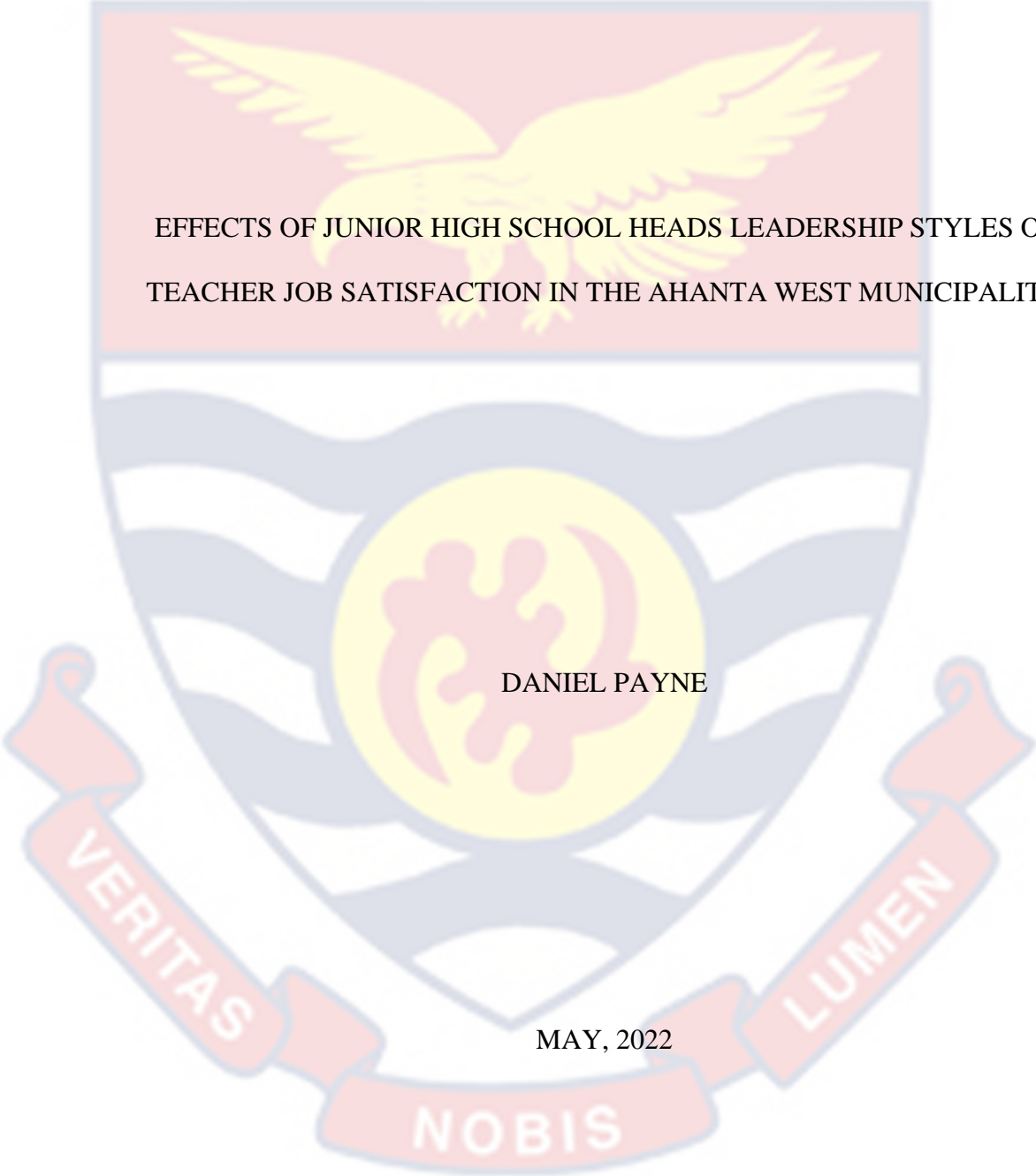


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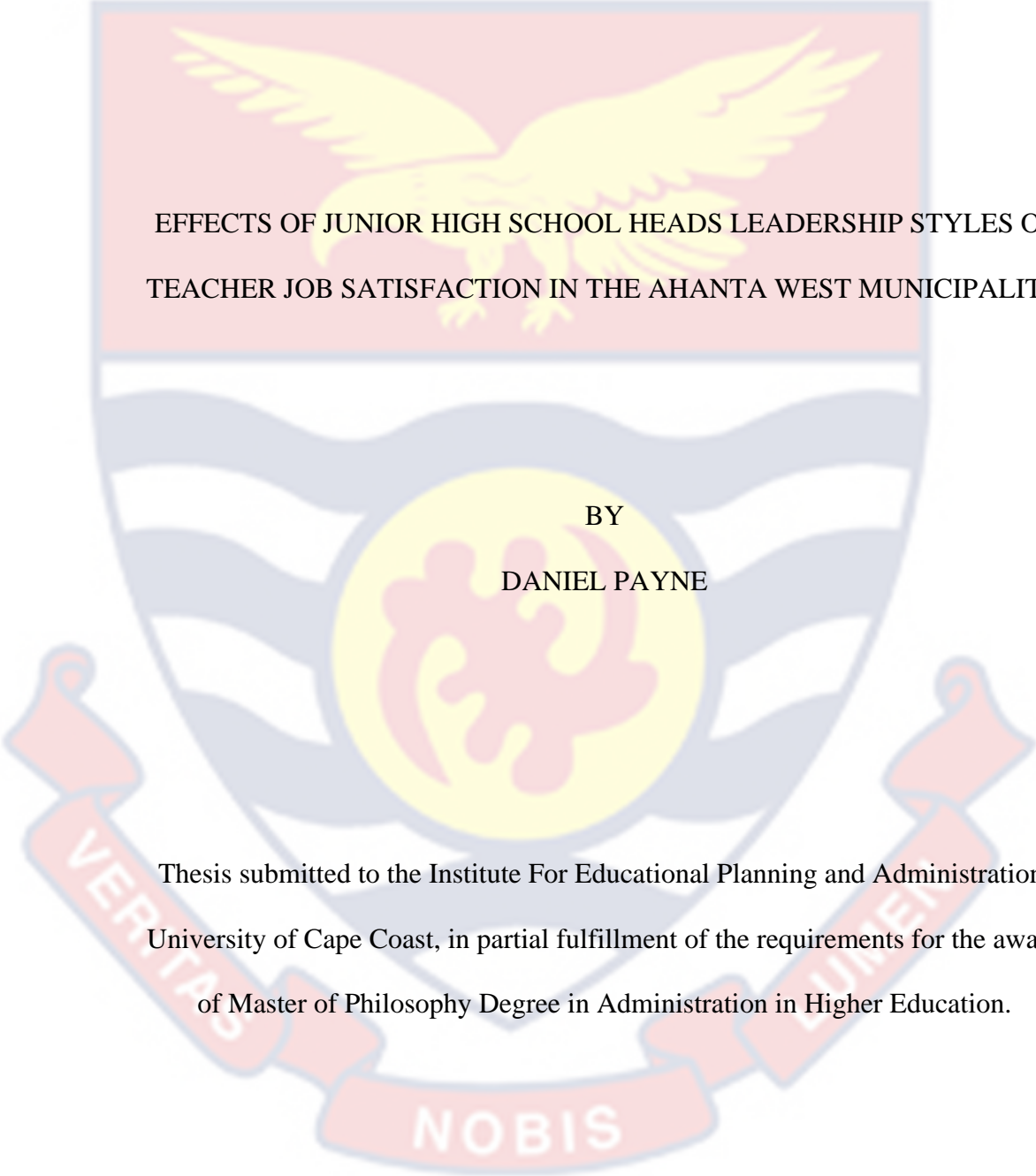


EFFECTS OF JUNIOR HIGH SCHOOL HEADS LEADERSHIP STYLES ON
TEACHER JOB SATISFACTION IN THE AHANTA WEST MUNICIPALITY

DANIEL PAYNE

MAY, 2022

UNIVERSITY OF CAPE COAST



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BY
DANIEL PAYNE

Thesis submitted to the Institute For Educational Planning and Administration,
University of Cape Coast, in partial fulfillment of the requirements for the award
of Master of Philosophy Degree in Administration in Higher Education.

MAY, 2022

DECLARATION

Candidates' Declaration

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

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

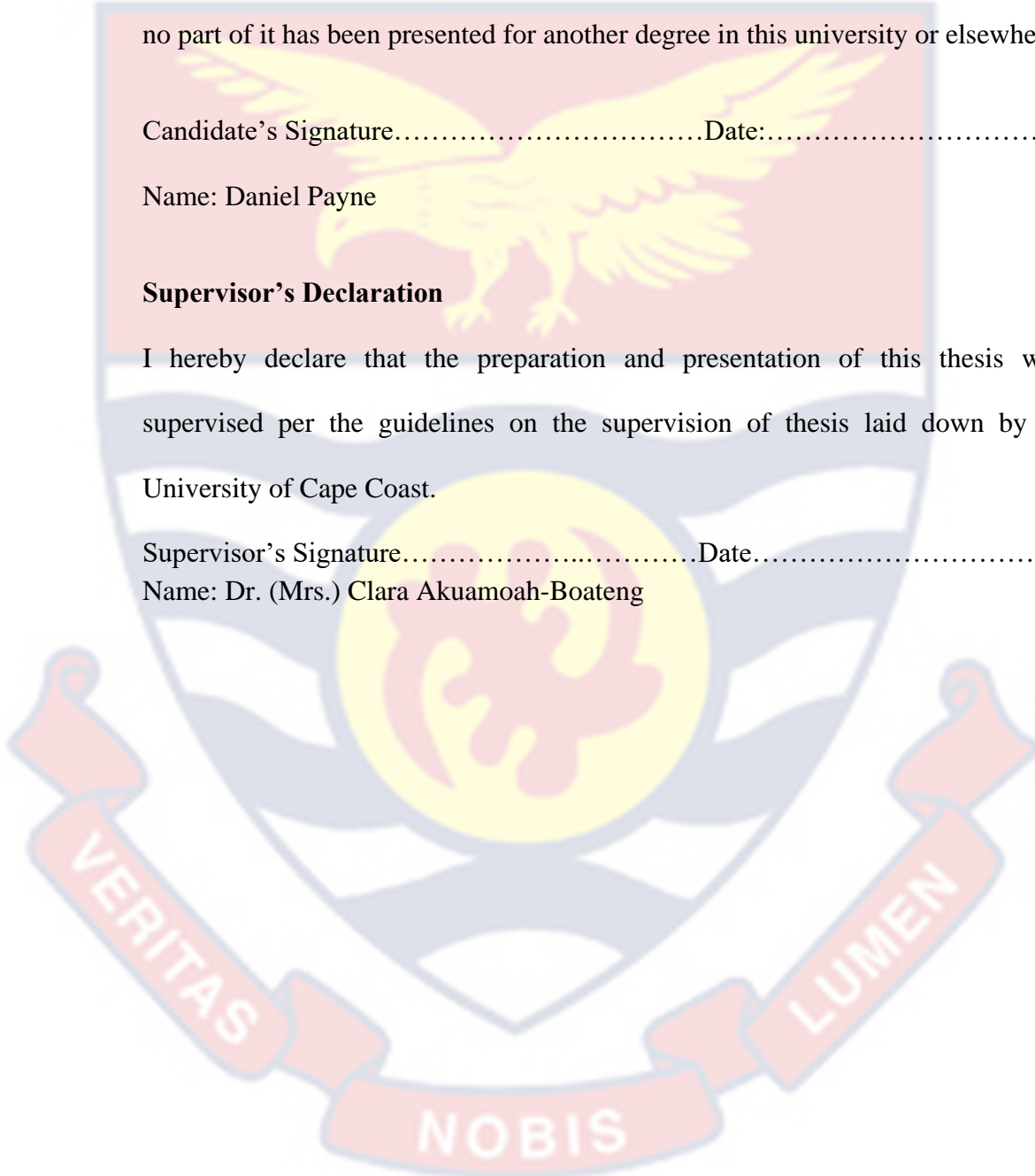
Name: Daniel Payne

Supervisor's Declaration

I hereby declare that the preparation and presentation of this thesis were supervised per the guidelines on the supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature.....Date:.....

Name: Dr. (Mrs.) Clara Akuamoah-Boateng



ABSTRACT

The study sought to assess the effect of the leadership styles of Junior High Schools Heads on job satisfaction among teachers in the Ahanta West Municipality. The study was underpinned by Maslow's Hierarchy of Needs and Douglas McGregor's theories X and Y. The descriptive survey was chosen as the best design for the study. A sample size of 186 teachers from a population of 357 was used. Due to vast variations in the number of teachers in each circuit, the proportionate stratified sampling technique was used. Data were collected with a questionnaire and analysis was carried out using percentages, means, standard deviations, multiple regression analysis, as well as independent t-test. The study indicated that the most important leadership styles exhibited by school Heads were democratic, transformational, and transactional. The study also revealed that transactional, democratic, and transformational leadership styles have a statistically significant relationship with the job satisfaction of teachers. Furthermore, no statistically significant difference was observed in the job satisfaction of teachers based on leadership styles adopted by male and female school Heads. It was therefore recommended that the democratic leadership style should be supported and used by all school Heads in their administrative responsibilities rather than the autocratic or laissez-faire styles. Also, given that all predictors together provided less than 50% explanations of the variance in job satisfaction, there is a need for future researchers to build up a model that includes other relevant variables that are likely to provide greater explanations of job satisfaction.

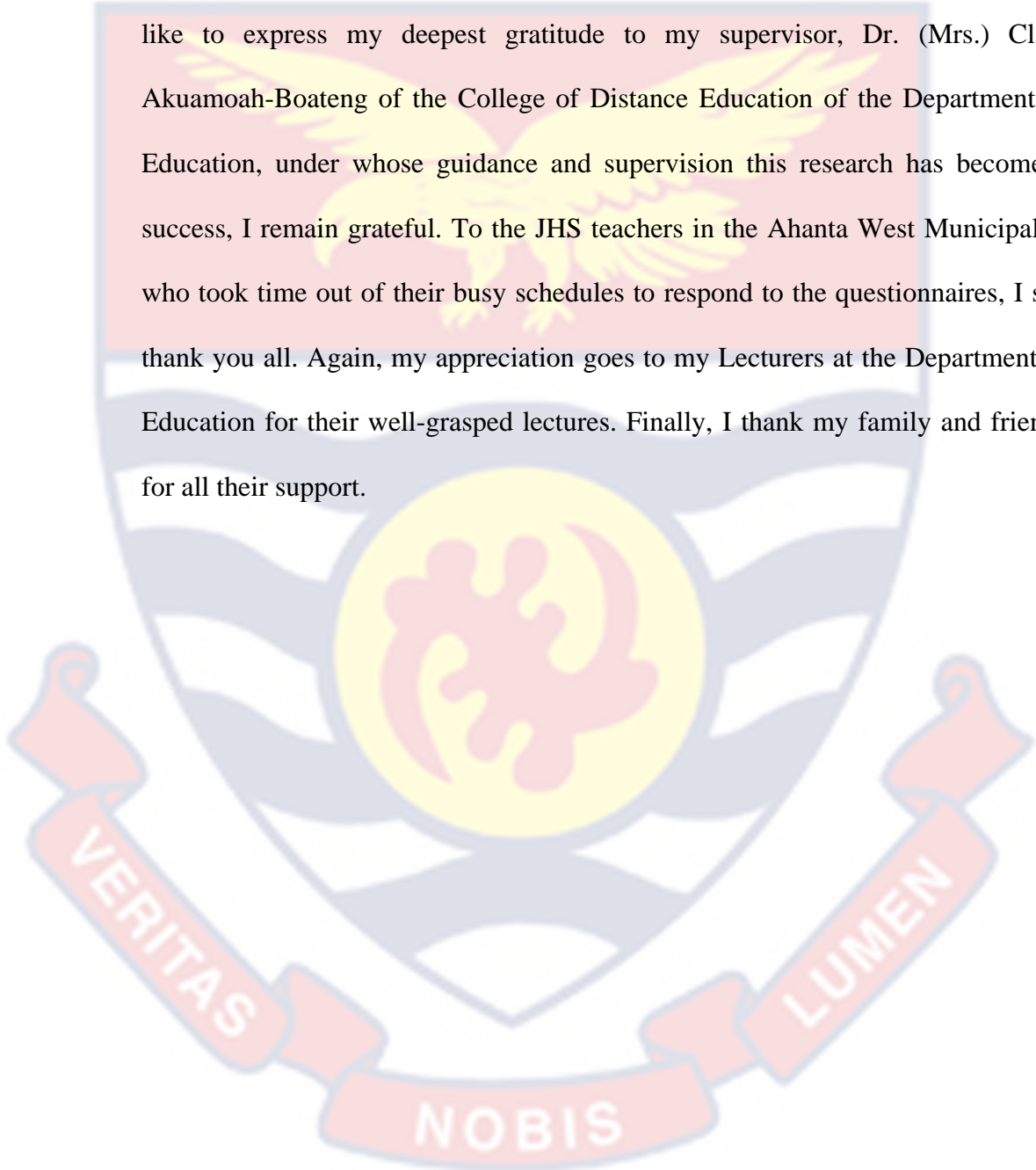
KEYWORDS

Job Satisfaction
Leadership
Leadership Styles
Satisfaction



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DEDICATION

To the Staff and Children of Egyam Children's Home, and the Payne family.



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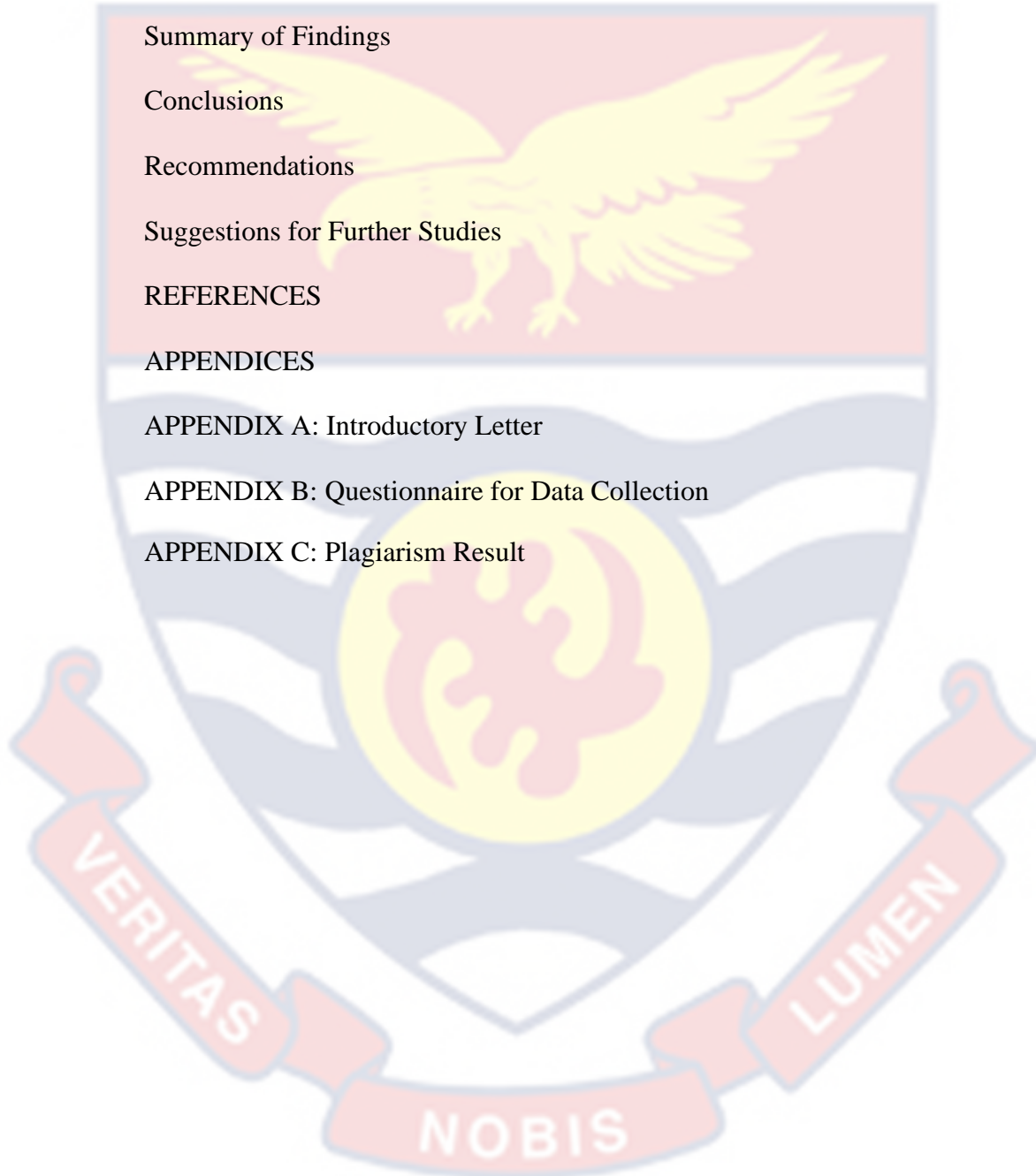
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LIST OF ABBREVIATIONS

ALS	Authoritative Leadership Style
AWM	Ahanta West Municipality
AWMEO	Ahanta West Municipal Education Office
COVID-19	Corona Virus Disease-2019
DBE	Diploma in Basic Education
DLS	Democratic Leadership Style
FA	Factor Analysis
GES	Ghana Education Service
HND	Higher National Diploma
JHS	Junior High Schools
KMO	Kaiser-Meyer-Olkin
LLS	Laissez-Faire Leadership Style
MA	Master of Arts
MED	Master of Education
MLQ	Multifactor Leadership Questionnaire
MPHIL	Master of Philosophy
PDBE	Post-Graduate Diploma in Basic Education
SHS	Senior High Schools
TLS	Transformational Leadership Style
TrLS	Transactional Leadership Style
UNDP	United Nations Development Programme
JS	Job Satisfaction



CHAPTER ONE

INTRODUCTION

Ghana uses education as a tool for enhancing national development. The educational objectives of the nation are outlined in the National Policy on Education in terms of their applicability to both individual and societal demands. Within the national educational policies are the goals and objectives for which their achievements relate to the critical roles of the Heads of the educational institution. Among these roles are the provision of effective leadership in schools and colleges, hence improving teacher job performance (Ige, 2001). The current study assessed the effects of leadership styles of Junior High School (JHS) Heads on the job satisfaction of teachers in the Ahanta West Municipality (AWM) in Ghana's Western Region.

