

UNIVERSITY OF CAPE COAST

THE INFLUENCE OF LEADERSHIP STYLES ON TEACHERS
COMMITMENT IN BASIC SCHOOLS IN THE ADENTAN MUNICIPALITY,
GHANA

BY

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DECLARATION

Candidate's Declaration

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

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

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Supervisor's Declaration

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

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ABSTRACT

Teachers occupy a central and vital position in any educational system and that their attitudes and commitment have been of paramount interest to educational authorities. The study seeks to examine the influence of head teachers' leadership style on teachers' commitment in the Adentan Municipality. Descriptive design of the quantitative method of research was employed for the study. The systematic random and simple random sampling methods were used in selecting respondents. Questionnaire was the main data collection instrument and a sample size of 100 teachers was used. Frequencies, tables, and percentages were also used to present the data. The research found that the leadership style mainly exhibited by head teachers was transformational as teachers are encouraged to develop their strengths and articulate compelling vision of the future. It was further identified that factors such as effectiveness of leadership, behavior and supportiveness of head teachers influenced teachers' commitment in the basic schools. The study also showed a positive correlation between head teachers leadership style and teachers commitment. It is recommended that the Ministry of Education and the Ghana Education Service should organize in-service training for head teachers in the practice of the full range leadership styles to increase commitment levels of teachers.

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DEDICATION

To my Mum and Dad

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LIST OF ACRONYMS

AdMA	Adentan Municipal Assembly
BECE	Basic Education Certificate Examination
NCSL	National College of School Leadership
SPSS	Statistical Package for Service Solution
SOB	School of Business
UCC	University of Cape Coast
WAEC	West African Examination Council

CHAPTER ONE

INTRODUCTION

Background to the study

Leadership is a critical ingredient for success in human institutions because it acts as a catalyst without which other good things are unlikely to happen (Vroom & Jago, 2004). Leadership makes the difference between developed and developing countries, buoyant and stagnant economies, successful and unsuccessful businesses or institutions (Stup, 2009). Over the years, leadership has played a major role in the underdevelopment and development of nations. The growth of many developed nations today is as a result of good leadership (Mensah, 2006). He further opines that Africa has not seen much development because of poor leadership it has had over the years. The numerous conflicts and endemic poverty in Africa can be blamed on poor leadership. In a related study, Adjei (2013) indicates that the issue of poor leadership on the African continent has been transmitted into many institutions including the educational sector.

According to the National Conference on Teacher Education (2010, p.45) leadership has been identified as “second only to classroom teaching which has influences on pupil learning.” The National Conference on Teacher Education (2010) further explains that the impact of leadership on student outcomes is well documented in research findings in the United States and other parts of Europe and Africa. In Ghana, there are two main types of parallel education today,

leading to education separateness. On the one hand, we have some modicum of quality education such as the elite private international schools at the primary and Junior Secondary School levels, where educational standards are relatively quite high, beyond the reach of most average Ghanaians. On the other hand, we also have the mass 'cyto' or public primary and Junior Secondary Schools where in most cases, school buildings are dilapidated, school furniture is hardly found, teachers are inadequate, overworked, and relatively poorly remunerated. Instructional materials are scarcely supplied, and teachers in some cases, for most times, are doing sinecure jobs. The two different categories of basic schools in Ghana have resulted in the difficulties the nation has had to deal with in the educational sector. It is a fact that students in the private schools perform far better than students in the public schools (Ministry of Education, 2013).

These variations in performance have been identified by Debrah and Ofori (2006) as poor leadership and lack of government support in the public schools. They further reiterate that the perennial problems in the public schools have laid the foundation for teachers not being committed to their work. In their opinion, the sources of teachers' commitment include higher salaries, promotional prospect and effective leadership of which these are present in the private schools. Porter (2005) contends that commitment is an attachment to the organisation, characterized by an intention to remain in it and identification with the values and goals of the organisation.

Cohen (2007) also reiterates that commitment is a force that binds an individual to a course of action of relevance to one or more targets. Commitment

ensures an employee's willingness to maintain membership due to interest and association with the organisation's goals and values. Commitment is categorized into affective, normative and continuance (Myer, 2006). Employees' positive feelings of identification with, attachment to the organisation makes them affective whereas the extent to which employees feel committed to the organisation by virtue of the costs that they feel are associated with leaving ensures their continuance (Wallace, 2011). Employees feel committed normatively when there is a feeling of obligation to remain with the organisation.

All over the world, teachers occupy a central and vital position in any educational system and that their attitudes and commitment have been of paramount interest to educational authorities. Teachers are part of the institution's main asset and there is no doubt regarding the fact that teachers' attitudes and behavior in a workplace determine the success and failure of that institution (Akinola, 2011). Over the years in Ghana, the Ghana Education Service has instituted some form of incentive packages for teachers such as housing schemes, car loans, study leave with pay and the single spine salary structure that boost up teachers commitment in order to perform more efficiently towards the targeted result (Mensah, 2006).

Headmasters and headmistresses also put certain motivational instruments in place such as free meals for teachers in the boarding schools, Parents Teachers Association motivational allowances, extra class allowances and free accommodation for teachers (Akinola, 2011). These strategies are put in place to facilitate commitment among teachers. However, the commitment exhibited by

teachers depends on the quality of leadership styles of head teachers (Bass, 2004). Leadership styles are relevant utilities of management which helps to maximize efficiency and achieve organisational goals (Joseph & Winston, 2014). Bass (2004) opines that a leader is one that engages in crafting strategies, adjusting the strategy and getting others to implement it. He further reiterates that managing employees in organisations is largely dependent on the quality of leadership.

In the opinion of Hall (2007), there is no one way of leadership but multiple ways. He explains that leadership is a bond which makes people work together. Hayward (2009) asserts that if leaders want to produce a positive influence on individuals, groups and organisations, then leadership should be broadened from one style to multiple of them depending on the situation. Modern leaders perfectly adopt attitudes that support employees, provide them a vision and encourage them to think innovatively (Akinola, 2011). Bennett and Anderson (2003) contend that appropriate behavioural pattern of leaders in organisations creates a strong morale in the staff and increases their commitment level.

Leadership styles can be transformational, laissez faire, servant and transactional (Bass, 2004). Every manager in operational management combines two or more leadership styles which are actually a set of behavioural patterns that frequently occurs during the working life of the organisation. The leadership style adopted is important in organisations as it seeks to get commitment from employees and the successes and failures of every organisation depend on the effectiveness of the leadership style. Weiner (2008) opines that employee commitment reflects the quality of an organisation's leadership. He asserts that

the overall management leadership style is strongly related to the degree of employee commitment.

The relationship between leadership and commitment bring to the forefront the relevance of having good and effective managers and the need to examine their roles in enhancing employee commitment. The leader who serves the needs of employees develop the desire to bring out the best in them and this in turn helps to build a sense of affective attachment and belonging to the organisation. The issue of leadership in basic schools in the Adentan Municipality is no different from the case of Ghana as a whole. The quality of education and leadership provided in the public basic schools in the Municipality are not the best as students continue to fail massively on yearly basis (Mensah, 2006).

Statement of the problem

The role of leadership in ensuring commitment among employees is relevant towards the success of every institution. The working environment in modern times have become complex and it is no longer possible for organisations to guarantee employees a stable employment life which makes the issue of commitment even more necessary. Teachers in Ghana have expressed a lot of dissatisfaction about the lack of human resource development, poor working conditions, poor remuneration and poor human relations that exist in schools (Mensah, 2006). This has resulted in high teacher turnover coupled with poor results in basic schools due to lack of commitment towards work (Morris & Bloom, 2002). Some newly recruited teachers stay at post for barely one year. The operating conditions of service appear to fall short teachers' expectation

manifesting in resignations, vacation of post, non-resumption at post after teachers leave of absence and sponsored study leave (Mensah, 2006).

This situation is no different in the Adentan Municipality as the general mood of the teachers at post is not encouraging. They exhibit different forms of withdrawal behavior such as absenteeism, lateness and passive job behavior. These continuously reflect in poor academic performances in basic schools in the Municipality as many students perform abysmally in Basic Education School Certificate Examinations (Joseph & Wintson, 2014). They further opine that basic schools in the Municipality face challenges of incompetence and irresponsibility by head teachers and teachers.

These problems point to the indication of lack of commitment. In spite of the importance and complexities of these issues on why teachers are less committed, there is limited literature on establishing whether leadership styles of head teachers in these schools are a contributing factor to the poor commitment levels of teachers in the Municipality. It is in this regard that this study examines the influence of leadership styles on teachers' commitment.

Objective of the study

The general objective of the study was to examine the influence of head teachers' leadership styles on commitment of teachers in basic schools in the Adentan Municipality. Specifically, the objectives of the research are to:

1. Investigate the leadership styles of head teachers in basic schools
2. Examine commitment levels of teachers and the influencing factors

3. Examine the relationship between leadership styles and teachers' commitment.

Research questions

The following research questions guided the study:

1. What are the leadership styles exhibited by head teachers in basic schools?
2. What are the commitments levels of teachers and the influencing factors?
3. What is the relationship between leadership style and commitment of teachers?

Scope of the study

The study focused on teachers in basic schools in the Adentan Municipality. The focus was to ascertain head teachers leadership style and commitment of teachers. The respondents used for this study comprised teachers from five basic schools in the Municipality. The respondents also represented teachers from kindergarten to junior high level.

Significance of the study

The study helps to understand the kind of leadership style that yield the best of commitment in the basic schools. It also helps to understand the various kinds of leadership styles and the best leadership style to employ in managing basic schools. The significance of this research also adds to existing literature on commitment in basic schools. This research is useful as it helps to provide solutions towards academic improvement for stakeholders such as Non-Governmental Organisations, Civil Societies, Government and individuals who

research in similar studies. It also provides an addition to some of the reasons why teachers are less committed especially touching on leadership styles which has not been given critical attention over the years.

