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Leadership styles of headteachers and teacher job satisfaction in early childhood centres within the Effutu Municipality

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MASTER OF PHILOSOPHY

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DEPARTMENT OF EARLY CHILDHOOD EDUCATION

LEADERSHIP STYLES OF HEADTEACHERS AND TEACHER JOB SATISFACTION IN EARLY CHILDHOOD CENTRES WITHIN THE EFFUTU MUNICIPALITY

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**A Thesis in the Department of Early Childhood Education,
Faculty of Applied Behavioural Sciences in Education, submitted to the School of Graduate Studies in partial fulfilment**

**of the requirements for the award of the degree of
Master of Philosophy
(Early Childhood Education)
in the University of Education, Winneba**

APRIL, 2025

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DECLARATION

Student's Declaration

I, **BENJAMIN SEKYI ADOOH**, hereby declare that, this work is as a result of my personal effort and an original report of the study except references to other people's work which has been duly cited and acknowledged, no part of this work has been produced and presented for a degree in this university or elsewhere.

Signature:……

Date:……

Supervisor's Declaration

I hereby declare that the preparation and presentation of this study has been supervised by me in accordance with the guidelines of the supervision of thesis laid down by the University of Education, Winneba.

Name: PROF. MICHAEL SUBBEY (PH.D)

Signature:……

Date:……

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DEDICATION

I dedicate this work to my parents, Chief Pastor Francis Sekyi Adooh and Esther Mensah.

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ABSTRACT

The purpose of this study was to examine the leadership styles employed by headteachers in Early Childhood Centres (ECCs) within the Effutu Municipality and their influence on teacher job satisfaction. The study considered Theory X and Theory Y, Cognitive Resource Theory and Path-Goal Theory to be the theoretical framework to guide it. Positivism paradigm was considered for this study for the reason that it advocates for the use of quantitative methods. The research design selected for this study was descriptive survey research. The Effutu Municipality served as the study area. The population for this study was all the Early Childhood teachers including heads of various Early Childhood Centers in the Effutu Municipality. With a total of 175 Early Childhood teachers, including 27 head teachers and 148 classroom teachers, employing census sampling allowed for the collection of data from every individual in the population. The main instrument used for data collection was structured questionnaire. Descriptive statistics comprising frequencies and percentages were employed to describe and summarize the results from the questionnaires. The study found out that Teachers overwhelmingly perceive their headteachers' leadership styles as positively influencing their job satisfaction. While most headteachers valued feedback and professional growth, slight variability in responses suggests opportunities for further development in continuous learning and self-improvement. Staffing issues, including inadequate and ineffective teachers, were also not universally problematic but remain critical concerns in some schools. Poor staff relationships and morale, absenteeism, and inter-teacher conflicts were viewed as minor challenges by most respondents. Based on the findings of this research, the recommendations that follow have been enumerated; Headteachers should undergo tailored leadership development programs focusing on stress management, conflict resolution, and interpersonal relationship-building. Again, headteachers receive mentorship and periodic evaluations from school supervisors or educational leadership consultants. Educational policymakers and training organizations design ongoing professional development workshops. Stakeholders should implement initiatives such as delegation of non-instructional tasks to administrative staff, parental engagement workshops, and training in budget planning and resource allocation.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The impact of headteachers' leadership styles on teachers' job satisfaction has received a lot of scholarly research in the field of educational leadership. While the role of teachers' work for learner outcomes is widely recognised, the question whether teachers are content with their working environment is often overlooked (Liang & Akiba, 2017). Meanwhile, teacher job satisfaction has many important and far-reaching implications. First, it contributes to teacher well-being as satisfied teachers are less susceptible to stress and burnout (Skaalvik & Skaalvik, 2011). In addition, there is evidence that learners of teachers who are content with their job also feel better (Collie et al., 2012; Spilt et al.,2011). Furthermore, satisfied teachers offer higher instructional quality and better learning support for their students (Klusmann, 2013). Finally, content teachers demonstrate stronger job commitment and are less prone to leave the profession (Blömeke, 2017; Klassen & Chiu, 2011), which is especially crucial in times when teacher turnover is high.

Employees help sustain an organizations' competitive advantage amidst competition. As stated by the resource-based theory of a firm, the employee is an imitable resource that engenders strategic advantage (Barney, 2018; Reitzig, 2018). Employees' strategic ability that engenders strategic advantage is reflected in their performances which could be task performance and or citizenship behaviour (Kabadayi, 2020). Task performance is the core task an employee of an organization is required to perform whereas citizenship behaviour relates to the extra role behaviour an employee shows at the workplace to enhance performance (Yun, 2018).

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Employee performance being an essential ingredient required for the overall organizational success according to Jabeen and Rahim (2021) could be affected either negatively or positively by the leadership behavior of an institution or organization at the workplace. The reason being that leadership is a socially interactive phenomenon (Ellersgaard, 2017). Ohemeng, et. al., (2018) said that most of the challenges at the workplace that hinders employee effectiveness and efficiencies require the effort of leaders with the right leadership style. Impliedly, the leadership style of an organization affects the performance of employees at the workplace however, whether the effect is positive or negative in any situation and or context is a question that requires empirical investigation (Marwan, 2021).

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

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

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In the view of Northouse (2021), leadership is an important aspect of an organisation where front-runners or leaders endeavour to manipulate the actions of their followers towards accomplishing organisational goals. The labour force or human capital is viewed as an inevitable and useful aspect of society since human capital plays a significant role in creating and developing new things needed in society. Hence, the set of abilities that leaders possess are thought of as the fundamentals of administrative setups or procedures. Gitaka (2014) explained that leadership in educational institutions comes with several challenges since headteachers of such institutions are faced with different issues from different points. Even though the demands of time and energy are enormous, there are also times that things become a bit relaxed. Aside from motivating and supervising the work of other members of staff in the school, the headteacher additionally guides or leads the entire school or institution through the provision of effective leadership attributes. Poorly administered leadership traits contribute significantly to the disintegration of business entities, educational institutions and governmental institutions instead of providing a solid ground for leaders to influence several other employees to work towards effectively accomplishing a common organisational aim. When used appropriately, leadership enhances employees' feeling of contributing their quota to achieving organisational aims. Northhouse (2013) added that despite the similarities in the personalities of members, a group at one point in time will need a leader to guide and motivate the other members to work in line with the aims of the group as a whole. Leadership, then, remains a critical element that directs and shapes the collective behaviour of group members, culminating in a style or form of leadership since it is one of the most essential rudiments in places of work where people interact.

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Effective leadership in early childhood settings is essential for fostering positive learning environments, supporting teacher development, and promoting children's holistic development. However, research indicates that many headteachers in early childhood education may lack comprehensive professional knowledge about different leadership styles and their implications for educational practices (Fink, 2020). Understanding the extent of headteachers' professional knowledge on leadership styles is crucial for identifying areas for capacity building and enhancing leadership practices within Early Childhood Centers.

The teaching profession is one of the very important professions and has been going through constant changes. Teachers, therefore, need continuous assistance as they aspire to excel as teachers (Smith, 2011). A study revealed that teachers who are more pleased or satisfied with their job are, at the same time, more dedicated to their occupations and might not switch to other jobs (Lokey-Vaga, 2016). Several factors may give rise to the degree of occupational satisfaction of teachers. This may include but is not limited to conditions of service, salary, interactions with coworkers, students, other stakeholders and supportive administration (Abu-Taleb, 2013).

Though a myriad of studies exists regarding the subject of teachers' job satisfaction, there is inadequate research available about Leadership styles of headteachers and teacher job satisfaction in Early Childhood Centres (Gakpoh, 2022; Northouse, 2021; Bass, 2019).

Despite the growing body of literature on leadership styles and teacher job satisfaction, there is a notable research gap concerning their relationship within the context of ECCs in the Effutu Municipality (Goddard, 2023). An existing study predominantly focus on primary and secondary education settings, overlooking the unique challenges and

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dynamics inherent in early childhood education (Saleh et. al., 2018). Therefore, this study sought to address this gap by providing insights into how leadership styles of headteachers in ECCs influence teacher job satisfaction, in the Effutu Municipality, thereby contributing to the existing literature and informing educational policy and practice.

1.2 Statement of the Problem

Leadership in Early Childhood Centers (ECCs) is critical for establishing a positive learning environment and ensuring teacher satisfaction. In Effutu Municipality, the researcher has observed that headteachers employ a range of leadership styles, from authoritarian to laissez-faire, shaped by cultural norms and organizational dynamics. These diverse leadership approaches significantly influence the overall climate and functioning of ECCs.