Background to the Study

Leadership has evolved as a new and operative strategy for handling individuals and companies in general. Because of developing leadership styles, the classical idea of personnel administration has gradually been supplanted by HRM. Leadership style gives weight to the deliberate incorporation of emerging styles of leadership into efficient staff-improved performance. According to Judge and Piccolo (2004), an operative leader must be skilled in diagnosing and adjusting their approach to the needs of the setting in which they work.

Today, several styles of leadership are suited to workers based on the amount of instructions, authorization, and decision-making authority they have. In some ways, a phenomenon that represents the contingency leadership style,

environment, and performance standards has been permitted to die out on its own. Due to the lack of effective guidance and a strategic management style in handling everyday responsibilities, employee performance has suffered.

Good school leadership is essential since it is the Headteachers and Principals who help establish a conducive milieu for instruction (Cano & Castillo, 2014). Mbiti (1982) asserted that if there is an organization, there must be a need for administration. Various definitions have been given to leadership, especially in the school situation, but (Sashkin & Sashkin, 2003) appeared to be the most recent perspective. Leaders, especially principals, define the work and explain the reasons behind the work done; supervise followers' actions, and ensure that groups have the skills and resources they need to complete the job. Leaders must establish a relationship with their followers, align, encourage, and inspire them to create productivity.

According to Schermerhorn (2011), leadership is at the core of any organization since it dictates its success or failure. Organizational leadership is inextricably linked to an examination of the organization's efficiency and effectiveness. Heads of schools make use of leadership styles to achieve success. They are often seen adopting different leadership styles at a particular point in time based on the context they find themselves. The atmosphere of any educational institution and the attitude of its teachers, students, and other staff are influenced by the kind of leadership styles the school Head adopts in administering the school.

It appears that many school heads do not consider their approach to leadership to be a reliable indicator of teachers' job happiness in their institutions. As a result, several of them appear to struggle to successfully manage their schools (Adeyemi, 2014). According to Cano and Castillo (2014), without followers, leadership is meaningless. This idea implies that a connection must exist between school Heads and their teachers to obtain commitment and collaboration. According to Galup, Klein, and Jiang (2008), school leaders are supposed to show a personal interest in their pupils. This may not be achieved owing to the multiple problems that school principals may face (Al-Ababneh, 2013).

Female school Heads face additional hurdles. For example, they must cope with family duties that may need greater attention and, as a result, impede corporate goals (Bashir, Jianqiao, Zhao, Ghazanfar & Khan, 2011). Female school Heads are frequently confronted with problems such as cultural attitudes and family duties. Gender stereotyping is a cultural attitude toward women (Scott, Swortzel, & Taylor, 2005). Tutors, learners, and staff have strained relationships with the school's principal (Al-Ababneh, 2013). Due to unfavourable cultural perceptions, leadership is seen and portrayed as a male construct based on masculine ideas (Manwa, 2002). In most African nations, including Zimbabwe, Kenya, and Nigeria, males predominate in leadership positions, while women perform submissive roles (Dorsey, 2009). As a result, people's attitudes have been shaped to connect leadership with men (Manwa, 2012).

The under-representation of female heads in accessing and exercising leadership has also been noted when focusing on the leadership philosophies of male and female heads (Coleman, 2010). This is because the paradigm of hegemonic masculinity shapes our ideas about what a leader ought to be, both consciously and unconsciously. As a result, women and other people who don't fit the paradigm of a macho leader are seen as outsiders in leadership (Coleman, 2010). A study done by Dady and Bali (2014) showed that a small percentage of females occupied leadership positions in schools even though the majority of teachers are females. This is also visible in the united states of America (Shakeshaft, 1999, in Dady & Bali, 2014).

This has attracted the interest of many authorities in the education sector (Dady & Bali, 2014; Sharifirad, 2013; Singh & Krishnan, 2005; Yousef, 2000). Despite the differences in the results of various studies on leadership that compare the leadership styles of men and women, there is still a need to continue researching this issue, particularly in places like Ghana and West Africa where there are more women than men but they are still underrepresented in positions of leadership. With a focus on teachers at JHS in the Ahanta West Municipality (AWM) of the Western Region of Ghana, this study assessed what impact the leadership styles of Heads of Schools have on the job satisfaction of teachers based on past assertions.

Statement of the Problem

The challenge that prompted this study was that educational institutions are globally acknowledged as embodied knowledge, knowledge aimed to alleviate

economic, social, and political problems by guiding public policy (Chan & Mak, 2016). However, these very educational institutions suffer a slew of issues, including regular worker strikes, go-slows, and high staff turnouts, all of which have a detrimental impact on performance by wasting time and other resources (Oduor, 2018; Wakaya, 2018; Wasonga, 2017).

There are several theories and policies that educational institutions use to shape their leadership selection procedures and policy agendas. The provision of high-quality education is challenged by factors such as poor governance and infrastructure, strikes, and staff slowdowns. These may be linked to administrators' failure to foster operative, favourable, productive, and tuneful working relationships in these organizations (UNDP, 2015).

Managerial leadership is a fundamental function played by managers in businesses, according to Obasan-Kehinde and Banjo (2014). They went on to say that in today's competitive world, businesses tend to expand internationally, and as a result, they regularly confront several problems in attempting to fulfil their objectives and competing to be more successful than others, all of which are dependent on leadership.

The researcher works at the directorate of education of the Ghana Education Service in the AWM of the Western Region. Normally, reports received at the office, and when field officers visit the schools indicate complaints and dissatisfaction from some teachers about the attitude and leadership styles of their school Heads, to the extent that some of them are finding all possible ways out of the schools, with a lot of transfer request on the tables of the Director of

education in the Municipality. This has prompted the researcher to find out the issues on the grounds, of assessing school heads' styles of leadership of schools in the Municipality and its effects on the job satisfaction of the teacher.

Research on Junior High Schools (JHS) in Ghana seemed not to have received enough attention regarding the effects of leadership styles of school Heads on job satisfaction among teachers. Although there have been some works on the subject, most of these works are geared to non-educational institutions (e.g., Ibrahim, & Brobbey, 2015). Studies on leadership styles in educational institutions in Ghana have mostly been conducted among Headmasters and Headmistresses in Senior High Schools [SHS] (e.g., Asante, & Ayikue, 2022), and Rectors of Polytechnics (e.g. Anfo, 2012). Principals of Colleges of Education (e.g., Tackie, Pajibo, & Dzikunu, 2019; Boampong, Obeng-Denteh, Issaka, & Mensah, 2016).

Tackie, Pajibo, & Dzikunu (2019) for instance, examined the leadership behaviours of principals and how it influences teachers' job performance in the Volta Region. Akplome (2018) examined the impact of the leadership styles of female principals on the job satisfaction of teachers in Colleges of Education in the Eastern Region. This indicated that not much has been done in this regard on JHS teachers. There was therefore the need to fill this gap and contribute to knowledge so far as school heads' styles of leadership and the job satisfaction of teachers in JHS are concerned. This is because if teachers are happy with their Head of school, their schools and students will benefit in the end.

In terms of gender, (Sharifirad, 2013; Singh & Krishnan, 2005; Yousef, 2000) showed conflicting results concerning the leadership styles of school Heads. For example, Yousef (2000) surveyed male and female managers and identified facets that contributed to women's failure as managers. In support of this, Singh and Krishnan (2005) found that women with high status exhibited a negative attitude toward women with lower status. When female administrators underperform, it undermines their self-esteem and promotes negative perceptions about women's managerial capabilities (Sharifirad, 2013).

However, it seems that little research has been done on the various leadership philosophies and job satisfaction of Ghanaian teachers, especially JHS teachers. Furthermore, nothing is known about the leadership styles and work satisfaction of female school Heads. The current study addressed this information gap by examining the influence of Heads' leadership styles on job satisfaction, with a focus on teachers in JHS in the Ahanta West Municipality (AWM) of Ghana's Western Region.

Purpose of the Study

The objective of this research was to determine how Heads of Junior High Schools' styles of leadership affected the job satisfaction of JHS teachers in Ghana, with a particular emphasis on the AWM in the Western Region of Ghana. Specifically, the objectives of the study were:

- i. Examine the leadership styles exhibited by school Heads of JHS in the AWM.

- ii. Determine the association between leadership styles adopted by Heads of schools and the job satisfaction of teachers.
- iii. Examine the association between the satisfaction level of teachers concerning leadership styles of male and female school heads.

Research Questions

The study was guided by the following research questions:

- i. What leadership styles are exhibited by school Heads of JHS in the AWM?
- ii. What relationship exists between leadership styles adopted by the School Heads and the job satisfaction of teachers?
- iii. What relationship exists between the satisfaction of teachers concerning leadership styles adopted by male and female school Heads?

Research Hypotheses

1. H_0 : There is no statistically significant relationship between leadership styles adopted by school Heads and the job satisfaction of teachers.
2. H_0 : There is no statistically significant difference in the job satisfaction of teachers based on leadership styles adopted by male and female school Heads.

Significance of the Study

This study will be significant to stakeholders such as GES, school Heads, teachers, parents, curriculum developers, and other researchers. The findings can help the concerns of teachers about the various leadership styles adopted by

school Heads be brought to the limelight for appropriate measures to be outlined to address them. In addition, the findings will increase public awareness of leadership styles and their connection to teacher satisfaction in educational institutions. The preferred leadership style for his or her teachers will be determined by the school head. The results of the study will demonstrate how the type of leadership style is thought to have a significant impact on institutional performance.

The results of the study will show the institution what kind of leadership style it should use. According to certain authorities, companies that are over-managed and/or under-led frequently stifle development and change (Jacobs & Winslow, 2004). By selecting individuals who are qualified for leadership roles, the study will help school administrators improve their leadership development processes. Finally, the study contributes to the body of knowledge on the subject and aids other researchers who might want to carry out related research in the future.

Delimitations of the Study

The study was conducted at JHS in the AWM of Ghana's Western Region, focusing on the impact of JHS heads' leadership styles on teachers' job satisfaction. It also investigated whether there is a relationship between school leaders' leadership styles and teachers' job satisfaction as well as whether there is a statistically significant difference in teachers' satisfaction with leadership styles based on the gender of school leaders.

Limitations of the Study

Limitations, according to Baumgartner, Solid, and Hensley (2002), are events outside the researcher's control that may restrict the study's results. First of all, the study involved only teachers in a selected municipality in public Junior High Schools, and therefore, the outcomes cannot be generalized to include teachers in all public Junior High Schools, Metropolises, and Regions in Ghana. Secondly, the findings were limited by the sampling location since the teachers were selected from a single municipality. Also, some teachers might have reported mostly what they think the researcher wanted to hear and not the true reflection of the existing situations during the collection of the quantitative data. Also, some participants were not willing to respond to questions on issues that bother their integrity. However, the researcher assured them of the confidentiality of their responses and they complied. Finally, due to time and financial resources, as well as the COVID-19 pandemic, only samples of these teachers were studied.

Operational Definition of Terms

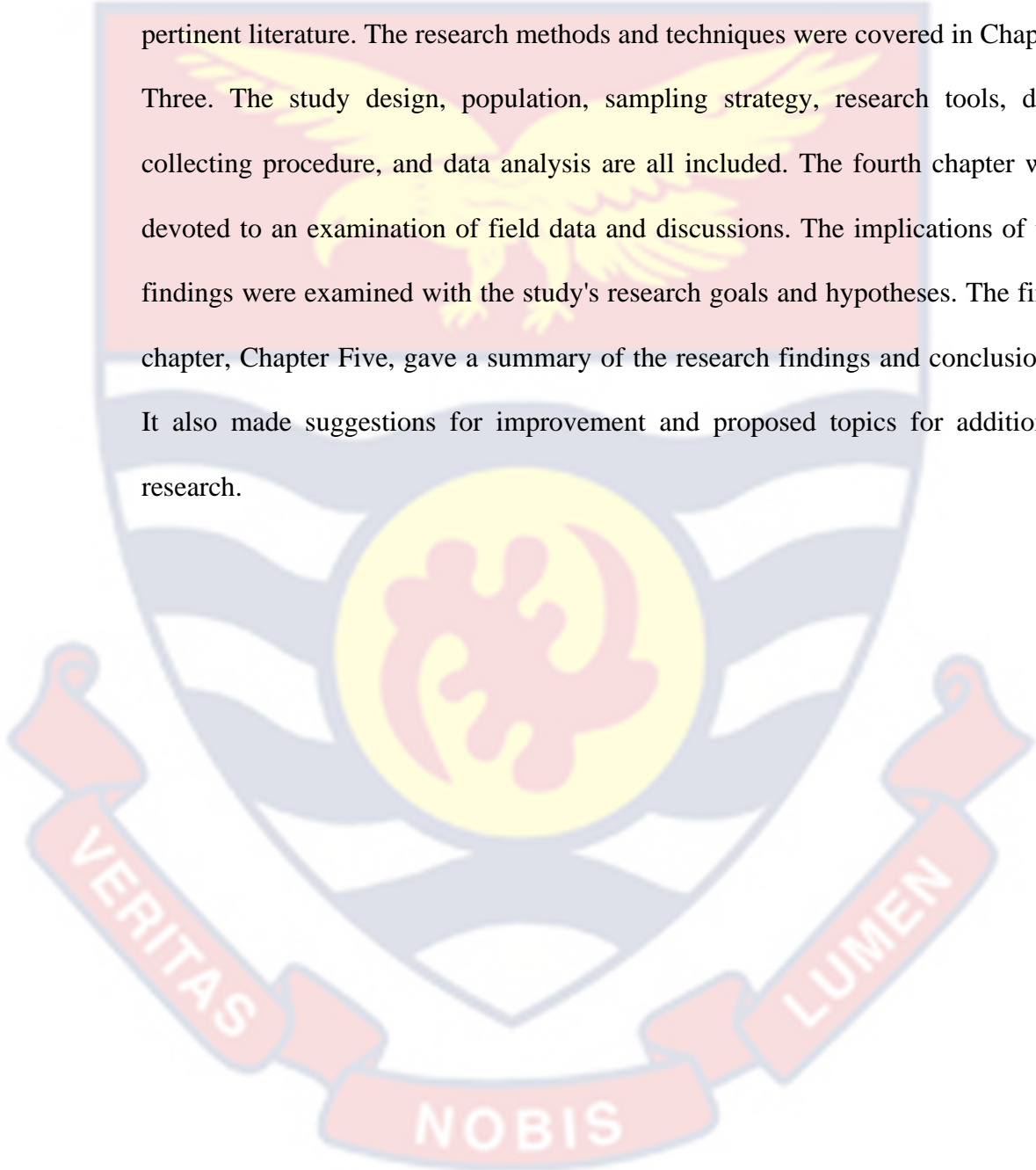
Job Satisfaction: An individual's attitude towards a job which denotes the overall assessment of an employee's employment.

Leadership: Molding of behaviour, and values by influential individuals to achieve company goals.

Leadership Style: A leader's manner of leading, mentoring, supervising, and managing the given duties of assistants within an institution.

Organization of the Study

The research was divided into five chapters, which are as follows: Following the introduction, Chapter Two provides a comprehensive assessment of pertinent literature. The research methods and techniques were covered in Chapter Three. The study design, population, sampling strategy, research tools, data collecting procedure, and data analysis are all included. The fourth chapter was devoted to an examination of field data and discussions. The implications of the findings were examined with the study's research goals and hypotheses. The final chapter, Chapter Five, gave a summary of the research findings and conclusions. It also made suggestions for improvement and proposed topics for additional research.



CHAPTER TWO

LITERATURE REVIEW

Introduction

An overview of the research on leadership philosophies and how they relate to job satisfaction was included in the chapter. In general, it was important to note that there was a large body of literature on leadership styles, making a focused search necessary. As a result, four issues were given top priority. The concept of leadership styles and their dimensions were introduced in the first section. An additional idea is job satisfaction. The theoretical underpinnings of the investigation were then discussed. This was done in order to provide insight into these principles as well as the theoretical framework that served as the study's foundation. The third section mainly concentrated on the conceptual framework that followed the empirical review.

Conceptual Reviews

Concept of Leadership and Leadership Styles

The sort of leadership style adopted is essential to achieving any business's aims and goals with a high level of efficiency and effectiveness, even though the contribution of humans is frequently subjective (Segun-Adeniran, 2015). Therefore, it is impossible to overestimate the significance of a leader and leadership. Leaders work with their subordinates in order to increase interest rather than relying on their appropriate power to persuade them to carry out or obey what has been ordered to them (Northouse, 2015).

Concept of Leadership

The ability of a person or organization to direct, inspire, and persuade others to accomplish a common goal is referred to as leadership (Northouse, 2015). Leadership, as per Ogbah (2013), is how a leader guides and encourages his team to achieve company goals and objectives. According to Schermerhorn (2011), leadership is at the core of any organization since it dictates its success or failure. Leadership involves the skills, traits, and behaviours that allow a person to effectively lead and inspire others toward a shared vision. Leadership styles, on the other hand, are the specific approaches or methods that leaders use to interact with their followers and make decisions. The office atmosphere, employee motivation, and overall team performance can all be affected in different ways by different leadership philosophies.

Organizational leadership is inextricably linked to an examination of the organization's efficiency and effectiveness. Having a clear vision, communicating the goal to the team, and equipping the team with the tools they need to realize the vision are all components of leadership (Business Dictionary, 2016). Persuading individuals to commit their time, abilities, and energy to attain a leader's goal is the act of leadership. It is the process of persuading a person or a group to go above and beyond to achieve corporate goals and objectives to the best of one's ability (Diaro, 2014).

According to the author, leadership emphasizes the human capital side of governance and is founded on the notion that organizational performance and production are determined by the employee's hard effort, motivation, and ability.

Good leadership entails a leader's ability to provide a group of people or a team with the vision and motivation they need to work together toward a common goal, as well as understanding each individual's intrinsic talents and character traits and efficiently inspiring each team member to give their all to achieve the organization's goals (Business News Daily, 2016).

In other words, the procedures for completing and attaining these administrative goals require a high level of skills and rigorous knowledge from the leader, Sharma and Jain (2013) were of the view that leadership comprises four components: leaders; followers; communication; and situation (Lunenburg, 2011). The achievement of corporate goals requires strict management and strong leadership. It's important to keep in mind that there are numerous different leadership styles, and effective leaders routinely combine and contrast them based on the situation and the requirements of their team. The most effective leaders are adaptable and capable of changing their tactics to suit varied circumstances.

Concept of Leadership Styles

The ability of a person or a group to direct, inspire, and persuade others to accomplish a shared objective is central to the idea of leadership (Johnson, 2014). The abilities, characteristics, and actions that enable a person to successfully guide and motivate others toward a common goal comprise leadership. Leadership, in the words of Segun-Adeniran (2015), is "a process whereby an individual influences a group of individuals to achieve a common goal." The distinct approaches or methods that leaders employ to communicate with their

followers and make choices, on the other hand, are referred to as leadership styles. The office atmosphere, employee motivation, and overall team performance can all be affected in different ways by different leadership philosophies.

As per Bibi, Lanrong, Haseeb, and Ahmad, (2012), leadership style is the trend or strategy used by a leader in accomplishing administrative goals in any organization. The technique and attitude of offering direction, implementing strategy, and motivating others can all be described as leadership styles (Johnson, 2014). It's crucial to differentiate leadership styles that are appropriate for different situations, individuals, cultures, tasks or assignments, and organizational goals. However, to maintain continuous productivity, the leader must employ the appropriate style of leadership while interacting with subordinates.