Organisation of the study

The study is organised into five chapters. Chapter one focuses on the introduction which includes background to the study, statement of the problem, objectives of the study, research questions, significance and scope of the study and organisation of the study. Chapter two reviews related literature on leadership styles and commitment. Chapter three dealt with the research methodology which formed the backbone of this research. Chapter four presents the results and discussion of the research work. The last chapter drew on the summaries, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

Literature review is important as it provides a background that supports the study and provides a foundation towards understanding the research. This chapter of the study reviews related literature. The literature review focuses on theoretical and conceptual studies. Trait theory and Fieldler's contingency theory in addition are reviewed. The concepts of leadership, leadership style and commitments are reviewed to give a clear understanding of the conceptual approaches. The chapter also reviews the forms of leadership styles, nature and approaches to commitment and factors affecting teachers' commitment.

Theoretical framework

There is a substantial body of evidence demonstrating the benefits to organisations of having a strongly committed workforce. Indeed, this research demonstrates that employees who are committed to an organisation perform better and are highly likely to be in the organisation for a long time. However, the commitment levels of employees are dependent on the quality of leadership provided. In this quest, theories underpinning leadership are reviewed. Although, there are a number of theories that underpins leadership, trait and Fieldler's theory lay the basis to support this research. These two leadership theories were chosen to provide an explanation to the effectiveness of leadership in schools. They are grounded in the leadership paradigm which explains the behavior of people.

Trait theory

The trait theory emanate from great man theory which is based on the idea that leaders are born with innate leadership skills (Maritz, 2005). Leaders are raised by their followers on the ground of their inimitable qualities that others do not have. As a result, followers do not doubt their leader's judgments. Trait approach to the understanding of leadership perceives leadership as the core of organisation effectiveness, commitment and performance. Trait perspective assumes that great leaders are born with distinguished traits or characteristics that make them different from others.

Sashkin & Sashkin (2003), in their research found that, leaders who had inherent characteristics were a bit more intelligent, outgoing, creative, assertive, responsible, taller and heavier than average people. Hoy & Miskel (2004) also identify some traits that are associated with effective leaders as self-confidence, stress tolerance, emotional maturity and integrity. Even though there is no list of traits that guarantees leadership effectiveness, a number of traits have been identified to contribute to leadership success as it recognizes the influence of both traits and situation.

Whilst behavioural theories help managers develop particular leadership behaviours, they give little guidance as to what constitutes effective leadership in different situations (McGregor, 2009). Indeed, most researchers today conclude that no one leadership style is right for every manager under all circumstances. Instead, contingency-situational theories were developed to indicate that the style to be used is contingent upon such factors as the situation, the people, the task, the

organisation, and other environmental variables. This makes it appropriate to assess Fiedler's contingency theory so as to be able to understand leadership from a situational point of view.

Fiedler's Contingency Theory

Several contingency-situational theories such as Hersey-Blanchard Model of leadership, Adair's Action-Centered leadership model, Path-Goal leadership, Vroom-Yetton-Jago normative model and Tannenbaum and Schmidt leadership models have been used to explain leadership from situational or contingency point of view. However, Fiedler's contingency theory is reviewed to support the research from the view point of situational leadership theories. Fiedler was the first to develop this leadership theory, which shows that situational variable interacts with a leader's personality and behaviour.

Fiedler (1987) believes that there is no single best way for managers to lead. According to him, situations create different leadership style requirements. The solution to a leadership situation is contingent on the factors that impinge on the situation. For example, in a highly routine environment where repetitive tasks are the norm, a relatively directive leadership style may result in the best performance. However, in a dynamic environment a more flexible, participative style may be required. Another aspect of the contingency model theory is that the leader-member relations, task structure, and position power dictate a leader's situational control (Likert, 2009).

Leader-member relations are the amount of loyalty, dependability, and support that the leader receives from employees (Goleman, 2002). The task

structure is a measure of how the manager perceives the group of employees in getting along together (Mullins, 2003). In a favourable relationship the manager has a high task structure and is able to reward or punish employees without any problems. In an unfavourable relationship the task is usually unstructured and the leader possesses limited authority. Positioning power measures the amount of power or authority the manager perceives the organisation has given him or her for the purpose of directing, rewarding, and punishing subordinates (Jones & George, 2009).

Positioning power of managers depends on the favourable or unfavourable the decision-making power of employees. The task-motivated style leader experiences pride and satisfaction in the task accomplishment for the organisation, while the relationship-motivated style seeks to build interpersonal relations and extend extra help for team development in the organisation (Mullins, 2003). There is no good or bad leadership style. Each person has his or her own preferences for leadership. Fiedler's theory suggests that there are two main leadership behaviour styles: task-oriented and relationship-oriented, otherwise, there are indications that the leader who is high on task behaviour may or may not be high or low on relationship behaviour.

However, any combination of those two is possible. It has been observed that leaders who are people-oriented create positive climate in their organisations and employees are committed to such leaders in their line of work (Maritz, 2005). The understanding of these theoretical backgrounds lays the foundation to appreciate the concepts of leadership and leadership styles.

The concept of leadership

Leadership has been a complex phenomenon for several decades and continues to be one of the most important aspects within the organisational context. The term has been explained by various scholars in different ways. In the opinion of Bass (2004), leadership is a process by which a person influences others to accomplish an objective and directs the organisation in a way that makes it more cohesive and coherent. He further reiterates that leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge and skills.

McSwain (2010) describes leadership as a capacity, which implies that, the capacity of a leader is to listen and observe, and to use their expertise as a starting point to encourage dialogue between all levels of decision-making, to establish processes and transparency in decision-making, and to articulate their own values and visions clearly but not to impose on them. Yukl (2004) also explains leadership as the process of influence on the subordinate, in which the subordinate is inspired to achieve the target, the group maintains cooperation, and the established mission is accomplished, with support from external groups obtained.

Mullins (2003) also points out that leadership means the use of a leading strategy to offer inspiring motives and to enhance the staff's potential for growth. Vroom & Jago (2004) also described leadership as a process whereby an individual influences a group of people to achieve a common goal. McGregor (2009) also put leadership differently and he explains that the leader's attention is

on what he or she can put into people rather than what he or she can get out of them, so as to build the kind of relationship that promotes and increase productivity in the organisation. Likert (2009) also reiterated that leadership is a process in which an individual sets direction for other people and carries them along in that direction with competence and productivity.

In the opinion of the researcher, leadership is a dynamic force or process by which an individual influences others towards achieving a shared goal with cooperation that brings positive change in a group, organisation or individual relations. The definition emphasizes the person acting on others rather than the act and that leadership is not necessarily confined to one person. This implies that figureheads are not necessarily leaders and that leaders need to be able to exercise a range of behaviour to maintain the role effectively.

Further, the definitions of leadership recognize some important characteristics as leadership is seen not to take place in isolation. It recognizes the presence of one person being the leader and the others being followers which implies that it takes place in the process of two or more people interacting and the leader seeks to influence the behavior of other people. The source of the leadership influence may be as a result of a person possessing a managerial rank in an organisation or arises outside of the organisation.

The approaches to the concept of leadership by different people perceive leadership as being shared (Likert, 2009). They view leadership as the performance of acts that help the group or organisation achieve its preferred outcome. These acts may be specific, such as moving the group toward its goals,

improving the quality of interactions among group members, building group cohesiveness, or making resources available to the group (Hughes, Ginnet& Curphy, 2010). From this view, one can see that leadership is the resource that an individual or a group uses to enable an organisation to do what it needs, should and wants to do. In order to become a more effective leader, one must analyse his or her own leadership style and determine the scope of his or her leadership zone. This means that leadership is different from leadership styles and leads us to explore the meaning of leadership styles.

Leadership styles

There are different ways or styles in which leaders adopt to approach their employees. Some leaders use rewards such as education and independence to motivate employees while others use penalties (Maritz, 2005). Some leaders act domineering and superior with people. They believe the only way to get things done is through penalties, such as loss of job, days off without pay, reprimanding employees in front of others. They believe their authority is increased by frightening people. This implies that leaders have different styles of carrying out an activity.

Bass (2004) contends that leadership style is the manner and approach of providing direction, implementing plans and motivating people. Bern (2002) explains leadership style as the way in which the functions of leadership are carried out. Leadership style is based on the assumption that subordinates are more likely to work effectively for managers who adopt a certain style of leadership than they will for managers who adopt alternative styles. Cherrington

(2005) employ two approaches of leadership styles which is the use of consideration and structure. In terms of consideration, leaders are concerned about the human needs of their employees. They build teamwork, help employees with their problems and provide psychological support. On the basis of structure, leaders believe that they get results by consistently keeping people busy and urging them to produce.

Barling, Salter & Kelloway (2002) describe three different styles of leadership, namely, democratic, multifactor and situational. In his opinion, the democratic style promotes open communication with effective members taking part in the decision making process. The multifactor style takes into account certain “factors” with “tasks” and “expressive” factors considered the main factors. The “task” factor includes activities that implement work objectives and set standards, objectives and goals. The “expressive” factor considers activities designed to integrate the group socio-emotionally. The situational style also gives attention to a different set of conditioning variables as they influence the action of leaders.

Bass & Avolio (2004) describe three styles of leadership, namely autocratic or authoritarian, participative or democratic and delegative or free reign. Bennett & Anderson (2003) explain that one of the most prominent formats for classifying and studying leadership includes three styles- transformational, transactional, and laissez-faire leadership. Transactional leaders are said to be instrumental and frequently focused on exchange relationship with their subordinates (Bass, 2004). In contrast, transformational leaders are argued to be

visionary and enthusiastic, with an inherent ability to motivate subordinate (Botha, 2001).

Any of the approaches towards leadership to ensure influence one way or the other leads to commitment of employees. An employee's ability to be committed to an organisation is determined by the style of leadership used in the organisation. However, it is imperative to understand different forms of leadership styles in order to ensure effective commitment of employees. There are various forms of leadership styles such as transformational, transactional, laissez-faire, democratic, autocratic, paternalistic, servant and many others. Bass (2004) characterizes a transactional leader as someone who operates within existing cultures or systems. He further reiterates that a transactional leader clarifies task standards and rewards the subordinates; these rewards can be gotten if they accomplish their tasks. A transactional leader tries to avoid risks and focuses his attention on the breaking of agreements and work the most effective in a stable and predictable environment (Botha, 2001).

Bass (2004) contends that transactional leadership prefers to the exchange relationship between a leader and follower to meet their self-interests. Therefore, transactional leadership is characterized by behaviors and attitudes that emphasize the quality of exchange between superiors and followers. Transactional leaders clarify each person's tasks, responsibilities, and expectations, find a common meaning as to what is fair and only give rewards if the requirements are fulfilled. Although transactional leadership is the most widely used leadership behavior, it cannot guarantee motivated followers and thereby long-

time organisational success (Chen & Tjosvold, 2006). Hence, transactional leadership should be complemented by transformational leadership (Bass, 2004).