In Early Childhood Centres within the Effutu Municipality, some of the teachers seem to be apathetic towards their work due to the leadership styles of their headteachers. Discussions with teachers and the researcher across some schools showed that many were dissatisfied with their leaders, stating that their views and suggestions, on teaching and learning matters, were ignored. These conversations highlighted that, teachers felt left out of decision-making, which resulted in frustration and a decline in their enthusiasm for their work. Research highlights that leadership styles, such as transformational, transactional, democratic, and autocratic, have a profound impact on employee outcomes, including job satisfaction (Northouse, 2021). Within the context of early childhood education, leadership styles present unique variations due to the developmental needs of young children and staff support requirements (Avolio, 1994).

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Again, empirical findings by the researcher brought out that some of the headteachers lack formal training in leadership theories and practices, often relying on personal experiences and inherited approaches, a concern also highlighted by Fink (2020), who emphasized the importance of professional leadership training in educational settings. Interaction with some of them could not point out directly the kind of leadership style they portray even though they knew their leadership position. Some others could not point that there are leadership styles to be followed as a leader but they know they are leaders and just live to task. This knowledge gap hinders their ability to adapt leadership styles to meet the needs of their teams and centers effectively. Thus, there is an urgent need to explore the professional knowledge of headteachers regarding leadership in ECCs to identify areas for capacity-building and targeted support.

In some Early Childhood Centres within the Effutu Municipality, headteachers encounter significant challenges in implementing effective leadership styles, which adversely affect both administrative efficiency and instructional quality. Discussions with headteachers revealed that many struggle to balance authoritative and collaborative approaches, often leading to conflicts with teaching staff. For example, some of the headteachers make unilateral decisions without consulting their teachers, resulting in frustration and diminished commitment among the staff. Others attempt to practice participatory leadership but lack the necessary professional training, leading to inconsistencies in school management. This situation is exacerbated by the limited availability of professional development opportunities in leadership, leaving headteachers ill-equipped to address teacher concerns effectively, thereby negatively impacting teacher morale and job satisfaction. These challenges underscore the need for a comprehensive examination of the obstacles headteachers face in adopting effective leadership styles in Early Childhood Centres within the Effutu Municipality.

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This aligns with findings from Kumedzro (2019), who identified that headteachers in Ghanaian special schools face numerous challenges affecting school management, including inadequate motivation for teachers and insufficient professional development opportunities.

This study sought to address these gaps by systematically identifying the leadership styles of headteachers in Effutu Municipality ECCs, assessing their knowledge of leadership theories, and exploring the relationship between their leadership styles and teacher job satisfaction.

1.3 Purpose of the Study

The purpose of this study was to examine the leadership styles employed by headteachers in Early Childhood Centres (ECCs) within the Effutu Municipality and their influence on teacher job satisfaction.

1.4 Research Objectives

The researcher sought to:

1. identify the different leadership styles employed by headteachers in Early Childhood Centres within the Effutu Municipality.
2. explore teachers' perspectives on the effect of headteachers' leadership styles on their job satisfaction in Early Childhood Centres within the Effutu Municipality.
3. assess the professional knowledge of Early Childhood headteachers in Effutu Municipality regarding various leadership styles.
4. examine the challenges faced by headteachers in implementing effective leadership styles in Early Childhood Centres within the Effutu Municipality.

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1.5 Research Questions

The following research questions were set to guide the study;

1. What are the different leadership styles employed by headteachers in Early Childhood Centres within the Effutu Municipality?
2. What are teachers' perspectives on the effect of headteachers' leadership styles on their job satisfaction in Early Childhood Centres within the Effutu Municipality?
3. What is the level of professional knowledge among Early Childhood headteachers in Effutu Municipality regarding various leadership styles?
4. What challenges do headteachers face in implementing effective leadership styles in Early Childhood Centres within the Effutu Municipality?

1.6 Significance of the Study

This study holds significant implications for improving leadership practices within Early Childhood Centers (ECCs) in the Effutu Municipality and beyond. By identifying the prevalent leadership styles among headteachers and examining their influence on teacher job satisfaction, this research provides actionable insights for enhancing leadership effectiveness within ECCs. Understanding the specific leadership behaviors that contribute to teacher satisfaction can inform targeted professional development programs for headteachers, equipping them with the necessary skills and knowledge to create supportive and empowering work environments. Additionally, by fostering a deeper understanding of effective leadership practices, this study aimed to improve overall ECC performance, thereby enriching the educational experiences of young children and promoting their holistic development. The findings of this study would, therefore, add another set of knowledge of factors that compel teachers at the early

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childhood level to be satisfied with their profession and the reasons for them to keep working in the educational sectors as a preferred occupational path.

Furthermore, this study contributes to the existing body of knowledge on leadership styles in the context of early childhood education. While numerous studies have explored leadership practices in primary and secondary education settings, there is a paucity of research specifically focusing on ECCs within the Ghanaian context. By examining the leadership dynamics within ECCs in the Effutu Municipality, this research fills a critical gap in the literature, providing valuable insights into the complexities of leadership in early childhood education. The findings of this study not only expand our theoretical understanding of leadership styles but also offer practical implications for improving leadership practices and fostering positive outcomes within ECCs.

Moreover, the findings of this study have the potential to inform policy debates and decision-making processes related to Early Childhood Education. In Ghana, as in many other countries, policymakers are increasingly recognizing the importance of early childhood education in laying the foundation for lifelong learning and development. However, effective leadership within ECCs is often overlooked in policy discussions. By highlighting the significant influence of headteachers' leadership styles on teacher job satisfaction and overall ECC performance, this study advocates for the inclusion of leadership development initiatives in Early Childhood Education policies. By investing in leadership capacity-building programs and supporting headteachers in adopting effective leadership practices, policymakers can enhance the quality of Early Childhood Education and contribute to positive outcomes for children, teachers, and communities.

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1.7 Delimitations of the Study

Geographically, the study was delimited to ECCs within the Effutu Municipality in Ghana. While Effutu Municipality serves as an ideal setting due to its unique socio-cultural context and educational landscape, findings may not be directly generalizable to other regions or countries with distinct characteristics. The study primarily focuses on headteachers' perspectives, which restricts the examination of the perspectives of other stakeholders by primarily focussing on teachers' perspectives.

1.8 Limitations of the Study

One major limitation of the study was the inability to achieve a 100% response rate. Some of the teachers were not fully available at the time of data collection, resulting in a response rate of 86.5% for teachers and 96.3% for headteachers. This may have affected the overall representativeness of the findings, as the perspectives of the absent teachers could have provided additional insights.

1.9 Operational Definition of Terms

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

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

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

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Teacher - A professional who attempts to shape or mould the behaviour of another person (Learner) through instruction, and practical examples.

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

Early Childhood Centre refers to educational institutions within the public school system that provide foundational learning for young children, typically ranging from Kindergarten (KG) through Primary three (P3). These centers serve as the initial stage of formal education, focusing on the holistic development of children in areas such as cognitive, social, emotional and physical growth.

1.10 Organisation of the Study

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

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CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter presents related literature under the following sub-headings; theoretical framework, conceptual framework, concept of leadership, school leadership, the concept of early childhood education, the importance of early childhood education, early childhood policy in Ghana, leadership styles, types of leadership styles, professional knowledge on leadership styles, influence of headtechers' leadership styles on teachers' job satisfaction, and challenges faced in administration of leadership styles.

2.1 Theoretical Framework

A research study's theoretical framework serves as the cornerstone, offering a framework for comprehending and interpreting the findings. The study considered Theory X and Theory Y, Cognitive Resource Theory and Path-Goal Theory to be the theoretical framework to guide it.

2.1.1 Theory X and Theory Y by Douglas McGregor, 1960

The scientific management and human relations approach to leadership behaviour were given formal expression by McGregor (1960) as Theory X and Theory Y. Regarding human nature, motivation and leadership in the workplace, Theory X and Theory Y put forth opposing theories. These theories have since become foundational concepts in organizational behavior and leadership studies, shaping our understanding of how leaders perceive and interact with their employees (McGregor, 1960). The Theory X approach assumes that people are lazy, dislike work and therefore must be coerced, led and directed. Theory X is compatible with scientific management and bureaucracy.

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Bureaucracy is a formal, orderly and rational approach to organising business enterprises.

Theory X is predicated on a number of behavioural hypotheses, many of which are gloomy and mistrustful of workers' intentions (McGregor, 1960). Theory X states that people detest their jobs by nature and will try to avoid them at all costs. To make sure they achieve the aims and objectives of the organisation, they need to be closely monitored and controlled. Moreover, Theory X makes the assumption that workers are driven mostly by extrinsic motivations like pay and benefits, lack ambition, and desire to be in charge.