Furthermore, studies indicated unambiguously that leadership styles link effectiveness in any firm, therefore influencing the level of dedication and ardour of employees in the organization Sharma and Jain (2013). Authoritarian, democratic, laissez-faire, transactional, transformational, and situational leadership are some of the types of leadership styles. Several of these leadership styles have been discussed.

Autocratic Leadership Style (ALS)

When a leader uses autocratic leadership, they have complete authority over decision-making and don't involve or solicit opinion from their team members. In this style, the leader makes decisions, sets goals, and determines the course of action without considering the opinions or suggestions of others (Johnson, 2014). ALS comprises a situation where absolute control is held by the

leadership. Subordinates provide no or little feedback (Segun-Adeniran, 2015). The leader makes judgments without consulting his team members; no synergy exists between them (Segun-Adeniran, 2015). Segun-Adeniran (2015) describes it as a highly non-participatory leadership style. Concerning choice-making, the leader is seen as the ultimate authority.

Another point of view is that an autocratic leader, also known as a controlling leader, is completely in charge of identifying any organizational issues and making recommendations based on his expertise. Similar assertions were made by Dairo (2014), who argued that in an autocratic leadership style, the leader serves as the centre of authority and directs how work is carried out. The decision-making authority rests completely with the leader, who is also in charge of establishing rules and policies for achieving organizational objectives. Decisions are influenced by the promise of rewards and the threat of punishment; those who follow instructions are rewarded, while those who act in the same way are punished (Oluooha, 2013).

As per Amanchukwu, Stanley & Ololube (2015), a common type of ALS is one in which a set of guidelines, incentives, and sanctions are used to encourage subordinates. Assistants' participation in the administrative process is minimal to nonexistent. The team leader might not value the team members' efforts and may not ask for their opinions, criticism, or suggestions. This leadership style would be beneficial in situations when there are new workers who are inexperienced and necessitate substantial training before completing duties. McGregor's Theory X, which accepts that people are lazy and will only work if they are highly regulated,

is the foundation of authoritarian leadership (Nayab, 2011). It should be mentioned that because the leader is the only source of information, decisions made under an autocratic leadership style are made quickly.

Authoritative leadership seeks no employee opinions; employees are supposed to adhere to managerial rules. Leaders who exhibit this style of leadership tend to be confident and forward-thinking. Democratic leadership aids employees in having a larger view of the institution by dousing the air of ambiguity neighbouring the institution and championing organizational performance (Amanchukwu, Stanley & Ololube, 2015). According to Dahar, Faize, Niwaz, Hussain, and Zaman (2010), an authoritarian leader will employ intimidations to make sure that his subordinates always follow his instructions.

Democratic Leadership Style

Democratic leadership is a form of leadership that places a strong emphasis on inclusion, involvement, and teamwork. In this leadership style, team members are aggressively tangled in decision-making, open communication is encouraged, and team members' ideas and contributions are valued (Somech, 2005). The democratic leader facilitates discussion, seeks input, and considers different perspectives before making a final decision. Democratic leaders cultivate the habit of seeking views and engaging everyone in decision-making. Because they seek information from workers, they are popularly known as "what do you think" leaders. This leadership type is linked with participatory decision-making. This aids employee cooperation and promotes team spirit. It also develops employees and promotes inventiveness and harmony (Dairo, 2014). With this

style of leadership, functions are shared among members of the group (Dairo, 2014; Ohuoha, 2013).

Employees' levels of creativity and inventiveness are frequently increasing as a result of the democratic leader's highly participative personality. Because of the participatory aspect, staff must be well-trained because of the expectation that workers should operate with little supervision. Employees acquire a stakeholder mentality as a result of participating in decision-making and being rewarded or penalized for their efforts. Democratic leaders foster a collaborative work environment where individuals work together to achieve shared goals. They encourage teamwork, facilitate cooperation, and promote the exchange of ideas and expertise. This collaborative approach harnesses the collective intelligence and strengths of the team. Dairo (2014) & Ohuoha (2013) emphasize that democratic leadership "stimulates group members to become actively involved in the decision-making process and to work together in achieving the group's objectives" (p. 202).

As per Somech, (2005), a leader with a democratic leadership style can make joint decisions. Democratic leaders believe in sharing responsibility with their team members. They delegate tasks, empower individuals, and provide opportunities for skill development and growth. By involving subordinates in decision-making and giving them ownership over their work, democratic leaders promote accountability and motivate their team members. Work is effectively accomplished when the firm provides equal opportunities to employees (Koopman & Wierdsman, 1998). When the majority of the employee has the right

to express their opinions the organization accomplishes their goals easily (Sagie, Zaidmman, Amichai-Hamburger, Te'eni & Schwartz, 2002). As per Goldman, (2002) democratic leaders possess qualitative features such as the determination of policies by all, involvement in decision-making, indicators for the measurement of performance advisory roles, implementation of organizational tasks, etc.

Laissez-Faire Leadership Style

Laissez-faire leadership is characterized by a hands-off style in which the leader doesn't provide much guidance or control to their team. In this approach, the leader hands up control and decision-making to the team, empowering them to choose their options and chart their course of action. (Koopman & Wierdsman, 1998).

This form of leadership is referred to as being "carefree" leadership, according to the term. This is due to the fact that the company's employees have a lot of freedom in how they complete tasks and projects. A laissez-faire leader allows the group's members to pursue their interests while they are functioning effectively (Dairo, 2014; Ohuoha, 2013). In contrast to authoritarian leadership, laissez-faire leadership encourages employees to join in decision-making and solve problems on their own. Laissez-faire is a French term commonly used in political science and economics in defining policies of reduced governmental meddling in economic affairs (Encyclopædia Britannica, nd). In literature, laissez-faire is referred to as letting things ride, hands-off, the absence of leadership, and the avoidance of intervention approach (Northouse, 2010) to

induce persons in the workplace. Laissez-faire leaders act as if they are relinquished their assigned tasks.

To Rollinson (2005), this type of leadership is described as being nonexistent. The malingering of leadership or avoiding it were other names for it. This suggests that those who follow this style of leadership are frequently not present at work, hesitant to make decisions, unwilling to act, etc. (Avolio, 1999). Mondy and Premeaux (1995) assert that members are given the freedom to decide for themselves. This is because leaders that follow this leadership style avoid taking responsibility and delegating (Luthans, Avolio, Walumba & Li, 2005). Work becomes operative when subordinates are specialists in their area of operation. Bartol, Martin, and Kromkowski (2003), claimed that despite limitations on how this leadership is defined and used, it has been acknowledged in organizational management literature.

Transactional Leadership Style

Transactional leadership's main emphasis is on the rewards and penalties that the leader and their followers exchange. (Sparh. 2016). In this approach, the team's leader develops clear expectations and goals for them, as well as a system of incentives and punishments for reaching or exceeding them. To inspire their followers and guarantee that tasks are accomplished effectively and efficiently, transactional leaders place a strong emphasis on the use of contingent reinforcement.

To Sparh (2016), unlike the transformational leadership style, transactional leadership focuses on completing duties and commitments in

accordance with rigid rules and structures.. It is most commonly utilized in large, bureaucratic administrations. Subordinates are given assignments and are either rewarded or punished for doing them. That is, when an employee achieves commendable outcomes, they are rewarded; however, when the opposite occurs, punishment may be imposed.

A transactional leader, according to Sparh (2016), carries out short-term goals, is rational (especially left-brained), works with plans, regulations, and procedures, is extremely conservative, despises originality, and wants staff members to uphold strict standards and follow the rules. Furthermore, according to Sparh (2016), because of the transactional leadership style's inflexible and highly organized character, employees and subordinates just respond to the stated requirements; they are not challenged to think beyond the box. Transactional leaders use contingent rewards to motivate their subordinates. They establish clear performance expectations and offer rewards such as bonuses, promotions, or other forms of recognition for achieving specific goals or targets.

It is crucial to note that the kind(s) of leadership styles employed in an organization, including libraries and information centers, depends on a variety of elements, including the nature of the organization, employee skills, the amount of time required to carry out successful organizational activities, and so forth. The concerned leader must employ the proper leadership style to increase job satisfaction and reduce librarian turnover. (Sparh, 2016).

As Per Bass (1985), a transaction is a means of exchange between parties. It differentiates between followers and leaders, where the leader exchange

rewards with employee performance. Nemaei (2015) defined transactional leaders as those that recognize the demands of their workforce and control both its internal and external environments using reward and punishment systems as well as agreement schemes. Management-by-exception (passive and active), dependent incentive, and adaptable leadership are three key tenets of transactional leadership (Lieberman, Idson, Camacho, & Higgins, 1999; Higgings, Friedman, Harlow, Idson, Ayduk, & Taylor, 2001; Förster, Lieberman & Higgins, 2005). It can be said that with this style of leadership, employees are motivated to perform their duties with a preventive approach (Bass & Avolio, 1997).

Several authors have also attested to the fact that due to expectation clarification and reward systems, this leadership approach builds a strong relationship between leader and followers (Bass, Avolio, Jung, & Berson, 2003; (Northouse, 2010; Boehnke, Bontis, DiStefano, & DiStefano, 2003). This leadership strategy creates an exchange relationship with its followers by conducting efficient transactions (Bass & Avolio, 1990). The reactive nature of transactional leadership may lead to resistance to change or a reluctance to embrace new approaches or ideas.

Transactional leaders actively monitor their followers' performance, intervening when they fall short of predetermined norms or expectations, according to Bass, Avolio, Jung, and Berson (2003). They correct errors, provide feedback, and ensure that followers adhere to organizational rules and procedures. The outcome of active management by exception is improved compliance, reduced errors, and increased efficiency. Transactional leaders engage in

contingent reward, which means they set clear expectations and provide rewards or recognition when followers meet those expectations (Förster, Liberman & Higgins, 2005). This exchange-based approach creates a sense of accountability and encourages followers to meet performance targets. The organizational outcome of this approach is increased task performance and goal attainment. Transactional leaders keep a close eye on their team members' performance and step in when they don't live up to prospects. They correct errors, provide feedback, and ensure that followers adhere to organizational rules and procedures. The outcome of active management by exception is improved compliance, reduced errors, and increased efficiency.

Overall, an organization may experience both positive and negative outcomes from the transactional leadership style. Positively, transactional leadership can promote stability, guarantee job completion, and accomplish short-term objectives by setting clear expectations and incentives. Nevertheless, relying only on transactional leadership may limit innovation, creativity, and long-term growth. In addition to transactional leadership, a transformational or servant leadership strategy that emphasizes motivating and empowering followers may be helpful to promote a more fruitful and long-lasting organizational outcome.

Commanding Leadership

A leadership style known as commanding leadership involves significant control and power being exercised over subordinates. Commanding leaders take charge, provide clear directives, and expect immediate compliance from their team members. They make decisions independently, set goals, and direct the

course of action without seeking much input or involvement from others. The aggressive leadership style is extremely demanding and does not allow for any suggestions or anything less than total cooperation (Goleman, Boyatzis & McKee, 2002). This sort of leader is unforgiving and intolerant. The objective is to complete the assignment quickly and without hesitation. Employees that are unable to produce may become victims of the boss through demotion and humiliation (Goleman & Boyatzis, 2008). A commanding leader takes decisions on his or her own and issues commands to members to attain goals. He or she can make swift choices.

Most of the time, they do not need to hold any conversations to conclude. This saves time and is useful, particularly during a crisis (Ghuman, 2010). Commanding leaders are frequently admired by their teams and are seldom questioned. Dominant leaders, on the other hand, typically discourage analytical reasoning and decrease worker morale since their ideas are not valued. Commanding leaders are most effective when making rapid judgments in a crisis or with inexperienced team members. As a result, many well-known generals and politicians who have served in times of conflict have comparable traits.

The leader retains his or her authority and does not delegate it (Koman & Wolff, 2008). It can be used in circumstances where there is a workplace crisis, especially among employees. The commanding leader uses absolute power to resolve any conflicts (Goleman, Boyatzis & McKee, 2009). The drawback of this leadership style is that it has a proclivity to destroy organizations if it isn't applied by a leader with strong emotional intelligence, compassion, and self-control

(Goleman & Boyatzis, 2008). While Goleman's (2008) styles have advantages and disadvantages, it's vital to remember that they shouldn't be used in isolation.

Instead, they should be included, with the degree of dose for each leadership approach varying conditional on the circumstances and the traits, values, and experience of the leaders. The nature of the business necessitates efficient teamwork and the participation of each employee in obtaining the highest level of guest satisfaction. All information from and to each member and guest must flow into the management, be analyzed, and then appropriate action is taken. The following areas must be continuously planned, organized, and implemented for every personnel to comprehend and contribute to the ultimate output.

It is significant to remember that effective leaders frequently modify their leadership approach depending on the circumstance, the requirements of their team, and the organisational setting. While commanding leadership can have its benefits in certain scenarios, it may not be suitable or effective for all situations and may hinder the long-term growth and development of the team and organization.

Ethical Leadership

Ethical leadership is a leadership approach that places a focus on moral values, integrity, and ethical behavior (Duniewicz, 2016). Ethical leadership is the practice of leading with integrity, moral principles, and a strong sense of ethics. When making decisions and interacting with others, ethical leaders place a high value on ethics, honesty, openness, and fairness. They lead by example and foster

an ethical and responsible culture within their enterprises. Achieving company goals and objectives is a top priority for ethical leaders, but they also give top priority to doing it in a way that is honest, fair, and respectful to all stakeholders.

They promote ethical behavior throughout the company, provide an example for others to follow, and act ethically. (Michael, Newness, & Duniewicz, 2016).

Trevino, Brown, and Hartman (2003) identified moral personhood and moral influence as the two fundamental facets of ethical leadership. The ability to inspire and direct others toward moral behaviour is referred to as moral influence.

Moral personality refers to the leader's personal integrity, ideals, and character.

Leaders who operate under this leadership approach clearly describe what needs

to be done and also reward the performance of desirable behaviours (Trevino,

Brown, & Hartman, 2003). Ethical leadership describes a system where moral

principles are followed. This approach has been seen to surge employee

performance positively in several institutions (Trevino, Brown, & Hartman,

2003). According to Michael, Newness, & Duniewicz, (2016), leaders who

adhered to ethical procedures performed operatively and efficiently, and vice

versa. This contributed to advanced heights of employee work engagement.

It is vital to note that ethical leadership is not a one-size-fits-all approach,

and different situations may require leaders to navigate ethical dilemmas and

challenges in unique ways. Effective ethical leaders adapt their approach based on

the specific circumstances while staying true to their ethical principles and values.

Job Satisfaction

Job satisfaction, according to Wang, Courtright, and Colbert (2011), is the degree to which people are pleased, content, and satisfied with their work. It is a subjective assessment of one's employment that captures overall favorable or negative affective and cognitive reactions to the workplace. Several factors, including the actual work, the working environment, relationships with coworkers and management, remuneration, and opportunities for professional development, all have an impact on job satisfaction. Cann, Watson, and Bridgewater (2014) believe that the emotional reactions that employees have to their workplace are based on the differences between the results that they expect and the actual results that they receive. Job satisfaction is influenced by a person's attitude toward their work and the organization they work for. The five factors used to gauge job contentment include superiors, promotion practices, salaries, and coworkers' level of life satisfaction (Khan, Nawaz, Khan, Kundi, & Yar, 2013; Wang, Courtright, & Colbert, 2011).

Job satisfaction, according to Ranny, Mith, and Tone (1999), is a person's emotional state toward their employment after taking into account both what they expected and what they really received. They emphasized that employee expectations affect job happiness. This suggests that people with low expectations will be more content with particular job conditions, and vice versa. Rbbin (2005, p. 80) defines satisfaction as a sentiment or emotional reaction to a certain element of the circumstance. David and Andrzej (2010) describe job satisfaction as a feeling that has a positive or negative impact on one's performance at work.

However, Spector (1997) defined work satisfaction as an evaluation of one's feelings toward their employment. He used nine variables to assess workers' job happiness. This study made use of Spector's "Job Satisfaction Survey" (JSS), a technique for assessing job satisfaction. Influence of Leadership Styles on Job Satisfaction

Leadership styles have a noteworthy effect on job satisfaction among employees. The way leaders interact, communicate, and make decisions can shape employees' perceptions of their work environment and their overall satisfaction with their jobs. Diverse leadership styles have distinct effects on job satisfaction. A substantial volume of research on leadership styles and job satisfaction was discovered through the literature review (Braun, Peus, Weisweiler, & Frey, 2013; Bhatti, Maitlo, Shaikh, Hashmi, & Shaikh, 2012; Mohamad, 2012; Voon, Lo, Ngui, & Ayob, 2011). According to numerous research, leadership philosophies can either have a beneficial or negative effect on employee satisfaction. Whether the impact was good or negative was determined by several mediating elements. High or emotional labour, according to Liu, Bellibaş, and Gümüş (2011), promotes job satisfaction and leads to team innovativeness. Psychological empowerment, according to Pieterse, Van-Knippenberg, Schippers, and Stam (2010), minimizes the negative consequences of transactional and transformative leadership.

Employee participation, according to Kompas and Sridevi (2010), is associated with job happiness. The multiple compelling findings provide a chance for supervisors and other managers to stay flexible in their attempts in steering employees to high performance. Managers now must navigate challenges related

to cultural variety, virtual teams, shareholder wealth, local community involvement, and resource policies to fulfil their duties. Employee performance, job happiness, and, ultimately, the firm's financial performance may all be influenced by front-line management. According to the majority of leadership theories, the primary driver of voluntary departure is a lack of organizational commitment or job satisfaction (Maertz, Boyar, & Pearson, 2012).

Voon et al. (2011) found that when leaders pick the right leadership style, employees are more satisfied at work, which leads to lower turnover. Effective leadership is essential for organizational success. Transformational leadership, according to Northouse (2013), boosts followers' obligation to company goals and motivates followers to surpass performance standards. Although transformational leaders are ideal change agents, according to Voon et al. (2011), transactional leaders must meet workers' immediate wants with rewards, praises, and promises.

The TLS boosts self-esteem to the point that, as people go up the corporate ladder and meet their self-esteem goals, other needs become less important and are taken for granted (Furnham, Eracleous, & Chamorro-Premuzic, 2009). The desire for increased power and status, on the other hand, is the primary motivator. Maslow's (1943) primary theory of motivation argued that as people meet basic needs (such as physiological necessities and security), they progress to higher-level objectives, culminating in self-actualization (Furnham, Eracleous, & Chamorro-Premuzic, 2009). Organizational performance improves when workers' urgent needs are prioritized. Several academics have stated that people are an organization's most valuable asset, which necessitates the recruitment of good

leaders to manage and motivate personnel to fulfil corporate goals (Hannah, UhlBien, Avolio, & Cavarretta, 2012; Voon et al., 2011).

Although workers are critical to firms, most leadership, and job satisfaction studies have concentrated on data acquired from managers and specialists. This is addressed in the recent work. Workers who work on an hourly basis are important in today's diversified and fast-changing work situations, according to previous research (Hannah, Avolio, Chan, & Walumbwa, 2012; Voon et al., 2011).

Furthermore, due to the tremendous difficulties presented by rapid internal and external work environments, organizational leaders must focus on producing successful leaders. Previous conversations showed that concentrating on educating leaders to positively affect employee work satisfaction is important since too many people associate leadership with administration. Employees do not often respond well to command and control leadership (Northouse, 2013).

However, even though there are numerous leadership styles, the recent study engrossed only five of these leadership styles. This is because these are most leadership styles observed in studies over time (Sparh, 2016; Khan et al., 2015; Segun-Adeniran, 2015; Dairo, 2014; Ohuoha, 2013; Bibi, Lanrong, Haseeb & Ahmad, 2012; Goleman, Boyatzis & McKee, 2002). These five are; Transformational, Transactional, Authoritative, Laissez-Faire Leadership, and Democratic leadership styles.

Theoretical Reviews

A theoretical framework is essential for guiding research, guaranteeing coherence, and defining the scope of the study (Bak, 2004). Theories and constructions, like spectacles, aid the researcher in seeing the item of attention more clearly. Maslow's Hierarchy of Needs and Douglas McGregor's Theories X and Y influenced this research. Employee work satisfaction was discussed using Needs theory, while leadership style was discussed using Douglas McGregor's Theories X and Y. These hypotheses are examined in depth further below.

Maslow's Hierarchy of Needs Theory

Abraham Maslow, a psychologist, developed Maslow's Hierarchy of Needs Theory, a motivational theory that explains the fundamental human needs that underlie motivation and behavior. The idea suggests that individuals have different levels of desires, which are organized hierarchically and must be satisfied in a specific order. Maslow (1943), a psychologist, established the hierarchy of needs hypothesis. The several levels of Abraham Maslow's needs are detailed here. Refer to Figure 1.



Source: Maslow (1943)

Figure 1: Maslow Hierarchy of Needs Theory

Physiological needs

As per Maslow (1943), physiological requirements are the biological demands of existence. These are essential survival needs, such as oxygen, sleep, water, food, shelter, and sex, to mention a few. According to Abraham Maslow (1943), these are the most significant desires since man cannot survive without them, and after they are met, man tends to think about or seek out another need.