Bern (2002) also identified two different leadership styles namely, transformational and transactional leadership, based on a series of qualitative analyses of several political leaders' profiles. The relation of transactional leaders to their subordinates is based on a system that exchanges rewards for certain achievements. Transformational leadership is "vision, planning, communication, and creative action which have a positive unifying effect on a group of people around a set of clear values and beliefs, to accomplish a clear set of measurable goals" (Armstrong & Baron, 2008, p. 37). This transforming approach simultaneously impacts the personal development and corporate productivity of all involved.

Eisenbach, Watson and Pillai (2009) also describe transformational leadership as a leader moving the follower beyond immediate self-interest through idealized influence, inspiration, intellectual stimulation, or individualized consideration. It elevates the follower's level of maturity and ideals as well as concerns for achievement, self-actualization, and the well-being of others, the organisation, and society (Amos, Ristow & Ristow, 2004). The transformational leader tries to widen the interests of his subordinates and to evoke the acceptance for the mission of the group (Bass & Avolio, 2004). He also looks for new directions that can be taken and evaluates the chances when taking risks but does not

support the status quo (Ahmadi, 2012). Rather than reacting to changes in the environment, he tries to be actively involved.

Transformational leaders motivate others to achieve more than they think is possible by addressing and modifying their subordinates' values and self-esteem (Chen & Tjosvold, 2006). Transformational leaders get their followers to 'buy into' their visions and internalize them so that the followers become intrinsically motivated to strive for the common goals and visions (Bern, 2002). Furthermore, they inspire them to go beyond their egoistic interests. Bass (2004) points out that transformational leaders shift goals away from personal interests and security towards achievement, self-actualization, and the greater good. As a consequence, followers are ready to show extra effort to achieve these aims. The transformational process implies changing the followers' needs and values in order to accomplish higher-order objectives.

Griffin (2009) explains another form of leadership style which is democratic leadership style. He asserts that democratic leadership style is exhibited where the focus of power is more towards the group as a whole, and where there is greater interaction within the group. The manager shares the leadership functions with members of the group where he or she takes part as a team member. The manager would characteristically lay the problem before the subordinates and invited discussion. In this respect the manager's role is to be a conference leader rather than

hat of decision taker (Harris & Ogbonna, 2009). The manager allows the decision to emerge out of the process of the group discussion, instead of imposing it on the group as a boss.

This leadership style is appropriate only in instances where the nature of the responsibility associated with the decision is such that group members are willing to share with their manager, or alternatively the manager is willing to accept responsibility for decisions, which he or she has not made personally (Cherrington, 2005). The point of focus is that the manager shares decision-making with the subordinates. Even though he or she invites contributions from the subordinates before making a decision, he or she retains the final authority to make decisions. This leadership is viewed as an important aspect of empowerment, teamwork and collaboration.

It has been observed that an organisation is more effective when those who will be affected by the organisation's decisions are fully involved in the decision-making process (Hayward, 2005).

It is believed that subordinates share a sense of responsibility for the organisation when they are allowed to participate actively in decision-making (Hennessey, 2009). Good as it is, the concern expressed by Hughes, Ginnet & Curphy (2010) is that the democratic style of leadership wastes time due to endless meetings and may lead to confusion and lack of direction. By implication, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision. Hayward (2005) continues to describe that

in autocratic leadership the manager retains most authority and makes decision with the mind that subordinates will implement it. He is not bothered about attitudes of the subordinates toward a decision; he is rather concerned about getting the task done. With the authoritarian style, the focus of power is more with the manager, and all interactions within the group also move toward the manager.

According to Hersey and Blanchard (2007), the manager solely exercises decision-making and authority for determining policy, procedures for achieving goals, work tasks and relationships, and control of rewards or punishments. However, this style would be most appropriate in emergency situations, and would normally be considered justified by the group, that is, where the general climate of the group is supportive and mature. Hendrey (2006) further describes laissez-faire style as genuine and it is where the manager observes subordinates working well on their own. The manager consciously makes a decision to delegate the focus of power to subordinates, and allow them freedom of action to do as they think best and not to interfere; but is readily available if help is needed. According to Mullins (2003), there is often confusion over this style of leadership behaviour.

Sashkin & Sashkin (2003) also described that in this type of leadership, the manager allows subordinates to get on with their work at hand, and again they are left to face decisions, which rightly belong with the manager. The manager gives almost all authority

and control to subordinates. There is no person of authority in the organisation. The manager leads the organisation indirectly and he or she does not make decisions; rather he or she abides by popular decisions (McGregor, 2009). There is no setting of goals and objectives by the manager. Tasks are done the way the manager thinks it should be done, but he or she gets involved on request and this may lead to digression from broad organisational policy. Thus, this style of leadership may be effective with well-motivated and experienced employees (Vroom & Jago, 2004), but could lead to failure when subordinates are deceptive, unreliable and untrustworthy.

It is good to mention that this style is the extreme a manager can go. However, while one is not denying the possibility of having this type of leadership in some outfits, it is probably rare to come across it. Jones & George (2009) also describe paternalistic leadership as an approach that is based, intentionally or unintentionally, on the idea that the leader is in a better position than the followers to know best what is good for the organisation, or the followers. In today's climate where participation and involvement in the workplace are much more popular than before, the paternalistic leader often acts in ways that many leadership gurus would criticize.

The reality is that most leaders sometimes act in paternalistic ways, and make decisions on behalf of followers that work out well, and it's also a reality that leaders sometimes are in

positions that allow them to have information and expertise that others in the organisation may lack (Delden, 2008). The issue is whether leaders acting in paternalistic roles make decisions that would be better than if followers made them or had extensive input into them. However, when paternalistic leadership incorporates an overinflated ego, and a strong refusal to keep in touch with followers in an organisation, it is often the case that the leader becomes harmfully dictatorial and makes poor decisions. The strong belief that a leader “knows best” can lead to catastrophic results (Goleman, 2002).

The concept of employee commitment

The meaning of commitment has been an important component of successful organisational relationships because it gives rise to cooperative behaviours (Griffin, 2009). A relationship that is characterized by cooperation between two parties is more likely to be long term, participative and focused on achieving service quality than one that is not. Cohen (2003, p.11) defines commitment as “a force that binds an individual to a course of action of relevance to one or more targets.” In the opinion of O’Reilly (2008), commitment is an individual’s psychological bond to the organisation, including a sense of job involvement, loyalty and belief in the values of the organisation.

From the view point of Mullins (2003), commitment is a state in which an employee identifies with a particular organisation and its goals and wishes to maintain membership in the organisation. Further, McGregor (2009) describes

commitment as an attitude which reflects feelings such as attachment, identification and loyalty to the organisation. Temple (2009) also explains commitment as a psychological state that characterizes employees' relationship with the organisation and has implication for the decision to continue membership in the organisation. They simply put commitment as a psychological state that bind the individual to the organisation.

Porter (2005) explains commitment as an attachment to the organisation, characterized by an intention to remain in it, identification with the values and goals of the organisation and a willingness to exert extra effort on its behalf. Individuals consider the extent to which their own values and goals relate to that of the organisation as part of organisational commitment; therefore it is considered to be the linkage between the individual employee and the organisation. Salancik (2007) also describes commitment as a state of being in which an individual become bound by his action and through these action to beliefs that sustain the activities of his own involvement. Hall (2007) also described commitment as the process by which the goals of the organisation and those of the individual become increasingly integrated or congruent. Different definitions have been given by several researchers and authors but for the purpose of this study the definition given by Meyer & Allen (2008) would be considered for this research.

Types of commitment

People have different approaches to commitment in their private lives and their working life. People have conflicting commitments in work life, such as

those towards work, profession, career, colleagues, department and the organisation as a whole. There are different measures that can compel an individual to a particular course of action. Some may be compelled because they like it or because they feel obliged and others also having good reasons for their commitment. In the opinion of Meyer & Allen (2008), one important distinction that is made in explaining commitment is identifying three components of commitment, namely continuance, normative and affective commitment. They describe these as 'have to', 'ought to' and 'want to.' Each component of commitment has different behavioural outcomes, though an individual may reflect varying degrees of all three components of commitment to a particular focus.

Kanter (2008) opine that continuance commitment involves profit associated with continued participation and a cost associated with leaving. It is calculative in nature because of the individual's perception or weighing of costs and risks associated with leaving the current organisation. According to Beck and Wilson (2010) continuance is regarded as an instrumental attachment to the organisation, where the individual's association with the organisation is based on an assessment of economic benefits gained. According to them, organisational members develop commitment to an organisation because of the positive extrinsic rewards obtained through the effort-bargain without identifying with the organisation's goals and values.

Gardener & Stough (2002) also reiterates that accrued investments and poor employment alternatives tend to force individual's to maintain their line of action and are responsible for these individuals being committed because they

need to. According to him, the need to stay is “profit” associated with continued participation and termination of service is a “cost” associated with leaving. This view is supported by Tetrick (2005) as he opines that organisational commitment is seen as an exchange framework, whereby performance and loyalty are offered in return for material benefits and rewards.

Wiener (2010) explains normative commitment as the internalized normative pressure to act in a way which meets organisational goals and interests. According to Meyer & Allen (2008), the internalized normative beliefs of duty and obligation make individuals obliged to sustain membership in the organisation. Employees with normative commitment feel that they ought to remain with the organisation because they think they should do so or it is the proper thing to do. Cherrington (2005) describe this commitment based on moral reasons because the normative committed employee considers it morally right to stay in the organisation, regardless of how much status enhancement or satisfaction the organisation gives him or her over the years.

Meyer & Allen (2008) describe this moral obligation as arising either through the process of socialization within the society or the organisation. In either case, it is based on the norm of reciprocity. Mowday, Porter & Steers (1982) describe affective commitment as the relative strength of an individual's identification with and involvement in a particular organisation. Meyer & Allen (2008) also reiterates that affective commitment is influenced by factors such as job challenge, role clarity, personal importance, feedback, receptiveness by management, peer cohesion and goal clarity.

