase.

In contrast, there is also the executive leader, who motivates his staff, sets high goals for them, and acknowledges their personal needs (Reddin, 1970). He gives opportunities for subordinates to participate in decision making. His commitment to both tasks and relationships at workplaces is evident to all. According to Reddin (1970), the executive welcomes disagreement and confrontation over work issues. Such behaviour, he believes, is necessary, regular, and appropriate. Therefore, he does not try to avoid

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conflict by suppressing, denying, or attempting to deny it. He knows that this is done to promote commitment that gives good results.

The authors again refer to a different leadership style known as transformational. This leadership inspires and motivates people to go beyond the work at hand. This is done to receive internal rewards instead of working for security. This kind of leader expresses a vision, persuades cohorts to achieve their vision, makes changes within the organisation, or the human resource management, to achieve their vision. Comparing transformational leadership with transactional leadership, (Gibson et al., 2002) say that the latter just adjusts his goal, direction, and admission for practical reasons, whereas the former overhauls the entire system, the culture, and philosophy to the overall goals of the administration.

Transformational Leadership Styles

Transformational leadership is described by Ross and Gray (2006, p. 800) as a ''multidimensional construct involving three clusters: charisma (definition and maintenance of an organisation's vision), knowledgeable stimulation of members, and individual reflection''. Individuals' values are boosted, they are encouraged to move beyond self-interest to embrace organisational goals, and their requirements are reframed to match organisational performance via transformational leadership (Hanson, 1996).

On the other hand, transactional leadership aims to achieve organisational goals without elevating cohorts' motivations or the organisation's people resources. Transactional leadership does not require a resolution in an organisation's culture, but transformational leadership necessitates a shift in its culture to make it efficient.

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When researching the benefits of transformational leadership on student accomplishment, (Ross &Gray, 2006) found out that while principals are widely held responsible for student accomplishment, most researchers revealed that principals have relatively little impact on their accomplishment. Tutors' commitments as well as perceptions about their collective capacity, according to the study, indirectly contribute to student accomplishment. Ross and Grey re-examined information from a database to investigate the relationship between leadership and student accomplishment. Two hundred five schools and 3042 teachers were chosen from two districts for the study. From third to sixth grade, students' abilities assessed. The data was collected using Likert items with a 6-point answer scale ranging from strongly disagree to agree strongly. According to the findings, the principal's benefits on accomplishment are primarily due to leadership contributions to teachers' perceptions of abilities, collective commitment, and collective teacher efficacy. Conversely, the impact of leadership on student progress was minimal.

Instructional Leadership Style

The empirical research that gave rise to the concept of instructional theory occurred in underprivileged urban populations during the 1970s and 1980s, when against the odds, students have succeeded. According to Robinson, Lloyd, and Rowe (2008), these schools featured good instructional leadership, which contains a non-distracting environment, a structure of well-stated instructional objectives, and high student expectations from the instructor. The researchers looked at student achievement and conducted a meta-analysis. The researchers found that transformational leadership has a

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three to four times less impact on student success than instructional leadership. In the next phase of the literature review, the Robinson, Lloyd, and Rowe investigation will be reviewed in better detail.

Transactional Leadership Style

Both constructive and corrective transactions were included in transactional leadership behaviour. Contingent reward leadership is an upbeat style of leadership that emphasizes goal definition and acknowledgement. In exchange for their efforts, cohorts receive aid. When goals and objectives are met, recognition is given. A corrective transaction leadership style is management by distinction. The style may include active or passive behaviour. Active management, by exception, requires leaders to "watch deviations from standards, blunders, and errors in the cohorts' assignments and take corrective action as needed" (Avolio, Bass, & Avolio, 1999, p. 4). Passive exception management is proactive. The leader may wait until the problems are severe before acting, demonstrating a belief in "If it is not broken, do not fix it" (Avolio et al., 1999, p. 22).

A transactional basis of dedication is a method in which, as well as truth, are exchanged for incentives between leaders and cohorts. The rewards could include information sharing, material benefits, or other precious items to the cohort. This could be a good or a bad transaction that includes a reward or punishment. Transactional leadership is compared and contrasted to provide a unique perspective on leadership theory. Leadership concepts have historically focused mainly on the characteristics of leaders (Bennis, 2010; Yukl, 2010; Derue et al., 2011). However, Li and Hung (2009) said that transformational leadership diverted the focus from the superior to the nature of the interaction

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between superiors and subordinates. According to Li and Hung, transformational leaders share similar values and inspirational motivation. In addition, positive work outcomes require high-quality workplace relationships (Li & Hung, 2009).

"The establishment and maintenance of social networks in the workplace, on both axial and lateral levels, leads to increased levels of goal achievement and active involvement in citizenship contextual performance," transformative leadership claims (Li & Hung, 2009, p. 1141). When workers (a) felt a strong feeling of significance, competence, self-determination, and effect from their work and (b) felt idealized influence from their superiors, job satisfaction improved.

Bass and Riggio (2006) claim that transactional leaders secure and maintain power by focusing on their cohorts' lower-order wants. Still, transformational leaders urge their cohorts to reach self-realization, citing Maslow's hierarchy of needs. On the other hand, transactional leadership concentrates on administrative issues and analyses subordinate needs in exchange for service (Zembylas & Iasonos, 2010).

It is typical, although not always, to favour one over the other when contrasting transformational versus transactional leadership. According to Bass and Riggio (2006), most leaders use both transformational and transactional leadership styles. Yukl and Mahsud (2010), for example, critiqued the twentieth-dualistic century's aspects of leadership, such as the juxtaposition of task-oriented and relationship-oriented leadership, as well as transformational and transactional leadership. A competent leader, according to Yukl and Mahsud (2010), is able to be adaptable and change their

leadership style depending on the situation. Bass and Riggio's theory of transformational leadership has undergone multiple adjustments since it was first introduced in the 1980s. This idea serves as a comprehensive paradigm that encompasses transformational, transactional, and laissez-faire leadership philosophies (Bass & Riggio, 2006).

Leadership that can transform things better is built on the four concepts. According to Bass and Riggio (2006), the four primary features of this concept are idealized influence, inspirational motivation, individualized consideration, and intellectual stimulate. The idealized influence generates respect and admiration, and trust from cohorts. This component of transformational leadership includes leadership by example, as defined in the Five Practices of Exemplary Leadership, which the principal modelling the way embodies (Kouzes & Posner, 2007). Deluga (2011) acquired 86 subordinate-supervisory groups from diverse organisations to corroborate these claims to be surveyed. He discovered that perceived fairness was the supervisory trust-building behaviour mostly related to subordinates' desired organisational citizenship behaviours.

The capacity to express a compelling vision that inspires action directed towards a single person and aims for the community is inspirational motivation. In order to encourage innovation, invention, and experimentation, leaders who are intellectually stimulated solicit the ideas, opinions, and contributions of their followers. According to Bass and Riggio, individualized treatment is listening carefully to and aware of each person's growth, learning, and recognition needs.

The Multifactor Leadership Questionnaire (MLQ) measures a wide variety of leadership behaviours, including differentiating between transformative, transactional, and laissez-faire leadership (Bass & Riggio, 2006). The MLQ factor analysis conducted by Bass and Riggio (2006) revealed significant relationships between transactional contingent incentive leadership and individualized consideration. Transformative leadership might be built on the foundation of transactional leadership (Bass & Riggio, 2006). Leadership based on contingent incentives changes expectations for fairness and performance while also increasing trust between the leader and their followers. The necessity of fair and competitive pay and compensation is reflected in the desire of college teachers for the contingent reward (Bass & Riggio, 2006).

Passive/Avoidant Leadership Styles

Transactional and transformative leadership are described as having two leadership theories. Bass and Riggio (2006), believe that the leader checks performance in active leadership via an exception. In other words, the leader only steps in when the performance doesn't live up to the standards. According to Bass and Riggio, in passive management by exception, the leader waits for a problem to develop before taking action. Laissez-faire leadership fundamentally means no one is in charge (Bass & Riggio, 2006). According to the research conducted by Bass and Riggio, management by exception and laissez-faire leadership produced fewer successful outcomes. Leadership styles such as transactional contingent reward and transformational are far more common than less effective leadership styles (Bass & Riggio, 2006).

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Genuine transformative leaders are distinguished from phoney transformational leaders through individualized consideration (Bass & Riggio, 2006). In a study of tutors from high-performing colleges, Leithwood and Sun (2012) discovered a correlation between administrators' use of tailored attention and the importance instructors placed on a collegial, professional setting. A similar relationship can be discovered in the literature on faculty work satisfaction in colleges (Kleim & Takeda-Tinker, 2009). Some theories have a developmental and supportive leadership perspective while considering each individual (Wang, Tao, Ellenbecker & Liu, (2012). The effects of supportive and developmental leadership on employees were researched by Wang et al. (2012). Wang and Howell claim that supportive leadership happens when leaders make decisions based on the needs and preferences of their cohorts.

Positive leadership may successfully reduce job stress (Wang et al., 2012). Staff employees may benefit from this component of supportive leadership (or personalised consideration) in organisational transformation (Coates, Dobson, Goedegebuure, & Meek, 2010). The behaviours linked with supportive leadership have a lot in common with mentoring, which early-career academics want (Austin, 2012).

Participative Leadership Style

Even when the leader retains the final decision-making authority, a participatory leader consults with employees during decision-making to offer individuals a say in the decisions that their leaders make (Polston-Murdoch, 2013). Others have referred to this leadership style as democratic leadership. Cohorts of participatory or democratic leaders feel motivated to achieve

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healthy because they want to be involved and want autonomy and the chance to show themselves (Bass & Bass, 2009).

This leadership style's adherent encourage engagement from their cohorts, but the leader makes the final decisions (Bass & Bass, 2009; Cummings, MacGregor, Davey, Lee, Wong, Lo, Muise, & Stafford, 2010; Giltinane, 2013). When an experienced leader wants to involve their cohorts while still holding ultimate decision-making authority, this leadership style could be effective in therapeutic situations.

According to Cummings et al. (2010), participatory leaders have less authority over their members than directive leaders since they provide direction rather than dominating them. According to Giltinane (2013), while participative leadership appears to be less efficient than other forms of leadership, it looks to be more adaptive. It appears to increase cohorts' enthusiasm and inventiveness. This supports the notions that, in the twenty-first century, nursing staff no longer accepts authoritarian leadership and want participation in evaluation (Bondas, 2009).

Directive Leadership Style

According to protagonists of the path-goal theory, the directive leader explains opportunities and provides careful supervision to meet those goals based on performance standards and administrative regulations (Alanazi, Khalaf, & Rasli, 2013). Autocratic leadership is a type of leadership within which the leader is domineering, closed-minded, and power-hungry (Bass & Bass, 2009). As a result, directive (autocratic) leaders frequently emphasize obedience, loyalty, and rigorous loyalty to the rules (Bass & Bass, 2009). Leadership of this species is very task-oriented, and it is not common for it to

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promote obedience while also punishing resistance (Burke, Stagl, Klein, Goodwin, Salas, & Halpin, 2006). As a result, their members frequently despise directed (autocratic) leaders, but this could change if excellent results from their leadership become apparent (Giltinane, 2013).

Many cohorts may despise directive leaders, but they work effectively under them. According to research by Schoel, Bluemke, Mueller, and Stahlberg (2011), admired leaders are occasionally viewed as ineffectual whereas disliked leaders are viewed favourably. This backs up Bass and Bass's (2009) claim that directed leaders are more effective than non-directed leaders because they give a correct structure and specify what has to be done. On the other hand, cohorts of authoritarian leaders may be unduly reliant on their leader and flounder when the leader is absent, according to another school of thought (Bondas, 2009).

Contrary to Bass and Bass (2009) and Schoel et al. (2011), however, in the landmark of a qualitative study by Azaare and Gross, confident Nursing Leaders were generally authoritarian (directive) in their leadership style but less effective in the views of their colleagues (2011). According to the study's findings, nurse Managers used intimidation and minimal consultation to govern their personnel, which reflected the values of repressive (directive) leaders. On the other hand, the staff nurses saw the Nurse Managers as weak figureheads. The researchers concluded that such autocratic leadership lacked confidence, trust, and contentment among staff nurses. Unfortunately, the study did not look into whether or not staff planned to stay or leave due to their supervisors' dictatorial manner.

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Furthermore, as Azaare and Gross (2011) discovered, the violent inclinations of excessively directive leaders induce uneasiness among cohorts, (Giltinane, 2013; Schoel et al. 2011). However, a directive leadership style is fitting when working with recently employed or unskilled employees, in semi-structured and unstructured tasks, or staples of urgency when there is no time for consultative engagement of cohorts (Negron, 2008; Polston-Murdoch, 2013).