Safety/Security needs

After a person's physiological needs are met, Abraham Maslow's hierarchy moves on to safety and security needs. Safety and security needs refer to the desire for stability, predictability, and protection from harm or threats. These needs encompass physical safety, emotional security, and a sense of stability in one's environment. These include, among other things, the desires for safety, security, health, stability, and family. People want to be in a safe environment at

all times and are worried about their safety even at work, therefore safety requirements are critical in everyday life.

Maslow's theory holds that people identify their top priorities and work to fulfil them in that order, moving up the hierarchy when lower-level wants are satisfied. After their safety and security needs are met, people can go on to higher-level wants like love and belonging, esteem, and self-actualization. Maslow's hierarchy of needs provides a useful framework for understanding human motivation, but it's important to keep in mind that every person's experiences are unique and that the theory has its detractors. Needs for love, affection, and belongingness

The want for love, affection, and belongingness is the next degree of need in Abraham Maslow's hierarchy of needs after the physiological and safety criteria have been satisfied. The need for social engagement, acceptance, and a sense of connection with others is included in the love and belongingness needs. They include both intimate relationships and a sense of fitting into a larger social group. Humans crave love, affection, and a sense of belonging (Maslow, 1943). People are more likely to feel joyful and satisfied when these attributes are present. It includes giving and getting affection, love, and a sense of belonging.

Fulfilling love, affection, and belongingness needs is considered essential for psychological well-being and healthy social functioning. As they foster a sense of belonging and acceptance, these requirements are directly connected to the growth of self-esteem and self-worth. Maslow's hierarchy states that people try to satisfy their needs in a particular order, with lower-level demands having precedence. Once physiological and safety needs are met, the focus shifts to love,

affection, and belongingness needs. However, it's important to note that human motivations and needs can be complex and can vary across individuals and cultures.

Needs for esteem

Esteem needs are one of the five categories listed in Abraham Maslow's hierarchy of needs. Following physiological needs, safety needs, love and belongingness needs, and safety needs, esteem needs are the fourth rung in the hierarchy. These requirements relate to the need for respect, self-worth, and approval from others. It comprises requirements for one's respect as well as the respect one receives from others. Human beings require both external and internal respect. When a guy obtains this regard, he feels wonderful, self-confident, and useful in the world. Furthermore, if these conditions are not satisfied, the individual feels inferior, weak, worthless, disappointed, and helpless.

Maslow's hierarchy states that if lower-level requirements like physiology, safety, love, and belongingness are met, people can concentrate on gratifying their esteem needs (Maslow, 1943). It's crucial to remember that the hierarchy is flexible and that various people may have different priority levels or levels of need satisfaction. Additionally, the importance of different needs can vary across cultures and individuals.

Needs for self-actualization

Abraham Maslow's hierarchy of wants places self-actualization at the top. It stands for the pursuit of one's best potential, fulfilment, and personal progress. Self-actualization needs are the pinnacle of human motivation and reflect the

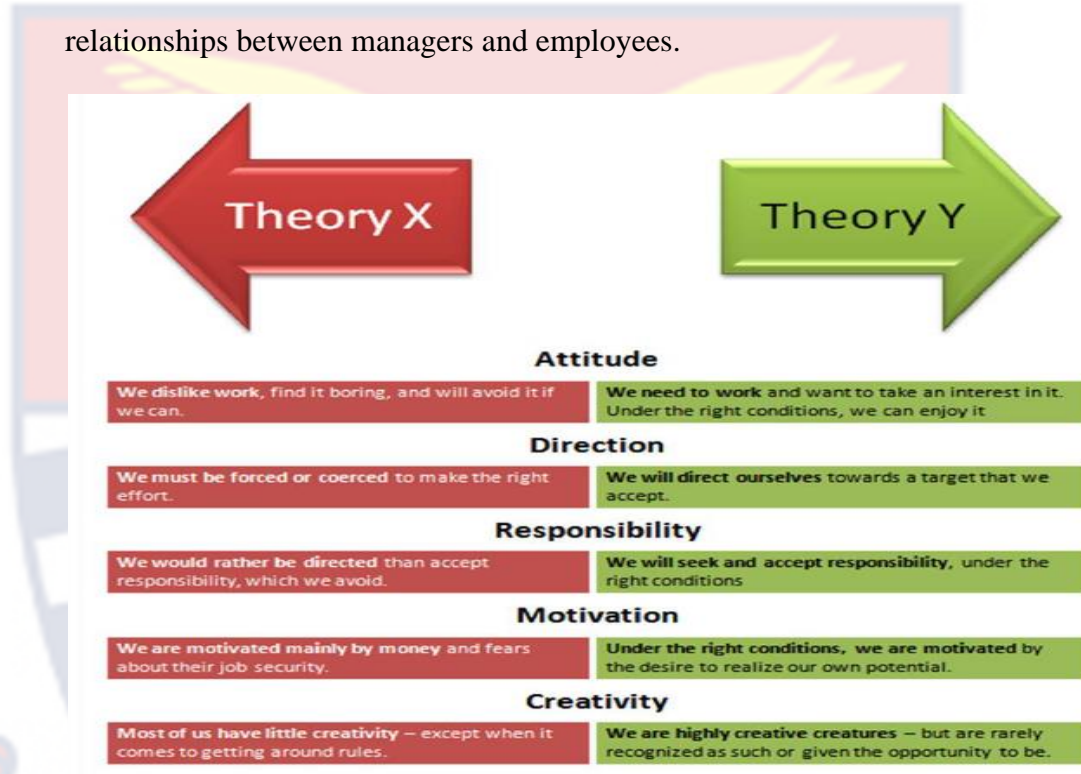
desire for self-fulfilment and the realization of one's true capabilities and purpose. According to Maslow (1943), the greatest degree of need is self-actualization requirements. This sort of need takes over once the first four are addressed. Self-actualization, according to Maslow (1943), is the desire to be and achieve what one was created to do. An artist must create artwork, and a poet must compose poetry. Only 2% of people, according to Maslow (1943), have this stage in their lifetimes.

Self-actualization represents the maximum level of fulfilment in Maslow's hierarchy, but it is important to note that it is a lifelong process, and not everyone reaches this level of need satisfaction. It is a deeply personal and subjective journey that varies from individual to individual. Maslow believed that self-actualization is relatively rare in society, as lower-level desires must be adequately met before individuals can focus on personal growth and self-actualization. However, he also acknowledged that self-actualization is a universal human potential, and individuals can strive for and achieve it.

It's critical to keep in mind that Maslow's hierarchy of needs is a theoretical framework that, despite having had a big impact on psychology, has also generated criticism and discussion. Different people may have different experiences and motivations, and not everyone may place the same value on self-actualization..

Theory X and Y

Douglas McGregor produced two models, dubbed Theory X and Y, based on his research into perceptions of employee behaviour at work and the relationships between managers and employees.



Source: McGregor, (1966)

Figure 2: Theories X and Y

Theory of X Assumptions

- i. Theory X claims that the ordinary human being has an innate aversion to labor and will avoid it if at all feasible. He goes on to say, that because humans hate to work before, they work hard, they must be controlled and threatened.
- ii. Because the average human being refuse responsibility and would prefer to be directed;

- iii. As a result, these assumptions have led to tight controls and tough punishment (autocratic leadership style).

Theory Y Assumptions

- i. Whether you control them or not, that human person will normally function.
- ii. Control and punishment are not the only methods to get people to work; if a person is devoted to the organization's goals, he will guide himself.
- iii. If a job is rewarding, it will lead to a commitment to the company.
- iv. The normal person will accept responsibility.

Application of the Theories

This idea connects the work satisfaction variable from the study. According to Abraham Maslow's hypothesis, there are five different types of wants: physiological, safety, love, esteem, and self-actualization. Organizations that meet basic needs like safety and belonging, self-esteem, and self-actualization will have engaged and happy workers. As a result, when management responds to teachers' needs methodically and appropriately, their morale will rise and their level of job satisfaction will be high. (Zameer, Ali, Nisar & Amir, 2014).

This concept is about leadership styles. McGregor created two models, (Theory X and Theory Y). They should be required to work as well. While hypothesis Y asserts that humans, in general, will work whether or not they are managed. This relates to leadership styles. Work satisfaction will increase if

management adopts appropriate leadership styles, but the turnover intention would reduce significantly.

These theories were chosen for the current study because they appear to be more robust, as well as their widespread use in a range of studies (Koppes 2014; Latham & Locke, 2006). The following leadership styles are acknowledged as incorporating additional components vital to employee engagement in a firm (Transformational, Transactional, Authoritarian, Laissez-Faire, and Democratic). The effects of these components on employee JS are also examined (Refer to Figure 3).

Empirical Review

Laissez-Faire and Job Satisfaction

Diverse studies have shown no relation between a laissez-faire style and work satisfaction (Sadeghi and Pihie, 2012; Chaudhry and Husnain, 2012). An employee's sentiments about their employment are referred to as job satisfaction (Mudor & Tookson, 2011). Furtner, Sachse, and Exenberger (2012) investigated if leaders who employ laissez-faire had a favourable association with self-leadership and hence work satisfaction. Self-leadership is the process of using cognitive, emotional, and motivational-volitional processes to influence one's ideas and behaviours.

The study encompassed almost 400 professionals from eight different industries. Laissez-faire leaders correlated negatively with self-leadership, according to data collecting analysis. The findings demonstrated that to lead others, one must first govern oneself. Employees that perform high-emotional

labour, as previously noted, dislike transactional leaders (Liu, Bellibaş, & Gümüş, 2011). Laissez-faire leaders may be beneficial in work circumstances where people require minimal input to be pleased. Sadeghi and Pihie (2012) discovered a positive association between laissez-faire and JS, including academic deans, since workers sought autonomy.

Transactional and Job Satisfaction

According to research (Negussie & Demissie, 2013; Abualrub & Alghamdi, 2012; Cummings, MacGregor, Davey, Lee, Wong, Lo, & Stafford, 2010), different leadership styles can affect how satisfied employees are at work. For example, a study of 308 Saudi respondents conducted revealed that, work satisfaction was usually modest, but 32 per cent of JS was explained by TrLS and TL (achievement-oriented and supporting) (Abual, Rub & Alghamdi, 2012). Findings were not made in isolation; in fact, it has been claimed that managers' leadership styles play the most crucial effect on work satisfaction (Casida & Parker, 2011; Malloy & Penprase, 2010).

According to Herzberg (1959), unhappy hygienic features don't help job satisfaction, however, a lack of hygiene components does. Working conditions, supervision, business laws, salary, and colleague interaction were all extrinsic job hygiene features (Furnham, Eracleous, & Chamorro-Premuzic, 2009). Achievement, development, responsibility, and recognition are examples of intrinsic variables, also known as motivators, which are directly related to the job (Fisher, 2009).

As per Handsome (2009), three key leadership styles are linked to work happiness. Handsome discovered that the transactional approach has a negative link with JS in a survey of 51 employees. The transactional leadership technique is given by Herzberg (1959).

Transformational (TLS) and Job Satisfaction

Managers can benefit from knowing their employees' viewpoints since TLS positively links JS (Hamstra, Van Yperen, Wisse, & Sassenberg, 2011; Robbins, Decenzo, & Coulter, 2010). Job happiness and performance have been linked, according to Wells and Welty-Peachey (2011). Some researchers looked at leadership styles that inspire people to go above and beyond their responsibilities (Zhu, Sosik, Riggio, & Yang, 2012). Also, Hamstra, Van-Yperen, Wisse, and Sassenberg (2011) conducted a quantitative study on the association between job fit and TLS and work happiness.

Numerous studies have exposed a connection between leadership in general and the happiness of workers (Liyanaige, 2020; Van De Voorde et al., 2012). Using a systematic analysis of 30 empirical research studies, Liyanaige (2020) studied the degree of influence transformational leadership (TL) has on job satisfaction (JS). It was found that TL predicts JS through several socio-psychological mechanisms. It was further revealed that the factors that mediate the link between TL and JS are psychological resources, empowerment, role conflict, self-efficacy, and perception of work-life conflict. An efficient occupational health intervention would emerge from integrating leadership training into the identified socio-psychological sources.

Psychology students with an average age of 20 took part in the study. According to the statistics, transformational leadership resulted in a decrease in turnover intention when followers' focus was on promotions or prevention. Employee work satisfaction was associated with transformative leadership in a good way (Bodla & Nawaz, 2010). Academics and professors from public and private institutions comprised 265 participants (Bodla & Nawaz, 2010). The research looked at five characteristics of TL: idealized influence (attributed), idealized influence (behavioural), inspirational motivation, intellectual stimulation, and tailored attention.

The MLQ was modified by Bodla and Nawaz (2010) to evaluate many dimensions of TLS. Study findings revealed a link between TL and JS of employees. The researchers admitted that the experiment did not take organizational climate into account. Transformational leadership improves employee work satisfaction (Bodla & Nawaz, 2010). When leaders invited followers to participate in decision-making, it improved job satisfaction and boosted employees' abilities. (Bhatti et al., 2012).

The increase in job satisfaction was attributed to transformational leaders who encouraged followers to reach their fullest potential. Additionally, followers were urged to go beyond their own interests in favor of the community's welfare and to approach their work commitments in novel ways. (Birasnav, Rangnekar, & Dalpati, 2011). According to Voon et al. (2011), is linked to better levels of employee job happiness, whereas TrLS is linked to lower levels of JS.

Transformational leadership, according to the study's findings, is best suited for managing public institutions (Voon et al., 2011).

Saleem (2015) looked at whether perceived organizational politics had a role in job satisfaction. The researcher employed a descriptive study technique and conducted a quantitative examination. The sample was chosen by the researcher using nonprobability convenience sampling. The study found that TL positively influences satisfaction, whereas transactional leadership has a negative impact. As per Chi, Chung, and Tsai (2017), when workers are inspired, it makes them feel thankful and provides them with a full sense of purpose, which makes them happier. Furthermore, most of the research reviewed has shown a link between TL and satisfaction.

In a thorough analysis of 53 research studies, Cummings et al. (2010) discovered that leadership styles emphasizing relationships and people, like TL, were associated with higher levels of job satisfaction. Another ten (18.9%) of the research found that task-oriented leaders were linked to worse work satisfaction. Holstad et al. (2014) used a cross-sectional methodology with 199 German employees. Findings revealed that social support mediates the association between TL and follower emotional strain. First, TL uses individualized concern, that is, by paying attention to, caring for, and demonstrating employee empathy, etc. The study's results found a positive link between TL and satisfaction. Additionally, transformational leaders use intellectual stimulation employees' confidence and self-efficacy to increase their confidence (Kelloway et al., 2012)

Democratic and Authoritative Leadership Styles and Job Satisfaction

Negussie and Demissie (2013) examined 178 Ethiopian employees and discovered that TL was more gratifying than transactional leadership, in contrast to Azaare and Gross (2011) who used a sample size of 20 employees. Overall, respondents said they were more satisfied at work for internal reasons than external ones. There appears to be an overemphasis on relationship-oriented (supporting) leadership styles at the expense of directive and participatory leadership styles (task-oriented ones), even though Negussie and Demissie's (2013) findings are generally consistent with those of earlier researchers (Rad & Yarmohammadian, 2006). Many distinctions have been drawn.

Furthermore, although the procedures utilized in this research are robust and legitimate, data collection was dependent on staff judgments about leadership styles rather than staff assessments of the leaders' leadership styles (Negussie & Demissie, 2013; AbuAlRub & Alghamdi, 2012) and self-reported studies were used in several circumstances. Even while respondents in Ghana were dissatisfied with their leaders' authoritarian (directive) leadership style, it was unclear if they were unsatisfied with their positions, according to Azaare and Gross (2011). As a result, dissatisfaction with a leader's style does not always equal dissatisfaction with one's job.

Gender and job satisfaction

Due to the fact that people's experiences and views in the workplace might differ depending on their gender, gender can be a factor that determines job satisfaction. It is important to keep in mind that job satisfaction is a complex

construct influenced by a range of factors. The link between gender and job satisfaction is not always present and might alter depending on the situation.

One of the traits that affect an employee's JS is their gender. As per Aven, Parker, and McEvoy (1993), the increase in the proportion of women in the workforce has led to an increased focus on examining the gender gap in job satisfaction. This study, which is concerned with job happiness, is one of many that have examined workplace gender disparities (Cascio, 1991). No differences between the sexes were found in organisational commitment or work satisfaction, according to Potter (2012). However, men and women both claimed to have the same level of JS and commitment, according to Gumbang, Suki, and Suki (2010).

Fraser and Hodge (2000) investigated the relationships between individual and institutional elements that may influence workers' perceptions of work satisfaction in higher education differently. Fraser and Hodge (2000) observed that male instructors who welcomed gender/racial diversity were loyal to the association, and obtained intrinsic benefits from their work were the most likely to be content. Furthermore, older female faculty members who had positive coworker relationships and experienced intrinsic job benefits were more likely to be satisfied. Gender segregation was utilized by Bender, Donohue, and Heywood (2005) to examine work satisfaction.

Bender et al. (2005) found that women in female-dominated businesses reported high levels of job satisfaction because they valued job flexibility and inspirationally worked toward dominating environments that supported it. Gender and three job satisfaction variables (growth satisfaction, job security satisfaction,

and salary satisfaction) were shown to have low significant associations in the study of Scott, Swortzel, and Taylor (2005).

Females rated development satisfaction, job security satisfaction, and salary satisfaction higher than males, according to Scott et al. (2005). Although Wan and Leightley (2006) found that gender did not affect work satisfaction, Tasnim (2006) found that both male and female instructors were unsatisfied with their jobs. His research revealed that the majority of female teachers saw their career as a respectable one. Teachers equated professional happiness with dignity and social standing.

However, a large number of male tutors were satisfied with their teaching job because it was a permanent job and they believed they were architects of nation-building. Through exploring gender differences, Zou (2007) demonstrated three major findings: (1) women (both full-time and part-time) presented significantly higher levels of satisfaction with most of the individual job facets and overall job, (2) women were happier than men with their job due to different sense in evaluating job between women and men, and (3) women showed a higher level of JS than men due to differences in orientation toward job duties between women and men.

Olorunsola (2010), who looked at the relationships between gender and work satisfaction of staff at state universities in South-west Nigeria, came to another intriguing conclusion. There was no discernible difference in job happiness between men and women, although personnel at both types of universities reported high levels of job satisfaction. Lipiska-Grobelny and Wasiak

(2010) researched women (managers and non-managers) and found that most female managers were happier with their jobs than female non-managers.

Studies on employee demographics such as gender, organisational commitment, and JS have produced mixed findings because some researchers have suggested that women are less committed to and satisfied with their jobs than men (Karrasch, 2003; Kinnier, Katz, & Berry, 1991; Loscocco, 1990). This idea stems from the fact that women are sociable and because of their high levels of sociability, they might place more emphasis on building a cordial relationship than getting the work done. (Sodoma & Else, 2009; Bogler, 2001; & Dodd-McCue & Wright, 1996).

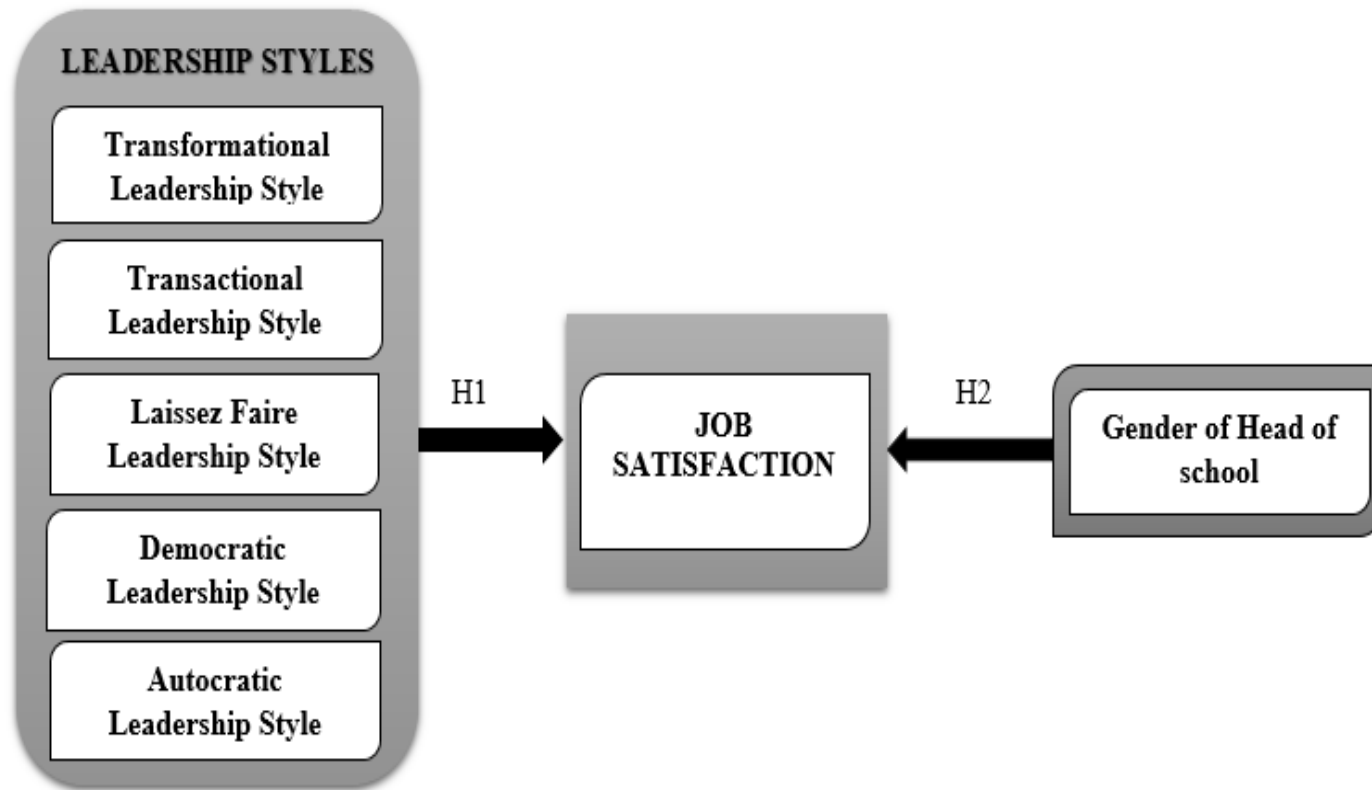
Conceptual Framework

The investigation's conceptual framework enabled it to concentrate on employee views of Leadership Styles and job satisfaction. A well-designed conceptual framework efficiently directs research, according to Creswell (2009). The framework serves as a prism through which to observe the concepts, assumptions, study topic, goal, theories, and literature review structure (Creswell, 2009). This study's conceptual framework used Maslow's Hierarchy of Needs and Douglas McGregor's theories X and Y.