Beck & Wilson (2010) identifies that individual's affective attachment to their organisations is first based on identification with the desire to establish a rewarding relationship with an organisation and secondly through internalisation that means compatible goals and values held by individuals and the organisation. Sheldon (2007) also maintains that this type of attitude is an orientation towards the organisation, which links or attaches the identity of the person to the organisation. Mowday, Porter & Steers (1982) further describe commitment as attitudinal and behavioural.

In their opinion, attitudinal commitment focuses on the processes by which people come to think about their relationship with the organisation whereas behavioural commitment relates to the process by which individuals become locked into a certain organisation and how they deal with the problem. Behaviour as a characteristic is used to describe commitment and Kanter (2008) opines that committed individuals enact specific behaviours due to the belief that it is morally correct rather than personally beneficial. Salancik (2007) is also of the view that commitment as a behavior is visible when organisational members are committed to existing groups within the group or organisation. Therefore, commitment is a state of being, in which members are bound by their actions and beliefs that sustain their activities and their own involvement in the organisation. Despite research into commitment, it is fraught with problems.

Meyer & Allen (2008) recognize that an employee's relationship with an organisation may reflect varying degrees of all three commitment components, but it is important that the strength of each should be individually considered as

the associated behaviours are overwhelmingly different. However, few studies make this distinction. For instance, Wiener (2010) surveyed research linking employee commitment and job performance. They noted that earlier studies had not distinguished between individual emphases and motives of commitment and therefore provided inconclusive evidence of a linkage.

In contrast, their study identified different attentions of commitment within the organisation and found that commitment to superiors was positively related to performance while commitment to the organisation in general had a weak correlation. Therefore it is important to identify a profile of an employee's commitment because that distinguishes individual concentrations that are important for a person and identifies the strength of the three components of commitment associated with each other.

Factors influencing employee commitment

Employee commitment is important because high levels of commitment lead to several favourable organisational outcomes. It reflects the extent to which employee's identify with the organisation. However, commitment is high influenced by several factors such as employment opportunities, organisational structure, job related factors, personal characteristics and management style (Eisenbach, Watson & Pillai, 2009). First, the existence of employment opportunities influences people to be committed (Griffin, 2009). Harris & Ogbonna (2009) also support the view that the existence of employment opportunities can affect organisational commitment.

According to him individuals who have a strong perception that they stand a chance of finding another job may become less committed to an organisation as they ponder on such desirable alternatives. Where there is lack of other employment opportunities, there is a tendency of high level of organisational commitment (Hayward, 2005). As a result, membership in the organisation is based on continuance commitment, where employees are continuously calculating the risks of remaining and leaving (Meyer & Allen, 2008). Organisational structure plays an important role in organisational commitment and bureaucratic structures tend to have a negative effect on organisational commitment (Likert, 2009).

Yukl (2004, p.9) also indicates that “the removal of bureaucratic barriers and the creation of more flexible structure are more likely to contribute to the enhancement of employee commitment both in terms of their loyalty and attachment to the organisation.” The management can increase the level of commitment by providing the employees with greater direction and influence (Walumbwa & Lawler, 2005). Organisational commitment is an important job-related outcome at the individual level, which may have an impact on other job-related outcomes such as turnover, absenteeism, job effort, job role and performance (Yielder & Codling, 2004).

The job role that is ambiguous may lead to lack of commitment to the organisation and promotional opportunities can also enhance or diminish organisational commitment (McGregor, 2009). Organisational commitment can also be affected by the employee’s personal characteristics such as age, years of

service and gender (Meyer & Allen, 2008). Hennessey (2009, p.174) state that “older employees, those with tenure or seniority, and those who are satisfied with their own levels of work performance tend to report higher levels of organisational commitment than others.” This implies that older people are seen to be more committed to the organisation than other age groups.

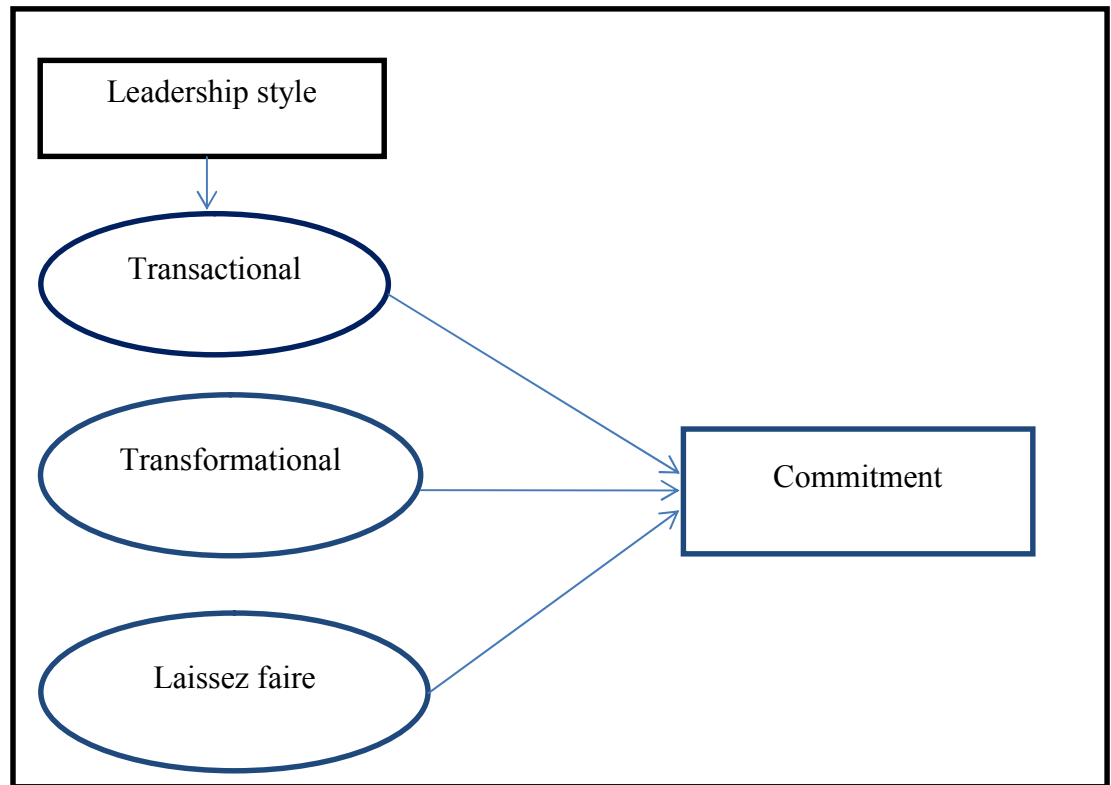
Another personal characteristic that may affect organisational commitment is associated with gender (Meyer & Allen, 2008). However, it is argued that gender differences in commitment are due to different work characteristics and experience that are linked to gender (Temple, 2002). A management style that encourages employee involvement can help to satisfy employee’s desire for empowerment and demand for a commitment to organisational goals. Maritz (2005) argues that more flexible and participatory management styles can strongly and positively enhance organisational commitment. Organisations need to ensure that their management strategies are aimed at improving employee commitment rather than compliance (Mullins, 2003). Other job factors that could have an impact on commitment are the level of responsibility and autonomy (Jones & George, 2009). They identified that the higher the level of responsibility and autonomy connected with a given job, the lesser repetitive and more interesting it is, and the higher the level of commitment expressed by the person who fill it.

Conceptual framework of the study

The conceptual framework of this study is dependent on Fiedler’s Contingency theory which has been used to explain the relationship between leadership and commitment from a situational perspective. Research indicates that

if employees trust their leader, it leads to positive outcomes for the organisation due to the reflection of the attention that leaders give to their employees on the employees' positive attitude towards work and the conditions within the work environment. The response of employees to their leaders generally depends on the characteristics of the employees as well as that of the leaders (Yukl, 2004). Leadership is a key determinant of employee commitment (Yielder & Codling, 2004). The effective combination of one or multiple styles of leadership results in a high level of commitment among employees.

Figure 1: Conceptual framework on leadership and commitment



Source: Sowah, (2016)

The model depicts the influences transactional, transformational and laissez faire leadership styles have on employee commitment. The commitment level of employees in every organisation is influenced by one or multiple styles of leadership (Fiedler, 1987). It is important for an organisation to function efficiently and effectively and leadership and commitment play an important role in creating and maintaining that effectiveness. Understanding this relationship helps to reveal underlying causes of low commitment among employees in their job. Different aspects of the leadership styles could lead to greater commitment. In the model, it shows how a combination of the transformational, transactional and laissez faire leadership leads to commitment among employees.

In particular transformational leadership is positively linked with organisational commitment (Cherrington, 2005). Leaders with this leadership style includes employees in the decision making process, they encourage them to be critical and use different approaches to solving problems and they recognize and appreciate the need of each employee to develop their own potential (Bass & Avolio, 2004). Transformational leaders provide mission and vision; enhance the sense of belonging and devotion so that employees want to stay a member of the organisation. This makes them eager to put in effort for achieving the goals of the organisation.

This results in involvement of employees in their work and high organisational commitment. Transactional leaders however use rewards to influence employee behavior to their benefit at low costs or they have a total disregard for what happens in the organisation and do not feel responsible for anything, which often result in dissatisfaction of the employees. In contemporary times, the emphasis of leadership research has shifted from the “one-best” way approach to transformation and transactional leadership which turn to differentiate the type of leadership through the style adopted and the results achieved. A number of researchers theorize that transformational leadership is linked to high commitment (Amos, Ristow & Ristow, 2004). Using the above distinction, Fiedler (1987) in his contingency model argued that the effectiveness of leadership to a large extent is responsible for employee commitment.

CHAPTER THREE

METHODOLOGY

Introduction

Research methodology is the process that is undertaking to systematically find solutions to research problems. According to Babbie (2004), a research methodology is important to a study because it helps to understand the assumptions underlying various techniques and procedures which are applicable to certain problems. The research methodology comprised the study area, study design, study population, sampling, data collection methods and instrument, data analysis and ethical issues.