Understanding the dynamics of leadership and its effect on teacher morale and engagement is significantly impacted by the assumptions of Theory X, particularly in the context of research on headteachers' leadership styles and teacher job satisfaction in Early Childhood Centres (ECCs) within the Effutu Municipality. Headteachers that hold onto Theory X ideas may take on authoritarian leadership philosophies that involve micromanaging, tight control, and little teacher autonomy. Teachers' performance and well-being in ECCs may be negatively impacted by this leadership style if it causes them to feel demotivated, disempowered, and unsatisfied (McGregor, 1960).

In contrast, Theory Y contends that workers are driven by their own interests, like their jobs, and look for chances to advance their careers (McGregor, 1960). Theory Y assumes that people find satisfaction in their work and function best under a leader who allows them to work towards their goals. Theory Y holds that people are inherently capable of being responsible, creative, and self-directed. They are driven by internal motivators like autonomy, mastery, and purpose and look for chances to advance both

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personally and professionally. Under theory Y, workers can be expected to contribute significantly to company objectives if they have supportive management and a positive work atmosphere.

Assumptions based on theory Y can foster a collaborative, trusting, and ever-learning organisational culture. Headteachers who subscribe to Theory Y see teachers as important resources and collaborators in accomplishing organisational objectives. They establish avenues for candid dialogue, cooperative decision-making, and career advancement, cultivating an environment of deference, gratitude, and group accountability in ECCs. This can thereby improve teacher morale, retention, and general efficacy in giving young children a high-quality education.

This is indeed true in the education situation in the case of the traditional schools with an impeccable culture and strong religious values, where the majority of teachers love teaching; they love their school and hence do not need direction. In such institutions, control and punishment are not necessary to bring about good job performance. People are industrious, creative and seek challenges and responsibility on the job. However, on the other hand in some new schools and particularly in respect of young teachers, the situation might be different. Some of them do not have the profession at heart, whilst some may have joined the teaching profession by default and, or as a last resort.

A fundamental understanding of various leadership philosophies and how they affect teachers' job satisfaction in Early Childhood Centres (ECCs) can be gained from Theory X and Theory Y. The study can determine the effect of leadership beliefs on teacher motivation, engagement, and satisfaction by examining whether headteachers are more in line with Theory X or Theory Y assumptions. Headteachers that subscribe to Theory X may take on authoritarian and directive leadership philosophies that put control and

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obedience first, which deprives teachers of agency and dissatisfaction. Headteachers that subscribe to Theory Y, on the other hand, are more likely to use transformational and servant leadership philosophies that encourage, uplift, and assist teachers in realising their greatest potential.

Headteachers can examine their own attitudes and actions and work to establish empowering and encouraging settings that support teachers' job satisfaction, engagement, and well-being in Early Childhood Communities (ECCs) by being aware of the underlying assumptions of Theory X and Theory Y.

2.1.2 Cognitive Resource Theory by Fred E. Fiedler, 1984

Cognitive Resource Theory, proposed by Fred E. Fiedler in 1984, presents a nuanced perspective on leadership effectiveness by examining the interaction between leaders' cognitive abilities and situational constraints (Fiedler, 1984). According to this theories, a leader's cognitive capacities and the level of situational control they experience determine how effective their leadership styles are. Leaders can modify their leadership strategies to optimise efficacy and accomplish organisational objectives by comprehending the interaction among these variables.

Cognitive resource theory is an approach to leadership that focuses on the interaction between leaders' cognitive resources like intelligence, technical competence, job-related knowledge and job performance and stress. The level of the leader's cognitive ability is related to the nature of the plans, decisions and strategies that will guide the actions of the subordinates. The better the leader's abilities, the more effective the plans, decisions and strategies.

In many situations, leaders may not have measurable outcomes other than social attribution, or the tendency of their constituents to assign to them the credit or blame

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for unusual institutional outcomes. From this perspective, leaders are individuals believed by followers to be responsible for particular events. Leaders themselves, in the absence of clear indicators, are subject to cognitive bias that can lead them to make predictable errors of judgment and to over-estimate their effectiveness (Bensimon, 2004). This theory depicts an approach to leadership in which leadership effectiveness is determined by the interaction between the leader's personal characteristics and aspects of the situation.

According to Hoy and Miskel (2001), cited in Oyetunyi (2006), this approach proposes two basic hypotheses: that leadership traits and situational factors have a direct effect on school effectiveness. Referring to the school situation, as quoted by Oyetunyi (2006), these scholars explain further that the level of motivation and ability of both teachers and students are related to the goal attainment of schools. Also, the socio-economic status of students in a school relates to the students' achievement on standardized tests. Hoy and Miskel (2001) uphold the fact that it is likely that the situational characteristics of a school have greater influence than a leader's behavior on leadership effectiveness. Thus, it is concluded that it is possible for one type of leader to be effective in one set of circumstances and ineffective in another, while under another set of circumstances, a different type of leader is effective.

The cognitive resources theory as quoted in Odeat (2000) is based on the following hypotheses:

1. When leaders are under stress, their cognitive abilities are diverted from the task and they focus instead on problems and activities that are less relevant. As a result, group performance will suffer.

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2. The cognitive abilities of authoritarian leaders will show a higher positive correlation with group performance than will the cognitive abilities of non-authoritarian (directive) leaders.
3. Plans and decisions cannot be implemented unless the group complies with the leader's directives. Therefore, the correlation between a leader's cognitive resources and group performance will be higher when the group supports the leader than when it does not.
4. The leader's cognitive abilities will enhance performance only to the degree to which the task requires those abilities: that is, the degree of task is intellectually demanding.
5. The leader's directive behavior will be partly determined by the nature of the relationship between the leader and followers, the degree of task structure, and the leaders' control over the situation.

Cognitive Resource Theory provides important insights into the relationship between headteachers' cognitive abilities and their effectiveness as leaders in the context of research on headteacher leadership styles and teacher job satisfaction in Early Childhood Centres (ECCs) within the Effutu Municipality. Strong cognitive talents enable head teachers to make well-informed judgements, motivate positive change, and analyse the intricate dynamics of ECCs.

2.1.3 Path-Goal Theory by Martin Evans, 1970 and Robert House, 1971

This theory was established by Martins Evans in 1970, and it was redefined in 1971 by Robert House. Evans (1970) and House (1971) stated that the Path-Goal theory of leadership is an outcome of Victor Vroom's Expectancy theory, which emphasizes that staff/employees' actions are carried out centred on the expected reward to such action, and the level of incentive determines the rate of staff performance in the organisation.

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According to Northouse (2013), the Path-Goal theory of leadership is a "process in which leaders select specific behaviours that are best suited to the employees' needs and the working environment so that they may best guide the employees through their path in the obtainment of their daily work activities (goal)". This indicates that the leader has different leadership style or behaviour, and considers the most appropriate style in his/her leadership to suit the employees/staff needs and the working environment as to attract the best action of the staff in the organisation.

House and Mitchell (1974) corroborated the views of the above scholars and added that the Path-Goal theory best explains the specific leadership style applied by the leader to suit the "employees" and the "work environment" to enhance staff performance and achieve the organisational goal. The leader achieves his goal by identifying the staff's interests, motivating the staff, empowering, and satisfying them.

House (1971) further recognized four leadership behaviour variables namely, directive, supportive, participative, and achievement-oriented. Directive leadership implies that the leadership communicates the organisational goals and expectations to the staff with the view of keeping the staff in the know. Supportive leadership involves the leader's capability to be friendly in his/her relationship with the subordinates. The leader identifies the staff needs, and works out the best way to satisfy their needs, with the view of using staff satisfaction as a medium to improve staff performance. Participative leadership means leaders offer the chance to employees for consultation on the organizational problems, by permitting the employees to contribute to the organizational decisions. Achievement-oriented leadership involves the leader's ability to line the organizational difficult goals for the employees of the organization and raise them to improve their performance to reinforce the organizational productivity. The relevance of the Path-Goal theory to this study is based on the activities of the early

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childhood headteacher as a leader in the school, and the leadership style the headteacher applies in the management of the school staff to achieve the school goal.

The Path-Goal theory hinges on two variables namely, "environment" representing the school environment, and the "staff/subordinates" representing the school staff. The leadership style applied by the head teachers in Early Childhood Centres in Effutu Municipality in the Central Region affects their school teachers' job satisfaction.