Needs theory was utilized to explore teacher work happiness, whilst Douglas McGregor's theories X and Y were employed to discuss the variable of Leadership Styles (Figure 3). Figure 3 indicates leadership styles which are the independent variables; and job satisfaction, the dependent variable. Thus, the teacher's job satisfaction depends on the Leadership Styles of the Heads of the

schools in question. If the leadership style and gender of school Heads create a conducive environment, then teachers will be satisfied with their job and vice-versa.





Source: Researcher's Construct (2021)

NB: H represents Hypotheses

Figure 3: Leadership Style and Job Satisfaction 2022

Explanation of Components of the Conceptual Framework

Job Satisfaction

Job satisfaction, according to Aziri (2011), is described as a favourable emotional state related to one's job or work experience. According to the study, employees are considered to be pleased with their employment if they find them to be satisfactory and gratifying. Employee happiness is commonly recognized as an important aspect of determining a company's success (Javed, Jaffari, & Rahim, 2014).

Leaders have a considerable impact on how their assistants do their jobs. This potentially boosts employees' general job satisfaction (Bektaş, 2017). The three primary components of JS are extrinsic, intrinsic, and overall job satisfaction. Herzberg's theory was used to develop the extrinsic and intrinsic satisfaction scales. Motivators such as job content and cooperation are associated with intrinsic happiness. Extrinsic work happiness is tied to factors such as company policy, income, and benefits supervision (Goetz, Campbell, Broge, Dorfer, Brodowski, & Szecsenyi, 2012).

Laissez Faire Leadership

A variety of elements, including a leader's preferred leadership style, influence a leader's competency. Much research has shown that laissez-faire leadership is a dependable and successful strategy for teaching good leadership. Laissez-faire emphasized the need of concentrating on personal interaction between the leader's style and the demands of diverse conditions and employees. This was widely regarded as the least effective leadership style. Group members

may put their leaders under a lot of pressure, yet they show little coordination and efficiency. Leaders that take a laissez-faire approach often never advise or make decisions for their employees. Although this strategy can be advantageous when team members are specialists in their fields, it typically leads to confusing roles and a lack of enthusiasm (Gkolia, Belias & Koustelios, 2014).

Transformational Leadership

Transformational leadership involves altering people's visions, translating them into organizational visions, and making them feasible. Transformational leadership, according to Yukl (2006), may increase job efficiency by developing people's knowledge and potential. Transformational leadership gives employees the chance and confidence to complete duties that are suited to their thinking while also reaching the goals of the business. Transformational leadership, according to Suharto (2005), has a significant favourable influence on developing and upgrading the minds of subordinates. Transformational leadership will recognize people who have corporate ambitions and missions and will inspire and construct new working approaches for workers to perform more efficiently and communicate with their firms.

Transactional Leadership

Transactional leadership is a management approach that focuses on how leaders connect with their subordinates. Leaders assist in exchange for their subordinates' efforts to achieve goals under a contingent incentive system. Management by exception is a process in which executives keep track of and

correct deviations from established norms to achieve company goals (Yukl, 2006).

Transactional leadership motivates and inspires employees by rewarding them for achieving high levels of production. Subordinates are rewarded if they do their tasks on the transaction's terms. To put it another way, leaders motivate their subordinates to work. Transactional leadership may have a good or bad influence on performance since it is based on employee appraisal. Employees who believe transactional leaders are untrustworthy because they breach obligations, are dishonest or are not transparent can have a positive influence, but employees who believe transactional leaders are untrustworthy can have a negative impact.

Democratic Leadership Style

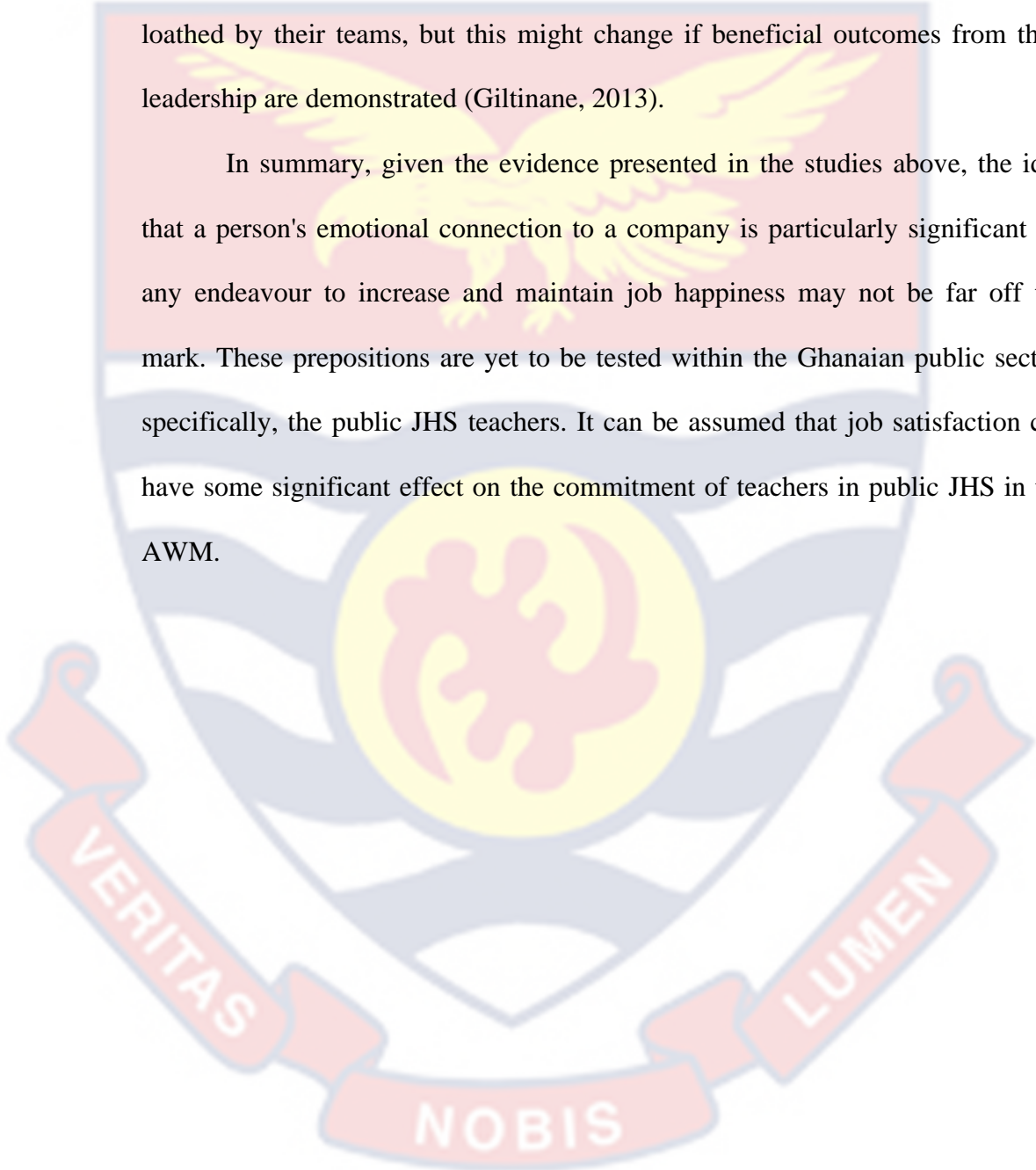
When dealing with personnel, the democratic leader uses a collaborative approach. This technique is described by Polston-Murdoch (2013) in terms of requesting proposals for decision-making. By involving them in the processes of work planning, decision-making, and implementation, the democratic leader shares responsibility with the workforce (Ratyan & Mohd, 2013). This leader thinks that followers are intrinsically driven to succeed, thus they want autonomy and the opportunity to demonstrate their worth (Bass, 2009) as a result, the leader encourages followers to participate, but the final choice is made by the leader (Giltinane, 2013).

Authoritative Leadership

The authoritative leader explains expectations and provides precise assistance to achieve the desired outcomes (Ratyan & Mohd, 2013). This

leadership type is particularly task-oriented and may frequently praise loyalty while simultaneously punishing noncompliance (Burke, Stagl, Klein, Goodwin, Salas, & Halpin, 2006). As a result, directive (autocratic) leaders are frequently loathed by their teams, but this might change if beneficial outcomes from their leadership are demonstrated (Giltinane, 2013).

In summary, given the evidence presented in the studies above, the idea that a person's emotional connection to a company is particularly significant for any endeavour to increase and maintain job happiness may not be far off the mark. These propositions are yet to be tested within the Ghanaian public sector, specifically, the public JHS teachers. It can be assumed that job satisfaction can have some significant effect on the commitment of teachers in public JHS in the AWM.



CHAPTER THREE

RESEARCH METHODS

Introduction

The study aimed to investigate the impact of Heads of JHS leadership styles on job satisfaction among teachers in Junior High Schools (JHS), with a particular emphasis on the Ahanta West Municipality. The research approaches and methods were discussed in the chapter. It includes the study design, the sample and sampling procedure, the sample and population from which the sample was drawn, the research instrument, the data gathering process, and the data analysis process.

Research Design

This non-experimental study intended to analyze the leadership styles of school Heads on teacher job satisfaction. The descriptive survey was chosen as the best strategy for this study since it dealt with analyzing and summarizing the connections between variables (Gall, Borg & Gall, 1993). According to Frankel and Wallen (2003), a descriptive survey allows the researcher to acquire useful insight into the present status of the phenomena with the variables under examination. Fraenkel and Wallen (2000) noted the triple problem in employing a descriptive survey.

First and foremost, the researcher double-checked that the questions were straightforward and not dishonest. Second, he needed to persuade respondents to answer the questions as deliberately and honestly as possible; and third, he needed to guarantee that an adequate number of surveys were returned so that appropriate

analyses could be carried out. The researcher chose a descriptive survey to learn about the existing relationships, the prevalent practices, attitudes, beliefs, viewpoints, held, the processes that are taking place, the efforts that are being felt, or the trends that are developing, and to help draw meaningful conclusions.

Additionally, the descriptive survey utilized gave the researcher access to a substantial amount of data, enabling him or her to build a meaningful picture of the events and explain people's attitudes and actions in light of the information gathered (Fraenkel & Wallen, 2000). This study analyzed the leadership styles of school principals on teacher job satisfaction, and a descriptive survey methodology was acceptable.

In particular, the descriptive design helped in examining the leadership styles exhibited by school Heads, gauging teachers' satisfaction with those styles, establishing a link between those leadership styles and teachers' job satisfaction, and, finally, comparing teacher satisfaction levels with male and female school Heads' leadership philosophies.

Study Area

Given that Ahanta West Municipality is a multicultural location, the study is carried out there. In Ghana's Western Region, there are 14 districts, one of which is the Ahanta West Municipal Assembly. When Ahanta West District was established in 1988 from the Sekondi Takoradi Metropolitan Authority Council, it was first established as an ordinary district assembly. On March 15, 2018, it was later elevated to municipal status and renamed Ahanta West Municipal Assembly.

Agona Nkwanta serves as the municipality's capital and is situated in the southeast corner of the Western Region.

The AWM was used as a case study in assessing the leadership styles of Heads of schools on job satisfaction among teachers. This is because case studies provide a realistic experience through illustrations, which can deepen the understanding of the issue under study (Castro and Nielson, 2003). Also, the Ahanta West Municipality was selected because of its position as a multicultural area. This multicultural nature of the municipality positions the area as having a balanced representation of schools and teachers with diverse backgrounds. Hence, the study contended that this area is a typical representation of Ghanaian society.

Population

A population in research is a larger group of persons who share observable features and to whom the study results are supposed to be applied (Fraenkel & Wallen, 2003). When the boundaries of a population are not exactly specified, the term universe is used. As a consequence, the population may be defined as any collection of people or objects that have comparable characteristics. The study's target population consists of teachers from the Municipality's JHS schools. However, the accessible population consisted of teachers in public JHS in the municipality.

There were 73 JHS spread across 5 circuits of the Municipality. However, one of the circuits (Dixcove Circuit) has been used for the piloting of the research instrument. Thus, teachers in 4 other circuits were available for the main data

collection. There were 357 teachers in those 4 circuits in the Municipality (Ahanta West Municipality Education Office [AWMEO], AWMEO, 2021).

Teachers discussed the leadership philosophies exhibited by school heads as well as their job happiness. Table 1 lists the number of instructors as well as the number of schools in each circuit.

Table 1: Population Distribution of Teachers in the AWM

Circuit	No. of Schools	Teachers
Apowa	11	67
Ewusiejoe	20	99
Agona	15	125
Abura	13	66
Total	59	357

Source: AWMEO-EMIS (2021)

The sample selected and the sampling techniques used are presented in Table 2, under-sample, and sampling procedures.

Sample and Sampling Procedures

According to some social science experts, a sample must account for a sizable fraction of the population to be considered representative of the research (Welman, Kruger, & Mitchell, 2005). This proves the fact that when whole-population research is not feasible, samples of a population are taken. Thus, by studying the features of a sample, one may conclude the characteristics of the population from which it was chosen.

Samples are supposed to be chosen following solid methodological standards (Sarantakos, 2005). The ideal sample sizes for the inquiry were determined using the chart provided by Krejcie and Morgan (1970). According to

Krejcie and Morgan, a sample size of 186 is acceptable for a population of 357. The techniques of purposive and stratified random sampling were applied. The municipality and circuits were chosen using the purposive sampling approach. This is because the study was based in the municipality and circuits, and all schools in the municipality were selected for the study.

To choose the academics, a technique known as stratified random sampling was employed. Utilizing stratified random sampling, each instructor in the population had an equal chance of being chosen. By using random sampling, you may ensure that your sample's findings are comparable to those of surveys of the entire population (Shadish, Cook, & Campbell, 2002; Creswell, 2014). The rationale for using the stratified sampling method was to ensure a fair representation of all teachers from the 4 Circuits of the Ahanta West Municipality. The 4 circuits are already in groups (strata). For this reason, the research adopted stratified random sampling in selecting the teachers within the schools. Specifically, a proportionate stratified sampling technique was used to sample the teachers from each circuit. The number of teachers in the circuits was 67, 99, 125 and 66 for Apowa, Ewusiejoe, Agona and Abura respectively. Due to the vast variations in the number of teachers in each circuit, the proportionate stratified sampling technique was used, and this helped in getting samples that are representative of the different numbers of teachers in the circuits. The sample sizes were proportionally distributed among the various circuits using the formula, *Sample of teachers in a given circuit (i.e., 125), relative to the total*

number of teachers across all circuits (357), multiplied by the sample size (186).

That is, the formula used in determining the proportion of teachers was stated as;

$$n_{s_i} = \frac{S_i \text{ Teachers}}{\text{Number Teachers (All Circuits)}} \times \text{Sample Size}$$

Where s_i is the i^{th} Circuit, and n_{s_i} denotes the selected number of teachers from the i^{th} Circuit. For instance, for Apowa Circuit, the sample of teachers selected is given by the number of teachers, divided by the total number of teachers across circuits, multiplied by the desired sample size. That is, with 67 teachers, 186 sample size, and 357 teachers, we have;

$$\begin{aligned} n_{s_i} &= \frac{67}{357} \times 186 \\ &= 35 \end{aligned}$$

Therefore, the total number of teachers selected from the Apowa Circuit was 35. The procedure was continued till sample sizes for all other schools have been determined. The sample sizes selected for each school are presented in Table 2.

Table 2: Sample Distribution of Circuits and Number of Teachers

Circuit	No. of Schools	Teachers	Sample	Av. From Each Sch
Apowa	11	67	35	3
Ewusiejoe	20	99	51	3
Agona	15	125	65	4
Abura	13	66	34	3
Total	59	357	186	13

Source: Researcher's Computation (2021)

However, within each school, simple sampling techniques were used in selecting the individual teachers. Thus, in each school, the random number generation method was used in selecting teachers for the study. The number of teachers who took part in the study is presented in Table 2. The teachers within

each school were assigned random numbers from 1 to N (N_i is the total number of teachers within each circuit). Sample size, n (n_i is sample size taken from each circuit). For example, Ewusiejoe Circuit has $N=99$ teachers, and $n=51$ were selected.

Random integers were generated between 1 and 51 inclusive, using a computer (calculator). These numbers corresponded to the names of the teachers. When a random integer was repeated in the generation process, it was discarded and the next integer was considered. This process was followed until all samples of teachers were covered. This process was also repeated for all the circuits until the desired samples were obtained. Again, to ensure that teachers from all the schools within the circuits are represented, the samples were distributed among the number of schools in the circuit. Again, for Ewusiejoe Circuit, on average, 3 teachers were needed from each of the 20 schools to obtain a sample of at least 51 teachers. The procedure was repeated for all other circuits.

Research Instrument

The design, choice, construction, and evaluation of instruments as well as the circumstances in which the described instruments are used are all aspects of the research instrument (Hsu & Sandford, 2010). The questionnaire was modified by the researcher for the teachers. 36 items were selected from a modified version of the MLQ (Bass, 1985) questionnaire because they were relevant to evaluating the leadership styles of school heads. The MLQ assesses how effective the TL and TrLS hypotheses are. Originally, this instrument only included elements for

ordinary and charismatic leadership; it has since undergone numerous revisions and changes (Tejeda, Scandura, & Piliai, 2001).

Later, a three-order domain consisting of TL, TrLS, and laissez-faire was introduced (Bass, 1985a). However, the researcher modified these instruments by adding two more leadership style constructs (Democratic and Autocratic) to the three initial ones by Bass (1985a). The use of MLQ for measuring leadership has received a lot of support in the prior literature. According to research, the MLQ instrument produces reliable findings for measuring leadership (Antonakis, Avolio, & Sivasurbramaniam, 2003).

The questionnaire was utilized again since the instructors are literate and can read and write, and it is useful when the sample size is big, (Osuala, 2005). There were four sections to the questionnaire (sections A, B, C, and D). The demographic features of instructors and their school Heads were discussed in sections A and B, respectively. The leadership styles of school Heads were examined in Section C.

Finally, Section D examined how school leaders' leadership styles influence teachers' work satisfaction. Closed and open-ended questions were included in the survey. Closed-ended questions were employed to ensure quick and easy replies, but open-ended questions permitted respondents to offer whatever additional responses they considered appropriate.

Validity and Reliability of Instrument

Content Validity is about how much a measurement tool represents every single element of a specific construct and asks whether a specific construct and

element enhance a test or the research questions (Dzakadzie, 2015). The items were examined by research professionals (supervisors) to determine the content validity. Analyzed elements that were confusing, prejudiced, or inadequate, as well as the parts where they were put. The supervisor's comments aided in subjecting the questions and the questionnaire as a whole to face and content validity tests.

According to Saunders and Lewis (2012), questionnaires should be pre-tested before being used to collect data (2012). It also helps the researcher to evaluate the questions' validity as well as the data's likely dependability. It aids in ensuring that the data gathered allows research questions to be answered. Welman, Kruger, and Mitchell (2005) emphasized the need to pre-test the instrument before administration to the actual sample. Thus it is imperative to write a good question for survey research. For these reasons, the questionnaire was pre-tested. The pre-test helped in modifying the questions for the actual respondents.

A pre-test was directed by teachers from the Dixcove Circuit. Apart from proximity reasons, the Dixcove Circuit was chosen for the pilot testing because the leadership processes that go on there are similar to those of the other 4 circuits in the Municipality. Therefore, the teachers experience some leadership styles and can share their experiences on their level of satisfaction with the leadership styles exhibited by their school Heads. A total number of thirty-five (35) teachers were used. Cronbach's alpha was calculated after the data was evaluated. The questions that arose from the item analysis were addressed.