Supportive Leadership Style

According to the path-goal theory, Robert House characterized supportive leadership as a receptive style in which the leader maintains a sociable environment and vocally celebrates colleagues' accomplishments in a rewarding mode of operation (House, 1971; House & Mitchell, 1975). In modern leadership theories, this leadership style is referred to as transformational leadership. Advocates describe it as motivating coworkers to go above and beyond the call of duty and serve as mentors (Kenmore, 2008; Vinkenburg, Van Engen, Eagly, & Johannesen-Schmidt, 2011). The principle behind transformational (or supportive) leadership is that leaders and cohorts work together to achieve organisational goals necessary for the team's vision to be realized. Leaders parade the skills required to build effective connections with cohorts, encouraging members to take ownership of the team's goal and make it a reality, boosting morale. As a result, cohorts are inspired to develop their leadership skills (Rolfe, 2011; Giltinane, 2013).

Many studies looked into the role of supportive (transformational) nursing leadership, with many finding positive outcomes for both staff and patients (Thorpe & Loo, 2003; Grimm, 2010; Malloy & Penprase, 2010;

Vinkenburg et al., 2011; Zampieron, Spanio, Bernardi, Milan, & Buja, 2013).
It is important to emphasize that the majority of studies have concentrated on
supporting and achievement-oriented leadership behaviours, even though no
prior study has identified any adverse effects of supportive or transformational
leadership in nursing.

Achievement-Oriented Leadership Style

Achievement-oriented leaders establish difficult goals, anticipate great
performance from subordinates, relentlessly strive for performance
enhancement, and exhibit a high level of confidence in their ability to delegate
authority, exert effort, and accomplish difficult objectives (House & Mitchell,
1975). When the desired goals are met, this is frequently coupled with
providing prizes as an extrinsic motivator for cohorts (Negron, 2008). This
approach is known as transformational leadership in some circles (Sims Jr,
Faraj, & Yun, 2009). Transactional leaders are categorized into three types,
contrasting House's accomplishment leadership approach. First, a task-
oriented trait is a contingent reward, in which cohorts are compensated if
specific standards are fulfilled. This is in line with House's description of his
results-driven management approach.

On the other hand, exception-active leadership is a sort of relational
leadership in which leaders aspire to intervene in cohorts' behaviours before
they become challenging. On the other hand, management by exception-
passive is a relational leadership quality in which the leader waits until the
cohorts' behaviour becomes problematic before intervening (Giltinane, 2013;
Tomey, 2009). The different transactional leadership styles approach to the
path-goal success-oriented leadership style differs. According to Burke et al.

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(2006), a leadership style built on liable rewards (accomplishment) improves cohorts' satisfaction and performance.

This supports the path-goal theory's beliefs that a leader's actions, particularly goal-oriented ones, please employees and improve their performance (Alanazi et al., 2013). In contrast to supportive or transformational leaders, achievement-oriented and transactional leaders, according to Giltinane (2013), focus primarily on managerial duties and may not discover common values of their team (Tomey, 2009; Giltinane, 2013). According to Curtis, de Vries, and Sheerin (2011) and Giltinane, (2013), the style is duty-oriented and can be helpful when dealing with topics of urgency.

According to Alanazi et al. (2013), the goal-oriented approach is appropriate when explicit reward systems generate autonomous motivation, which activates the employee's intrinsic motivating requirements to strive for higher performance satisfaction. However, such goal-oriented (transactional) leadership might result in incomplete nursing care, according to Cummings et al. (2010), with whom Giltinane (2013) concurs. Nursing care is often fragmented, according to them, because nurses focus on the task rather than the entire patient.

The effect of leadership style on job performances and productivity has not been investigated in these studies. Nonetheless, this leadership style may be beneficial in developing the capacity of new nurses as well as protecting patient interests because subordinates seek to perform in their assigned duties because they expect to be rewarded for their accomplishments (Sellgren, Ekvall, & Tomson, 2007; Kenmore, 2008; Johansson, Andersson, Gustafsson, & Sandahl, 2010). However, further research is desired to see how

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achievement-oriented leadership affects nurses' job satisfaction, retention intention, and productivity.

Leadership Styles and Nurses' Job Satisfaction

The role of nurses in the healthcare sector is crucial (Sanford, 2011). Therefore, healthcare organisations must ensure that nurses are happy with their work while they care for patients. Rad and Yarmohammadian (2006) have discovered several elements, which include wages, benefits, accomplishment, independence, recognition, interaction, conditions for workers, job relevance, co-workers, professional competence, and organisational climate. Other factors include relationships, working for a respected firm, promotion opportunities, job stability, workplace flexibility, team environment, and genetic factors. Many of these elements are influenced by managers' leadership styles. Consequently, much research has been conducted to look into the impact of Nurse Managers' leadership styles on the job fulfilment of nurses (Chiok, Foong, Loke, 2001; Rad & Yarmohammadian, 2006; Cummings et al., 2010; Abualrub & Alghamdi, 2012; Negussie & Demissie, 2013). For instance, occupational contentment was frequently poor in a survey of 308 Saudi nurses done by Abualrub and Alghamdi (2012). Nevertheless, 32% of work satisfaction was explained by transactional and transformational (goal-oriented and supportive) leadership styles.

These discoveries are not isolated; in contrast, managers' leadership styles are the most critical influence in nurses' job happiness (Burke et al., 2006; Malloy & Penprase, 2010; Casida & Parker, 2011). Nevertheless, Wang et al. (2012) discovered that among Chinese nurses, worker connection and

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demographic features such as age and employment position seemed to have a more considerable influence on job fulfilment than the issue of leadership. Wang and colleagues' study has a fundamental flaw: they did not examine specific leadership styles to see how they correlated with job satisfaction.

Cummings et al. (2010) showed that of the 53 studies analysed, 24 (45.3%) cited that leadership styles based on individuals and relationships, including collaborative or transformational leadership, were linked to greater nurse work fulfilment. At the same time, 10 (18.9%) of the research analysed revealed that task-oriented leadership styles decreased job satisfaction among nurses. Even though Azaare and Gross (2011) discovered that staffs were unhappy with their Nurse Managers' authoritarian (directive) leadership style, it was unclear whether they were unhappy with their jobs. As a result, one's degree of work satisfaction may not always correlate with how satisfied they are with their manager's leadership style. Fok-Yew, Ahmad, and Baharin (2013) recently confirmed the findings of Cummings et al. by finding that the transformational (supportive) leadership strategy contributes more to work fulfilment than the achievement-oriented leadership style (2010). However, these studies have generally neglected the effect of different leadership styles based on the personnel qualities and situation, which is one of the path-goal theory's core prepositions. In the path-goal approach to leadership framework, it is essential to determine the association between each leadership style and nurse job fulfilment.

At contrast to Azaare and Gross (2011), who used a qualitative technique with a small sample size of 20 staff nurses, Negussie and Demissie (2013) questioned 178 Ethiopian nurses in one hospital. They found that

nurses preferred transformational leadership over transactional leadership, which is supportive. Additionally, compared to other professions, nurses reported higher levels of intrinsic than extrinsic work satisfaction. This demonstrates how satisfaction with one's work differs from satisfaction with one's leadership style. Although Negussie and Demissie's (2013) findings are consistent with other studies (Chiok, Foong, Loke, 2001; Rad & Yarmohammadian, 2006), it seems that relationship-oriented (supporting) leadership styles are overemphasized at the expense of directive and participatory leadership styles (task-oriented ones). Transformational (supportive) and transactional (goal-oriented) leadership styles, for example, have been compared extensively. There is minimal or no overlap between participative (democratic) and directive (autocratic) leadership styles. The data was acquired based on staff perceptions of leadership styles rather than staff assessments of Nurse Managers' leadership styles (Abualrub & Alghamdi, 2012; Negussie & Demissie, 2013) notwithstanding the good and legitimate methodologies utilized in this research.

As a result, Giltinane (2013) suggests that a situational or contingency approach to leadership (such as path-goal leadership) be re-evaluated in the healthcare industry. According to her, healthcare organisations are constantly changing, necessitating the adoption of a variety of leadership approaches, with efficient leaders adapting their leadership approach to certain conditions. As a result, all leadership approaches would be necessary for nursing if used appropriately, with proper timing, with the right people, and in the right situation. Rad and Yarmohammadian (2006) agree that diverse situations necessitate diverse leadership styles and that leaders may use a variety of

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abilities to improve employee happiness. The greatest nurse managers are also adaptive in their leadership styles and employ the ones that are most suited for the circumstances and people involved, according to research by Kenmore (2008).

Leadership Styles and Nurses' Intention to Stay

The worldwide scarcity of nurses emphasizes the importance of keeping nurses in their existing positions (Cowden & Cummings, 2012). Furthermore, the worldwide nursing mobility rate is projected to be between 10% and 21% per year (El-Jardali, Dimassi, Dumit, Jamal, & Mouro, 2009), keeping nurses in their current jobs can aid in reducing the severity of the nurse shortage consequences.

Staff retention is a positive predictor of intention to stay, whereas employee turnover predicts intention to leave (Cowden & Cummings, 2012). Several studies have examined how leadership styles affect nurses' desire to remain in their positions (or leave). The results show that the main reasons nurses quit their positions were low pay, bad job approval due to poor leadership styles, low motivation, insufficient training, a heavy workload, and a lack of respect (Strachota, Normandin, O'Brien, Clary & Krukow 2003; Anthony, Standing, Glick, Duffy, Paschall, Sauer, Sweeney, Modic, & Dumpe, 2005; Sellgreen et al. 2007; Cummings et al., 2010; Abualrub & Alghamdi, 2012).

Engeda, Birhanu, and Alene (2014) found that only 39.8% of the 389 Ethiopian nurses in their institution-based cross-sectional survey expected to continue working in nursing. Moreover, the purpose to continue in nursing was significantly predicted by age 40 to 49 years, marital status, having a

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bachelor's degree in nursing, approval with autonomy, and professional prospects.

Abualrub and Alghamdi (2012) found no significant association in leadership styles and nurses' interest in staying at work among Saudi nurses in six Government hospitals; however, a transformational (supporting) leadership approach was discovered to lessen turnover rates. On the other hand, job fulfilment was a weak but favourable link with nurses' intentions to stay in their existing jobs. Sellgren et al. (2008) found no statistically meaningful links among leadership styles and employee mobility, although there are statistically meaningful links between staff mobility and work fulfilment. While there is no apparent factual link between leadership styles and nurses' willingness to stay, these data suggest that work satisfaction is a significant factor. Sanford (2011), on the other hand, claimed that across several years, a list of reasons why nurses quit their jobs was collected, and yearly analysis revealed comparable explanations.

Significantly, roughly 56 per cent of qualified nurses left their positions because of poor nurse management abilities. Even if this figure is frightening on its own, it becomes even more so when combined with additional factors. For example, 91 per cent of nurses who left their positions expressed concern about workload/staffing, and 81 per cent expressed dissatisfaction with peer and Nurse Manager Relationships. All of these factors are, without a doubt, linked to the leadership style of Nurse Managers. According to Sanford (2011), any venture in nursing executive coaching is a justifiable expense for health care organisations trying to hold their finest nurses.

On the other hand, Sellgren et al. (2008) and Wang et al. (2012) deny that leadership styles affect workers' interest in staying. According to the information above, the relationship between leadership styles and nurses' incentive to stay looks unstable. It is important to note that some of the research examined the relationship between nurses' intentions to remain and transactional and transformational leadership styles. Therefore, more research is needed on the effects of various leadership styles on nurses' intentions to stay to get a clear picture of what is going on. Furthermore, while job satisfaction has been mentioned as a mediator (Sellgren et al., 2008; Abualrub & Alghamdi, 2012), a more empirical study is needed to determine the type and amount of such mediation.

Leadership Styles and Nurses' Productivity

Employee output is a significant source of concern for all businesses throughout the world because it is considered as the determining factor between the most and least successful (Fournier, Montreuil, Brun, Bilodeau, & Villa, 2011; Shah, Jaffari, Aziz, Ejaz, Ul-Haq, & Raza, 2011; Dasgupta, 2013). In the face of escalating healthcare expenses and dwindling resources, increasing the productivity of health professionals, notably nurses and midwives, will undoubtedly improve health care facilities' much-needed efficiency (Letvak & Buck, 2008; Awases, Bezuidenhout, & Roos, 2013). However, a sizable body of literature has pointed the finger at a variety of issues, including a lack of employees, logistical difficulties, organisational issues, poor motivation, a lack of appropriate technology, and out-of-date medical equipment. Yet, nurses and midwives have cited a variety of reasons why goals were not met, including a lack of staff, logistical difficulties,

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organisational issues, poor motivation, a lack of suitable technology, and outdated medical equipment (Letvak & Buck, 2008; Al-Khasawneh & Futa, 2013; Awases et al., 2013).