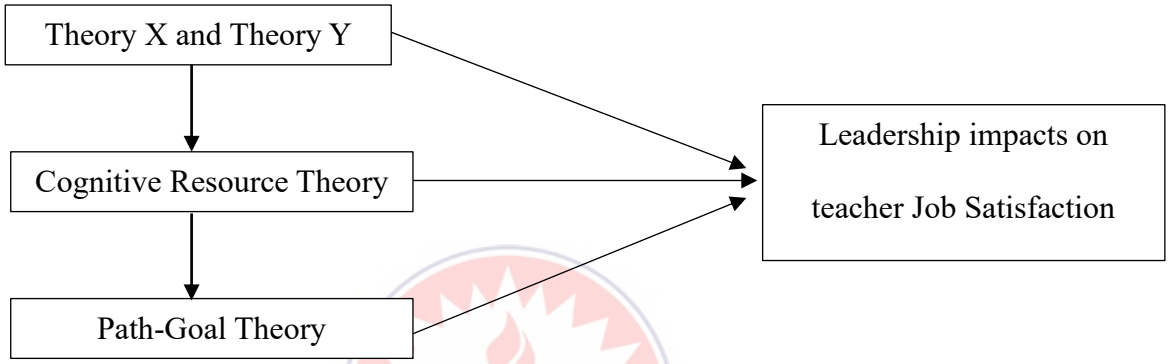

Figure 1: Theoretical Framework (Source: Researcher's own construct)

Together, Theory X and Theory Y, Path-Goal Theory, and Cognitive Resource Theory provide a thorough theoretical framework for comprehending how leadership philosophies and teachers' job satisfaction relate to one another in educational environments. Although each theory has a different angle on how to be a leader effectively, they are all related to one another and work well together to provide light on the ways in which leadership affects teacher satisfaction.

There are multiple connections between these theories. First of all, the fundamental presumptions made by Theory X and Theory Y about human behaviour affect the attitudes and beliefs that leaders have towards their followers. Although leaders who accept Theory Y assumptions may adopt more empowering and participative leadership styles, those who subscribe to Theory X assumptions may adopt more authoritarian and controlling leadership styles. By examining how a leader's cognitive capabilities affect

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their effectiveness as a leader, Cognitive Resource Theory expands on these presumptions. While leaders with moderate cognitive abilities may be better at striking a balance between task- and relationship-oriented methods, those with high cognitive abilities may be better suited to adopt Theory Y leadership styles and adjust to shifting situational demands.

Furthermore, in order to understand how leaders may encourage followers to achieve their goals and enable goal attainment, Cognitive Resource Theory and Path-Goal Theory interact. High cognitive ability leaders may be better equipped to recognise and follow the right paths to achieve their goals while also giving their followers the support and direction they need. In a similar vein, Path-Goal Theory highlights how crucial it is to match leadership actions with situational requirements and follower needs in order to improve motivation and job satisfaction. Through the incorporation of ideas derived from the Cognitive Resource Theory, leaders can modify their style of leadership to furnish the requisite guidance and assistance required to augment teacher contentment in academic environments.

The interplay of Theory X and Theory Y, Path-Goal Theory, and Cognitive Resource Theory provides a comprehensive framework for analyzing how headteachers' leadership styles in Early Childhood Centres within the Effutu Municipality influence teacher job satisfaction by shaping their motivation, support systems, and adaptability to situational needs.

2.2 Concept of Leadership

According to Chowdhury (2014), leadership is probably the most written-about social phenomenon of all time, and express with grief that it is still not well understood due to its difficulty, defined by the number of variables associated with the concept of

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leadership, variables that include the entire social process. Over the years, researchers on leadership focused on the personality and traits of leaders, Situational and Contingency factors that affected leadership and behaviour styles, and transformational, charismatic and transactional leadership. At the end of the 20th century attempts were made to look at various models of leadership to integrate into a broader framework called the "full-range theory of leadership" (Avolio, et. al., 2009).

Today, leadership is the most studied and least understood topic since we assume that it is a living phenomenon that is complex and mysterious (Almohaimeed, 2014). Since the first twentieth century, leadership has perpetually been redefined by a variety of leadership theories. Most definitions have a common theme of directing a group toward a goal.

Shastri, et. al., (2010) define leadership as "the relationship between an individual and a group based on common interest and they behave as per the directions of the leader. According to Yukl (1994), "leadership is the method of influencing followers". Leaders play a very important role in the attainment of structure goals by creating a climate that will influence employees' attitudes, motivation, and behaviour. Chowdhury (2014) defines leadership as a 'dynamic process whereby one man influences others to contribute voluntarily to the realization and attainment of the objectives towards the common goal'. The ambition and values of the group that represent the essence of leadership are to help a group or an organization attain sustainable development and growth.

Malik, et. al., (2016) indicated that leadership brings in the required change to influence the learning and development of required skills and performance and creates a platform for individual growth in an organization. Leadership is all about taking ownership and

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responsibility intended to achieve the end objective by applying the available resources and ensuring a cohesive organization where an individual influences a group to achieve the common objective (Ololube, 2015). McSwain (2010) describes leadership as a capacity, which implies that a leader can listen and observe, and 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 values and visions clearly but not to impose on them.

Mullins (2005) 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 and Jago (2004) also described leadership as a process whereby an individual influences a group of people to achieve a common goal. McGregor (2009) also puts 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, to build the kind of relationship that promotes and increases productivity in the organization.

Weihrich and Koontz (2008) defined leadership as an act or process of influencing people to willingly and enthusiastically strive toward the achievement of a group's goal. Principals as school leaders need to influence the people to perform their work enthusiastically to attain the desired goal. Weihrich and Koontz on the other hand define leadership as the ability to get men to do what they don't like to do and like it. A leader therefore can be defined as a person who influences people to earnestly work toward the set objectives. Miskel and Hoe (2008) indicated that leaders are essential in guiding in times of change and are responsible for the effectiveness of organizations.

Leadership is the capacity to get people to do work without the use of any force. Newstrom (2007) viewed that "leadership is a process to inspire others to work

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zealously to achieve objectives. It is the drive that impels a person to get the desired goals." Leadership is a blend of three relative factors i.e., the personal, the situation, and the task. Leadership may be a collective enterprise towards the achievement of targets keeping in view the content, and human, material, and time resources. However, the nature of the task which the personnel undertake also determines the type of leadership for providing a line of action to the people concerned.

According to Yukl (1994), leadership is "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives. According to Peretomode and Ikoya (2010), leadership is the part of management which is concerned with facilitating the accomplishment of the objectives of an organization through the systematic management of constraints and careful utilization of the available limited resources which include human, material, equipment, suppliers, finance, space and work techniques or technology. Northouse (2013) defines leadership as "a process whereby an individual influences a group of individuals to achieve a common goal".

Northouse (2013) noted that leadership action is directed towards the analysis of policies, the identification of options and to a substantial degree, the implementation of programmes as well as the efficient allocation of resources in addition to all these calculated decisions, a typical administrative action takes into consideration the enduring and the goals of the organization as well as the environment within which the activities take place. According to Shaw (2005) leadership is a process of persuasion and acting by example, by which others are motivated to take action. Ozigi (2009) defined a leader as an individual who guides the activities of an organization in such a way as to achieve goals and objectives and who can get things done quickly by men. Thornton (2004) explained that by so doing leaders subsequently help people achieve

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more productivity, quality and success. Johnson (2005) also claim leadership is defined as having an impact on group processes, organizational change, ability to achieve goals, and having relationship attributes. A leader helps to inspire others, has a strong vision for the future and can greatly influence organizations. Coetzee (2012) considered leadership as the pattern associated with managerial behaviour, which is designed to integrate the organizational or personal interests and effects for achieving particular objectives.

2.3 Leadership Styles

Many scholars, including Babalola (2016), Osabiya and Ikenga (2015), and Adeyemi (2009) agreed that leadership entails the capacity of the leader to influence the activities of others to achieve the corporate goal of the organization. In leadership, the leader applies several leadership styles to achieve the set goal. To Akinwumiju and Olaniyan (1996), and Adeyemi (2009b), leadership style is seen as a process through which the leader influences others in the process of attaining the group goal. As a process, it requires that the leader has a laid down procedure to follow in his/her leadership activities, and such a leader has specific direction to follow. According to Okumbe (2012) leadership style "is a particular behaviour applied by a leader to motivate subordinates to achieve the objectives of the organization".

According to Mankoe (2007), Leadership styles refer to the general ways in which a leader behaves toward subordinates to attain organizational objectives. Leadership style is viewed as a combination of different characteristics, traits and behaviours that are used by leaders for interacting with their subordinates. (Coetzee, 2012). Harris, et. al., (2007) also postulated that leadership style can be defined as the kind of relationship

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that is used by an individual to make people work together for a common goal or objective.

Chandan (1987) defined leadership style as the ingredient of personality embodied in leaders that causes subordinates to follow them. Okumbe (2012) on the other hand defines leadership styles as particular behaviours applied by a leader to motivate subordinates to achieve the objectives of the organization. The school principal is in a unique position as the manager or administrator who controls the school's resources for achievement educational goals and can accelerate the process of school's development or can demolish the progress of education (Oyedeji, 1998; Adeyemi, 2009b). As such, a leadership style occupies an important position in school management. Mullins (2005) also defined leadership style as how the functions of leadership are carried out, and how the leader typically behaves towards members of the group.