All of these steps were performed to guarantee that the instrument could gather valuable and high-quality data for the study. SPSS was used to calculate the reliability of scaled items. A scale's Cronbach alpha coefficient should be more than 0.70, according to Polit, and Berck (2013). The questionnaire has a reliability of 0.787 in this study. This means the questionnaire was reliable since the Cronbach alpha value (0.787) is above the threshold of 0.70 recommended (Polit, & Berck, 2013). The results of the Cronbach alpha coefficients for the subscales are presented in Table 3.

Table 3: Reliability of Research Instrument

Subscales	Number of Items	Reliability
Democratic Leadership	5	
Transformational Leadership	10	
Transactional Leadership	10	
Laissez-Faire Style	10	
Authoritative Leadership	7	
Job Satisfaction	7	
Overall Reliability	49	0.787

Source: Reseacher's Computation (2022)

Data Collection Procedures

The researcher was in charge of administering the instruments to achieve a high return rate. Before data collection, the researcher presented to the Heads of Schools and instructors of the selected schools an introduction letter from the University of Cape Coast. This letter was written to elicit collaboration and establish a connection between the researcher and the instructors at several

schools where data was collected. The researcher handed the letter to the Heads and requested permission to administer the instruments at a convenient moment.

The researcher then gave the questionnaires to the teachers. Clarifications, explanations, and assistance were given to the teachers as and when necessary. It took about 8 to 15 minutes on a whole to respond to the question. All COVID-19 protocols were strictly observed. Also, due to the COVID-19 pandemic, the questionnaire was designed on an online platform and a link was provided to teachers who were willing to respond to the questionnaire online to do so. In all, a month was used to complete the entire data collection exercise.

Data Processing and Analysis

Before being coded to satisfy the research objectives of the study, the data gathered from respondents was screened to exclude any pointless responses. Then, they were assessed using the SPSS 25. The data was investigated using descriptive and inferential statistics to show the direction of the responses. As a result, the data was quantitatively evaluated utilizing a statistical analysis procedure.

Research Questions 1 and 2 were analyzed using means and standard deviations. That is, the ranking analysis by Wang and Yuan (2011). That is, in examining the leadership styles exhibited by Heads of schools, as well as the level of satisfaction among teachers concerning the leadership styles of their school Heads, a model by Wang and Yuan (2011) was adopted. Thus, in establishing the styles exhibited by school Heads and the level of satisfaction of teachers, means, standard deviations and rankings of each construct were utilized. Referring to

previous studies (Ikediashi, Ogunlana, Boateng, & Okwuashi, 2012; Wang & Yuan, 2011), a mean value of 3 was recognized as the benchmark where risk factors were classified as critical when the mean values are greater than or equal to 3. This standard has been adopted. Hence, leadership style and job satisfaction constructs with the least standard deviations are considered more critical in the event where at least two constructs have the same means (Wang & Yuan, 2011). This is because the items are on a 5-point Likert scale.

To achieve goal 3 (Hypothesis 1), which concerns the relationship between school heads' leadership styles and teacher job satisfaction, multiple regression analysis models with the mean scores of the leadership style components and job satisfaction were used. Multiple regression analysis was carried out for two main reasons. It can be used to determine the relationship between a single dependent variable (teacher job satisfaction) and two or more predictors (Leadership Styles of Heads), which is one advantage it has over correlation.

However, for the regression analysis, and for the simple reason that the teachers were provided with statements describing leadership styles, they indicated on a 5-point Likert scale how frequently each statement fits their Head of school's leadership behaviour (*i.e.*, 1 = *Not At All*; 2 = *Once In A While*; 3 = *Sometimes*; 4 = *Fairly Often*; 5 = *All The Time*). For the job satisfaction construct, the teachers were to indicate whether they (1 = *Strongly Disagree*; 2 = *Disagree*; 3 = *Neutral*; 4 = *Agree*, and 5 = *Strongly Agree*).

The validity of the items was evaluated using factor analysis (FA) (Field, 2013). This was due to the large number of goods. The KMO test and Bartlett's test of sphericity results, which evaluated the suitability of the various constructions for FA, were initially presented. The appropriateness of the FA was measured by the KMO values of more than 0.50 (Mumford, Ferron, Hines, Hogarty, & Kromrey, 2003) and Bartlett's Test of Sphericity (Tabachnick & Fidell, 2007) which were all expected to reach the statistical significance ($P=0.001$). In using the FA, only statements with factor loading more than or equal to 0.500 were accepted and used for further analysis.

The hypotheses were assessed using a regression model based on the mean scores of the statements. Because it provides the benefit of allowing for the identification of the relationship between one dependent variable and a The hypotheses were assessed using a regression model based on the mean scores of the statements. The benefit of being able to establish a relationship between one dependent variable and a mixture of two or more independent variables is why multiple regression analysis was chosen (Gay, 1987). In this instance, the determinants of emergency preparedness serve as the independent variables, while emergency preparedness serves as the dependent variable. two or more independent variables combined (Gay, 1987). In this case, the independent variables are the determinants of emergency preparedness and that of the dependent variable is emergency preparedness.

However, correlation analysis was done first, then multiple regression analysis. The Pearson's Product Moment Correlation approach was used

specifically for the bivariate correlation analysis. Correlation analysis was done to examine whether there was multicollinearity among the independent variables. Although there should be little correlation between the independent variables, there should be a substantial correlation between each independent variable and the dependent variable. In order to determine whether the model was fit, a Goodness-of-fit test for the model using Analysis of Variance (ANOVA) was achieved.

Finally, using independent samples, Research Question 4 (Hypothesis 2) evaluates if there is a statistically significant difference in teacher satisfaction levels based on the gender of the school head regarding leadership techniques chosen. t-test.

Ethical Considerations

Planning, data collecting, data processing and interpretation, and results dissemination are the four processes in research ethics, according to Ary, Jacobs, & Winston (2006). During the data collection stage and during giving surveys, complete honesty was maintained. To preserve secrecy, respondents were given the option of filling out their surveys in private. Measures were made to preserve the privacy, anonymity, and confidentiality of all participants when the results were disseminated. Instead of using any preexisting theories, the outcomes were addressed solely on the patterns of the data. Respondents received a letter of consent before they could take part in the study. The purpose of this letter was to verify that they gave their informed consent to take part in the study.

Informed consent

According to Baloch and Shah (2014), informed consent is the decision to participate in research after learning about the risks and advantages of the study.

Respondents have the opportunity to consider the benefits and risks before deciding whether or not to participate in the study. The advantages and risks of the study were also explained to the participants. Participants were made aware of the main objective of the study as well as any possible harm or danger it might cause.

Confidentiality

Secrecy, as per Cohen, Manion, and Morrison (2011), is not exposing any information about the participant that may be used to identify or track that person. The researcher concealed elements of distinct events, institutions, or situations that would make them recognizable even without names by coding abstracted data with unique IDs rather than names.

Anonymity

In this study, numbers were used instead of names of participants and schools on questionnaires.

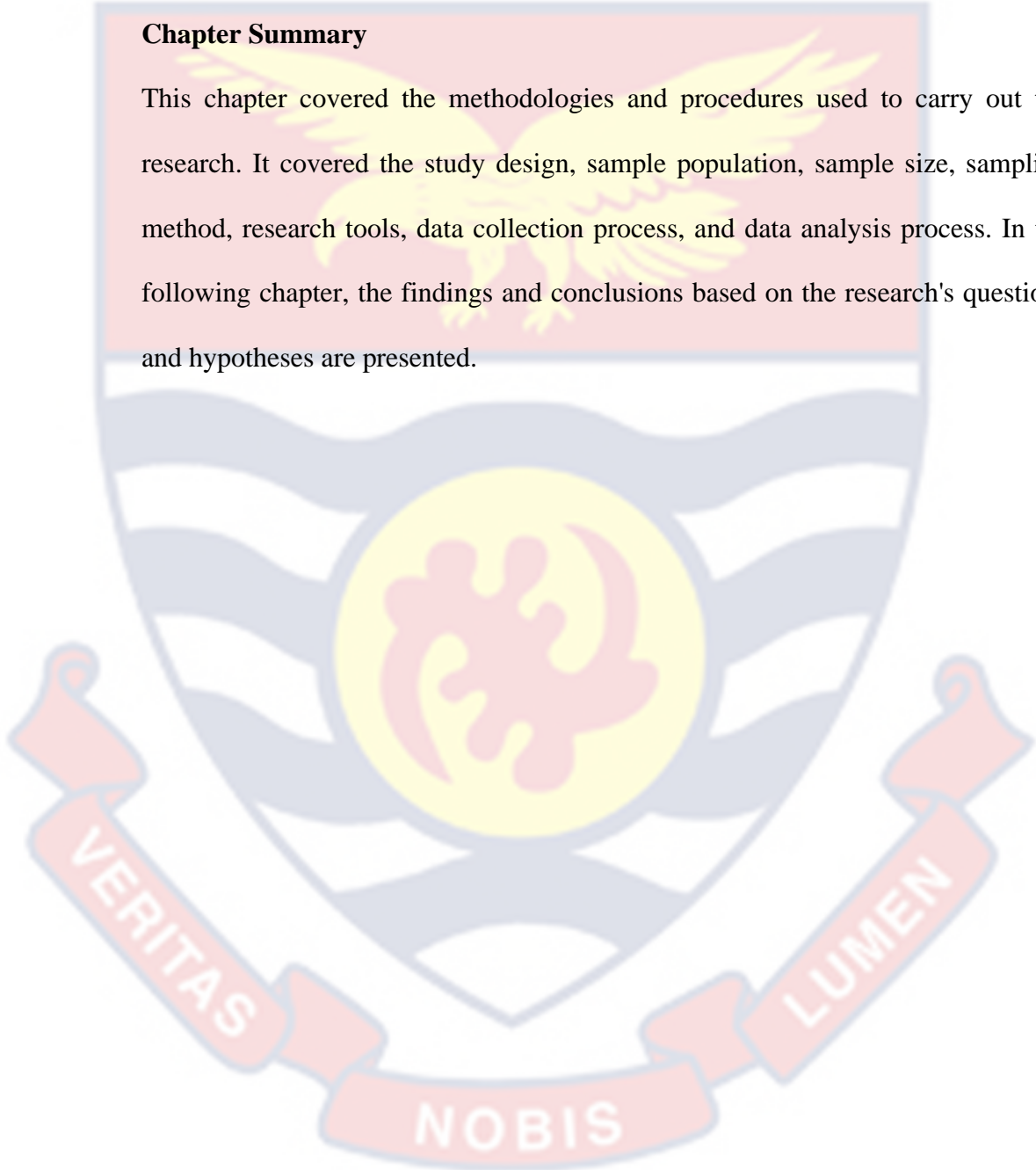
Harm to participants

The delicate balancing act of safeguarding respondents from damage while also preventing loss of ownership is something that each researcher must manage with each responder on an individual basis (Grinyer, 2002). The investigator made sure that participants did not suffer any bodily, psychological, or emotional harm. The participants were given enough information so that they

could make well-informed judgments. Without the participants' approval, data was not shared with anyone else. A detailed risk/benefit analysis was conducted by the researcher.

Chapter Summary

This chapter covered the methodologies and procedures used to carry out the research. It covered the study design, sample population, sample size, sampling method, research tools, data collection process, and data analysis process. In the following chapter, the findings and conclusions based on the research's questions and hypotheses are presented.



CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

According to the research questions and hypothesis of the study, the findings were provided. That is male and female school Heads' demographic features, leadership styles, work satisfaction, the relationship between leadership styles and job happiness, and the association between satisfaction and leadership styles. The 186 sent-out questionnaires were all successfully retrieved. This translated into a response rate of 100 per cent, which is seen to be very high. This is in line with the claims made by Mugenda & Mugenda in 2003. In other words, a response rate of above 70% is regarded as exceptionally high. Table 4 displays the demographic information about the teachers.

Demographic Characteristics

Demographic data was gathered on factors like gender, age distribution, teacher qualifications, years of experience, and the gender of the head of the Junior High Schools.

Table 4: Demographic Characteristics

Demographic Variables	Frequency	Percentage (%)
<i>Gender</i>		
Female	69	37.10
Male	117	62.90
Total	186	100.00
<i>Age Distribution (in years):</i>		
Less than 20	5	2.69
20 – 29	39	20.97
30 – 39	92	49.46
40 – 49	44	23.66
50 and above	6	3.22
Total	186	100.00
<i>Educational Qualifications:</i>		
DBE	64	34.41
HND	6	1.61
First Degree	104	57.53
M.A/MED/MPHIL/ PDBE	12	6.45
Total	186	100.00
<i>Experience (in years):</i>		
Less than 6	66	35.48
6 – 10	43	23.12
11 – 15	32	17.20
16 – 20	32	17.20
20 and above	13	7.00
Total	186	100.00
<i>Gender of Head of School:</i>		
Male	123	66.13
Female	63	33.87
Total	186	100.00

Source: Researcher's Computation (2021)

Table 4 shows that 62.9% of the teachers were males while the remaining proportion were females. Concerning age distribution, it was observed that about half of the teachers (49.46%) were between 30-39 years, and 23.66% were between 40 and 49 years. Those between 20 and 29 years, and 50 years and above with only 20.97% and 3.22% respectively. Lastly, those less than 20 years stood at 2.69%. This indicated that about 94% of the teachers were between the ages of 20 and 50 years.

Concerning educational qualifications, it was observed that 57.53% hold First Degree Certificates while 34.41% hold DBE certificates. These were followed by 6.45% for those with M.A/MED/MPHIL/PDBE certificates. The least were those with HND certificates with 1.61%. Furthermore, the researcher sought to examine the years of experience of the teachers. The results revealed that 35.48% have been teaching in the Municipality for the past 1 to 5 years only, while 23.12% of the teachers have been teaching in the Municipality for the past 6 to 10 years. This was followed by 17.2% each for those who have taught in the Municipality for the past 11 to 15 years and 16 to 20 years. The least were those with 21 years and above experience, recording 7%.

Last but not least, 66.1% of school heads were males, with the remainder being females. The researcher is interested in exploring the relationship between the gender of school heads and teachers' job happiness, hence the gender of school heads has been included in the study.

Research Question One: What Leadership Styles are Exhibited by School Heads of JHS in the AWM?

The technique and approach of offering direction, implementing strategy, and inspiring people were defined as leadership styles (Johnson, 2014; Bibi, Lanrong, Haseeb & Ahmad, 2012). For different contexts, people, cultures, jobs or assignments, and organizational goals, several leadership styles existed. Autocratic, DL, laissez-faire, transactional, TL, and situational leadership are only a few examples of leadership styles. That is, there are many leadership styles, but only 5 of them have been studied, and how they influence the job satisfaction of teachers.

The subsequent sections provide results of the analysis of the various leadership styles, employing factor analysis, as well as ranking analysis. The FA was used to check factor loadings for the statements without necessarily losing information, while the ranking analysis was used in detecting the leadership styles that were most vital to the teachers.

Factor Analysis

In assessing the various leadership styles, the respondents were provided with statements describing some of these leadership styles. In accomplishing this, teachers indicated on a 5-point Likert scale whether they (1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree). Factor Analysis (FA) was used to reduce the enormous set of statements to a smaller but manageable size while maintaining as much of the original information as feasible (Field,

2013). This was because the statements describing each of the leadership styles were many.

The results of the Kaiser-Meyer-Olkin (KMO) test and Bartlett's test of Sphericity were presented in Table 5. These measured the appropriateness of the various construct of the leadership styles for FA. The appropriateness of the FA was measured by the KMO values of more than 0.50 (Mumford, Ferron, Hines, Hogarty & Kromrey, 2003) and Bartlett's Test of Sphericity (Tabachnick & Fidell, 2007), which all reached statistical significance. Thus, from Table 5, we observed that all the leadership style constructs reached statistical significance.

Table 5: KMO and Bartlett's Tests

Leadership	Statistics
<i>Laissez-Faire Style</i>	
KMO Measure of Sampling Adequacy (MSA)	.697
Bartlett's Test of Sphericity	Appro. Chi-Square 285.369
	Degree of Freedom 36
	p-value 0.000
<i>Transactional Leadership Style</i>	
KMO MSA	0.629
Sphericity	336.931
	45
	0.000
<i>Transformational Leadership Style</i>	
KMO MSA	0.852
Sphericity	533.136
	48
	0.000

Democratic Leadership Style

KMO MSA	0.801
	346.400

Sphericity

48

0.000

Authoritative Leadership Style

KMO MSA	0.708
---------	-------

234.383

Sphericity

21

0.000

Satisfaction Leadership Style

KMO MSA	0.834
---------	-------

613.528

Sphericity

21

0.000

Source: Researcher's Computation (2021)

The results of the FA took into consideration the leadership styles, factor loadings, and Cronbach's alpha values. For this analysis, only items with factor loadings of 0.50 or more were retained for further analysis. Thus, statements that recorded factor loadings less than 0.50 were discarded. The same applies to reliability values. The results are presented in Tables 6 to 11.

Table 6: Authoritative Leadership Style

Statements	Factor Loadings	Reliability
The leader provides clarity procedures	0.696	
The leader believes employees need to be closely monitored otherwise they are not likely	0.704	

to do their work

The leader is the chief judge of the employees' 0.714 0.695

achievements

The leader demands adherence to laid down 0.512
procedures

Performance requirements are designed as per 0.723
the leader's needs.

The leader's given direction is final 0.615

Source: Researcher's Computation (2021)

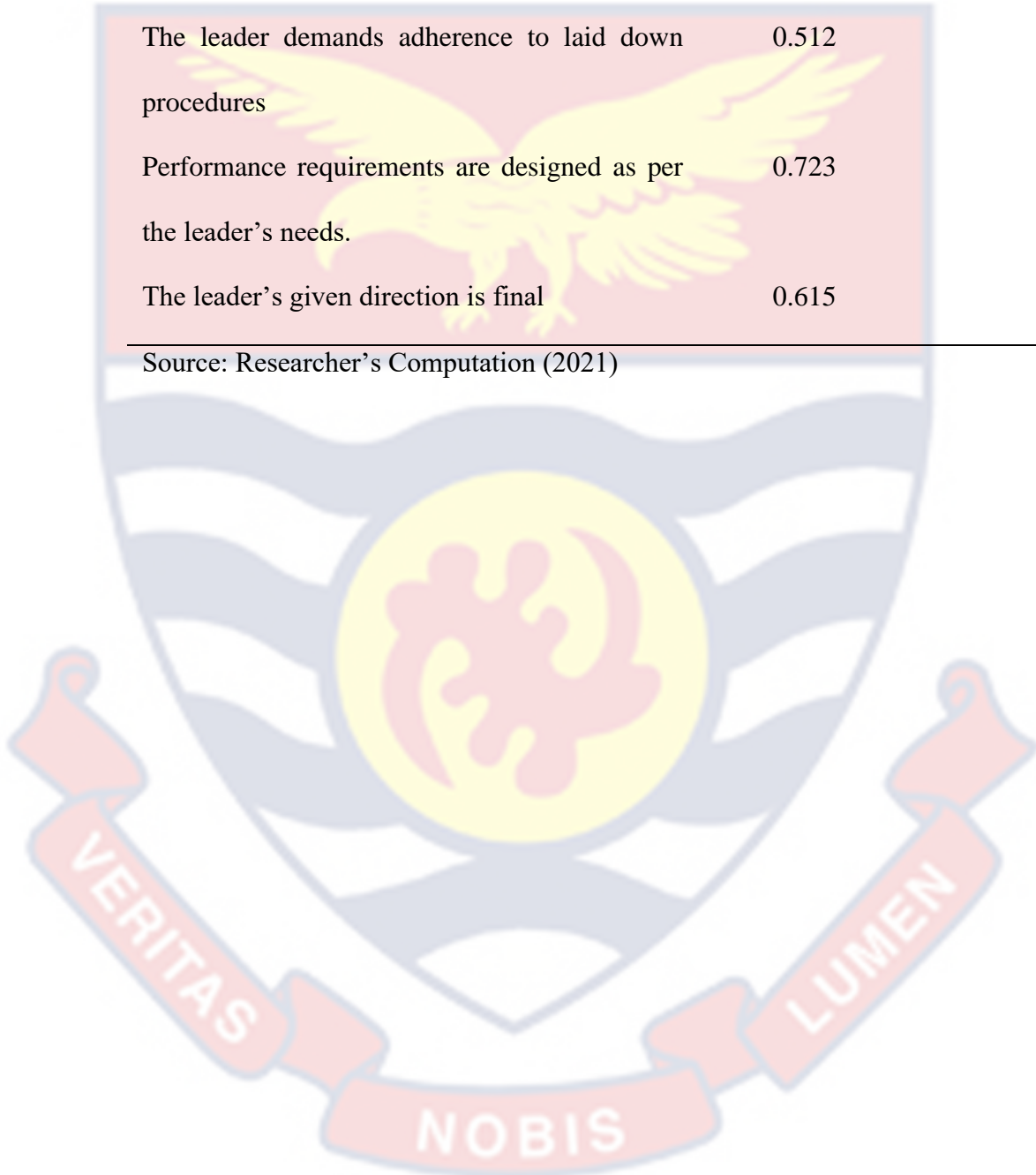


Table 7: Transactional Leadership Style

Statements	Factor Loadings	Reliability
The leader provides us with assistants an exchange for our efforts	0.530	
The leader expresses satisfaction when meeting performance	0.555	
The leader focuses attention on irregularities /mistakes deviation from standards	0.526	
The leader gives all attention in dealing with mistakes/complaints/ failure	0.628	
The leader keeps track of all mistakes	0.536	0.500
The leader directs our attention towards failures to meet standards	0.773	
The leader does not fail to interfere until the problem is serious	0.650	
The leader waits for things go to wrong before taking action	0.545	
The leader believes in not making changes unless necessary	0.756	
The leader takes action only when the problem becomes serious	0.702	