According to the World Bank, Ghana's health worker efficiency is poor, resulting in substandard service across regions, districts, and cadres (Saleh, 2012). The Ashanti, Bono, Ahafo, and Central Regions were stated to have the highest productivity, while Greater Accra, which has the most significant percentage of Ghana's health workers, had the lowest (Saleh, 2012; Asabir, Witter, Herbst, & Dedzo, 2013).

Productivity is becoming a big problem for healthcare executives due to the global nursing shortage. It has been demonstrated that nurses who are happy with their employment are more likely to stay in their positions (and the profession) and are more productive than nurses who are unhappy with their jobs (Chiok, Foong, Loke, 2001; Casida & Parker, 2011; Abualrub & Alghamdi, 2012; Wang et al., 2012; Negussie & Demissie, 2013). Even though efficiency is critical in nursing and health care, McNeese-Smith (1997) claims that the nursing literature on the focus is sparse and obsolete (Chiok, Foong & Loke, 2001; McNeese-Smith, 2001). Nursing productivity is defined by McNeese-Smith (1997) as the contribution made to an organisational result versus the resources expended. It evaluates both quantitative and qualitative aspects, including goal achievement and finished work Bain (1982), as McNeese-Smith (1997) referenced. On the other hand, the absence of a global gold standard assessment of the health workforce is a significant flaw. Some researchers have looked at health worker yield by examining hospital malingering rates (Chaudhury & Hammer, 2004) and the percentage of health

professionals' time on clinical care activities during working hours (Kowalski & Brunner, 2011).

Even though absenteeism is a fair indicator of individual devotion and maybe a measure of productivity, it is dreadful to predict the level of productivity of a person accurately because it has been argued that a worker can show up for work every day but be mainly ineffective. Other things to consider include the number of health-care activities performed (for example, the number of people seen in the emergency room or the number of people admitted to the hospital) (Courtright, Ndegwa, Msosa, & Banzi, 2007).

Counting a health professional's various activities is an essential determinant of productivity, but the quality problem may be overlooked unless compared to specified and recognised criteria. This is because it has been argued that productivity tools fail to account for some critical thinking or assumed processes and the sum of energy/strength required to do particular jobs (Chiok, Foong & Loke, 2001; McNeese-Smith, 2001).

Given that many healthcare directors' recent focus has been cost-cutting, employee productivity, and reliability, it is crucial to look into how managers' leadership behaviours may influence nursing staff productivity. For instance, the path-goal theory proposes that if one or more of the directive, encouraging, participative, and achievement-focused leadership styles are used, subordinates would work more productively (House & Mitchell, 1975).

Nurses were asked to comment on their productivity or lack thereof using a semi-structured questionnaire by McNeese-Smith (2001). Even though the study's purpose was not to prove a link between leadership styles and productivity/inefficiency, it found that system and organisational

characteristics were responsible for 13% of productivity and 90% of non-productivity, respectively. Undoubtedly, system and organisational characteristics are frequently related to leadership, implying that Nurse Managers' leadership style significantly affects nurse performance. This backs up the argument that good leadership behaviour boosts productivity (McNeese-Smith, 1997).

According to Cummings, nurses do not believe nursing leadership affects their performance or productivity (2010). Instead, leadership practices are intricately tied to the hypothesized characteristics to influence nursing performance. However, based on the results of multiple research, Cummings (2010) asserted that there was evidence to support a crucial link between nursing leadership and nurses' productivity and performance.

In a major study involving 20 Singaporean Nurse Managers, Chiok, Foong and Loke (2001) discovered that nurse productivity is strongly linked to leadership behaviours. Even though leadership behaviours explained 29% of job satisfaction and 22% of nurse retention, just 9% of productivity was statistically explained by leadership styles. Nevertheless, more significantly, the study's outcomes demonstrate a correlation, implying that a good leadership style can increase productivity.

In a different study, the association between leadership style and self-reported productivity in sports organisations was investigated. The results showed no discernible relationship between leadership philosophies and self-reported productivity. Therefore, according to the experts, managers who want to attain high productivity should blend leadership styles (Didari, Hghighi, Abdolvahabi, & Rahmati, 2012).

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Academic Leadership Studies

Despite substantial developments in leadership theory and many studies, there remains a dearth of leadership research in higher education. A detailed examination of the 5,000 citations in Bass's version of Stogdill's Handbook of Leadership (Bass, 1990) reveals that corporate organisations have dominated leadership study, with military and government institutions coming in second (Vroom, 1984). Education is a topic that is hardly acknowledged. According to Vroom (1984), university officials may not have paid as much attention to studies on what they do.

Murry Jr and Stauffacher (2001) found that efficient department chairs must effectively articulate department needs to their deans, foster open communication among faculty, and operate with integrity and ethics in a study of academics and administrators from several fields. This study discovered significant inequalities among male and female academic leaders. "The real work of academic chairs demands a diverse set of leadership capabilities," according to Bowman Jr (2002, p. 161). Bowman Jr. (2002, p. 161) asserts that reputable communication abilities include those for problem-solving, resolving conflicts, mentoring, managing transitions, and listening intently to co-workers and pupils with empathy and curiosity. According to this concept, academic leaders maximize colleagues' talents while minimizing their flaws.

Montez, Wolverton, and Gmelch (2003) investigated the roles and problems of the deans. They looked at 1,370 academic deans across the U.S.A. Academic leaders self-reported the following leadership tasks in this study: (a) budgeting and finance, resource allocation and usage, and fund-raising, which are all fiscal; (b) administration, which includes public and legislative

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responsibility, collaboration with top management, long-range strategy, outreach to the community, and reorganisation; (c) curriculum and programme development, comprising curriculum and programme development, coping with ill-prepared pupils, and recruiting elevated students; (d) faculty, such as faculty recruitment as well as retention, dealing with problematic persons, and influencing faculty to change; (e) technology, including distance learning, and technological advancements; (f) accomplishing personal goals, establishing personal balance, balancing personal and professional lives and (g) diversity, ensuring diversity. Deans, according to these authors, should not operate individually. Instead, they must accept shared leadership and employ managers and personnel to help them succeed.

Summary

The literature so far discussed illustrates a wide range of divergent and related views on the topic under discussion. These include the notion of leadership, which authorities describe as the endeavour or capacity of persons in leadership positions to use their influence in urging others to strive toward a common objective. Leaders, in effect, operate as change agents, which is necessary for promoting high-quality output. It appears that there is no such thing as a one-size-fits-all leadership style. On the other hand, nurses prefer transformational (supporting) leadership to other leadership styles, according to multiple studies. This is most likely because most studies have emphasised transformational and transactional leadership over so-called task-oriented leadership styles.

In addition, a statistically meaningful link involving leadership styles and nurse job satisfaction has been discovered in various studies. The relationship amid leadership styles and intent to stay or even productivity, on the other hand, has produced mixed results. Indeed, it appears that little research has focused on how leadership styles influence nurse productivity, as demonstrated by extant literature. As a result, an empirical gap justifies research into the significance of leadership styles on nurse job fulfilment, retention, and productivity.

Various authors define leadership behaviour as a leader's precise actions in leading and coordinating the operations of a working group. Furthermore, the leadership style must be seen to compliment the leaders' behaviour in that the style exhibits the leader's preferred way of controlling activities of subordinates in institutions. Behaviours may be described as task-oriented and person-oriented. In effect, the various roles of principals in ensuring effective leadership are summed up thus: discipline in leadership is a way of ensuring orderliness and responsible behaviour; administration is a shared responsibility, while adequate supervision inspires staff towards achievement of goals. On the other hand, staff training and development ensure skills acquisition towards high performance; good relationship leads to the commitment of duty and improved to one of the college, while attitude to change is a described key functional element of the college's administration.

Leadership can transform things better. Leadership influences, inspires, motivates and stimulates tutors and students to perform better. Leaders exhibit intellectual stimulation that seeks their subordinates' ideas, opinions, input and output. Leadership shapes expectations for performance, justice and trust.

Transformational leadership consults its cohort in decision-making. Leaders maintain sociable environment and celebrate colleague's accomplishment in a rewarding mode of operation. Leaders aim at setting goals for achievement. Leaders provide remuneration, benefits, recognition, professional competencies and performance to their tutors and students. Leaders help to keep nurses in position to avoid mobility.

The results from the empirical data have provided relevant information for decision making on the impact of leadership. For example the Saudi Arabia survey of nurses, found out that Transactional and Transformational leadership styles, influenced nurses' job satisfaction. This is evidenced by the transformational leadership style followed by the Transactional leadership style; strong student performance is likely at Saudi Arabia due to students and tutors' willingness to support, obey rules and regulations, and not perceive any authoritative force towards obedience of the college. Students are obliged to obey their principal and tutors of the college. Thus, the hallmark of an excellent college is self-control and internal discipline that maintains orderliness responsible behaviour. Furthermore, this result is supported by the fact that transformational leadership significantly influences student achievement. Adequate supervision is vital in goal achievement. This supports the crucial role of supervision which ensures the best results. The principal inspires students through appropriate supervisory methods to the most effective performance. Majority of stakeholders improve quality of teaching and learning that takes place in any educational system. This also supports the fact that all stakeholders are considered significant to the college to enable students perform excellently. Technological achievements have created

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constant communication channels, which provide tutors and students with information about changes in teaching and learning in nursing policies across the world. This also enables tutors to upgrade themselves to the current situation in the world market. Workers have recognised relationship among principals, administrators, tutors and students as one of the most critical determinants of a healthy school environment. Relationship describes an important quality associated with leadership style effectiveness. The interest of those in authority lies in maintaining their influence and control over their subordinates. The change of attitude of staff often results from the realisation of interest, support, encouragement, understanding and involvement shown by those in authority.

The key elements of the college principal's leadership styles are discipline, administration, supervisory role, staff training and development, relationship, and attitude to desirable change. Leadership style instils pride, respect and confidence of the principal, tutors and students. Students' output is a significant source of concern in all colleges throughout the world. It is considered as the determining element between the best performing and the least performing of colleges.

While the empirical studies were all conducted in other colleges across the world, it is worthwhile to conduct a similar study in the Asanta Nursing and Midwifery College to ascertain the leadership style of the principal of the college that may have contributed to the recent high performance among the students.

CHAPTER THREE

RESEARCH METHODS

Introduction

The methodology used for the study on the leadership styles of the principal at Asanta College of Nursing in the Ellembele Districtin the Western Region of Ghana is covered in this chapter. The research approach and design, area of study, population, sample and sampling procedure, data collection instrument, validity, reliability, pilot testing, data collection procedure, data analysis, ethical consideration and summary, are all covered in detail in this chapter.

Research Approach

The approach to research involves the stages and procedures of broad assumptions and detailed methods which involve data collection, analysis as well as interpretation (Chetty, 2016). The philosophy underpinning this study is the positivist approach to research. According to the positivists, reality is static and can be observed from an objective viewpoint (Ryan, 2018). From this purview, the study adopted quantitative research methods to answer the research questions. The study design and justification is provided as below.

Research Design

The strategy or blueprint that details how data relevant to a specific topic should be gathered and analysed is what Kuranchie (2016) defines as research design. Therefore, the design must be appropriate to allow the researcher to conduct the study, collect the necessary data to address the research questions, or test the proposed hypotheses. The research approach employed for this study was a descriptive survey. Survey helps to gather data

on what people think, feel or do about something, somebody's practices and policies. Survey is also used to explain relationship and differences between variables (Newman, 2003).

The method of gathering information for a descriptive survey is to ascertain the condition of the study's topic (Gay, 1992). The descriptive survey research approach was chosen to determine and describe how things are at the Asanta College of Nursing and Midwifery. The primary focus was on Administrators' leadership style and organisational behaviours (Gay, 1988). The descriptive survey method aids in answering fundamental concerns about what exists in terms of variables or current conditions in a situation (Ary, Jacobs, Irvine, & Walker, 2018).

In designing the questionnaire, the five-point rating scale was adopted in formulating closed-ended questions. According to Wayne and Dauwalder, (1994), the respondents' choice is limited from the possible responses provided. The survey's design allowed the researcher to get a quick overview of the state and connections between the leadership philosophies of general nursing officers, tutors, and nursing administrators at the time the study was conducted. It was also economical and relatively manageable (Polit & Beck, 2013). The method allows for collecting sufficient original data to generalize to the target population (Babbie, 2005; Parahoo, 2006; Polit& Beck, 2013).

Area of Study

Ghana's Western Region is located in the country's southwest. It shares boundaries with the Gulf of Guinea (Atlantic Ocean) to the south, the Central Region to the east, the Western-North Region to the north, and La Cote

d'Ivoire to the west. A total of 23,921 square kilometers, or 10% of Ghana's total land area, are covered by it (Nyarko, 2013).