Afful-Broni (2004) also describes leadership style as the manner and method of providing directions and guidelines for implementing strategic plans and motivating people to achieve the objectives of the individual and the organization as a whole. A leadership style is an approach used by a manager or head of an organisation in the exercise of their leadership function (Armstrong, 2011). According to Haque, et. al., (2015), it reflects a particular behaviour a leader in an organization employs with the ultimate aim of motivating followers, especially employees towards the achievement of a defined objective. Okumbe (2012) refered to leadership styles as those particular behaviours that are applied by a leader to motivate the followers to achieve organisational objectives. Leadership style has to do with the use of authority and the resultant participation of others in decision-making.

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Bass (2019) contended that leadership style is the manner and approach of providing direction, implementing plans and motivating people. Bern (2002) explains leadership style as how the functions of leadership are carried out. Fullan (2004) states that leadership styles have five main characteristics, including having a moral purpose, allowing for change processes, developing rational skills, and being able to achieve consistency in the workplace. Similarly, McBer (2000) found that leadership styles are greatly influenced by the emotional intelligence of each leader, and include attributes such as: being coercive, authoritative, affiliative, democratic, pacesetting and coaching. These six emotional bits of intelligence allow the headmaster to lead the school with soul and not merely guide teachers as if they were robots. For the current study, however, the autocratic, democratic and laissez-faire leadership styles, are perhaps the most popular ones (Afful-Broni, 2004; Writ, 2004; Fullan, 2004; Hoy & Miskel, 2008) were studied and related to teachers' job performance. Martindale (2011) defines leadership style as a "leaders' style of providing direction, implementing plans and motivating people". Kipkemboi and Sirma (2014) defined leadership style as patterns of behaviour used by leaders in attempting to influence group members and make decisions regarding the mission, strategy and operations of group activities. It is the general way a leader behaves towards his subordinates to achieve the intended objectives.

2.4 Types of Leadership Styles

2.4.1 Autocratic leadership style

Autocratic leaders are classic and bossy. Autocratic leaders want their subordinates to work according to them. Typically, autocratic leaders retain their decision-making rights with them (Nwankwere, 2011). Autocratic leaders force their followers to implement the services and strategies narrowly. Gitman and McDaniel (2008) claimed

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that autocratic leaders are directive leaders, allowing for very little input from subordinates. Thus, these leaders prefer to make decisions and solve problems on their own and expect subordinates to implement solutions according to very specific and detailed instructions. The researcher contextualizes that autocratic leaders are those leaders who prefer to make decisions and address problems with little or no input or ideas from their followers on how to get things done.

Afful-Broni (2004), indicated that it is an authoritarian style, where the leader alone decides for others to implement without previous consultation, with very little communication, coercion, or dictatorial; using threats and punishments, with trust in the good intentions of others. Psychologists believe these styles stems from fear and feeling of insecurity. Brutal force is then a defensive tool; obviously, the underlying theory is McGregor's Theory Y Murugan (2007) asserted that autocratic leadership provides "strong motivation and reward for the leader". According to Ghuman (2010), autocratic leadership can be useful in times of crisis when faster action is required and less competent subordinate managers and employees can be employed because they have to just execute the orders of the boss. Rounds and Segner (2011) contended that under autocratic leadership, "decisions are quickly made and implemented. Autocratic statements are often perceived as hostile, mean and unfriendly nonetheless, such statements might be crucial at one point in time to enable the leader and his followers to attain a set purpose.

Ghuman (2010) also claimed that proper planning, decision-making and organization are given little attention because the autocratic leader often wants others to follow what they perceive to be right. The autocratic leadership style is, however, known to be effective in the short term. Autocratic leadership restricts workplace socialization and communication which is cordial for effective organizational performance. It is a type

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of leader who holds a lot of authority to himself with very little or no delegation of power to the subordinates. Bii (2015) stresses that head teachers utilizing this type of leadership permit no contribution totally in resolution-making.

In this leadership style, the head teacher is task-oriented, a hard worker, keen on schedules, makes decisions unilaterally and does not expect people to question whatever they have been told to do. In this case, debates are not entertained. (Kitavi, 2014) found that a head teacher who exercises this style of leadership may face resistance from members of staff leading to a declined performance by the students. In educational institutions where this manner is used, students do not have the motivation and they show minimal participation in their effort.

2.4.2 Democratic leadership style

Tannenbaum and Schmidt (2012) have defined democratic leadership as leadership in which the decision-making is decentralized and is shared by all the subordinates. Van Wart (2014) defined a democratic leader as a type of leader who allows members of the organization to participate role in making decisions affecting the organization.

This leader has to consider subordinates in any decision-making. In this case, there is consultation in the decision-making process. In this case, the input of employees in the formulation of plans that affect the organization is highly valued (Bii, 2015). The head teachers consider the feelings, opinions and ideas of subordinates before making any decision. Northouse, (2013), pointed out that in this style of leadership, the staff members are likely to care for the final products since they are involved in the process of producing them. (Van Wart, 2014), posits that a school leader who portrays a democratic or participative leadership style often influences the confidence of subordinates and stakeholders in general. (Nathan, 2013), observed that a school leader

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should be democratic combining traits such as firmness, ingenuity, self-confidence and friendliness among other traits in a work environment without necessarily issuing mere instructions which enhance productivity.

A democratic leadership style occurs when the leader invites the team members or the followers to provide input into the decision-making process respecting them and validating their input into the overall process (Hansen & Zenobia, 2011). Gitman and McDaniel (2008) were of the view that democratic leaders are leaders who solicit input from all members of the group and then allow the members to make the final decisions through a vote. They explain that democratic leaders act more like members of the team rather than its leader and that this hands-on approach can win approval from the team.

Rounds and Segner (2011) also stated that "democratic leaders consistently take input and advice from those whom they lead." It is vital to note that, not all decisions under a democratic leadership process have to be made through a voting process. The mere involvement of the input of members or followers in a decision-making process is enough for a leadership style to be considered democratic. Also, democratic leaders enable their members to be well-educated and as such members tend to support the goals of the organization. Daniels (2004) claimed that democratic leadership "promotes the empowerment of team members and facilitates communication." Rounds and Segner (2011) attested to the views of Daniels by contending that democratic leadership has the benefit of enabling members or followers to express their opinions and to be able to bring on board their knowledge and expertise. Daniels (2004) stated that a major disadvantage of democratic leadership is that it results in excess waste of time since it tends to be time-consuming. He further explains that there is a likelihood of disagreements during decision-making since every member might have diverse views. As a result, democratic leadership might not be very efficient.

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2.4.3 Laissez – faire leadership style

According to Muthike (2014), Laissez-faire leadership, also known as declarative leadership, is a form of the method of leadership in which leaders are hands-off and allow members of the community to decide on the outcomes. Employees are free to formulate the policies and techniques that guide them. Contingency theorists posit that; laissez-faire leaders are leaders who are less concerned with what is happening in the organization. They are the leaders who leave the subordinates with the sole role of making their own decisions (Northouse, 2013).

Gitman and McDaniel (2008) explained that laissez-faire or the free rein style of leadership is a leadership style in which they turn overall authority and control to subordinates. Mehrotra (2005) asserted that free rein avoids power and responsibility. Thus, they depend largely on the group to establish its own goals and work out its problems. Groups train themselves and provide their motivation and the leader only plays a minor role. Ghuman (2010) is of the view that a free-rein leader believes in giving complete freedom to subordinates. This leadership style is based on the principle, 'those who lead the least lead the best'. Ghuman (2010) contended that the free-rein leadership style enhances the job satisfaction of the subordinates as well as ensures that the potential of the subordinates can be optimally utilized.

Grey, et. al., (2004) asserted that a laissez-faire leadership style leads to trust in the employees of the leader, the leader can easily delegate tasks to the followers, and most of all employees feel empowered. Barman (2009) also claimed that laissez-faire leadership works best when the followers are capable and motivated in making their own decisions, and where there is no need for central coordination.

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Ghuman (2010) explained that under the free-rein leadership style, the subordinates do not get the guidance and support of their leader and this can result in mediocre performance. Grey et al (2004) contended that goals may not be achieved under laissez-faire leadership and roles and responsibilities are often poorly defined. They explain that this style is often used as a cover for bad leaders. Barman (2009) argued that in laissez-faire leadership the leadership involvement in affairs is minimized. This could result in the leader being ignorant of affairs, especially in cases where followers fail to report accurate information to the leader. The head teacher delegates almost all authority and control to subordinates. There is no person of authority in the school. The head teacher leads the school indirectly, he/she does not make decisions; rather he/she abides by popular decisions. Tasks are done the way the head teacher thinks they should be done, but he/she gets involved on request and this may lead to the digression from the school policy.