Profile of the study area

The area of study is the Adentan Municipality. The Municipality is one of the sixteen (16) Metropolitan, Municipalities and Districts in the Greater Accra region of Ghana. Its capital is Adentan and assumed a full Municipal status in 2008 following the passage of LI 1888. According to the 2010 population census, it had a population of 92,831. The Municipality shares boundaries with Ga East Municipal to the West, Tema Metropolitan to the North, La-Nkwantanang-Madina to the South and Ashaiman Municipal to the East. Adentan is unique for its hosting of the elite population in the nation's capital and is also noted for well-planned physical layout. The Municipality serves as a nodal point where the main Accra/Aburi/Koforidua and Accra/Dodowa trunk road pass.

Adentan is mainly an urban area with most of the labour force in the public sector. It has an estimated farmer population of about 1,855 with the percentage of labour force in the Agriculture sector estimated to be 1.99%. Currently, agricultural activities are prevalent in Man Momo, New Adenta, Amrahia-Marledzor, Nmai Dzor, Otano, Man Hee and Adjiriganor (Adentan Municipal Authority [AdMA] Report, 2014). In the tourism industry, Adentan is one of the most promising assemblies in the Accra Metropolis. It is home to a number of recreational parks like the Marina Park, Rufus Park, Tesa Lake Resort and many others. It also has good hospitality facilities such as Ampomaah hotel, Tenko plaza and PH hotel. The Amrahia dairy farms provide good opportunities for tourists to learn more about endangered animal and plant species (AdMA Report, 2014).

The area of study was chosen because academic performances of school children in the basic schools have dwindled over the last few years. As part of the contributing factors to the poor performances, it is known that teachers in the Municipality do not give their best in teaching the students. It is in this interest that this research examines the influence of leadership styles of head teachers on teachers' commitment and other possible causes that do not allow teachers to be committed in their daily activities towards school children.

Study design

The research employed the quantitative method. The quantitative method was chosen to help collect empirical data so we can understand and explain leadership styles. It also helps to collect hard data in the form of numbers and

establish relationship between leadership styles and commitment. The study also employed the descriptive research design. A descriptive study design is used to describe what conditions exist (Fraenkel, & Wallen, 2009). It involves the use of techniques to describe and record, analyse and interpret conditions that exist. A descriptive study design also involves comparison or contrast and attempts to discover relationships between existing variables (Neuman, 2011). As a descriptive study, it was designed to obtain relevant and precise information concerning commitment levels of teachers.

Study population

A study population is the number of people in a particular area but for the purposes of research, a researcher is free to define population in whatever way is considered appropriate to address the research question (Buame, 2006). For the purpose of this research, the population of the study comprised teachers in the basic schools of Adentan Municipality. In all, there are fourteen (14) basic schools in the Municipality with a population of teachers which stands at four hundred and thirty eight (438).

Sampling

A sample is a selection of elements from a population and may be used to make statements about the whole population. An ideal sample is one that provides a perfect representation of a population, with all the important features of the population included in the sample in the same proportions. According to Krejcie and Morgan (1970), the probability method is the best method used in a

quantitative study. It is on this basis that the probability method was employed in this research. The simple random and systematic sampling method was used.

Due to the large number of schools in the Municipality, five schools were selected for the study using the systematic random sampling technique. The systematic random technique provides a method that avoids having to number the whole population. A sample of five schools was to be drawn from the fourteen schools in the municipality for the study. A list of all the fourteen schools in the Municipality was put together with the names of the school arranged alphabetically and each school was selected systematically from every, one in a four count. After the five schools were selected, the simple random technique was used to draw the respondents from the various schools. The five schools that were selected were St. Francis Basic School, Adentan Community School, Christ Faith Basic School, Knowledge and Faith School and Mercy Basic School.

The simple random sampling method was used because it involves a selection process that gives every possible sample of a particular size an equal chance of being selected. However, the simple random sampling technique does not guarantee an exact representation of a population but it allows the use of probability theory to provide an estimate of likelihood of such samples being drawn. The method was also used due to the nature of the research, the availability of information that would be gotten from teachers and the low cost to the researcher.

According to the sample size distribution table developed by Krejcie & Morgan (1970), a population of 438 requires a sample size of 205 to ensure

representativeness. According to them, as population increases the sample size increases at a diminishing rate and remains relatively constant. However, due to the constraints of time and resources a sample size of 120 respondents was used for the study. This number of respondents was used because Newman (2007) asserts that a sample size of more than 100 is adequate for running a quantitative analysis and gives a representation of the population. The lottery method of the simple random sampling technique was used to select respondents for the study.

Data collection method

The survey questionnaire was used to collect primary data for the research. Data collected from this source focused on the research questions in helping address the research problem. According to Buame (2006), the survey method is used to study the sample of individuals from a population with a view towards making statistical inferences about the population using the sample. The survey method was used because it was less costly and ensures standardisation of measurements. Data collection was carried out by the researcher. The researcher moved to all the selected basic schools in the Municipality. Questionnaires were distributed and retrieved for data analysis. The duration of the fieldwork was from 12th April, 2016 to 30th April, 2016.

Data collection instrument

The study employed using questionnaires to collect primary data. The instrument was used due to its high degree of confidentiality. The questionnaires were both open and close ended. Closed ended questions were used because they

provide easier and quicker responses from respondents and easy to analyse statistically given the nature of the study. The open ended questions were to discover unanticipated findings and permit creativity, self-expression and richness in detail. It consisted of twenty nine (29) items grouped into four sections. The first section comprised the background information of respondents. This sought to gather some personal information about respondents. The second section sought to provide questions that helped to examine the leadership styles of head teachers. Section three also sought to provide details on the factors that influence commitment and section four also sought to find the level of commitment among teachers.

Data analysis

Each questionnaire was numbered, cleaned and edited before coding. Raw scores were fed into the computer and analysed using Statistical Package for Service Solution (SPSS) software version 22.0. There was a response rate of eighty three (83) percent which meant that 100 questionnaires were retrieved for analysis. Twenty questionnaires were retrieved from each of the five schools. Descriptive statistics such as frequencies, tables and percentages were used to analyse the data. Correlation analysis was also undertaken to establish relationships between head teachers' leadership style and commitment.

Reliability and Validity

According to Neuman (2011), researchers in quantitative studies should endeavour to use instruments that are not only reliable but also valid. In other

words, an instrument is considered reliable if it produces similar result each time it is administered to the same respondents. However, reliability of an instrument depends on whether the question can be steadily responded to given the respondents' attitudes while responding to the questions. Validity is also related to the respondents' ability to answer the question asked in the instrument. A pilot study was undertaken to ensure the choice of words and questions provided clarity and relevance with regard to sentence construction.

Ethical issues

The researcher considered some ethical issues in the study. First, the researcher collected an introductory letter from the School of Business, University of Cape Coast in order to get an approval from the basic schools before carrying out the data collection. Secondly, the researcher sought for the consent of the respondents before soliciting for information. Respondents expressed their willingness to participate in the data collection without any coercion or deception. They were also made aware of the kind of questions to expect, the purpose of the information being sought, and how the information given would directly or indirectly affect them. Lastly, respondents were assured of confidentiality of their responses.

Study limitation

Despite the success of the study, there were some constraints that the researcher faced. Respondents were sensitive to some questions that were raised in the questionnaire especially questions on their commitment. Some respondents

also exhibited non-cooperative attitudes towards the researcher. Retrieval of questionnaires was very difficult and the researcher had to visit respondents several times. Despite the challenges, efforts were made to retrieve eighty three percent of the questionnaires that were given out to respondents.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter of the study presents the results and discusses data collected from the field. The chapter is grouped into two main sections. The first section analyses the demographic information of respondents and the second section addresses the objectives of the study. Statistical Package for Service Solution version 22 was used in analysing data collected whilst tables, charts, frequencies, and percentages were also used in analyzing data.

Demographic information

The demographic information of respondents used in the study comprises sex, age, marital status, level of education, classes taught by teachers, years of teaching and income level.

Sex of respondents

Bennett and Anderson (2003) argues that female teachers are more committed than male teachers and this made it necessary to find out the sex of respondents in the schools. The sex of the respondents from the study shows that 70 percent of respondents were females while 30 percent of respondents were males. This implies that responses were dominated by females which are in line with Mensah (2006) who argued that female teachers dominate in terms of numbers compared to male teachers in the district's basic schools. The sex of respondents is presented in Table 1.

Table 1 -*Sex of respondents*

Sex	Frequency	Percentage
Males	30	30.0
Females	70	70.0
Total	100	100.0

Source: Field Survey(2016)

Age of respondents

According to Barling, Salter & Kelloway (2002), age is correlated to the level of commitment among teachers and this made it necessary to explore the ages of respondents of teachers. Majority (55%) of respondents were between the ages of 31 and 40 years while only a few (5%) of the respondents were above the age of 50 years. However, there were also 20 percent of respondents who were between 21 and 30 years and 20 percent of respondents also between 41 and 50 years old. In the opinion of Armstrong & Baron (2008), when an institution have most of its employees below the ages of 41 years that organisation is known to have energetic and active workforce who have the capability to produce results and ensure that productivity is high. This situation in our basic schools is no different as the outcome of the results is an indication that most of the teachers are energetic, mature and have the capability to deliver since many are in the active work force. The age of respondents is presented in Table 2.

Table 2 - *Age of respondents*

Age	Frequency	Percentage
21-30years	20	20.0
31-40years	55	55.0
41-50years	20	20.0
51years and above	5	5.0
Total	100	100.0

Source: Field Survey(2016)

Marital status of respondents

Maritz (2005) associated marital status of teachers with commitment and they argued that those who are married performs their duties better and remained committed to a course making them more conscious of the reality of leadership. The research showed majority (60%) of respondents are married while 35 percent of respondents are single. However, 5 percent of the respondents have divorced. The outcome of the results implies that married teachers are expected to have the capacity, skill and expertise to perform their duties responsibly and be committed to every activity in the schools which also conforms to the study of Gardener &Stough (2002) who came out that married individuals are more committed and enthusiastic in every activity they undertake. The finding on respondents' marital status is presented in Table 3.