The Ellembele District is situated on the east of the Nzema Municipality, with Axim as the capital. Until 2008, the Ellembele District was part of Nzema East, but it was split off. The Westside of the district is Jomoro District, with Half Assini as its capital. The North side is Tarkwa-Nsuaem Municipal Assembly, Prestea-Huni Valley (Ghana statistical service, 2010; Nyarko, 2013).

The capital of Ellembele is Nkroful, the town where Kwame Nkrumah, the first President of Ghana, was born. The college under study began as Asanta Health Assistant Training School, which was later changed to SDA Health Assistant Training School (HATS) and is currently known as SDA Nursing and Midwifery College in Ghana. The college is one of Ghana's approved nursing and midwifery colleges, offering certificate and diploma programmes in tertiary education. The main programmes are Registered General Nursing (RGN), Registered Midwifery (RM), Nursing Assistant Clinical (NAC), and Post NAC/NAP Midwifery (PBM). The College is dual controlled; that is, the government controls it while at the same time, the Seventh-day Adventist Church controls it. It is the only tertiary educational institution serving the Ellembele and the Nzema East Districts in the Western Region.

The Asanta Nursing and Midwifery College has significantly impacted people, beliefs, customs, and practices in Nzema East and Ellembele Districts in the Western Region. The idea which Busia (1968), poured out in the above statement indicates that tertiary education promotes national development

through cultural, political, social, economic, geographical, and spiritual dimensions in the District and Western Region.

The education offered by the college is to enable the students to acquire knowledge, skills, attitude, and moral values. This implies that society and students can develop fully through education and without proper tertiary education, it is challenging to achieve society's objectives. The idea is supported by Nimoh (2002) and Mcgranaham (1992) that tertiary education can transform society and students into modern ones. Education can produce the skilled human resources needed to accelerate a nation's development. Therefore, the Ghanaian government and the Seventh-day Adventist Church must use the college as a vehicle for speeding the execution of their health and education development plans and educational programmes in Ghana.

The SDA Nursing and Midwifery College can be found at Asanta in the Ellembele District, Western Region (Ghana). The College was established as a Health Assistant Training School in 2007 by the South-West Ghana Conference of the Seventh-day Adventist Church under the leadership of Pastor Dr. Thomas Techie Ocran. This was in response to the Ghana Ministry of Health's policy to train middle-level health care providers to augment the capacity of health workers for health care delivery at all levels, especially in rural communities.

Population

To make deductions and conclusions, data are collected from individuals. The largest group that the researcher is interested in learning about to make inferences is referred to as the population (Polit & Hunglar, 1996).

Fraenkel, Wallen, and Hyun (2012) describe a study's population as a whole group of people (subjects or events) who have comparable attributes or features and in whom the investigator is interested and wants to generalize the study's findings. Population is defined by Polit and Hunglar as the whole collection of instances that satisfy a specified set of requirements (Polit & Hunglar, 1996). Asanta Nursing and Midwifery College in the Ellembele District constituted the population of the study comprising 618 students and 50 tutors (NCS College Profile 2018/2019 college year data). However, in addition to using all the College tutors, the researcher used only students in the study, because it was assumed that they knew the leadership of the college more than other stakeholders of the College.

Sample and Sampling Procedure

According to Gay (1988), the minimum number of people considered acceptable for a study varies depending on the type of research. He suggested that a minimum sample size of 10% of the population be used for a descriptive study. He added that if large samples are not carefully selected, they could lead to incorrect results. The study's population comprised students and all tutors who were not officers in Asanta Nursing and Midwifery College. The representative group selected were students of the college and all tutors.

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The essence of sampling is to obtain part of the population in which information on the entire population is inferred. Two hundred (200) students comprising 122 females and 78 males randomly selected, and 50 tutors made up of 23 males and 27 females purposively selected, constituted the main sample for the study. The random sample technique gave an opportunity for any of the students to be selected into the sample. This helped to deal with any possible biases could have occur. The purposive sampling method also ensured that tutors with key and adequate knowledge and information were specifically selected to respond to the questionnaire. General office holders of the college such as principal, vice principals, heads of halls, finance, academic department were not included in the tutors selected. The equal chance given to every student of the population helped to eliminate selection biases hence the random sampling method was used to select students. The purposive method was used for the tutors who were not officers due to their small number. Thus, the sample size was altogether 250.

Data Collection Instruments

The principal tool for data collection was questionnaire. According to Babbie (2005), questionnaires are the most acceptable feasible means of data gathering in survey designs. The choice of questionnaire for the study was to allow for a broader approach to a range of contexts and realities as applicable to this study (Borgobello et al, 2019). This made it possible to obtain primary data from the participants. The research used two set of questionnaires, one set for the students and another set for the tutors. There were three similar sections to the two-set questionnaires: Section A featured socio-demographic information, whereas section B contained information on the perception on

leadership styles of the college principal. Section C perception of key functional elements of the college leadership (see Appendix A and Appendix B).

Pilot Testing

Since the two sets of questionnaire were similar, they were pilot tested at the Asanta Nursing and Midwifery College among the five general officers, two heads of academic departments (nursing and midwifery), one head of finance and two general hall heads. This happened in May, 2019 where copies of the questionnaire were distributed to the general officers to respond to. The responses and other reactions of these officers on the items helped in making necessary changes to suit the target group of tutors and students. Some questions, which were found to be ambiguous were corrected to make them clear to the respondents.

Validity

According to Polit and Beck (2013), a questionnaire's validity is determined by how accurately it measures and rates the various variables. A questionnaire should cover all areas of the issues under investigation. Face and content validity are the most typically cited validity methods in the literature (Parahoo, 2006). To address face and content validity, the questionnaires were read through repeated times to correct obvious mistakes. The instruments were also given to colleagues to study and give their comment for necessary improvement on the items. Additionally, pilot-testing results were compared against results in order to identify any outliers, deviations and anomalies in the findings.

Reliability

This refer to the consistency of results generated by a research instrument. It seeks to ascertain the extent to which a measure provides consistent results over time and even used by different researchers. Ary et al. (2002) postulate that reliability of measuring instrument is the extent of the consistency it measures. The reliability of a measuring technique implies that repeated observations of the same phenomena would have produced the same results, which demonstrates the dependability of a questionnaire (Babbie, 2005). A reliability statistics was conducted and the Cronbach Alpha value was 0.9448 which indicate a high level of consistency. To this end, a pilot test of the current research instrument was conducted in the same college to assure reliability. This pilot test was to ensure that the research instruments suited the tutors and the students to avoid any ambiguous items that they could not understand at first.

Data Collection Procedure

A letter of introduction was obtained from the Institute for Educational Planning and Administration of the University of Cape Coast. Having obtained the introductory letter, the researcher visited the college and with the letter of introduction requested for permission from the school administration to undertake the study. After being introduced to the tutors and students, the researcher distributed the copies of the questionnaire to tutors and students who were purposively and randomly selected respectively. Questionnaire administration commenced in June 2019 to July 2019. One research assistant was trained and recruited to assist in administering the questionnaire. In all, there were 250 participants, comprising of 200 students and 50 tutors. Out of

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the 200 students, 61% (122) were females and 39% (78) were males. For the 50 tutors, 54% (27) were females and 46% (23) were males.

Data Analysis

According to Parahoo (2006), data analysis is a vital part of the research process because it allows researchers to make sense of data and present it understandably. Therefore, R version 3.5.3 was used to analyse the data. In addition, descriptive statistics was employed to recapitulate the data. The role of descriptive statistics is to describe data and help transform data into usable information (Groebner et al, 2005). At the inferential level, correlations as well as multiple logistic regression analysis such as Linear Discriminant Analysis (LDA) were used to conclude relationships between variables.

The principal's leadership style was assessed using the Administrator's Behaviour of Leadership Style questionnaire. Each leadership style was gauged using five activities, with scores extending from 1 to 5. A score of less than 3 indicated a low level of usage of a leadership style, a score of 3 indicated a moderate level of use, and a score of more than 4 indicated a high level of use.

Ethical Considerations

Ethics is primarily concerned with behaviour or conduct and deals with issues of good and evil in clusters, societies, or communities, according to (Babbie, 2005). As a result, everyone involved in research must understand the ethical issues surrounding it. The researcher adhered to sound ethical norms in this study. Participants were made aware of the study's objectives, methods, and essence, expressing voluntary agreement, and keeping the ability to

withdraw at any point of the research (Khan, 2012; Polit & Beck, 2013). Babbie (2005) also emphasizes the significance of maintaining participant privacy and data protection.

Before beginning, the researcher received ethical approval from the University of Cape Coast. To gain the necessary entry and approval, into the College of study the researcher sought and received an introductory letter from the Institute for Educational Planning and Administration to the management of the Asanta Nursing Training College. The study's goals and the assurance of privacy, confidentiality, and the ability to withdraw were described to participants. A written informed consent was obtained from each participant before participating. No names or identifiable information about the participants was collected in order to preserve data anonymity.

Summary

This chapter covered the study's distinctive methodological characteristics. The study site, population, sample, and instrument were presented after, a description of the research design. The data collection procedure and analysis were also discussed. Finally, the pilot test, the primary study process, and ethical considerations were presented.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The results from the data gathered and analysed from the survey of the perception of students and tutors on the impact of leadership style on the performance of students of the Asanta Nursing and Midwifery College and their discussions, are presented in this chapter. The presentation begins with some socio-demographic data of the student and tutor respondents, specifically, their sex disaggregation distribution as displayed in Table 1. The chapter covers the perception of respondents on the leadership style of the college principal and the key functional elements of leadership in the college. It also covers the association between students' performance and the perceived leadership style of the principal, as well as between the sex of students and their perception of the leadership style at the college. The impact of leadership style on student performance in the logistic regression was assessed using the linear discriminant analysis and predictions.

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Table 1: Descriptive Statistics of Respondents

Category	Sex	Frequency	Per cent
Students	Female	122	48.8
Male			31.2
Tutors	Female	27	10.8
Males		23	9.2
Total		250	100

Table 1 shows that out of the 250 respondents, 122 (48.8%) were female students, 78 (31.2%) were male students, 27(10.8%) were female tutors whereas 23 (9.2%) were male tutors. The study, therefore, had more females than males participating in it.

Perception on the Leadership Style of the Principal

Research Question One: What is the perception of students and tutors on the leadership style of the principal of the Asanta Nursing and Midwifery College?

The response to research question one is presented in figure 1.
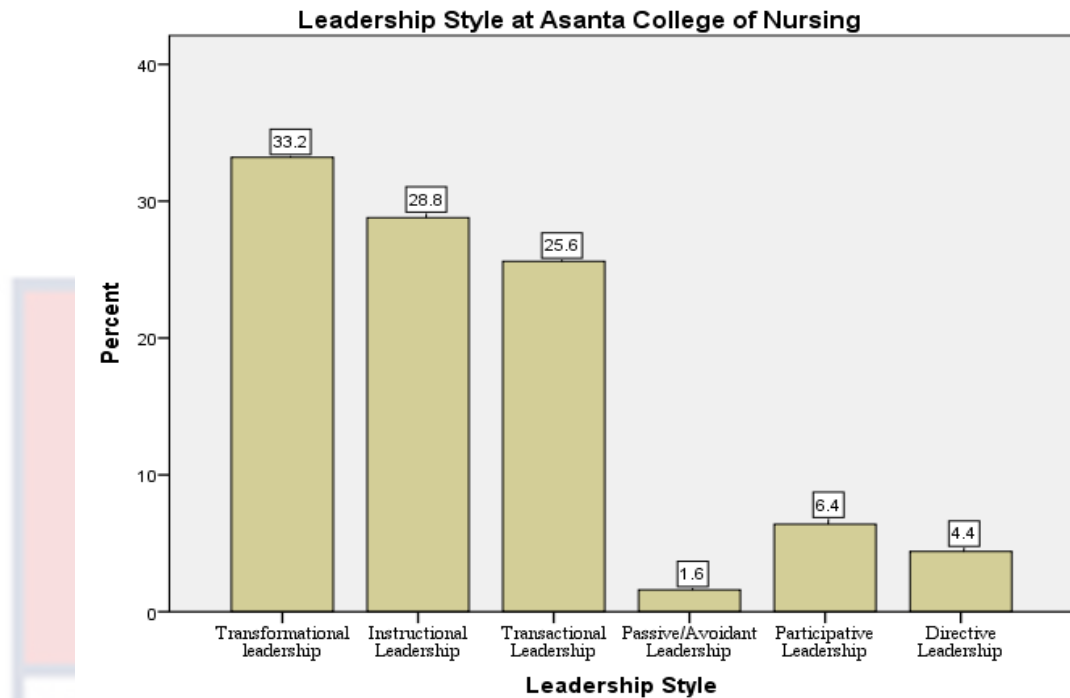
Figure 1: Perceived Leadership Style of the Principal