Source: Researcher's Computation (2021)

Table 8: Transformational Leadership Style

Statements	Factor Loadings	Reliability
The leader instills pride in us	0.631	
The leader goes beyond self-interest for the good of subordinates	0.530	
The leader shows a sense of power and confidence in us	0.728	
The leader talks optimistically about the future	0.750	
The leader articulates a compelling vision	0.791	0.776
The leader expresses confidence in goal achievement	0.818	
The leader allows people to address issues from diverse view points	0.664	
Much time is spent on training and coaching	0.634	
The leader treats subordinates as individuals rather than members of a group	0.872	
The leader considers people as having diverse needs	0.591	

Source: Researcher's Computation (2021)

Table 9: Democratic Leadership Style

Statements	Factor Loadings	Reliability
When facing problems, the leader consults subordinates.	0.765	0.836
The leader listens to the ideas and suggestions of employees.	0.848	
With respect to the execution of tasks, the leader solicits employees' suggestions.	0.804	
The leader speaks to the employees on what assignments should be done.	0.811	

Source: Researcher's Computation (2021)

Table 10: Laissez-Faire Leadership Style

Statements	Factor Loadings	Reliability
The leader avoids making decisions	0.568	0.600
The leader provides freedom to people under his control	0.520	
The leader stays out of the way as subordinates do their work	0.607	
The leader allows subordinates to use individual judgments to solve problems	0.594	
The leader delegates authority to staff to perform	0.590	
The leader allows us to adjust the speed of our work.	0.668	

Source: Researcher's Computation (2021)

Table 11: Job Satisfaction

Statements	Factor Loadings	Reliability
I feel that my Head of school provides a supportive work milieu in which I work.	0.802	
I feel satisfied with my headteachers' ability to coordinate activities	0.846	
My Head of school's leadership style brings me enough satisfaction	0.827	0.863
My relationship with the school head gives me great satisfaction	0.833	
I am very satisfied with my job.	0.666	
My co-workers are satisfied with their jobs.	0.603	

Source: Researcher's Computation (2021)

In all, 5 subscales were used. Not all the statements under each leadership style were selected as high loadings on the extracted factors. The results of the leadership styles, factor loadings, and the Cronbach alpha values of the 5 leadership styles were presented in tables 6 – 11 above. For the 9 statements describing the laissez-faire leadership style, 3 were discarded because they recorded factor loadings less than 0.5. No statements were removed from Transactional and Transformation leadership styles. Also, for democratic and authoritative leadership styles, a statement was removed.

Finally, one statement was removed from satisfaction with the leadership styles of school Heads construct. Further analysis was carried out with the statements falling within the acceptable regions. The distribution of the responses on the constructs of leadership style is presented below using means and standard deviations (Ranking Analysis).

Distribution of Responses on Leadership Style Constructs

The assessment of the overall leadership style was done through ranking analysis, a model adopted by Wang and Yuan (2011). To classify and establish a list of the leadership styles to assess teachers' job satisfaction, rankings of each leadership style construct were utilized. Drawing on previous studies (Ikediashi et al., 2012; Wang & Yuan, 2011), a mean value of 3 was recognized as the benchmark where factors were classified as critical when the means were greater than or equal to the benchmark. This benchmark has been adopted in the current study.

Hence, an LS component with the least standard deviation is considered more critical in the event where at least two leadership styles have the same mean values (Wang & Yuan, 2011). This was because the items describing the leadership styles constructs were all on a 5-point Likert scale. The result is presented in Table 12.

Table 12: Distribution of Responses on Leadership Style Constructs

Types of Leadership Styles	Mean	SD	Ranks
<i>Independent Variables:</i>			
Democratic Leadership Style	3.649	0.998	1
Transformational	3.425	0.774	2
Transactional	3.068	0.545	3
Laissez-Faire Style	2.915	0.688	4
Authoritative Leadership	2.678	0.853	5
<i>Dependent Variable:</i>			
Job Satisfaction	3.813	0.847	-

Source: Researcher's Computation (2021)

Referring to Table 12, the result revealed that for the types of leadership styles, 3 of the 5 were considered and maintained since they received mean scores above the established benchmark (3). Thus, DLS, TLS, and TrLS were considered as the top 3 leadership styles which recorded mean scores of more than or equal to 3 and were considered as important statements that received very high scores ranging from 3.07 to 3.65.

These top 2 leadership style constructs recorded relatively high scores exceeding the average value of all the mean values (3.15) and are therefore considered key leadership style constructs. For instance, the leadership styles construct, *Democratic Leadership Style Construct* ranks very high unquestionably due to the critical role that democracy plays in administration in modern societies. The second most critical item that followed was *Transactional Leadership Style Construct*, due to the important role it also plays.

However, the grand mean score (3.15) was also more than the established benchmark. This was an indication that all the leadership styles constructs measured in the current study are very important and accepted by the teachers. For Job Satisfaction, 6 constructs were considered and maintained since they received mean scores above the established benchmark. We expect a statistically insignificant relationship.

In summary, the most important LS exhibited by school Heads of Junior High Schools in the Municipality were; democratic, transformational, and transactional styles. These three approaches mainly dominated the administrative activities of the various school Heads. Democratic Leadership Style ranked very high unquestionably due to the critical role that democracy plays in modern societies in the 20th and 21st Centuries.

The second and third most critical constructs that followed were Transactional Leadership and Transformational, due to the important role they also play in administering or leading an organization. The link between LS and the JS of teachers is presented in the next section.

Research Question Two: What Relationship Exists Between Leadership Styles Adopted by the School Heads and the Job Satisfaction of Teachers?

Job satisfaction is thought of as being affected by leadership style. The current study specifically aimed at examining how the selected leadership styles influence the job satisfaction of junior high school teachers in the selected schools. This led to the following hypothesis of interest;

H₀: There is no statistically significant relationship between leadership styles adopted by school Heads and the JS of teachers.

The variables used in the study for this purpose are described below;

Variables in the Study

Leadership styles [Laissez-Faire Leadership Style (LLS), Transformational Leadership Style (TLS), Transactional Leadership Style (TrLS), Democratic (DLS), and Authoritative (ALS)] were used as independent variables in the study, with job satisfaction (SAT) as the dependent variable. Teachers in the Junior High Schools were given statements to score on a 5-point Likert scale.

We looked at the connection between the independent variables as a rule of thumb. This was done to see if they had any multicollinearity. If the connections among the variables are high, there is the presence of multicollinearity. There was the need to solve the multicollinearity problem before proceeding with the final modeling if they were present. One of the ways of curbing such problems was to remove the variables causing the problem.

However, this normally happens if the model is purely for prediction purposes. It is expected that the correlations among the variables will be weak. The result is presented in Table 13. The Pearson correlation analysis is presented below.

Table 13: Correlation Analysis

Variables	SAT	LLS	TLS	TrLS	ALS
LLS	0.177* (0.015)				
TLS	0.006 (0.935)	0.150 (0.041)			
TrLS	0.600** (0.000)	0.236 (0.001)	0.316 (0.000)		
DLS	0.639** (0.000)	0.219 (0.003)	0.053 (0.470)	0.631 (0.000)	
ALS	-0.192** (0.009)	-0.141 (0.055)	0.134 (0.069)	-0.072 (0.326)	-0.274 (0.000)

Source: Researcher's Computation (2021)

**significant at 1%; *significant at 5% P-values are in parentheses ()

We observed that LLS, TLS, TrLS, DLS, and ALS have significant correlations with SAT. This means modelling the relationship among the variables was reasonable. The relationship among the independent variables was weak but significant. However, because the researcher was only interested in studying the relationships among the variables, and not using the model for prediction purposes, none of the variables were removed to cater for the possibility of the presence of multicollinearity. Now, having assessed the correlations among the variables, we proceed to examine the relationship existing among them. The hypothesis of interest was;

H₀: There is no statistically significant relationship between leadership styles adopted by school Heads and the job satisfaction of teachers.

The result of the significance of the variables in the multiple regression analysis is presented in Table 14.

Table 14: Regression Coefficients

Terms	Coefficients	SE Coefficients	T-Values	P-Values
Constant	1.829	0.368	4.97**	0.000
LLS	0.0193	0.0687	0.28	0.779
TLS	-0.2128	0.0903	-2.36*	0.020
TrLS	0.4340	0.0814	5.33**	0.000
DLS	0.3253	0.0620	5.25**	0.000
ALS	-0.0384	0.0563	-0.68	0.496

Source: Researcher's Computation (2021)

**significant at 1%;

*significant at 5%

We observed that only these leadership style components (TLS, TrLS, and DLS) have significant relationships with the job satisfaction of teachers. This means with improvement in TLS, TrLS, and DLS styles, the Job Satisfaction of

teachers will boom and vice versa. We also discovered that TrLS and DLS were the most common LS used by school Heads in the Municipality's chosen Junior High Schools. Table 15 shows the ANOVA that was performed to determine the significance of the overall model or connection under investigation.

Table 15: Leadership Styles and Job Satisfaction

Source of variability	Df	SS	MS	F-Value	p-value
Regression	5	65.504	13.1009	34.71**	0.000
Error	180	67.934	0.3774		
Total	185	133.438			

Source: Researcher's Computation (2021)

**significant at 1%

As mentioned earlier, 3 of the elements of leadership styles have a significant relationship with JS, and this has been confirmed by the ANOVA results. Thus, (F-value = 34.71; $df_1=5$; $df_2=180$; p-value = $0.00 < 0.05$). That is, the relationship assumed in the model was reasonable. In support of the reasonability of the relationship assumed, an r-squared of 49.09% was recorded. This indicated that whenever we observe a change in the JS of teachers based on their Head of schools' leadership styles, about 50% of it is due to changes in Laissez-Faire, Transformational, Transactional, Democratic, and Authoritative leadership styles of their school Heads, and the remaining proportion was due to some unexplained factors.

Specifically, Transactional Leadership Style ($p=0.000$), Democratic ($p=0.000$), and Transformational ($p=0.020$) added significantly to the prediction of JS of teachers, but the remaining two LS did not add significantly to the model.

However, increasing Transactional and Democratic Leadership Styles was linked to a higher chance of teachers expressing high work happiness, whereas increasing Transformational Leadership Styles was linked to a lower likelihood of expressing high job satisfaction and vice versa.

It has also been discovered that teachers' job satisfaction with their job is significantly influenced by the gender of the school's principal. The result in this regard is shown in Table 16.

Research Question Three: What Relationship Exists Between the Satisfaction of Teachers Concerning Leadership Styles Adopted by Male and Female school Heads?

Several factors, including gender, affect job satisfaction. Fraser and Hodge (2000) discovered that the most contented male faculty members were those that accepted gender diversity, believed the organisation to be fair, were dedicated to it, and received intrinsic rewards from their work.

Finally, Research Question 4 (Hypothesis 2) looked at whether the gender of the Head of the School made a statistically significant difference in teacher job satisfaction. For this study, an independent sample t-test was performed. The hypothesis of interest was;

H₀: There is no statistically significant difference in the job satisfaction of teachers based on leadership styles adopted by male and female school Heads

The result of the significance of the variables in the two-sample independent t-test is presented in Table 16.

Table 16: Gender of Head and Job Satisfaction (Independent t-test)

Gender of Head	N	Mean	SD	t-value	df	p-Value
Female	63	3.664	0.819	-1.63	130	0.106
Male	123	3.874	0.859			

Source: Researcher's Computation (2021)

From Table 16, there is no statistically significant difference in teacher JS with their school's leadership style depending on whether the Head is male or female. To put it another way, ($p\text{-value} > 0.050$; $t\text{-value} -1.63$; $df = 130$), the null hypothesis cannot be rejected because the $p\text{-value}$ (0.106) is more than 0.05. Based on the leadership philosophies of male and female school administrators, we concluded that there is no statistically significant difference in the level of job satisfaction among teachers.

Discussions

The discussions of the results were based on the study's four main themes. These included the leadership trajectories displayed by school heads, the leadership trajectories of school heads, teacher JS, as well as the leadership trajectories and gender of school heads. These are presented below;

Leadership Styles Exhibited by Heads

It was found that among the Municipality's Heads JHS, democratic, TL, and TrLS were most common. The new study's findings were consistent with earlier ones. This agrees with research done by Shibru and Darshan (2011). One of the key elements that affect employee job satisfaction, according to their

research. A TLS can increase employee job satisfaction, the study's findings suggest (Shibru & Darshan, 2011).

Leadership Styles of Heads and Job Satisfaction of Teachers

This study sought to determine whether leadership styles and job satisfaction among JHS teachers in the AWM were related. According to Pearson's correlation and regression research, two leadership styles showed a positive and significant relationship with intrinsic job satisfaction, while one showed a negative relationship. Particularly, DLS, TrLS, and TLS styles dramatically improved the ability to predict teachers' work satisfaction. The results showed that DL, TrLS, and TLS predicted work satisfaction more accurately than the other styles that were taken into account in the study. Teacher JS can be increased by using democratic and transactional styles in the Municipality. It has been demonstrated that TrLS positively and significantly relate to job satisfaction.

Several studies have investigated the influence of leadership styles on work satisfaction (Negussie & Demissie, 2013; Abu-AlRub & Alghamdi, 2012; Cummings et al., 2010). In a poll of 308 Saudi respondents performed by Abualrub and Alghamdi (2012), for example, work contentment was often moderate, despite transactional leadership styles accounting for 32% of job satisfaction. These findings are not isolated; it has been demonstrated that managers' leadership styles are the most significant determinant of work satisfaction (Casida & Parker, 2011; Malloy & Penprase, 2010).

Organizational leadership is inextricably linked to an examination of the organization's efficiency and effectiveness. Leadership entails developing a clear vision, selling the goal to team members, and providing team members with information, knowledge, skills, and processes to enable them to achieve the vision (Business Dictionary, 2016). Persuading individuals to commit their time, abilities, and energy to attain a leader's goal is the act of leadership. It is the process of persuading a person or a group to go above and beyond to achieve corporate goals and objectives to the best of one's ability (Diaro, 2014).

On the other hand, the subsequent analysis showed negative correlations between the two metrics (Handsome, 2009). The researcher used a descriptive study approach and did quantitative research to achieve this. The sample was chosen via nonprobability convenience sampling. Transactional leadership has a detrimental impact work satisfaction, according to the findings of the study.

The relationship between a democratic leadership style and JS was also found to be positive. Unquestionably, this is due to democracy's vital role in modern nations over the 20th and 21st centuries. Negussie and Demissie (2013) contend that there is an excess of relationship-oriented leadership styles at the expense of participative leadership styles, which runs counter to the findings of the current study. TLS and TrLS, for example, share many similarities. That is, there are few, if any, parallels between participatory (democratic) leadership models.

It has been demonstrated that there is a negative and statistically significant association between TL style and job happiness. The findings of the

ensuing investigation support this notion. The association between job fit and job happiness as well as the relationship between job fit and transformational leadership style, for instance, were both explored by Hamstra et al. (2011). TL led to a reduction in turnover intention when followers' attention was directed towards promotions or prevention. On the other hand, the results of the subsequent investigation were favourable. Shibru and Darshan (2011) cite TLS as one of the key aspects of increased worker satisfaction. According to the study's findings, a transformative leadership style can raise worker JS (Shibru & Darshan, 2011). According to Voon et al. (2011), TL is connected with improved employee JS. Wells and Welty-Peachey (2011) discovered a link between employee performance and work happiness as well. Employee work satisfaction was positively associated with transformational leadership (Bodla & Nawaz, 2010).

Furthermore, professors and faculty from both public and private institutions were among the 265 researchers in Bodla and Nawaz's (2010) study. The MLQ was developed by Bodla and Nawaz (2010) to investigate many facets of transformative leadership. According to the study, there is a significant link between transformative leadership and work happiness among employees. Employee job satisfaction is increased through transformational leadership.

To establish the connection between leadership styles and job satisfaction, Saleem (2015) combined a descriptive study strategy with quantitative research. The study's findings demonstrate that TLS has a favourable impact on job satisfaction (Cummings et al., 2010). Finally, 178 Ethiopian employees were examined by Negussie and Demissie (2013), who concluded that they preferred

transactional leadership to TL. This contradicts the findings of an earlier study by Azaare and Gross (2011).

According to the study, an assertive leadership style and JS have a bad relationship. Statistical significance for the assumed association is also lacking. This conclusion agreed with Azaare and Gross's (2011) findings. Azaare and Gross (2011) found that Ghanaian respondents disapproved of their bosses' authoritarian (directive) management style, but it was not obvious whether they also disapproved of their jobs. As a result, being unhappy with a leader's style does not always translate into being unhappy at work.

The research found a positive but statistically insignificant relationship between a careless attitude and job satisfaction. This result is consistent with the quantitative study by Sadeghi and Pihie (2012), who also discovered a positive relationship among academic Deans. Some research, on the other hand, found unfavourable connections. Furtner et al. (2012) investigated whether laissez-faire leaders had a favourable association with self-leadership and, as a result, job satisfaction. A few research, however, found no link between the two factors. To put it another way, multiple studies have found that laissez-faire has little bearing on JS. (Chaudhry & Husnain, 2012; Sadeghi & Pihie, 2012).

Leadership styles, Gender of Heads of school, and Job Satisfaction of teachers

The leadership ideologies and teacher job satisfaction of male and female school administrators did not differ in a statistically significant way. These results confirm Olorunsola's (2010) research on the subject of gender and job happiness,

which showed that both men and women reported high levels of job satisfaction with no discernible gender differences. Additionally, Wan and Leightley (2006) found that gender had no impact on job satisfaction.

Furthermore, in the investigation of Scott, Swortzel, and Taylor (2005), there were no significant associations between gender and JS. However, some studies found significant differences. Gender segregation was utilized by Bender, Donohue, and Heywood (2005) to examine work satisfaction. Women in female-dominated businesses reported high job satisfaction, according to Bender et al. (2005), because they valued employment flexibility and preferred to control organizations that provided it.

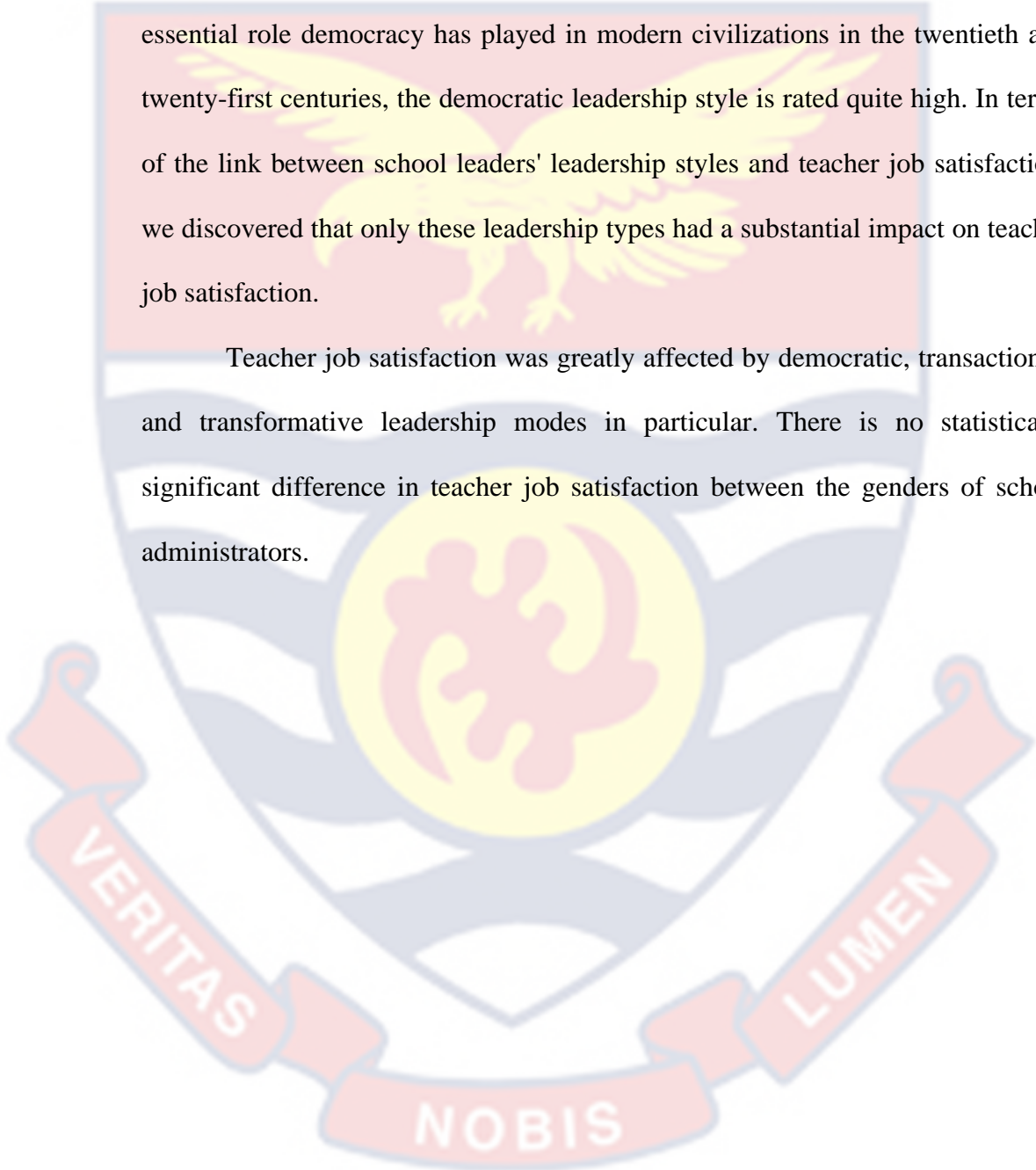
Also, through exploring gender differences, Zou (2007) demonstrated three major findings: women presented significantly higher levels of satisfaction with most of the individual job facets and overall job, women were happier than men with their job due to different sense of evaluating jobs between women and men, and women showed a higher level of job satisfaction than men due to differences in orientation toward job duties.