Table 3 - *Marital status of respondents*

Marital status	Frequency	Percentage
Single	35	35.0
Married	60	60.0
Divorced	5	5.0
Total	100	100.0

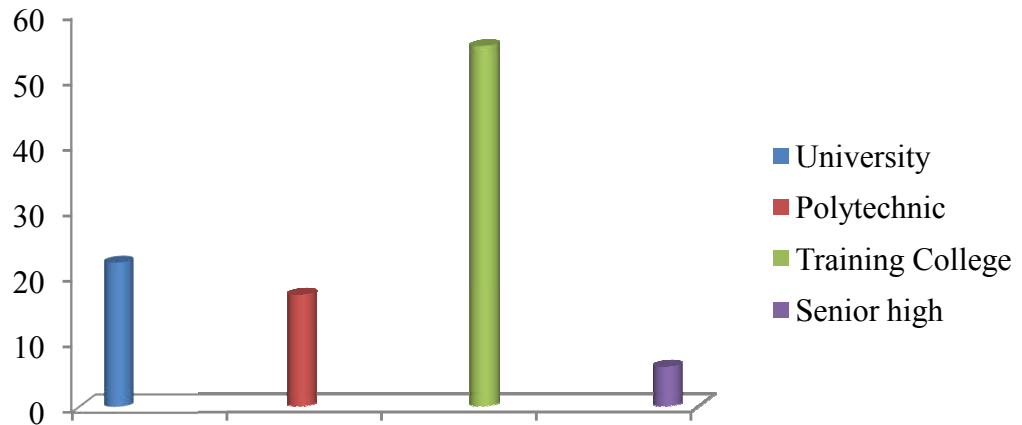
Source: Field Survey (2016)

Academic qualification

The study also ascertained the level of academic qualification of respondents to determine whether they were equipped with the necessary knowledge and skills for the job. The finding revealed that fifty five percent (55%) of respondents had completed training colleges; twenty two percent (22%) had also completed University; seventeen percent (17%) of respondents had also completed Polytechnic and only six percent (6%) of respondents had completed senior high schools. This revelation is quite encouraging as Hendrey (2006) opined that teachers with higher level of education perform better because education provides knowledge and modern managerial skills hence, making them use their learning capability to manage the schools and deliver well to their students in a more professional manner. Many of the teachers who had training college and Polytechnic qualifications indicated that they are pursuing further studies through distance education and Sandwich programmes offered by many of

the tertiary institutions in the country. The level of qualification of respondents is presented in Figure 2.

Figure 2: Academic qualification of respondents



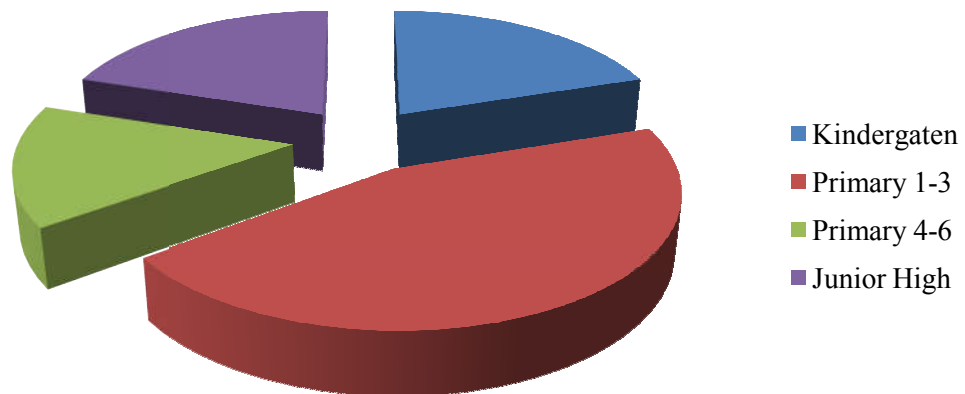
Source: Field Survey(2016)

Classes taught by respondents

It was necessary to ensure that all teachers used in the study represented different classes at the basic schools. The research revealed that twenty (20%) percent of respondents taught at the kindergarten level; Forty five (45%) of respondents also taught Primary one to three classes. It was further revealed that fifteen (15%) of respondents also taught Primary four to six while twenty (20%) of respondents also taught in the junior high level. The responses also showed that all the teachers who teach at the primary and junior high level are trained teachers and this is good for the school as teachers are equipped with the necessary knowledge and skills which is in agreement with the findings of Delden (2008) who argued that teachers who are highly knowledgeable academically are able to deliver the results expected of them.

The research also revealed that all the teachers who had senior high qualifications taught at the Kindergarten level. From the distribution, it could be concluded that majority of the teachers who have attained higher academic qualifications teach at the primary and Junior high level which is also good for the pupils' academic development. The classes taught by respondents are presented in Figure 3.

Figure 3: Classes taught by respondents



Source: Field Survey(2016)

Work experience

Harris & Ogbonna (2009) demonstrate that the duration of years in which teachers have spent in teaching determines the experiences they have had over the years. It was therefore necessary to determine how long teachers have taught in the school. This was to ascertain the extent to which their responses could be relied upon to make inferences for the study. The study revealed that fifty five (55%) percent of respondents have spent between three years and five years in the school; twenty (20%) percent of respondents have also spent between six and eight years in the school. It was further ascertained that twelve (12%) of the

respondents have spent over nine years in the school while thirteen (13%) of the respondents have spent below two years in the school.

It can be deduced from this study that respondents are experienced since many have spent more years in the school and also go on to imply that teachers have adequate knowledge on what goes on in the school and are able to express their views in terms of the leadership styles of head teachers and their commitment level. This also confirms the research conducted by Hayward (2005) who came out with its findings that employees who have spent more years working with an organisation invest time and effort to make sure they succeed in performing their roles. The outcome of the finding is also in line with Griffin (2009) who also identifies that spending more years with an institution come with its related experiences which are important in developing motivation for becoming competent in leadership practices. The work experiences of respondents in the schools are presented in Table 4.

Table 4 -*Work experience of respondents*

Work experience	Frequency	Percentage
2years and below	13	13.0
3 – 5years	55	55.0
6 – 8years	20	20.0
9years and above	12	12.0
Total	100	100.0

Source: Field Survey(2016)

Level of income

Over the years, teachers in Ghana have consistently argued that they are paid less and this has resulted in high turnover and absenteeism in many parts of the country especially in the rural areas (Mensah, 2006). The finding of the research revealed that majority (70%) of the respondents earn between GH¢501 and GH¢1,000 monthly while fifteen (15%) of respondents also earn between GH¢1,001 and GH¢1,500 monthly. It was further revealed that five (5%) percent of the respondents earn above GH¢1,501 a month while only ten (10%) percent of respondents earn GH¢500 a month and below. Teachers who earned above GH¢1,500 were senior staff who have spent more years in the profession with higher academic qualification.

The average income of teachers was GH¢700 and this clearly indicates the poor remuneration of teachers. The average monthly income of teachers is in line with the study of Cherrington (2005) who demonstrates that employees who are paid lower incomes are not fully committed to their job roles as they may look elsewhere to earn additional source of income. This is not different as teachers who earn lower incomes may not be fully committed to the school which may have severe consequences for the pupils and the school. Delden (2008) argues that organisational commitment is highly correlated to the income earned by employees and the low income earned by teachers could have an implication on the commitment level of teachers. The level of income of teachers is presented in Table 5.

Table 5 - *Income of teachers*

Income level	Frequency	Percentage
GH¢500 and below	10	10.0
GH¢501- 1,000	70	70.0
GH¢1,001- 1,500	15	15.0
GH¢1,501 and above	5	5.0
Total	100	100.0

Source: Field Survey(2016)

Leadership styles of head teachers in basic schools

This section presents the analyses of the objectives of the study. In this section, the first objective is analysed making in-depth analysis on the leadership styles of head teachers in basic schools. In order to analyse data using parametric statistical tool like correlation, a number of assumptions need to be fulfilled. First, sample size must not be less than 100, data need to be reliable and valid of which a Cronbach's alpha value of 0.82 was ascertained. The leadership styles of head teachers were categorized under transformational, transactional and laissez faire styles. Each of the statements used in the research sought to ascertain one type of leadership style of head teachers. Questionnaire and fifteen exhibit transactional; question ten, eleven, thirteen, fourteen and sixteen relates to transformational style and question twelve also being laissez-faire style.

The research showed the mean scores and standard deviations of transformational, transactional and laissez faire leadership style. The aggregate mean score of transformational leadership was high (M=2.56; SD=0.80) while

mean for transactional leadership was moderate (M=1.80; SD=0.45); laissez faire was low (M=1.54; SD=0.42). This means that teachers perceived head teachers to exhibit more transformational leadership style than transactional style of leadership. An alpha level of 0.05 was used.

Table 6 -Leadership styles of head teachers

Statements	SD(%)	D(%)	N(%)	A(%)	SA(%)
My head teacher operates within existing culture in the school	405	2	20	33	
My head teacher talks enthusiastically about what needs to be accomplished	25	6	15	36	18
My head teacher focuses attention on teachers who do not make their teaching notes	5	10	10	45	30
My head teacher allows teachers with freedom to undertake activities	45	15	20	10	10
My head teacher encourages all teachers to get the best out of them	10	20	0	40	30
My head teacher articulates a compelling vision of the future for the school to all teachers	10	20	0	45	25
My head teacher keep track of all mistakes	25	45	10	8	12
My head teacher helps me to develop my strength	0	25	5	0	70

n= 100

Source: Field Survey (2016)

The study showed that forty (40%) percent of respondents strongly agreed that their head teachers operate within existing culture in the school; fifteen (15%) percent of the respondents also agreed to this assertion. It was also revealed that ten (10%) percent of the respondents strongly disagreed that their head teachers operate within the existing culture of the school while thirty three (33%) percent of respondents also disagreed and two (2%) percent of the respondents were indifferent. This implies that head teachers exhibit transactional style of leadership. This finding is in agreement with the work of Eisenbach, Watson & Pillai (2009) who demonstrated that many head teachers in basic schools in Africa operates within the schools' culture. The outcome of the study is also in consonance with the study by Goleman (2002) who reiterated that managers encouraged employees and worked within the organizational culture.

The study identified that twenty five (25%) percent of respondents strongly disagreed that their head teachers talk enthusiastically about what needs to be accomplished in the school; six (6%) percent of respondents also disagreed to this assertion; fifteen (15%) percent of respondents also remained neutral; thirty six (36%) of respondents also agreed that their head teachers talk enthusiastically about what needs to be accomplished in the school while eighteen (18%) percent of the respondents strongly agreed. This indicate that head teachers employed the transformational style of leadership in their management which is in agreement with the finding of Mullins (2003) who argued that leaders who speak enthusiastically about their employees seek to build interpersonal relationship and extend extra help for team development.