Figure 1 provides information on the leadership style perceived to be used by the principal of the college. A more significant proportion of the respondents perceived that the College's principal highly adopts transformational leadership, followed by instructional leadership, and transactional leadership with percentage scores of 33.2%, 28.8%, and 25.6%, respectively. On the other hand a minority of the respondents perceived that participative leadership, directive leadership, and passive/avoidant leadership styles were used in the college with a percentage score of 6.4%, 4.4%, and 1.6%, respectively. Transformational leadership recorded the highest score of 33.2%, while passive/avoidant leadership recorded the least score of 1.6%
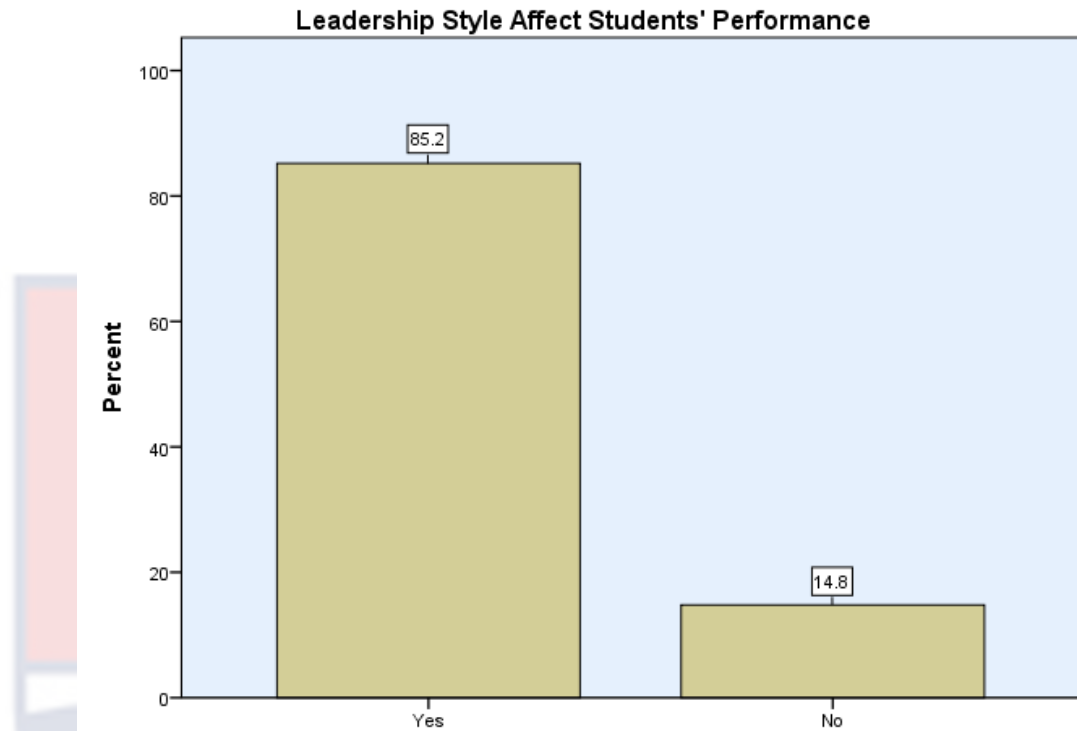
Figure 2: Perceived impact of leadership style of principal on students' performance.

According to Figure 2, 85.2% of respondents felt that the college leadership style impacts students' performance. This means, most of the students and tutors understood how the leadership style affects the college's academic achievement, which further implies that the better the leadership style, the higher the likelihood of better performance of students.

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Perception of students and tutors on the vision of the college.
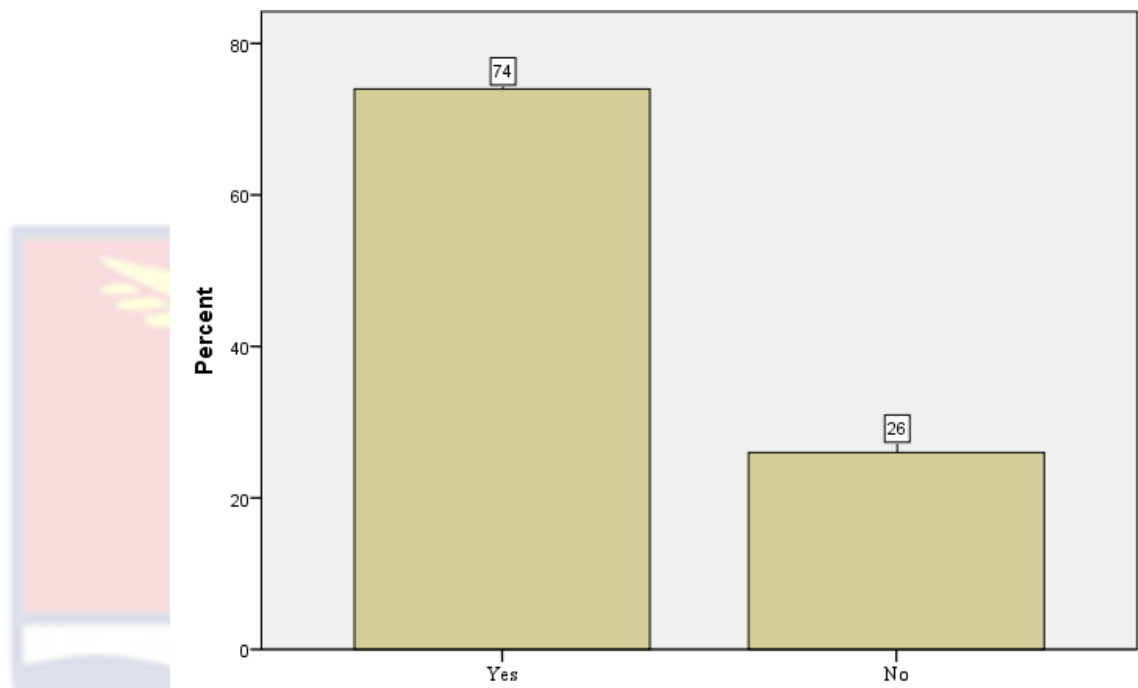
Figure 3: Students' and tutors' knowledge of the vision of the college.

The students and tutors were asked to indicate whether they have knowledge of the vision of the college with the anticipation that, the vision affects the leadership style of the college. It is shown from Figure 3 that, 74% of the respondents have reasonable knowledge about the vision of the college, and 26% have no knowledge of the vision. Moreover, the largest proportion perceived that, the vision affects the leadership style in the college.

Perception on the key Functional Elements of the College Leadership

Research Question Two: What is the perception of students and tutors on the key functional elements of leadership of the college?

The research was designed to examine students' and tutors' perception on the key functional elements of college leadership. Six major elements were considered: Discipline, Administration, Supervision, Staff Development and Training, Interpersonal Relationships, and Desirable Change. For each

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element, several variables were assessed to determine whether these elements significantly affect the leadership style as perceived by the students and tutors. The respondents used a Likert scale to evaluate how they felt about the leadership of the college in respect of those variables. The scale starts from 1 to 5, with 5 denoting "to a very considerable extent," 4 denoting "to a large extent," 3 denoting "to some extent," 2 denoting "to a minimal extent," and 1 denoting "not at all."

Table 2: Leadership Style in Ensuring Discipline

Response	Mean	Std. Deviation
Leadership: Ensures staff obedience to college rules and regulations	3.9640	.79828
Ensures student obedience to college rules and regulations	4.0040	.77355
Ensures regular and punctual attendance of staff and students to college gatherings	4.0800	.71248
Administers reprimands and sanctions as appropriate	4.1440	.66107

From Table 2, it could be seen that the mean score for leadership in the area of discipline was approximately 4 to all the variables under discipline with a standard deviation of approximately 0.7 for all. This implies that students and tutors perceived leadership on discipline to be excellent. Thus, the prevalence of discipline is observed by respondents to be very high. This is an excellent score to depicting the college positively. In addition, the administration of reprimands and sanctions to maintain discipline and regular attendance to college gatherings and punctuality is acknowledged by both students and staff. Moreover, staff and students are required to obey the rules and regulations of the college to ensure orderliness and a peaceful atmosphere.

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Table 3: Leadership Style and the Administration of the College

Response	Mean	Std. Deviation
Leadership:		
Organises regular staff meetings	4.1560	.69107
Encourages staff participation in the decision-making process	4.1200	.69537
Delegates duties to staff	4.1520	.68320
Encourages students' participation in the decision-making process	4.1680	.66750
Assigns responsibilities to students as expected	4.2000	.67663
Is fair and firm in settling disputes and managing conflicts between groups/individuals	4.1680	.66750

The results presented in Table 3 provide the perception of students and tutors on how leadership runs the college administration. For all the variables under consideration, the mean score is roughly 4.1, with a standard deviation of approximately 0.66. This implies that students and tutors perceive leadership in running the administration to be excellent. Thus, leadership was found to run a good administration. For example, there is a fair and firm way of dealing with disputes and managing conflict. The leadership organises regular staff meetings, encourages staff and students' participation in the decision-making process, and ensures fair distribution of work.

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Table 4: Leadership Style and Supervision in the college

Response	Mean	Std. Deviation
Leadership: Plans effective timetables for the college	4.1320	.68443
Monitors the use of syllabus and textbooks in teaching and learning	4.0920	.71945
Ensures adequate purchase and supply of teaching and learning materials	4.1000	.62895
Monitors classroom activities through observation	4.1080	.63399
Assesses samples of students' work	4.1480	.66924
Discusses students' performance with parents periodically	4.1840	.65103
Reviews progress of tutors through the appraisal instrument	4.2280	.67664
Appraises tutors' performance to promote academic excellence	4.2240	.64458
Encourages teamwork to promote quality performance	4.2600	.67097

Table 4 shows that the mean score for the supervisory role of leadership is approximately 4.1 with a standard deviation of 0.65 for all the variables under it. This indicates that the maximum performance in the supervisory role in the college is high according to the responses.

Table 5: Leadership Style and Staff Development

Response	Mean	Std. Deviation
Leadership: Organizes periodic in-service training	3.9920	.68249
Encourages tutors to upgrade themselves academically and professionally	3.9200	.67187

The outcomes presented in Table 5 show that leadership performance in staff development and training is to some extent high since the mean score is approximately with 3.95 a standard deviation of approximately 0.67 for the two variables under it. This perception suggests a satisfactory leadership performance in ensuring staff development and training. Furthermore, the degree to which the leadership organises periodic in-service training and encourages tutors to upgrade themselves academically and professionally is close to a great high extent.

Table 6: Leadership Style and Promotion of Interpersonal Relationships

Response	Mean	Std. Deviation
Leadership:		
Promotes good relationship among the staff of the college	4.1040	.62510
Guides and counsels subordinates	4.1000	.66616
Mixes well with subordinates	4.1640	.64090
Uses individual and group techniques to discuss issues	4.1880	.61495
Accepts and implements suggestions made by others	4.2080	.61828
Shows interest in the personal advancement of tutors	4.1480	.60627
Shows interest in the welfare of students	4.1320	.60335

Interpersonal Relationships of leadership had a mean score of approximately 4.1 and a standard deviation of approximately 0.61 for all the variables. It suggests that the college leadership has very good relationship with the staff and students as shown in Table 6. The leadership of the college promotes good relationships among staff; they guide and counsel subordinates and mix well with subordinates. In addition, they show interest in the welfare of students and tutors and accept suggestions made by others.

Table 7: Leadership Style and Desirable Change

Response	Mean	Std. Deviation
Leadership:		
Has great respect for tutors' initiative, experimentation, and sense of creativity	4.0480	.66894
Helps tutors to set achievable performance targets	3.9880	.70842
Inspires staff toward hard work on the job	3.9960	.70282
Has high expectations of excellence for students' achievement	4.0482	.71115

The result presented in Table 7 shows the degree to which desirable change is regarded by leadership in the college. The mean score for having "great respect for tutors' initiative, experimentation and sense of creativity" and "high expectations of excellence for students achievement" is approximately 4.0 with standard deviation of approximately 0.67, 0.71 respectively. These indicate that to a significant extent the leadership of the college desires change in the variables mentioned above. These are higher than the variables on helping "tutors to set achievable performance targets" and "inspiring staff toward hard work on the job" which had a mean score of approximately 3.99 and standard deviation of 0.70 respectively. This result depicts the large extent to which leadership desires change in the college.

Hypotheses Testing

According to Kuranchie (2016), hypotheses are assumptions about relationship between factors or variables that explain phenomena. They are said to be speculative statements about the relationship between two or more variables. They are used to make predictions that can be tested by observing the outcome of experimental survey such as: association between students'performance and the leadership style of the college principal and association between the sex of students and tutors and leadership style of the principal as perceived by the respondents.