In conclusion, school heads' leadership styles, and work satisfaction, as well as school Heads' gender influences teacher job satisfaction. The current study's findings were compared to the findings of other investigations. Some investigations have identified and drawn the same results as the current study. The important findings from the current investigation are summarized in the next section.

Summary of Key Findings

The survey found that democratic, TL, and TrLS were the most prevalent among school Heads in the Municipality's Junior High Schools. Due to the essential role democracy has played in modern civilizations in the twentieth and twenty-first centuries, the democratic leadership style is rated quite high. In terms of the link between school leaders' leadership styles and teacher job satisfaction, we discovered that only these leadership types had a substantial impact on teacher job satisfaction.

Teacher job satisfaction was greatly affected by democratic, transactional, and transformative leadership modes in particular. There is no statistically significant difference in teacher job satisfaction between the genders of school administrators.



CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The goal of this study was to evaluate how the leadership styles of JHS Heads affected teachers' job satisfaction in the AWM. The findings and discussions were detailed in the chapter. This chapter concludes a set of five chapters that provide an overview of the findings, conclusions, and suggestions. The following research objectives guided the study:

Leadership styles exhibited by JHS School Heads in the Ahanta West Municipality, the relationship between leadership styles and the teachers' job satisfaction, and the relationship between the satisfaction level of teachers based on gender.

The study used 186 JHS teachers, and data was obtained using a questionnaire. All 186 questionnaires were successfully filled and returned. The questionnaires were physically inspected for completeness and accuracy of filling, and missing values, and then coded for entry into SPSS software for analysis. Frequency, percentages, means, and standard deviations were used. In testing or verifying the stated hypotheses, multiple regression analysis was used.

Summary of Findings

The study revealed that the most important leadership styles exhibited by Heads of Junior High Schools in the Municipality were democratic, TLS, and TrLS. These 3 leadership styles mainly dominated the administrative activities of the various Heads of the Junior High Schools in the Municipality. However, due

to the crucial role democracy plays in modern civilizations in the twentieth and twenty-first centuries, the democratic leadership style was rated quite high. Transactional and transformational leadership styles were the second and third most significant items, respectively, because of the crucial role they play in managing or directing a company.

We observed that only these leadership styles (TLS, TrLS, and DLS) have a significant association with the job satisfaction of teachers. This means with improvement in TLS, TrLS, and DLS styles, the job satisfaction of teachers will boom and vice versa. That is, the relationship assumed in the model was reasonable.

In support of the reasonability of the relationship assumed, an r-squared of 49.09% was recorded. This indicated that whenever we observe a change in JS, about 50% of it was due to changes in laissez-faire, transformational, transactional, democratic, and authoritative leadership styles of their school Heads and the remaining proportion is due to some unexplained factors.

Specifically, transactional, democratic, and transformational leadership styles ($p=0.020$) added significantly to the prediction of JS of teachers. However, increasing transactional and democratic leadership styles were linked to a higher chance of teachers expressing high work happiness, whilst growing transformational leadership style was linked to a lower likelihood of expressing high job satisfaction, and vice versa.

No statistically significant gender difference in teacher job satisfaction was found. That is, there is no statistically outstanding difference in teacher job satisfaction based on the leadership styles of male and female school leaders.

Conclusions

The study revealed that the most important leadership styles exhibited by the Heads of JHS in the Municipality were democratic, transformational, and transactional leadership styles. These are ranked very high unquestionably due to the critical role democracy has played in modern societies in the 20th and 21st Centuries.

Concerning the relationship between leadership styles adopted by school Heads and the job satisfaction of teachers, transactional, democratic, and transformational leadership have statistically significant relationships with job satisfaction. This implies school heads ought to maintain these leadership styles to improve teacher work satisfaction.

Finally, it was found that there was no statistically significant difference in teachers' job satisfaction with school Heads' leadership styles based on the school Head's gender. This suggests that the gender of school administrators has no bearing on how satisfied instructors are. This also disproves the claims that women put less value on their professional roles as a result of their socialisation to place a larger focus on home responsibilities than males. Therefore, it is important to give equal treatment to male and female employees to enhance healthy competition.

Recommendations

The following recommendations were made;

Instead of taking an authoritarian or laissez-faire attitude to their administrative duties, all heads of junior high schools should promote and use a democratic style of leadership. Study findings demonstrated a statistically significant positive correlation between democratic leadership style and teacher job satisfaction. In this sense, school leaders should maintain a democratic leadership style by sharing responsibilities to employees to improve teacher work satisfaction.

Future studies will need to create a framework that comprises more pertinent facets that better predicts job satisfaction given that all the predictor factors together only explained less than half of the variation in job satisfaction. In this study, the model successfully explained 49% of the variation in work satisfaction.

The fact that democratic and TLS have a beneficial effect on job satisfaction implies that the GES or the Ministry of Education should train managers in democratic and transformational leadership abilities. Training programs that promote both democratic and transformational leadership may show to be excellent ways for improving job satisfaction.

When developing a mentorship program, for example, it may be beneficial to include a training approach that involves the enhancement of leadership skills and how these abilities connect to follower collectiveness for the program to have the most long-term benefit. The majority of leadership training interventions are

primarily focused on the leader. Employee heterogeneity and sensitivity are ignored in leader-centric training programs.

Finally, because there was no gender disparity in work satisfaction, the researcher suggests that organizational policies affecting employee happiness be devoid of gender implications. There is no need to create separate rules to affect male and female employees' job happiness. Male and female employees should be treated correspondingly in the workplace, and healthy competition should be encouraged.

Suggestions for Further Studies

The study focused on examining the effect of the leadership styles of school Heads on the job satisfaction of teachers in selected Junior High Schools within the Ahanta West Municipality. It is recommended that future research on the subject is widened in its scope to cover more Junior High Schools, Circuits, Municipalities, and Regions if not the whole country. This will help in collecting facts to develop better techniques and suggestions to serve the schools, and policy makers by improving the overall job satisfaction of teachers with leaders of these schools. A larger sample size might also be considered in a comparative study so that the results can be made generalized to a greater populace.

The current study, however, experienced a few drawbacks. To begin with, it only included junior high school teachers' and a limited number of schools. Thus, the results cannot be applied to other schools or regions. Secondly, because the schools and teachers came from a single Municipality, the results were

constrained by the sampling location. Despite these flaws, this research gave valuable vision into the leadership styles and job satisfaction of teachers.



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APPENDICES

APPENDIX A: Introductory Letter



APPENDIX B: Questionnaire for Data Collection**UNIVERSITY OF CAPE COAST**

Dear Respondents,

This study focuses on Leadership Style and Job Satisfaction. The goal of this study is to examine the leadership styles on job satisfaction among junior high school teachers'. The study is purely academic and as such you assured that your responses would not be used for any other purpose. For the purposes of improving the quality of the study, you are kindly entreated to take your time to read and understand the items on this questionnaire before responding to them. Objective responses offered will be highly appreciated. Please read the instruction(s) under each section of the questionnaire to assist you in your responses.

In case of any suggestion, you can reach the researchers on the following contacts:

Daniel Payne: 0243931052

Thank you for your willingness to participate in this study

INSTRUCTIONS

PLEASE TICK [] THE APPROPRIATE RESPONSE AND PROVIDE
RESPONSES WHERE NECESSARY SECTION

A: DEMOGRAPHIC CHARACTERISTICS OF TEACHERS

1. Gender:

- a. Male
- b. Female

2. Age Range (years):

- a. Less than 20
- b. 20 – 29
- c. 30 – 39
- d. 40 – 49
- e. 50 and above

3. Please indicate your highest level of education.....

4. Experience (in years):

- a. Less than 6
- b. 6 – 10
- c. 11 – 15
- d. 15 – 20
- e. 20 and above

5. Please state the department you belong to in the organization.....

6. Marital Status:

a. Single

b. Married

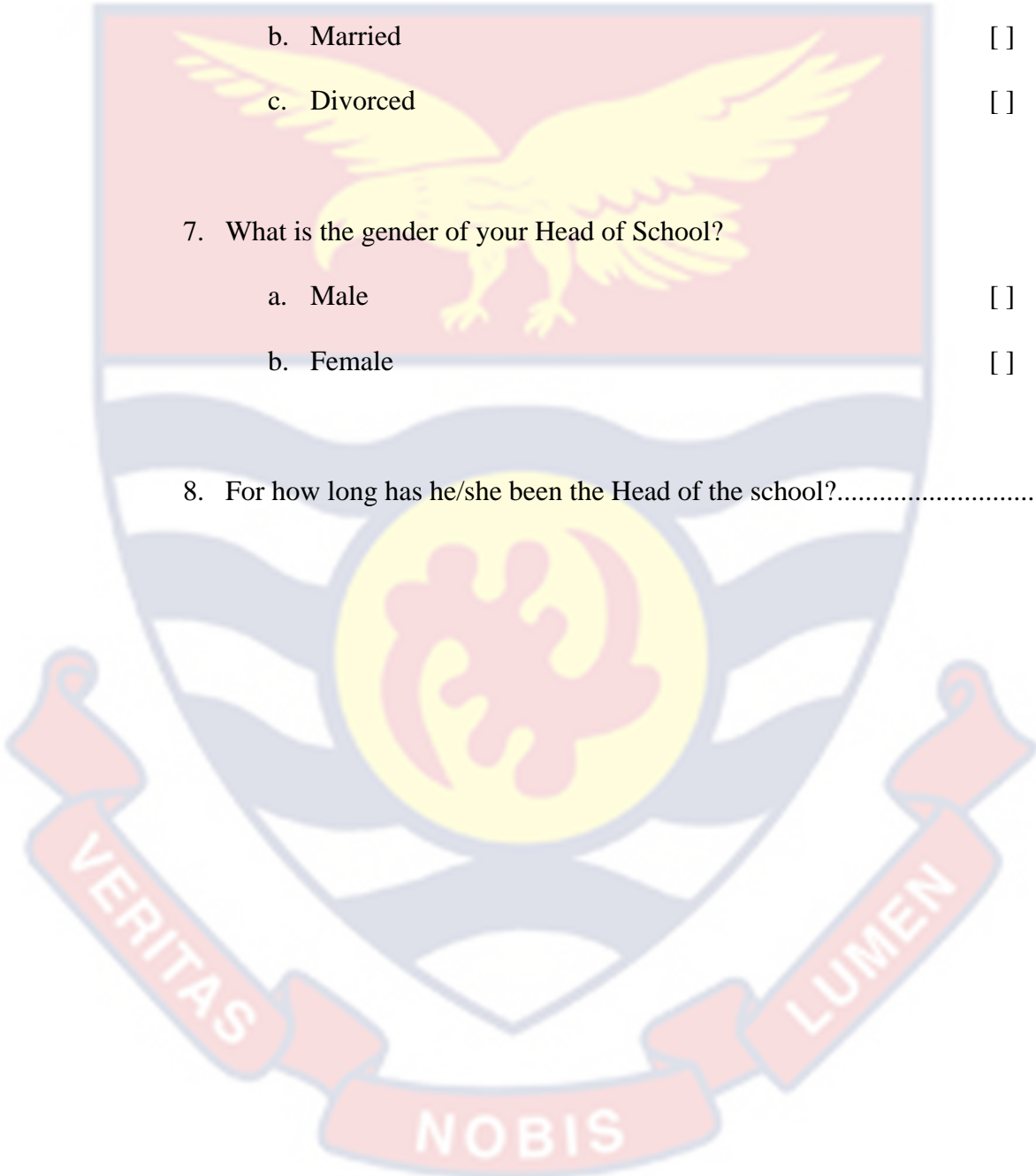
c. Divorced

7. What is the gender of your Head of School?

a. Male

b. Female

8. For how long has he/she been the Head of the school?.....



SECTION B: LEADERSHIP STYLES OF HEADS OF SCHOOLS

The statements provide descriptions of your Head of school's leadership style.

State how frequently each statement fits his/her leadership style. Please, be honest

about your responses as there are no right or wrong answers. You may use the

following to guide you: (1= Not At All; 2 = Once in a While; 3 = Sometimes; 4 =

Fairly Often; 5= All the Time). Note that the word-us, subordinates, people or

our represent you the teacher working under the Head of the School.

N	<i>Laissez-Faire Style</i>	Rating
1	The leader avoids getting involved when important issues arise	
2	The leader is absent when needed	
3	The leader avoids making decisions	
4	The leader delays responding to urgent questions.	
5	The leader provides freedom to people under his control in doing their tasks	
6	The leader stays out of the way as subordinates do their work	
7	The leader allows subordinates to use individual judgments to solve problems	
	The leader delegates authority to staff to perform some of the	

9	tasks.	
10	The leader allows us adjust the speed of our works.	
<i>Transactional Leadership Style</i>		
1	The leader provides us with assistants an exchange for our efforts	
2	The leader expresses satisfaction when meeting performance	
3	The leader focuses attention on irregularities /mistake deviation from standards	
4	The leader gives all attention in dealing with mistake/ complains/ failure	
5	The leader keeps track of all mistakes	
6	The leader directs our attention towards failures to meet standards	
7	The leader does not fail to interfere until the problem is serious	
8	The leader wait for things go to wrong before taking action	
9	The leader believes in not making changes unless necessary	
10	The leader takes action only when problem become serious	

	<i>Transformational Leadership Style</i>	
1	The leader instills pride in us for being associated with her/him	
2	The leader goes beyond self-interest for the good of subordinates	
3	The leader displays sense of power and confidence in us	
4	The leader talks optimistically about the future	
5	The leader articulates a compelling vision	
6	The leader expresses confidence on goal achievement	
7	The leader allows people to look at problems from different angles	
8	The leader spends time on training and caching	
9	The leader treats subordinates as individual rather than members of group	
10	The leader considers people as having different needs/abilities / aspiration	
	<i>Democratic Leadership Style</i>	
	The leader the Head consults with subordinates when facing	

1	a problem.	
2	The leader listens receptively to subordinates 'ideas and suggestions.	
3	The leader act without consulting his/her subordinates (<i>Reversed Scored</i>).	
4	The leader asks for suggestions from subordinates concerning how to carry out assignments.	
5	The leader asks subordinates for suggestions on what assignments should be made.	
	<i>Authoritative Leadership</i>	
1	The leader gives orders and clarifies procedures	
2	The leader believes employees need to be closely monitored otherwise they are not likely to do their work be supervised	
3	The leader is the chief judge of the of employees achievements	
4	The leader believes that most employees in the general population are lazy	
5	The leader demands for compliance of the laid down procedures	
6	Performance requirements are designed according to the leader's needs.	
7	The leader's given direction is final	

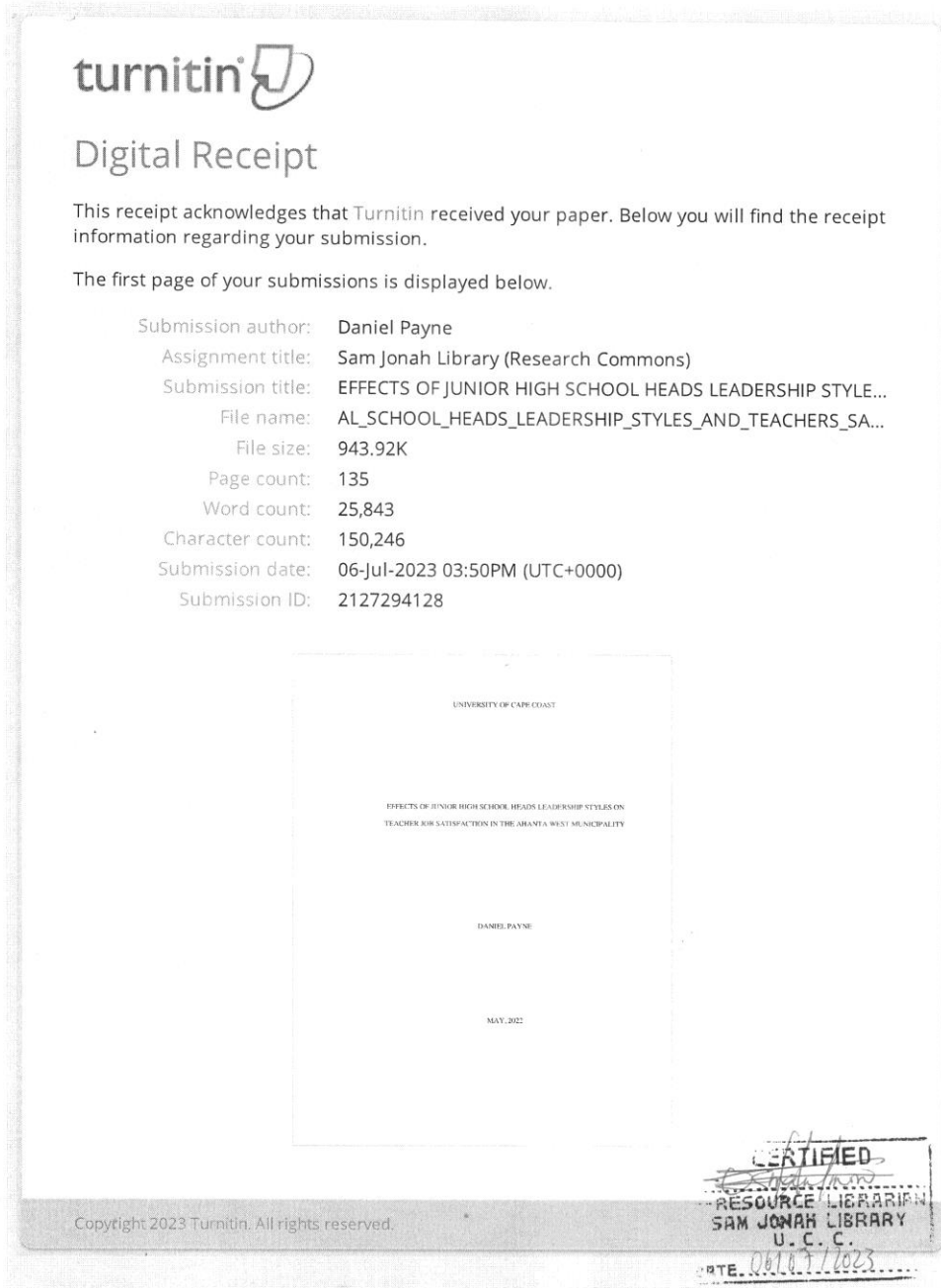
SECTION C: LEVEL OF SATISFACTION WITH LEADERSHIP STYLES

The following statements describe level of satisfaction with a job. Kindly rate your level of satisfaction with your job based on the leadership style of your principal on a scale of 1 to 5. You may use the following to guide: 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; and 5= Strongly Agree.

S/N	Statements	Ratings
1	I feel that my Head of school provides a supportive work environment in which I work.	
2	I am very satisfied with my Head of school's ability to coordinate activities in the school	
3	I am very satisfied with my Head of school's leadership style	
4	I am very satisfied with my relationship with my Head of school	
5	I am very satisfied with my job.	
6	I feel that my co-workers are satisfied with their jobs.	
7	I feel I would be happy to work here until I retire.	

THANK YOU FOR YOUR TIME AND CO-OPERATION

APPENDIX C: Plagiarism Result



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EFFECTS OF JUNIOR HIGH SCHOOL HEADS LEADERSHIP STYLES ON
TEACHER JOB SATISFACTION IN THE ARANTA WEST MUNICIPALITY

DANIEL PAYNE

MAY, 2022

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