The findings also hold that five (5%) percent of respondents strongly disagreed that their head teachers focuses attention on teachers who do not make teaching notes while ten (10%) percent of respondents disagreed to this assertion; ten (10%) percent of respondents also remained neutral to this statement; forty five (45%) percent of respondents also agreed while thirty (30%) percent of respondents strongly agreed that their head teachers focuses attention on teachers who do not make their teaching notes. These findings are in linewith George (2003) who argued that many head teachers in Ghana focuses largely on teachers who do not prepare teaching notes before coming to class and this finding agrees with the view of this research's outcome.

Further, it was found that forty five (45%) percent of respondents strongly disagreed that their head teachers allowed teachers with freedom to undertake activities. The finding also revealed that fifteen (15%) percent of respondents disagreed to this assertion. The study also showed that twenty (20%) of respondents neither agreed nor disagreed to this assertion while ten (10%) percent of respondents agreed that their head teachers allowed teachers with freedom to undertake activities. This outcome implies that head teachers do not employ the laissez-faire style of leadership which is in disagreement with the work of Hughes, Ginnett&Curphy (2010) who argued that many leaders give room for subordinates and employees at the work place.

The study also showed that ten (10%) percent of respondents strongly disagreed that their head teachers encouraged all teachers to get the best out of them; twenty (20%) percent of respondents also disagreed to this statement.

However, it was identified that forty (40%) of respondents agreed that their head teachers encouraged teachers to get the best out of them and thirty (30%) percent of respondents strongly agreed to this statement. In the opinion of Botha (2001), leaders are seen to be visionary, enthusiastic and motivate subordinates to get the best out of them and this assertion is in agreement with the outcome of the finding. Also, the finding was in consonance with the work of Bass (2004) who demonstrated that leaders motivate subordinates and frequently encouraged employees.

The finding also showed that sixty (10%) of respondents strongly disagreed that their head teachers articulate a compelling vision of the future for the school to all teachers while forty (20%) of respondents also disagreed to this assertion. It further revealed that forty five (45%) percent of respondents agreed that their head teachers articulated a compelling vision of the future for the school while twenty five (25%) of respondents strongly agreed to the statement. This finding goes on to confirm the employment of transformational style of leadership by head teachers since in the opinion of Bass & Avolio (2004), transformational leaders are the leaders who articulate compelling visions. The outcome of the study is also consistent with the finding of Armstrong & Baron (2008) who point out that transformational leaders create a positive unifying effect and compel employees to accomplish a clear set of measurable goals.

Furthermore, seventy (70%) percent of respondents clearly pointed out that they disagreed when they were asked whether their head teachers keep track of all mistakes they commit. However, ten (10%) percent of respondents neither

agreed nor disagreed to this assertion while twenty (20%) percent of respondents also pointed that they agreed to this statement. This implies that head teachers do not keep track of wrong doings of employees and agrees with Griffin (2009) who in his study concluded that managers who do not keep record of wrong doings of their employees are able to encourage workers to achieve the desired results. Griffin (2009) was of the view that keeping record of employees wrong doings do not lead to higher productivities and make the employee feel uncomfortable to undertake initiatives that may lead to growth in the future.

Finally, when respondents were asked whether their head teachers helped them to develop their strength, majority (70%) of the respondents strongly agreed to this assertion and answered that their head teachers help them to develop their strength while twenty five (25%) of respondents also disagreed to the statement with only five (5%) percent of respondents remaining neutral to the assertion. This finding is consistent with works of Likert (2009), and Mullins (2003) who asserted that one of the major responsibilities of a transformational leader is to help employees develop their strength. However, this contradicts the work of Walumbwa & Lawler (2005) where it was established in their work that managers of the institution they sampled did not help employees to develop their strength and that had a negative effect on the performances of the organisation. The results of the study are produced in Table 6.

Commitment level of teachers

This section determines the commitment level of respondents in the various schools. Wiener (2010) was of the view that commitment is essential and has an impact on the performance of organisations. Head teachers also have to ensure that teachers become committed because academic progress depends on the type of commitment by teachers. This therefore made it necessary to ascertain the commitment levels of teachers in order to improve teaching and learning in the school. The study found that the total mean of teachers commitment was high (M=3.10; SD= 0.51) as normative commitment had a mean score of (M=3.41; SD=0.72); affective commitment (M= 2.58; SD= 0.76) and continuance commitment (M=2.97; SD= 0.75). The standard deviations are fairly small which means that the data are fairly dispersed around the mean. The commitment level of teachers is showed in Table 7.

Table 7 -Commitment level of teachers

Statement	SD(%)	D(%)	N(%)	A(%)	SA(%)
I am willing to put in a great deal of effort beyond which is normally expected in order to help this school be successful	5	15	8	40	32
I feel very little loyalty to this school	40	32	10	14	4
I would accept almost any type of job assignment in order to keep working for this school	10	13	20	50	7
There's not too much to be gained by sticking with this school indefinitely	50	30	20	0	0
Deciding to work for this school was a definite mistake on my part	60	10	10	15	5
This school really inspires the very best in me in the way of job performance	5	5	1	60	29

n= 100

Source: Field Survey (2016)

The results of the finding revealed that five (5%) percent of respondents strongly disagreed that they are willing to put in a great deal of effort beyond which is normally expected in order to help the school to be successful; fifteen (15%) percent of respondents also disagreed to this assertion and eight (8%) percent of respondents were indifferent. However, forty (40%) percent of respondents agreed that they are willing to put in a great deal of effort beyond which is normally expected and thirty two (32%) of respondents strongly agreed to the statement.

Furthermore, forty (40%) percent of respondents strongly disagreed that they felt very little loyalty to their school while thirty two (32%) percent of respondents also disagreed to this assertion. It was further revealed that ten (10%) percent of respondents were indifferent when they were asked the question while fourteen (14%) percent of respondents also agreed that they felt very little loyalty to their school and four (4%) of respondents strongly agreed to the statement. This outcome demonstrates the agreement the research has with the view of Gibson (2014) who argued that teachers are one of the most loyal employees in the country even though they have poor conditions of service.

The findings also showed that majority (57%) of respondents would accept almost any type of job assignment in order to keep working for their schools while only few (23%) respondents would not accept any type of job assignment in order to keep working for their school but twenty (20%) of respondents remained neutral when they were asked. Also, when respondents were asked whether there was not too much to be gained by sticking to their

schools, fifty (50%) percent of them strongly disagreed to the assertion and thirty (30%) percent of respondents also disagreed. However, twenty (20%) percent of respondents were indifferent. None of the respondents agreed that there was not too much to be gained by sticking to their schools.

Further, when respondents were asked whether deciding to work for their various schools was a mistake on their part, sixty (60%) percent of them strongly disagreed while ten (10%) of respondents also disagreed. It was further revealed that fifteen (15%) percent of respondents agreed that deciding to work for their school was a mistake and five (5%) of respondents strongly agreed but ten (10%) percent of respondents were indifferent to the statement. Lastly, when respondents were asked whether the school inspired the very best in the teachers' job performance, sixty (60%) percent of respondents agreed and twenty nine (29%) percent of respondents strongly agreed. However, five (5%) percent of respondents also strongly disagreed and five percent of respondents also disagreed to this assertion while one percent of respondents remained indifferent.

In terms of commitment, the findings revealed that, teachers were moderately committed. Affective and normative commitment was moderate which implies that teachers identify with the schools and felt obliged to continue serving. Most teachers agreed that they would accept almost any type of job assignment in order to keep working for the school and this imply that most teachers have an emotional attachment to the teaching profession or to the school (Myer&Allen, 2009). Also, few teachers also felt very little loyalty to the school and this suggests that some teachers are not proud of being associated with the

teaching profession or teaching in public primary schools. Most identified their little loyalty to the school as a result of poor motivation and condition of service to the profession.

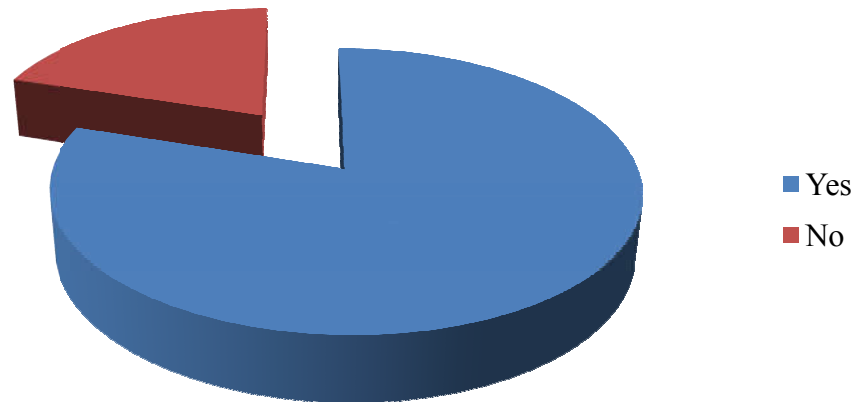
Teachers' moderate levels of normative commitment imply that teachers are fairly loyal to the school and teaching profession. Teachers may not be satisfied with what they are doing but they hold on due to lack of other opportunities. If better opportunities existed elsewhere, teachers would move on or change career (Wiener, 2010). This scenario is attributed to neglect or failure to address teachers concerns and dissatisfaction as also suggested by Hersey & Blanchard (2007).

Factors that influence commitment in the teaching job

This section of the analysis set out to examine what influences commitment in the teaching job. Two main variables described the factors that influenced commitment and these were head teachers leadership style and behavior. Respondents were asked whether they liked their head teachers' leadership style and the result of the study showed that majority (80%) of the respondents answered in the affirmative and demonstrated the effectiveness and influence of their head teachers' leadership style on the outcome of their teaching. According to respondents, the leadership styles of head teachers have had positive influences on their profession. Other respondents also noted that they have learnt from their head teachers because of the leadership qualities they exhibit. This finding is consistent with the work of Hoy & Miskel (2004) who demonstrated

that leadership styles of head teachers affect the commitment and the delivery of their work. The result is depicted in Figure 4.