Association between Students' Performance and Perceived Leadership Style of the College Principal

Ho: There is no association between students' performance and the perceived leadership style of the college principal.

One of the study's goals was to see whether student success is linked to the college's leadership style. Since the nature of data was quantitative and followed all the standard probability assumptions, the study sought to use chi-square to test and determine whether there is an association.

Table 8: Association between Performance of Students and Leadership style

Chi-Square Tests			
	Value	df	Sig. (2-sided)
Chi-Square	15.606	5	.008
Likelihood Ratio	14.570	5	.012
Linear-by-Linear Association	14.556	1	.000
N of Valid Cases	250		
(0.05 α-value)			

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From Table 8, we reject the null hypothesis (Ho) because the p-value of 0.008 is less than 0.05, and conclude that there is enough evidence to infer a direct link between student performance and leadership style.

Association between sex of Students and Tutors and the Perceived

Leadership Style of the College Principal

Ho_{1sss}: There is no association between the sex of students and tutors and the perceived leadership style of the college principal

The study sought to find out whether there is an association between the sex of the students and tutors and their perception of the leadership style at the college. Table 9 presents the result of the analysis.

Table 9: Association between Sex of respondents and their Perception of Leadership Style

Chi-Square Tests

	Value	df	Sig. (2-sided)
Chi-Square	4.103	5	.535
Likelihood Ratio	4.055	5	.542
N of Valid Cases	250		
(0.05 α-value)			

Table 9 shows that the Chi-square value is 4.103, with a significant p-value of 0.535. Therefore, we fail to reject the null hypothesis because the p-value of 0.535 is higher than 0.05, and we conclude that there is no evidence against the null hypothesis.

Logistic Regression of Perceived Leadership Style on Student Performance

The study determined to model students' performance using logistic regression to ascertain which leadership style will yield high student

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performance. This model is conceivable because Table 10 shows that at Asanta Nursing and Midwifery College, there is a linear relationship between student performance and leadership style.

Table 10: Deviance Table

Source	Df	Adj Dev	Adj Mean	Chi-Square	P-Value
Regression	5	14.57	2.914	14.57	0.012
Leadership Style	5	14.57	2.914	14.57	0.012
Error	244	195.04	0.799		
Total	249	209.61			

Table 11: Coefficients

Term	Coef	SE Coef	VIEW
Constant	0.560	0.627	
Instructional leadership	1.669	0.742	2.74
Participative leadership	0.229	0.827	2.08
Passive/Avoidant leadership	0.540	1.310	1.26
Transactional leadership	0.713	0.696	3.34
Transformational leadership	1.992	0.757	2.59

Predictions

From the logit function, if all the leadership styles stated above are not desirable at the Asanta College, the logit function will become Log $(\frac{P}{1-p})$ = 0.560, and the probability of getting a good performance for students is P(x=1) = $e^{0.560}$/ $(1+e^{0.560})$ = 0.636. If the leadership styles stated above are desirable at the college, the logit function will become Log $(\frac{P}{1-p})$ = 0.560+0.0+0.54+

0.713+1.992 = 3.805. The probability of students to obtain good performance when all the leadership styles are employed in the college will be P(x=1) = $e^{3.805}$/ (1+$e^{3.805}$) = 0.978. If each leadership style is exclusively desired, the probability of students obtaining good performance will be 0.636, 0.903, 0.688, 0.750, 0.781, and 0.928 respectively for Directive leadership, Instructional leadership, Participative leadership, Passive/Avoidant leadership, Transactional leadership, and Transformational leadership following same calculation.

From the logit analysis, it can be shown that students have the highest probability of obtaining good performance if the College leadership applies the Transformational leadership style with a probability of 0.928, followed by Instructional leadership with a probability of 0.903. It can also be shown that Directive leadership can be excluded or avoided since, in the logit function, its value does not affect the entire model. It has the same probability when all the leadership styles stated are not desired in the College, which is 0.636. Based on this data, we can ascertain that Transformational leadership is the style students and tutors perceive to be mostly demonstrated by the college's principal to provide high student performance, followed by Instructional leadership and Transactional leadership.

Discussion

The results from the data have provided relevant information for decision making on the impact of leadership for Asanta Nursing and Midwifery College. This study corroborates that of Abualrub and Alghamdi (2012), who performed a survey on 308 nurses in Saudi Arabia and found out that Transactional and Transformational leadership styles influenced nurses'

job satisfaction. This is evidenced by the transformational leadership style followed by the Transactional leadership style. Strong student performance is likely among the nurses in the study of Saudi Arabia so also is the case of Asanta Nursing and Midwifery College due to students' and tutors' willingness to support, obey rules and regulations, and not perceive the use of any authoritative force towards obedience in the college. Students feel obliged to obey their principal and tutors of the college. Thus, the hallmark of an excellent college is self-control and internal discipline that maintains orderliness and responsible behaviour. Furthermore, this result is supported by Ross and Gray (2006) who posit that transformational leadership significantly influences student achievement. Owusu (1999) asserts that adequate supervision is vital in goal achievement. This buttresses the fact that the principal of the Asanta Nursing and Midwifery College ensures that students use their time profitably thus enabling them to perform academically well in their licensure and other exams. This supports the idea that supervision plays a crucial role to ensure best results. The principal inspires students through appropriate supervisory methods towards excellence in performance.

According to Fletcher (2000), majority of stakeholders improve quality of teaching and learning that take place in any educational institution of learning. This also supports the fact that all stakeholders are needful to the college that enable students to perform well. Technological achievements have created constant communication channels, which provide tutors and students with information about changes in teaching and learning in nursing policies across the world. This enables tutors and students to upgrade themselves to the current situation in the world market. Workers have recognised

relationship among principals, administrators, tutors and students as one of the most critical determinants of a healthy school environment. Relationships describe an important quality associated with leadership styles in promoting student learning effectiveness, according to Gibson et al. (2002). This idea buttresses the reason why Asanta college of Nursing and Midwifery performed excellently due to the good relationships among the principal, administrators, tutors and students.

According to Smylie (1992), the interest of those in authority lies in maintaining their influence and control over their subordinates. This shows that the principal of the college is willing to help the tutors and the students as well as in achieving excellent results in their performance. The current research agrees with Smylie that relationship is the key of development and performance. The change of attitude of staff often results from the realization of interest, support, encouragement, understanding and involvement shown by those in authority Aryal (2010). The study agrees to the statement made by Aryal (2010). Thus, the interest, support, encouragement, understanding and involvement of the principal enabled the tutors and students of the college to perform very well in the period between 2014 and 2017.The performance of students is largely influenced by the leadership style at the college. The current study agrees with the writers that the performance of students is largely influenced by the leadership of the college.

According to a study by Avolio et al. (1999) at San Diego State University in the United States on the effects of leadership styles on team members' performance, collectivists with transformational leaders produced more ideas, whereas individualists with transactional leaders produced more

ideas. Performance in groups often outperformed that of people working alone. The current study agrees with Avolio et al. (1999) that more people's ideas are better than one. This experience is found in the Asanta Nursing and Midwifery College. This study has shown that when a leader solicits ideas from subordinates such as tutors and students, they feel being part of the institution's decision-making process and so perform effectively (Akech, 2017).

According to Koh et al. (1995), in the prediction of organisational commitment, organisational citizenship behaviour, and teacher contentment, the transformational leadership style had substantial additive impacts to the transactional leadership style. In Singapore, this study looked at how transformational leadership affected teachers' attitudes and students' academic achievement. Additionally, transformational leadership was proven to have a more indirect positive impact on students' academic progress than other leadership theories (Akech, 2017). The responses of students and tutors in the current study agree with Akech that transformational leadership has effects on students' performance.

Arusha City Council conducted a research on the effect of leadership styles on academic achievement in the chosen secondary schools, and the results showed that these secondary schools employed participatory leadership styles that fostered relationships amongst teachers. The study found that tutors had a hand in making decisions. The participative leadership style of school leaders, which dominated academic achievement, had a favorable effect (Akech, 2017). Transformational leadership inspires and motivates students and tutors to go beyond the work at hand. It expresses a vision, persuades

subordinates to achieve their visions, makes changes, and adjusts goals and directions (Ross & Gray, 2006). Ross and Gray, principals are held responsible for students' accomplishment. This means that principals who are transformational leaders have direct and indirect positive effects on students' academic performance.

Affirming the statement made by Ross and Gray (2006), transformational leadership is found to be higher than any other leadership styles in the Asanta Nursing and Midwifery College as the empirical evidence has shown in the current research. However, key functional elements of any institution are also contributing factors such as discipline, supervision, staff development and training, as well as an attitude towards change. Obviously, students and tutors dislike the directive leadership style, as described by Giltinane (2013). It was observed from the logistic model that the excellent performance of students would not change if directive leadership is desired or not desired. The probability of obtaining good performance by students was the same as transformational leadership.

The outcomes of this research also do not agree with the conclusion made by Wang et al. (2012) that demographic data such as age and sex, influence job satisfaction because in Wang's study, specific leadership style was not measured to see if there was a link between these demographic data and the leadership style or not. In the current study, the design determined the relationship, and it was concluded that these demographic data have no relationship with the leadership styles and students' performance

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CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

This study aimed to look into the perception of stakeholders on the impact of leadership style on student performance in the Asanta Nursing and Midwifery College in Ellembele District in the Western Region of Ghana. The related literature reviewed touched on leadership styles, behaviour, concepts, theories, and empirical framework.

The study adopted the descriptive survey research approach. Two hundred and fifty (250) respondents comprising 149 female respondents and 101 male respondents of Asanta Nursing and Midwifery College responded to the questionnaires. The 149 female comprised 122 students and 27 tutors while the 101 male respondents comprised 78 students and 23 tutors. The research aimed to identify the perceived leadership styles of the Asanta Nursing and Midwifery College in the Ellembele District in Ghana's Western Region.

The study discussed the key functional elements that influence the college principal's leadership style, the most perceived leadership style of the college principal by the students and tutors, the relationship between student performance and the perceived leadership style used at Asanta Nursing and Midwifery College, the relationship between students' sex and their performance, and the perception of tutors' and students' sex in determining the leadership style used at the college.

The study's data were analysed using descriptive statistics. The survey was conducted using a questionnaire as the primary tool for collecting data.

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Data analysis was done using frequency, percentages, Chi-square, and multiple logistics regression (Linear Discriminant Analysis).

Key Findings

 The findings from the study are as follows:

1. The most outstanding leadership style of the principal of the college is transformational leadership.

2. The performance of students was linked to the leadership style of the principal.

3. In the key elements of college leadership in terms of discipline, administration, supervision role, staff training and development, interpersonal relationship, and attitude to desirable change, the principal performance was generally perceived to be positive and excellent.

4. Student academic performance was found to be significantly associated with the principal's leadership style.

5. No association was however found between the sex of students and tutors and their perception of the leadership style of the principal of the college

6. Students have the highest probability of obtaining good performance if the college leadership applies the transformational leadership style followed by instructional leadership style.

Conclusions

From the study's findings, it can be deduced that the principal of Asanta Nursing and Midwifery College largely adopts a good leadership style, which is the transformational leadership style. This appears to impact the

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students' academic performance positively. The high performance of the college principal in the six key functional areas of leadership obviously played a supportive role in the overall excellent performance of the students.

Recommendations

The following suggestions are given in light of the study's findings:

1. The Asanta Nursing and Midwifery College needs to continue using the transformational leadership style since it appears to be working well for them. However, the College leadership may consider adding to the transformational leadership style such as distributive and servant leadership at different points in time for more effective and efficient management of the College.

2. The key functional elements such as good interpersonal relationships between the students and leadership, staff development and training, supervision, and discipline need to continue to be upheld at all times and enhanced at the college in order to keep producing good professional nurses and midwives.

3. Given the association between leadership style and students' academic performance, the leadership of the college should strive to maintain and enhance her leadership styles with a blend of other positive styles so that the students' academic performance can be maintained and improved over time.

4. The leadership of Asanta Nursing and Midwifery College should also try to bring other stakeholders outside the college on board in the administration since this will greatly enhance stakeholders'

commitment, contribution and support for the general development of the college.

Suggestions for Further Research

It is recommended that the study is replicated in other colleges of Nursing and Midwifery in different parts of the country. Further studies could be conducted into the impact of culture on leadership style of administrators. Studies could also be conducted on the impact of gendered leadership styles on the performance of administrators of nursing and midwifery colleges in the country.