2.4.4 Transformational Leadership

Transformational leadership centres on a diverse type of leaders‟ who build their staff to become leaders. These leaders create tasks that can enable subordinates to develop their competencies, especially in leadership. According to DuBrin (2015), a transformational leader shares power with the group and therefore, the leader manages to empower the subordinates. Northouse (2013) stressed that transformational leaders empower their followers to do what they think is vital thus contributing to effectiveness since there is the spirit of ownership of what one does.

According to Daft (2014), due to a sense of ownership created by these types of leaders, employees are likely to realize their full potential since the leader is concerned with the end product and not the process of realizing it. These heads are more concerned with what staff is completing rather than the process. Joyce (2016), explained

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transformational leadership as an extension of transactional leadership, which departs beyond "exchange" using one or more transformational leadership qualities.

As theorized by Burns in 1978, transformational leadership describes leaders as being inspirational guides to teachers and staff to achieve a higher level of morale and motivation at work. These leaders can alter the workplace, encouraging collaboration and raising the role of the follower to leader. Avolio et al. (2009) supported that transformational leadership is the process of influencing major changes in the attitudes and assumptions of organizational members and building commitment to the organization's mission, objectives, and strategies. They further describe four important dimensions of the transformational leadership style including consideration for the teacher, having inspirational motivation, promoting intellectual stimulation, making individualization a priority, and relating well with subordinates. A school head teacher espousing to transformational leadership style will thus promote and ensure good teaching staff behaviour to increase the students' academic performance (Du Brin, 2015).

2.5 School Leadership

Leadership works at different levels of education. An educational administration deals with human beings at various levels, whether we are talking about the educational administrator and his staff or the administrator, head teachers are teachers and the students. There are certain basic qualities and characteristics required of the head teachers as the leader of the school. These leadership qualities, however, are very widely according to personal characteristics. Nevertheless, it is expected that the head teachers with adequate technical skills and modest traits of personality will find most things going for them. Generally, such a head teacher leader should have the ability to

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organize and delegate responsibility and authority successfully to the teachers. He should also be able to demonstrate that he is not only knowledgeable in his particular field and profession but also that he is well versed in other areas and has up-to-date general knowledge of events and developments. Hence, he can express his thoughts and ideas clearly and intelligently. Agreeing with observation, Mbogu (2018) stated that head teachers' leadership demands a lot of intellectual qualities such as sound judgment, resourcefulness, great sacrifice, broad-mindedness, initiative, physical and mental efforts, and the ability to foresee and analyse problems and plausible solutions.

Supporting Mbogu (2018) contended that: Leaders are almost supermen who display qualities such as high intelligence, superior scholarship enthusiasm, friendliness, affection for people, an abundance of vitality and nervous energy, and a good sense of humour. The lists of qualities as purveyed by Mbogu are by no means exhaustive. This is because, knowing the goals of his mission as an administrator, the head teacher (principal) sees for himself a high standard to achieve his aims and then makes his own unique and significant contribution to the cause of education.

Campbell, et. al., (2014) observed that the school administrator has both legal and professional responsibilities to fulfil. While at the same time administering educational programmes which are in harmony with the constitutional and statutory provisions handed down from the federal and state governments. He is expected to be in a good term with the teachers. According to Campbell et al, one of the major legal responsibilities of the administrator (head teacher) is to keep the lay board members informed concerning requirements and prohibitions. Informed boards can then pass local regulations, which the administrator is responsible for enforcing. To fulfil professional responsibilities, modern leaders must have a well-rounded general education with intense study in the specialized field of educational administration and

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supervision. It should be understood that a large order of common sense is indispensable with such equipment, the school leader which is a head teacher is ready to move the system towards the overall goal of improving teachers and student learning. The capable administrator should imagine, dream, and hope for reaching well-defined goals otherwise, the school system wallows in mediocrity.

According to Ukeje (2011), the role of a head teacher is to point the directions, inspire, encourage, etc. A head teachers serves as a catalyst and as control agents. He is the institution's representative to the outside world and he is the leading salesman. The head teacher is an innovator, a germinator of ideas, able to see through the complex and confusing order and he normally asks fundamental questions. The head teachers are the protectors of the schools' essential values from outside attacks. The head teacher attracts the trust and support of the teachers and the public and guides them to accomplish the goals of the school.

Ukeje (2011) said that a good head teacher has eight good abilities that must exist between him and the teachers if he or she is to be successful. First, is the ability to work with the teachers, a good head teacher must be able to draw the support, cooperation, and enthusiasm of the teachers around him. He elicits from them their best thoughts and their honest opinions since he knows that he does not have all the answers. Secondly, is the ability to think both analytically and intuitively, a head teacher must understand the complexities of educational, financial, and managerial has lost sight.

Thirdly, is the ability to persuade, teachers can be ordered with maximum commitment and alacrity. Fourthly, ability to communicate effectively, a head teacher can translate ideas into potent and vivid concepts that are readily accessible to teachers and that serve to inspire and guide them. The fifth is, the ability to operate a political arena, a head

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teacher must master the internal politics of his school or risk being isolated and rendered ineffective. Sixth is the ability to make a decision and conversely not to make decisions. A head teacher must be able to make decisions at the right moment, then when there is substantial risk in the decision. Seventh is the ability to synthesize, a head teacher must avoid the temptation of becoming trapped in details.

The final ability is the ability to establish and control a management system. A head teacher needs a systematic method for the administrator who has all these qualities will be an outstanding head teacher. Head teacher is not a matter of passive status, nor does it develop upon a person, simply because he is the possessor of some combination of traits. Further, the head teacher acquires leadership status through the interaction of the teachers in which he participates and demonstrates his capacity for assisting the school's goals. Agreeing with this postulation, Stogdill (2022) said; a person does not become a head teacher by virtues of possess a combination of traits, but the pattern of personal characteristics of the head must bear some relevant relationship to the goals and objectives of the organization which is school. From the point of view, of Stogdill, it becomes pertinent to point out the fact that a head teacher must follow laid down organisational goals in exercising his powers and must also be concerned in terms of interactions of variables which are in a constant flux of change.

What the head teacher needs to do is to organize his multifarious relationships and attachments to a diversity of groups with skills and tact, and to resolve and allocate to their various position of importance, the numerous big parts which he is called upon successively and indeed sometimes simultaneously to pray-listens, encourages, dissuade, report watches, judge, critic, decision-maker and on occasions, commander.

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However, most of the qualities which effective head teachers possess result from an interest in the world and the people (teachers) who inhabit it. It also results from the goals and expectations of the school where the head teachers derive their powers and legitimacy. These qualities are in essence, the marks of a mature person who has established for himself patterns of living which will continually support basic human values and lend also to sound emotional growth and intellectual vitality. In sum, Williams (2009) agreed that in both large and small schools, the head teachers must fulfil a professional leadership role that calls for dignity, perception, scholarship, decision, courage and action. They also opine that no one expects educators to plot a perfect educational course, for the future but that the public does expect the educational leaders through that process of critical investigation and scholarly research, to be fully aware of the mainstream of social events and trends that will have an impact on the educational programme and its product.

2.6 The Concept of Early Childhood Education

The United States National Association for the Education of Young Children (NAEYC) defines early childhood as the age before the age of eight. It is the period from birth to 8 years (UNESCO, 2000). Early childhood (EC) is usually the stage before the age of normal schooling which is five years in most countries such as Ghana and the foundation stage where children develop their potentialities and capabilities for the future.

Definitions of early childhood care and education differ around the world (Murphy, 1999). The more industrialized nations consider early childhood to be the period from birth through age eight (8) (Wortham, 2004) while developing nations focus on from birth through age six (6) (Mbugua, 2001; UNICEF, 2002). Early childhood education

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is a term that refers to educational programs and strategies geared towards children from birth to the age of eight (UNESCO, 2000). It is the process or approaches deliberately intended to effect developmental changes (physical, cognitive, social and emotional) for those below the age of 8 years and the foundation stage where children develop their potentialities and capabilities for the future (Ampadu & Ofosu, 2007). ECE is the type of formal education meant for those who are within the age group of 0-8 years where the formal teaching and caring of young children is undertaken by people other than their families or in settings outside their homes. It is a period when child-centred interactive methods are used to help a child develop (Bredekamp, 1987); a time in the lives of the children that many researchers deem as remarkable for total development because these years lay the foundation for subsequent learning. Research has shown that the development of intelligence, and affective and social relationships occurs in the early years of a person's life (Evans & Gruba, 2000). The abilities to think, speak, learn and reason are all rooted in the first three years of life (State of the World's Children Report, 2003). Consequently, the foundation for the development of personal values and social behaviour is dependent on the care given to children in their early years (Rutter, et. al., 1998).