Figure 4: Leadership as an influence on commitment



Source: Field Survey (2016)

Behaviour of head teachers

The study also sought to examine whether teachers were happy with their head teachers' behavior and it was not surprising that all of the respondents who answered that they liked the leadership style of their head teachers also answered that they like the behavior of their head teachers. The finding identified that the behavior of head teachers created an organisational climate for the schools which is consistent with the work of Griffin (2009), who demonstrated that effective leadership style creates a favourable organisational climate in which people are able to work effectively. The research revealed that 80 percent of respondents identified that head teachers were less directive and highly supportive and gave teachers the freedom to operate. This implies that teachers experienced low level of frustration in the schools as many of the teachers had cordial relationships with

head teachers. This to a large extent explains teacher’s positive attitude toward their head teachers and pupils. The outcome of this finding is also in consonance with the work of O’Reilly (2008) who demonstrates that conducive organisational climate in schools encourages productivity and personal relationships with teachers, head teachers and pupils.

Relationship between leadership style and commitment of teachers

The analysis also determined the relationship that exists between head teachers’ leadership style and teachers’ commitment to the school. The relationship was established by the use of correlation and the results are presented in Table 8.

Table 8 - *Correlation between head teachers’ leadership style and teachers’ commitment level*

Variables	N	Mean	SD	R	P-value
Leadership style of head teachers	100	2.25	0.50	0.271	0.007
Commitment level of teachers	100	3.57	0.68		

P<0.05 (2 tailed)

Source: Field Survey (2016)

The analysis was conducted to establish a relationship between head teachers’ leadership style and commitment level of teachers. The significance level used was (0.05) at 95% confidence level. From Table 8, a sample size of 100; R=0.271; P-value of =0.007 shows that the test is statistically significant. The conclusion made is that there is a significant relationship between head

teachers' style of leadership and teachers' commitment to their job. This confirms the assertion by Yelder and Codling (2004) that head teachers' style of leadership has the ability to instill commitment and team work, increase efficiency and effectiveness of the teachers and also provides avenue for learning new skills.

The study found that even though the relationship is weak, there is significant and positive correlation between overall leadership and commitment. This means that teachers' commitment could be amplified indirectly by promoting head teachers leadership style. The finding is consistent with Ahmadi (2012) who in his work was of the view that there exist a strong correlation between head teachers leadership and commitment. It was also found that transformational leadership was strongly correlated than transactional and laissez faire leadership styles which is consistent with the study by Bono & Judge (2003). However, the study is inconsistent with the work of Walumbwa & Lawler (2005) who asserted that there was a negative correlation between laissez faire leadership and affective organisational commitment. It is not surprising that their study found laissez faire style of leadership to be negatively correlated to affective commitment because such commitment is intrinsic and therefore might not be influenced by external factors such as negative leadership of the head teacher.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the study and also makes conclusions and recommendations. The summary recaps the major highlights of the research while the conclusion also draws inferences on the outcomes. Recommendations are also made based on the findings.

Summary

Leadership is a relevant component in achieving commitment from employees. This is because commitment binds an employee to a course of action of relevance to one or more targets and helps to ensure people's willingness to maintain an institution's goals and values. Teachers in Ghana over the years have expressed dissatisfaction about poor working conditions and low remuneration. The results of these have led to poor results in most public schools and high teacher turnover. Many teachers have also expressed dissatisfaction towards the leadership of their unions as doing little to negotiate with government to elevate their working conditions. This study examined the influence of head teachers' leadership styles on the commitment of teachers in basic schools.

The research employed the descriptive survey design and sampled 100 teachers from five public basic schools in the Adentan Municipality. The simple random sampling technique was used in selecting these teachers and administration of questionnaires was also employed as the primary means of

collecting data. The Statistical Package for Service Solutions (SPSS) version 22 was used in analysing data. Outputs were presented in frequencies, tables, charts and percentages.

Based on the findings, the outcomes on leadership styles of head teachers are presented:

1. Majority (53%) of teachers answered that their head teachers provided them with assistance anytime they needed it.
2. Majority (54%) of teachers also answered that their head teachers talked enthusiastically about what needed to be accomplished always.
3. Majority of teachers identified that head teachers helped them to develop their strength and articulated a compelling vision of the future for the school.

Based on the findings, the factors that influenced commitment in the teaching job are presented:

1. Majority (80%) of teachers agreed that effectiveness of the leadership style of head teachers influenced their commitment to the school.
2. Majority (90%) of the teachers answered that they liked the behavior of their head teachers and that makes them highly committed.
3. Majority (80%) of teachers agreed that the supportiveness of their head teachers played a role in their commitment to the school.

Based on the findings, the commitment levels of teachers are summarized below:

1. Majority (72%) of teachers are willing to put in a great deal of effort beyond which is normally expected in order to help the school become successful.
2. Majority (80%) of teachers answered that the school inspires the very best in the job performances.
3. Majority (57%) of teachers would accept any type of job assignment in order to keep working for the schools.

Conclusions

In order to ensure the schools' survival and improve performances, teachers of the schools need to be motivated beyond ordinary expectations by appealing to their higher order needs and moral values. In achieving these requires the use of transformational leadership. The finding from the study on head teachers' leadership styles clearly demonstrates that head teachers employ the transformational style of leadership in the schools. This style of leadership on the part of head teachers provides a sense of belonging to teachers and makes them ready to defend the objectives and goals of the school. The implication is that teachers at any point in time are committed to providing the best for the schools and ensuring higher performances.

Teachers are influenced by the effectiveness of leadership, behavior and supportiveness of head teachers in their commitment to the schools. The implication is that teachers experience low level of frustration in the schools as many of the teachers have cordial relationships with head teachers. This to a large

extent explains teacher's positive attitude toward their head teachers and the conduciveness of organisational climate in schools.

The study revealed that even though the relationship between leadership and commitment is weak, there is a significant and positive relationship between head teachers' leadership and affective, continuance and normative commitment. This means that teachers' commitment could be heightened indirectly by promoting head teachers leadership style. It can be concluded that teachers recognize leadership styles as important in improving commitment.

Recommendations

Based on the key findings and conclusions of the study, the following recommendations are made:

1. The Ministry of Education and the Ghana Education Service should organize in-service training for head teachers in the practice of the full range leadership styles to increase commitment levels of teachers.
2. Head teachers should balance the demands of management in the administrative workload and the need to provide leadership to the teachers.
3. Head teachers should work to improve upon the effectiveness of their leadership style because not all the teachers are happier with their leadership styles.
4. Efforts should be made to involve teachers in the decision-making process in the school to boost their level of commitment.

Areas for further research

Further areas of research should concentrate on the effect of head teachers' demographic factors such as age, gender, academic qualification and marital status and their impact on leadership styles. Further research should also focus on employing a more qualitative approach to understanding the commitment levels of teachers.

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APPENDIC

APENDIX A: QUESTIONNAIRE FOR RESPONDENTS

UNIVERSITY OF CAPE COAST (UCC)

SCHOOL OF BUSINESS

QUESTIONNAIRE FOR RESPONDENTS

I am a student of the School of Business, University of Cape Coast (UCC). As part of the requirement for my Degree in the Master of Business Administration, I am conducting a study on the influence of head teacher leadership styles on commitment. It would be very much appreciated if you could provide answers to the questions below. The information is solely for academic purposes and the information provided will be treated confidential.

PLEASE TICK (✓) WHERE APPROPRIATE

SECTION A: BACKGROUND INFORMATION

1. Sex: (a) Male [] (b) Female []
2. Age:
3. Marital status: (a) Single [] (b) Married [] (c) Divorced []
(e) Widowed []
4. Level of education: (a) Senior high school [] (b) Training college []
(c) Polytechnic [] (d) University []
5. What class do you teach? (a) Kindergaten [] (b) Primary 1-3 []
(c) Primary 4-6 [] (d) Junior High 1-3 []
6. What subject do you teach?

7. How long have you taught in the school? (a) Less than 2yrs []
 (b) 3-5 yrs [] (c) 6-8 yrs [] (d) More than 9 yrs []
8. What is your salary level: (a) GH¢500 and below [] (b) GH¢501-
 GH¢1000 [] (c) GH¢1001-GH¢1500 [] (d) GH¢1501 and above []

SECTION B: PERCEPTION OF TEACHERS ON HEAD

TEACHER LEADERSHIP STYLES

Check the answer that best describes your level of agreement and disagreement of the behaviour and style of your head teacher with each statement below

1-Strongly Disagree (SD), 2- Disagree (D), 3- Neutral (N), 4- Agree (A),
 5- Strongly Agree (SA)

Statement	1 SD	2 D	3 N	4 A	5 SA
9. My head teacher operates within existing culture in the school					
10. My head teacher talks enthusiastically about what needs to be accomplished					
11. My head teacher focuses attention on teachers who do not make their teaching notes					
12. My head teacher allows teachers with freedom to undertake activities					
13. My head teacher encourages all teachers to get the best out of them					

14. My head teacher articulates a compelling vision of the future for the school to all teachers					
15. My head teacher keep track of all mistakes					
16. My head teacher help me to develop my strength					

SECTION C: FACTORS THAT INFLUENCE COMMITMENT IN THE TEACHING JOB

17. Do you like the leadership style exhibited by your head teacher?

- a) Yes [] b) No []

18. How does the style of leadership of your head teacher affect your commitment to the teaching profession?

19. Are you happy with the behavior of your head teacher?

- a. Yes [] b. No []

20. How does your head teacher’s behavior affect you in the school?

SECTION D: TEACHERS COMMITMENT LEVELS

Check the answer that best describes your level of agreement and disagreement of your commitment with each statement below

- 1-Strongly Disagree (SD), 2- Disagree (D), 3- Neutral (N), 4- Agree (A),
5- Strongly Agree (SA)

Statements	1	2	3	4	5
	SD	D	N	A	SA
21. I am willing to put in a great deal of effort beyond which is normally expected in order to help this school be successful					
22. I feel very little loyalty to this school					
23. I would accept almost any type of job assignment in order to keep working for this school					
24. I could just as well be teaching in a different school as long as they are similar					
25. This school really inspires the very best in me in the way of job performance.					
26. It would take very little change in my present circumstances to cause me to leave this school					
27. There's not too much to be gained by sticking with this school indefinitely					
28. Deciding to work for this school was a definite mistake on my part					

I am grateful for your time.

Thank you!