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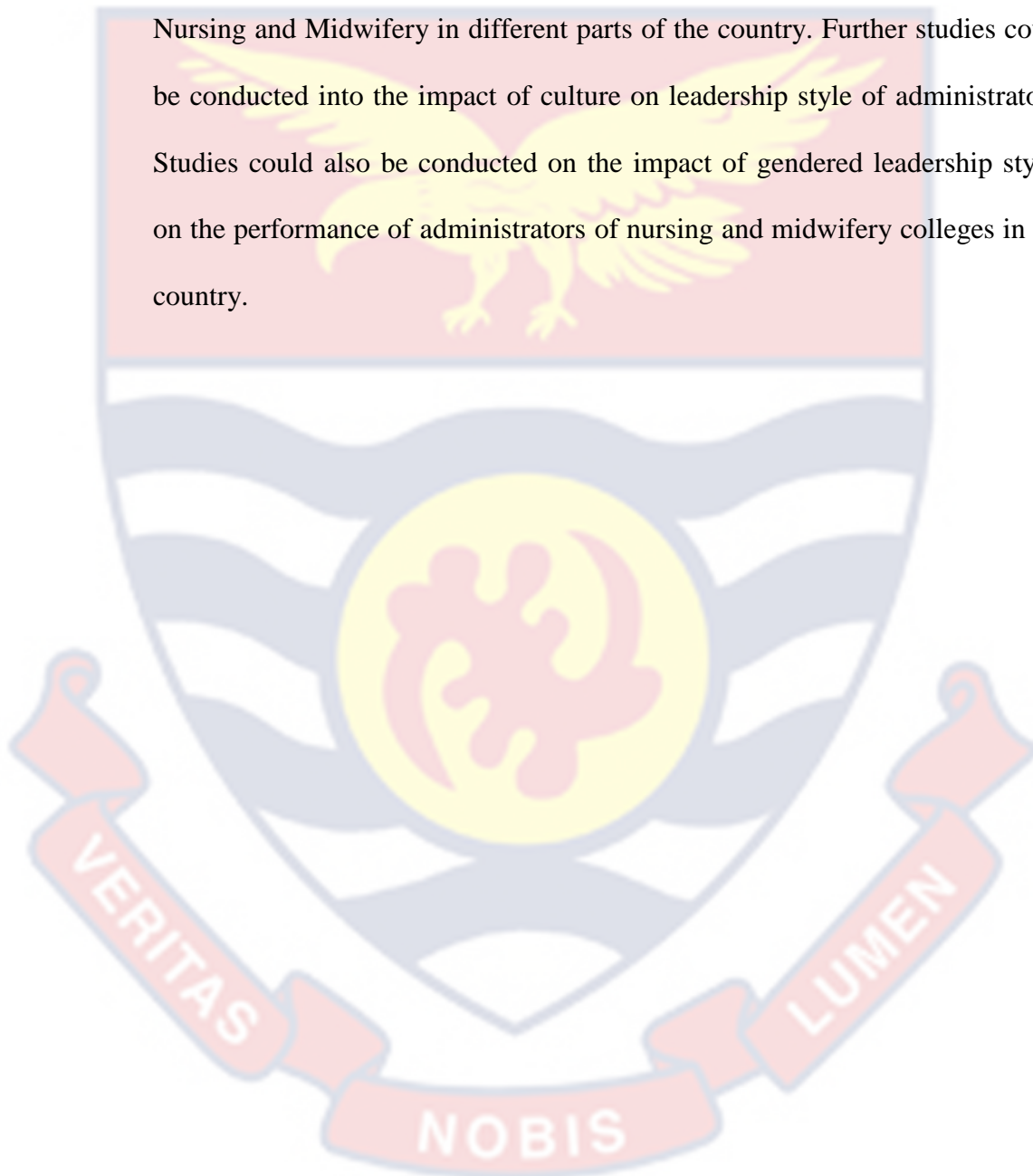
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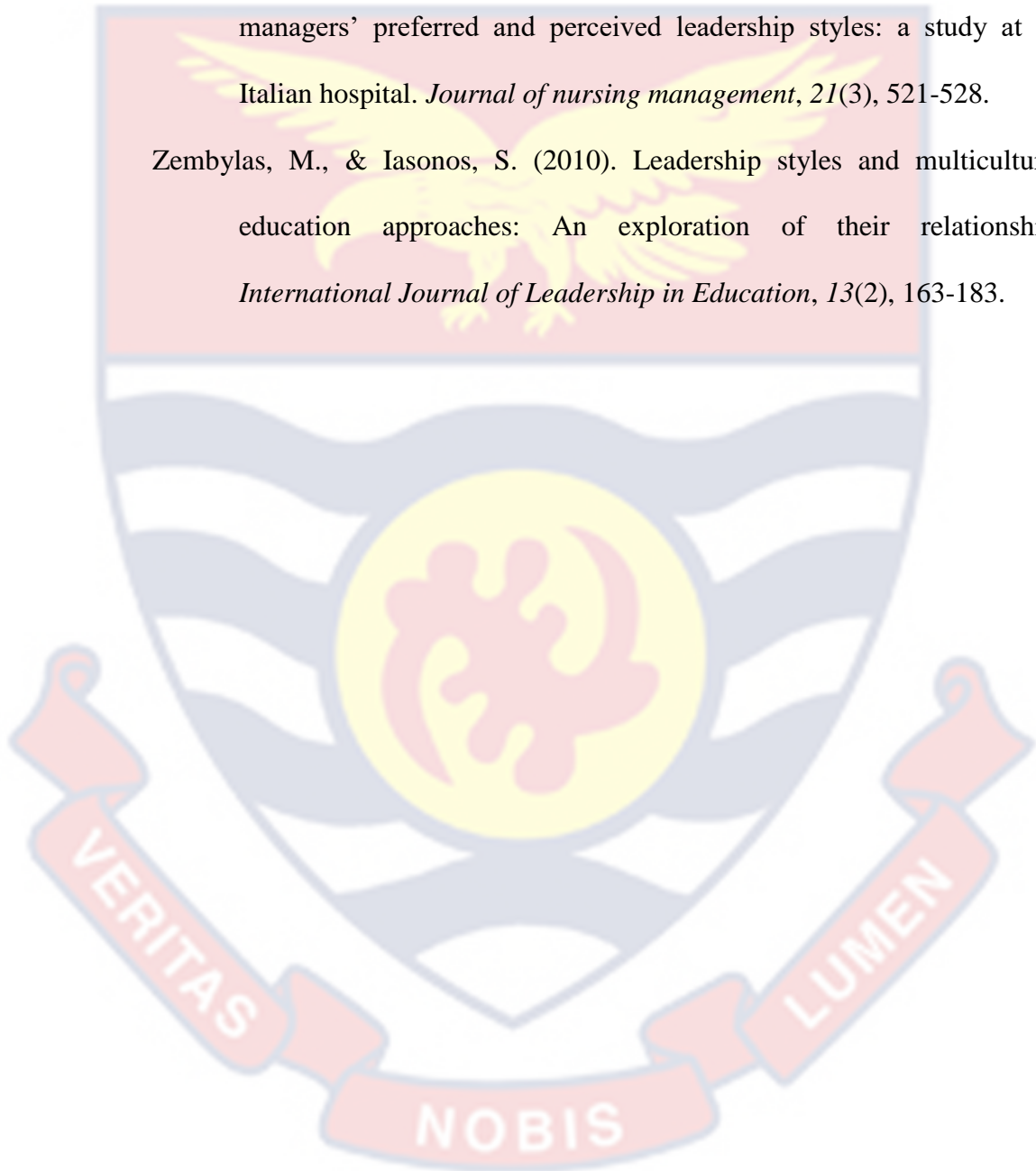
APPENDICES

APPENDIX A

STUDENTS' QUESTIONNAIRE

QUESTIONAIRE ON THE LEADERSHIP STYLE OF THE PRINCIPAL
OF THE ASANTA NURSING AND MIDWIFERY COLLEGE

SECTION A

PERSONAL DATA

Please respond each item by ticking the appropriate box

Please do not write your name or serial number

Please leave out the name of college

1. Sex:

   a. female (   )   b. male (   )

SECTION B

PERCEPTION ON LEADERSHIP STYLE OF PRINCIPAL

Please, study the following guide on the types of leadership styles to enable

you answer the questions that follow:

Guide:

> ➢ **_Transformational Leadership_**: _a leadership approach that primarily_
>
> _concentrates on the leader's aptitude and skill in inspiring his team to_
>
> _complete the intended job by serving as a role model for dedication,_
>
> _assurance, degree of knowledge, ongoing growth, and support._

> ➢ **_Passive/Laissez-Faire Leadership_**: _a leadership style where the leader_
>
> _does not significantly impact the management process._

> ➢ **_Participative Leadership:_** _a leadership approach that involves_
>
> _consulting with the workforce during decision-making to provide the_

workforce a voice in the choices their leaders make while retaining final decision-making authority.

➢ *Directive Leadership*: Leadership that places a heavy emphasis on obedience, loyalty, and rigorous adherence to regulations, as well as being dominating, power-oriented, and closed-minded, is referred to as autocratic.

➢ *Transactional Leadership:* leadership style in which leaders use both rewards and punishments to encourage followers' cooperation.

➢ *Instructional Leadership:* To support student learning and development, it entails creating clear goals, controlling the curriculum, overseeing lesson plans, assigning resources, and frequently assessing instructors.

From your understanding of leadership styles in the above guide,

1. What type of leadership style does the principal of the college practice?

a. Transformational leadership Styles ( )   b. Instructional Leadership( )

c. Transactional Leadership Styles ( )   d. Passive/Avoidant Leadership Styles ( )   e. Participative leadership style ( )

f. Directive leadership style ( )

2. In your view, does the leadership style of your principal affect students' performance?

Yes ( )   No ( )

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SECTION C:

PERCEPTION OF KEY FUNCTIONAL ELEMENTS OF THE COLLEGELEADERSHIP

Please tick (√)the appropriate column where the number corresponds with

your perception of leadership in the key functional areas:

Key:

5 –To a very great extent

4 – To a great extent

3 – To some extent

2 – To a very little extent

1 – Not at all

	DISCIPLINE	1	2	3	4	5
1	Leadership: Ensures student obedience to college rules and regulations					
2	Ensures student obedience to college rules and regulations					
3	Ensures regular and punctual attendance of staff and students to college gatherings					
4	Administers reprimands and sanctions as appropriate					
	ADMINISTRATION					
5	Leadership: Organizes regular students SRC meetings					
6	Encourages students participation in decision making process					
7	Delegates duties to students					
8	Encourages students' participation in decision making process					
9	Assigns responsibilities to students as expected					

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10	Is fair and firm in settling disputes and managing conflicts between groups/individuals					
	SUPERVISION					
11	Leadership: Plans effective time tables for school					
12	Monitors the use of syllabus and textbooks in teaching and learning					
13	Ensures adequate supply of teaching and learning materials					
14	Monitors classroom activities through observation					
15	Assesses samples of students work					
16	Discusses students' performance with parents periodically					
17	Reviews progress of students through the internal examination					
18	Appraises students' performance to promote academic excellence					
19	Encourages teamwork to promote quality performance					
	STUDENTS DEVELOPMENT AND TRAINING					
20	Leadership: Organizes periodic SRC and Hall meeting.					
21	Encourages students to upgrade themselves academically and professionally					
	INTERPERSONAL RELATIONSHIPS					
22	Leadership: Promotes good relationship among staff of the college					
23	Guides and counsels students					

24	Mixes well with students					
25	Uses individual and group techniques to discuss issues					
26	Accepts and implements suggestions made by others					
27	Shows interest in personal welfare of tutors					
28	Shows interest in the personal welfare of students					
	DESIRABLE CHANGE					
29	Leadership: Has great respect for student initiative, experimentation and sense of creativity					
30	Helps tutors to set achievable performance target					
31	Inspires students toward hard work					
32	Has high expectations of excellence for students' achievement					

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APPENDIX B

TUTORS' QUESTIONNAIRE

SECTION A

PERSONAL DATA

Please mark the relevant box next to each response.

Do not jot down your name or serial number

Please leave out the name of college

1. Sex:

    a. female (   )   b. male (   )

SECTION B

PRINCIPAL LEADERSHIP STYLES

PERCEPTION ON LEADERSHIP STYLE OF PRINCIPAL

Please, study the following guide on the types of leadership styles to enable you answers the questions that follow:

Guide:

- ➢ **Transformational Leadership**: a leadership approach that primarily concentrates on the leader's aptitude and skill in inspiring his team to complete the intended job by serving as a role model for dedication, assurance, degree of knowledge, ongoing growth, and support.

- ➢ **Passive/Laissez-Faire Leadership**: a leadership style where the leader does not significantly impact the management process.

- ➢ **Participative Leadership:** a leadership approach that involves consulting with the workforce during decision-making to provide the workforce a voice in the choices their leaders make while retaining final decision-making authority.

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> **Directive Leadership**: leadership that places a heavy emphasis on obedience, loyalty, and rigorous adherence to regulations, as well as being dominating, power-oriented, and closed-minded, is referred to as autocratic.