The early years of a child's development are very important not only because they lay the basis for human development but also because experiences children are exposed to during that period have a lasting influence on childhood. Successful early childhood care and stimulation programmes lay the foundation for the creativity, imagination, self-reliance and survival of the child (Asenso-Boakye). A person's future potential is better exploited when proper attention, care and support are accorded as early as possible in one's life. Empirical research findings indicate that the nature of care given to children in the first eight years is directly linked to individual health and productivity during

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childhood and to the socioeconomic development of society as a whole (Fogel, 1994). The success of children in school to a large extent determines their success as adults, determining whether they can go to college, what professions they enter, and how much they are paid (Asenso-Boakye, 2005). Early childhood education provides a nurturing atmosphere which nourishes young imaginations and instils self-confidence in the children.

The objectives of Early Childhood Education according to Ampadu, and Ofosu, 2007 are to:

i. improve the health and physical abilities of the child.
ii. develop the social and emotional health of the child through the encouragement of self-confidence, self-discipline, curiosity and spontaneity.
iii. enhance the child's mental processes and skills with particular attention to conceptual and verbal skills.
iv. increase the ability of the child to relate well with his family and to others in a loving and supporting manner.
v. establish patterns of expectations of success for the child. This will create a climate of confidence for his present or future learning efforts and overall development.
vi. enhance the sense of dignity and self-worth of the child and his family.

Cungua, et. al., (2003), on their part, summarized the objectives of Early Childhood Education as:

i. To provide opportunities for the overall personal development of the child through individual play and group activities, and

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ii. To predispose the child to conditions of formal education to accelerate the learning process during formal schooling.

2.7 The Importance of Early Childhood Education

Early childhood education, within the last few decades, considered different fields (Johnson, 2005) such as developmental psychology, cultural psychology, childhood studies, cultural anthropology, history, and philosophy. This is because recent studies showed that babies and young children are born with the capacity to understand the world around them (Nutbrown, 2006). More so, children's brains are ready to learn when they come into the world. During this process; both the environment and genes take an important role which in turn, builds the brain.

Considering what has been said so far by authorities concerning childhood education, it can be asserted that children are being perceived as competent learners rather than empty slates. This has, therefore, brought changes in the way of perceiving children or early childhood education. The readiness of children to learn even when they are just born triggered the necessity of early childhood education both for the individual child and for society as a whole. Longitudinal studies have shown that early childhood education is the period when children develop more rapidly and expand their intellectual faculties as they grow. Therefore, education in this crucial period creates significance for the development of children. In a study conducted by Barnett (1995), it was found that getting an early childhood education provided an increase in the IQ level of children in the short term and the long term, it increased the child's school achievement.

Early childhood education also becomes more beneficial especially, for children coming from low socio-economic backgrounds. Barnett (1995) identified the benefits

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of being exposed to early education for children coming from low-income families as cognitive growth and school readiness. Besides children from low socioeconomic backgrounds, good quality early childhood education provides early reading and math skills to children from high and middle socioeconomic statuses. Early education cultivates children in terms of socialization rather than purely academic enhancement such as math and reading.

Webb (2003) elaborated that children learn cooperation through education in childcare centres and such skills help them to obey rules and stay safe in society. Regarding socialization, parents also share the same perspective. In a study by Seng (1994), it was revealed that one of the biggest reasons for parents sending children to early childhood education centres is to get them socialized. In fact, in a longitudinal study, Kagıtcibasi (1991) explained that children who received early childhood education became emotionally and socially more competent adults compared to the ones who did not receive early education. In addition to the above exposition on early childhood education, we also have the conviction that proper early childhood education will help children enjoy academic benefits; early education provides children with a better future in the long term such as preparing them for school and increasing high school graduation rates. It is however imperative for the Government of Ghana to start to pay particular attention to early childhood education since it has been proved that good quality early education has long-lasting effects on the children's later life and is very productive for the society.

Oppenheim and MacGregor (2002) established that children who receive early education are less likely to be involved in crime and more likely to complete their high school education and get a college education. Other studies such as the Chicago Longitudinal Study and the Cost, Quality and Child Outcome study indicated that

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getting high-quality early childhood education makes children become successful students and citizens in their later lives (Reynolds & Ou, 2004). On the other hand, according to the World Bank Report (2005), between 0-6 years of age, one dollar invested in each child was returned to a fold of 7.6 dollars in the future as a result of the productivity gained through early childhood education.

Parallel to this study, Karoly, et. al., (1997) indicated that the rate of return on investment in people in the early childhood period is higher compared to investment in other periods of human life. In addition, research results support that through early childhood education, children are exposed to a good quality experience, which allows the connections in their brains to develop and this is of immense importance to society. Such results opened the way to start the education of brains as early as possible.

Knudsen (2004) elaborated that the developmental flexibility of brain wiring or its ability to change due to influences of experience was affected by both genes and early environmental factors. So, the necessity occurs for educators, policymakers, and others in society to help children construct their initial brain architecture by providing education for them at an early age. Findings of the longitudinal and cross-sectional studies (Barnett, 1995; Oppenheim & MacGregor, 2002; Reynolds & Ou, 2004) related to the benefits of early childhood education provided logical reasons to emphasize early education for a better society. Besides, in the last twenty years, sociocultural changes such as getting into the information age and changes in the world order through globalization triggered early childhood education to be a concern of many societies.

2.8 Early Childhood Education Policy in Ghana

Early Childhood Education (ECE) aims to use a holistic approach to develop the social, emotional, physical, spiritual, language, and cognitive skills and learning of the child.

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Improving early learning through quality ECE is critical to the building of the productive, competitive, and resilient nation envisioned in Ghana's Education Strategic Plan (ESP 2018‑2030). The experiences of children during ECE equip them with the necessary knowledge and skills for later schooling and lifelong learning (GES, 2019).

In 2007, a policy document on Early Childhood Care and Development for Ghana became operational. From the policy, Ghana implemented a two-year KG as part of its commitment to a free and compulsory basic education policy. The document, which forms part of the recommendations of the Government's white paper on Educational Reforms, makes kindergarten education progressively part of the Universal Free and Compulsory Basic Education. Under the policy, all Ghanaian children at the age of four are to receive two years of compulsory Early Childhood Development (ECD) education before entering primary one. Before 2007 some amount of work has gone into the establishment of policies regarding children's development.

In 2002, led by NaCCA (CRDD) with the support of key stakeholders (UCC/UEW; NaCCA; NTC; DoC; ECD practitioners: developed the Early Learning and Development Standards (ELDS) Framework, The ELDS was an age-appropriate benchmark, which provides reasonable expectations for children' s growth, development and learning in the preschool years, which informed the National Framework for In-Service Education and Training (INSET) for Kindergarten (KG) and the KG Curriculum to guide teachers in early learning programmes to develop children holistically and evaluate the experiences of KG children (GES, 2019).

Also, in 2004, the ECCD Policy was established. This was led by MoGCSP and coordinated through the Department of Children (with established NCCE to oversee implementation): The ECCD policy (aged 0-8 years) provides a framework for the

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guidance of government and other relevant sector ministries, District Assemblies, communities, families, the private sector, Non-Governmental Organizations (NGOs) and the Development Partners for investment in, and effective implementation of ECCD programmes.

Given the considerable investment Ghana has made in pre-primary education over the last decade, it is important to build on it and make it more efficient, equitable, inclusive, and effective if systemic efficiency is to be improved in line with the objectives of the Education Sector Plan (ESP 2018‐2030). Issues around planning and management, teachers, curriculum, parents, and community engagement as well as monitoring, regulation and quality assurance were identified as challenges in the ECE sub-sector. For instance, appropriate age enrolment is a challenge that currently hampers the efficiency of the system. Issues related to over- and under-age enrolment at the KG level have implications for effectiveness and efficiency throughout all levels of education. Addressing the above issues requires the coordinated effort of all the key stakeholders in the sub-sector. According to GES (2019), the legal and policy basis for a coordinated effort aimed at improving KG education includes;

- The 1992 Constitution of Ghana
- Children’ s Act (1998)
- Early Childhood Care and Development Policy (2004)
- Ministry of Education Act 778 (2008)
- Child and Family Welfare Policy (2014)
- Inclusive Education Policy (2015)

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2.9 Effect of Head Teacher's Leadership Style on Teaching

Leadership is meant to be effective even where the situation seems harsh to drive organizational intentions toward goal achievement. Head teachers generally emphasize it, since it reaps results very quickly, as subordinates work under pressure to meet deadlines. Storey (2013), however, noted that head teachers, who use authority to get things done, are too strict in the formality by which things are done. This hinders teacher creativity, especially in instances where creativity and planning are imperative to anchor the academic program in schools.