> **Transactional Leadership:** leadership style in which leaders use rewards and penalties to encourage conformity by followers.

> **Instructional Leadership:** To support student learning and development, it entails creating clear goals, controlling the curriculum, overseeing lesson plans, assigning resources, and frequently assessing instructors. Based on your comprehension of the described leadership philosophies.

2. What type of leadership style does the principal of the college practice?

b. Transformational leadership Styles ( )   b. Instructional Leadership( )

d. Transactional Leadership Styles ( )   d. Passive/Avoidant Leadership Styles ( )   e. Participative leadership style ( )

f. Directive leadership style ( )

3. In your view, does the leadership style of your principal affect students' performance?

Yes ( )   No ( )

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SECTION C:

PERCEPTION OF KEY FUNCTIONAL ELEMENTS OF THE COLLEGE

LEADERSHIP

Please tick (√) the appropriate column where number corresponds with your

perception of leadership in the key functional areas:

Key:

> 5 –To a very great extent
>
> 4 – To a great extent
>
> 3 – To some extent
>
> 2 – To a very little extent
>
> 1 – Not at all

	DISCIPLINE	1	2	3	4	5
1	Leadership: Ensures staff obedience to college rules and regulations					
2	Ensures regular and punctual attendance of staff to college gatherings					
3	Administers reprimands and sanctions as appropriate					
	ADMINISTRATION					
4	Leadership: Organizes regular staff meetings					
5	Encourages worker involvement in the decision-making approach					
6	Delegates duties to staff					
7	Encourages staff participation in decision making process					
8	Assigns responsibilities to tutors as expected					
9	Is fair and firm in settling disputes and managing conflicts between					

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	groups/individuals					
SUPERVISION						
10	Leadership: Plans effective time tables for the college					
11	Monitors the use of syllabus and textbooks in teaching and learning					
12	Ensures adequate purchase and supply of teaching and learning materials					
13	Monitors classroom activities through observation					
14	Assesses samples of tutors' work					
15	Discusses students' performance with parents periodically					
16	Reviews progress of tutors through the appraisal instrument					
17	Appraises tutors' performance to promote academic excellence					
18	Encourages teamwork to promote quality performance					
STAFF DEVELOPMENT AND TRAINING LEADERSHIP						
19	Leadership: Organizes periodic in-service training					
20	Encourages tutors to upgrade themselves academically and professionally					
INTERPERSONAL RELATIONSHIPS						
21	Leadership: Promotes good relationship among staff of the college					
22	Guides and counsels subordinates					
23	Mixes well with subordinates					
24	Uses individual and group techniques to discuss issues					

25	Accepts and implements suggestions made by others					
26	Shows interest in personal welfare of tutors					
27	Shows interest in the personal welfare of tutors					
DESIRABLE CHANGE						
28	Leadership: Has great respect for tutors' initiative, experimentation and sense of creativity					
29	Helps tutors to set achievable performance target					
30	Inspires staff toward hard work on the job					
31	Has high expectations of excellence for students' achievement					

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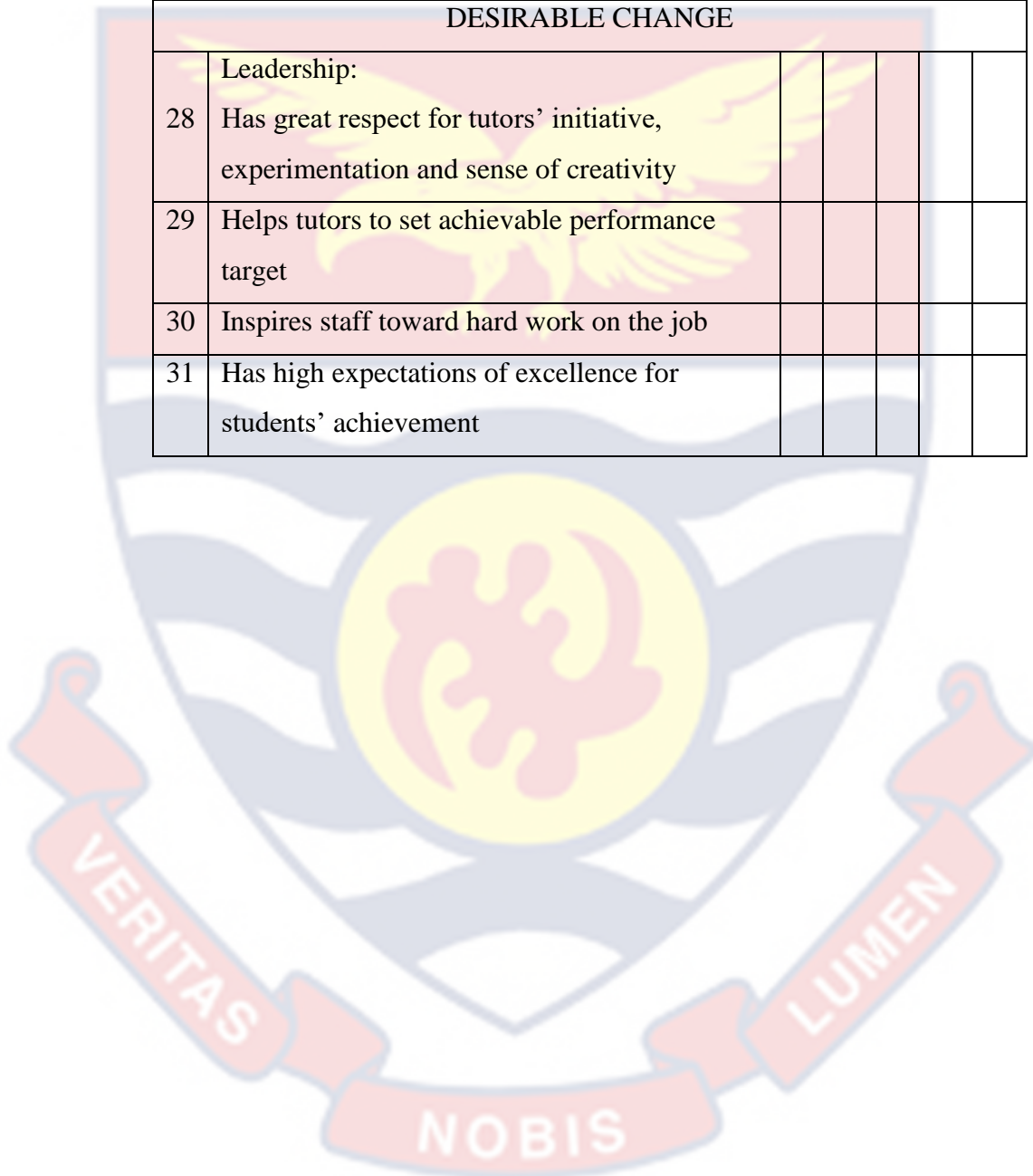
APPENDIX C

STUDENTS' EXAMINATION RESULTS FROM 2014-2017

YEAR	PROGRAMME	NO. OF CANDIDATE PRESENTED	NO. OF PASSES	% NO. OF SUCCESSFUL CANDIDATES	% NO. OF UNSUCCESSFUL CANDIDATES
2014	HAC	100	100	100	-
2015	NAC	151	150	99.3	0.70
	POST NAC/NAP	24	24	100	0.00
2016	NAC	172	171	99.4	0.60
	PNAC	39	37	94.9	5.1
2017	NAC	195	189	96.9	3.1
	POST NAC/NAP	29	29	100	-

APPENDIX D

STUDENTS' ENROLMENT FROM 2013-2019

Year	No. of student	No. of tutors
2013	297	12
2014	396	13
2015	481	19
2016	550	21
2017	569	21
2018	580	23
2019	618	50

Source: Academic Report (2014-2017. Pp.207, 208)

May 9, 2019

South west Ghana conference (2018). 2nd quadrennial session

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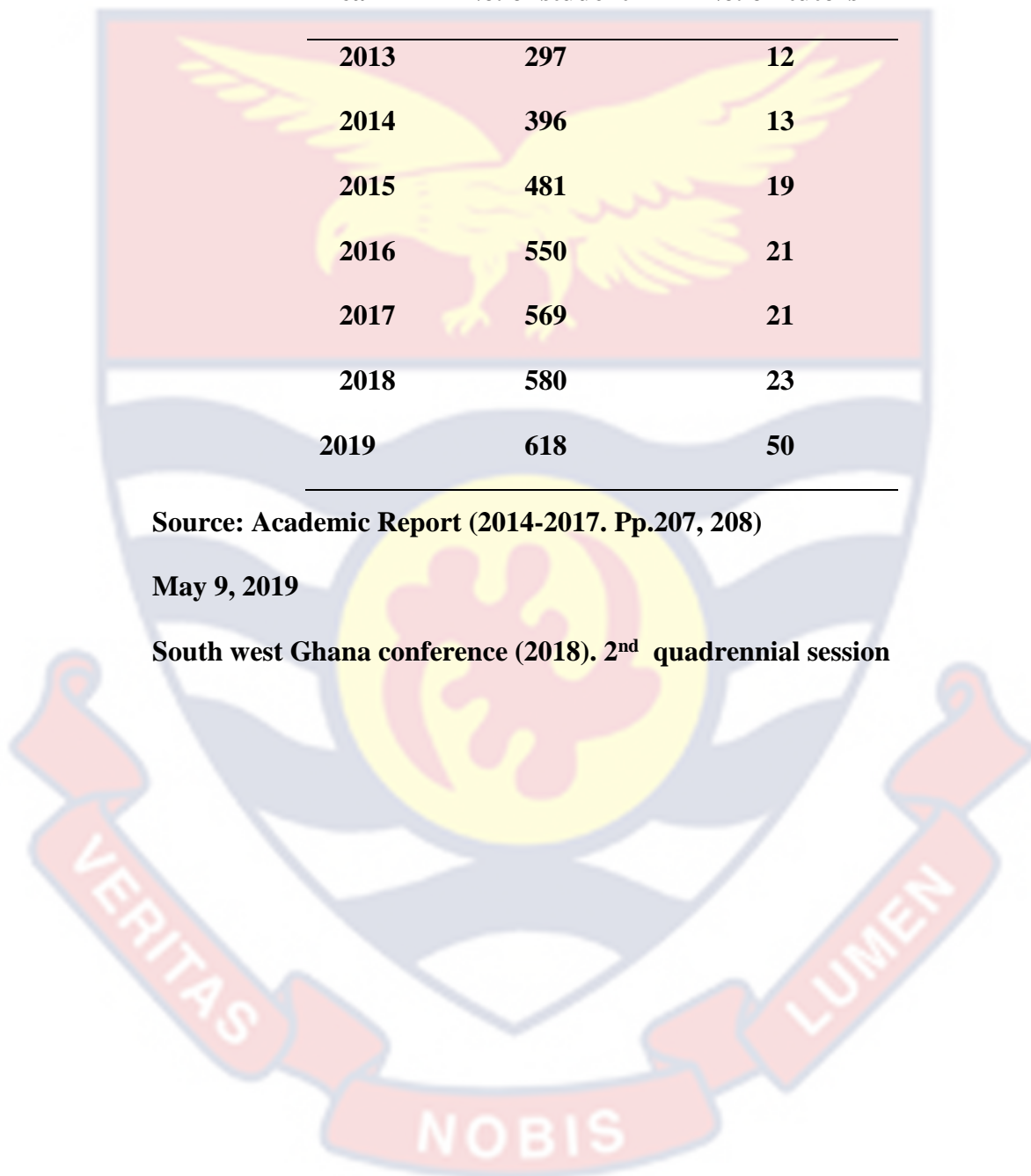
APPENDIX E

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
SCHOOL OF EDUCATIONAL DEVELOPMENT & OUTREACH
INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

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Our Ref.: IEPA/ 104/Vol.3/162

23rd April, 2019

The Principal
Adventist Nursing and Midwifery College
Asanta, Axim
P. O. Box 175
Axim

Dear Sir/Madam,

LETTER OF INTRODUCTION

The bearer of this letter **Mr. Benjamin Wiredu** is an M.Phil. student of the Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast. He requires some data/information from you/your outfit for the purpose of writing his thesis titled, **"The Impact of Administrators Leadership Style Behaviour in the Administration of Asanta College of Nursing in Ellembele District in the Western Region of Ghana"** as a requirement for M.Phil. degree programme.

Kindly give the necessary assistance that **Mr. Wiredu** requires to enable him gather the information he needs.

While anticipating your co-operation, we thank you for any help that you may be able to give him.

Thank you.

Yours faithfully,

Alberta A. K. Owusu (Mrs.)
ASSISTANT REGISTRAR
For: DIRECTOR

INSTITUTE FOR EDUCATIONAL
PLANNING & ADMINISTRA.
UNIVERSITY OF CAPE COA..
CAPE COAST

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