Oyetunyi (2006) pointed out, that the major point of focus is sharing; the manager shares decision-making with the subordinates. Even though he/she invites contributions from the subordinates before making a decision, he/she retains the final authority to make decisions (consultative). The manager may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). The influence of leadership style on a teacher's effectiveness cannot be over-emphasized, an effective teacher could become ineffective if the principal leadership style conflicts with the tasks or role of the teacher. If the principal leadership style is appropriate, the way and manner the principal disciplines his staff, his human relations and feelings, his consideration for his members of staff, his inspiration to staff, his way of handling staff welfare his staff development and a lot of other principals' effectiveness, activity are likely to affect the teacher productivity. Davis and Wilson (2003) researched the effects of leadership on the teacher' s quality of life at work, they revealed that the more principals engage in behaviour that was personally empowering, the more teachers saw that they had choices they could make in completing their work and the greater impact they will perceive they were achieving through their efforts. These intrinsic rewards were found to be more beneficial for motivating teachers, affecting climate and reducing stress.

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Lumsden (1998) stated that high teacher morale could have positive effects on students' attitudes and learning, improving teacher morale not only made education more palatable to teachers but also made the process a richer and more effective learning experience for students. Ibukun (1997) argued that the main task of the principal is to create a conducive atmosphere for the teacher to be able to achieve the desired changes in students learning. Principals can therefore encourage the effective performance of their teachers by identifying their needs and trying to satisfy and meet them. The leadership style of the principal is demonstrated in his activities which makes him recognized as a leader of a group. Many people strongly believe that when there are good education plans, good school programmes, adequate staff and facilities what is more important is good administrative leadership to coordinate all these for the progress and achievement of the school. The key to any effective leadership is the ability to lead effectively, coordinate a complex situation and show concern for the human and materials resources available.

Daresh and Playko (2012) researched how supervision impacted curriculum implementation in schools in Boston. Findings revealed that supervision done in areas of checking on lesson plans, schemes of work, registers, and other administrative documents had a positive impact on the academic performance of students. Achieng, et. al., (2015) found those checking teachers' records of work, classroom visitation/observation, ensuring syllabus coverage, and provision of learning materials for pupils by the head teachers significantly influences pupils' performance.

According to Kimeu (2010), school heads should visit the classroom more frequently to inspire the viewing of teachers and then plan for post-observation conferences where matters of supervision are discussed. Maicibi (2015) noted that physical observation of

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lesson presentation is the only way a head teacher can gain insight into the quality of teaching in the school.

Okafor (1991) noted that most of the success and failure in secondary school administration and other institutions depend largely on the influence of leaders on their subordinates. Subramaniam (2011) pointed out the importance of studying leadership style because of its significance in an institution's success and achievement of educational goals. Leadership style impacts the organization by affecting employee morale, productivity, decision-making speed and metrics. Successful leaders carefully analyse problems, assess the skill level of subordinates, consider alternatives, and make informed choices. Head teachers as school managers also display different management styles in different situations to influence the core workers and teachers of the school to perform their duties effectively (Mohammed, 2016).

Previous research indicated a positive correlation between leadership style and teachers' work performance (Chen & Cheng, 2011). As discovered by the qualitative research of Meyers, et. al., (2001), school principals who exercise more dominant leadership styles result in schools' lowered productivity. The decision-sharing leadership style is related to teachers' higher work involvement. The essence of dominant leadership resembles that of structure-oriented leadership; whereas, the essence of decision-sharing behaviours resembles that of delegation leadership. Therefore, the research by Meyers and Gelzheiser (2001) indirectly endorsed the correlation between structure-oriented leadership, delegation leadership, and teacher performance. The research by Pearce et. al., (2004) also revealed there is a significant positive correlation between several leadership styles and teachers' teaching performance.

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Kozaala (2012) investigated the leadership styles and job performance of teachers in 15 secondary schools in the Kamuli District. The study was cross-sectional in design and collected data from a total of 50 respondents, including 15 head teachers, 30 members of the Board of Governors and five officials from the Ministry of Education and Sport in Kamuli District. Data were collected via a self-administered questionnaire, and an interview schedule with teachers was analysed using the Pearson correlation coefficient. Results showed that head teachers and principals in secondary schools in the Kamuli District used the autocratic leadership style while administering their schools; they use directive language when talking to teachers, they make personal decisions without consulting teachers and regard democratic leadership style, they do not delegate work or responsibility to teachers. Teachers felt left out of most pertinent issues about their schools; they were demotivated and felt rejected, thus harming the job performance of the junior teachers.

Bwiruk (2009) investigated the effectiveness of head teachers' leadership style on teachers' performance in the Bushenyi District. The study revealed that pseudodemocratic and autocratic leadership styles existed in Bushenyi schools and were affecting service delivery. It was also found that a transactional, democratic, and middle-of-the-road leadership style positively influenced teachers' observance of their professional code of conduct and was considered to be the most effective in promoting teachers' performance regarding the completion of their respective academic tasks.

The findings of Quinn's (2002) study on the relationship between head teachers' leadership behaviour and instructional practices support the notion that leadership influences instruction. His findings revealed that head teachers' leadership is crucial in creating a school that values and continually strives to achieve exceptional education for pupils. Equally, McNulty, et. al., (2005) research findings show that head teachers'

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efficient leadership can significantly boost pupils' achievement. In cases where this style of leadership was applied, it led to good results due to its being good for building morale, and team spirit, creating confidence and setting goals.

Mwangi (2013) investigated the effects of leadership styles on teachers' job performance and satisfaction in public secondary schools in Nakuru Country, Kenya, and determined if the principals' leadership styles affected teachers' job performance. Among the key findings of the study, Mwangi found that teachers who lack enthusiasm were unable to teach effectively, causing students to not learn well. However, the findings showed that principals' autocratic leadership was significantly helpful in enforcing teachers to perform their duties.

Bass and Avolio (1997) explained that a laissez-faire leadership style occurs when there is an absence or avoidance of leadership. In this case, decisions are delayed and rewards for involvement are absent. No attempt is made to motivate followers or to recognize and satisfy their needs (Bass and Avolio). Laissez-faire leadership is not the best leadership style to use in the school system because complete delegation without follow-up mechanisms may create performance problems, which are likely to affect the job performance of teachers. This is in agreement with MacDonald (2007) who opined that the laissez-faire leadership style is associated with the highest rates of truancy and delinquency, and with the slowest modifications in the performance of teachers, which can lead to unproductive attitudes and disempowerment of subordinates.

Similarly, Okoji (2016) examined the relationship between secondary school Principals' leadership styles and teachers' job performance in selected communities of Ondo State. Based on the findings, it was concluded that a mixture of autocratic and democratic leadership styles by principals would promote better job performance

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among teachers. Kawooya (2010), in the study of "Effect of Leadership Styles on Employee Performance in Kampala District Council", found that the corporate leadership style in Kampala District Council would further empower their employees by developing teams and according to some measures of power and authority to these teams. In this way, employees would ignite their potential, feel part of the organization and perform maximally for the organization.

Osabiya and Ikenga (2015), found that democratic and pacesetting leadership styles should be adopted as the democratic style allows employee participation in decision making while pacesetting in situational leadership style. The organization should also formulate policies, which will encourage leaders to empower employees to be part owners of the organization.

A study by McNeil (2000) found that head teachers' leadership style influences teachers' attitudes toward their job. McNeil explained that an effective leadership style fosters healthy leader-subordinate relationships and the same among subordinates. Therefore, teachers under effective leadership relate well with each other and that enhances teachers' job performance.

In Nthuni (2012), the study findings indicated that preschool teachers led by head teachers who practice authoritarian and laissez-faire styles of leadership are demotivated to a large extent based on leadership factors singled out by the Nthuni. It is quite obvious that the failure of the school head to recognize or identify strategies to boost teachers' morale and enhance teacher satisfaction could harm the teaching profession. According to Kreitner and Kinicky, people are more interested personally if their work has meaning and significance in contributing to a higher purpose or goal. Thus, when teachers' sense of self-determination and purpose are supported, teachers,

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in turn, relate to students qualitatively. Head teachers' success and leadership style, according to Kreitner and Kinicky (2004) lies in trying to adjust the teachers' work and working relationships to satisfy their motivational needs. A good head teacher who cooperates with the staff helps the staff to be satisfied with their task performances hence morale becomes very high. This when done, leads to the attainment of an enduring institution that will thrive most efficiently. Research establishing the relationship between head teachers' leadership style in decision-making processes and teacher performance (Sergiovanni & Starratt, 2006) found in metropolitan Washington, DC schools found a small but positive relationship between head masters' leadership styles and teachers' morale towards their job and consequently teacher performance. It was further confirmed that a leadership style that unites the teachers towards a common mission but also has higher needs of the followers to be satisfied motivates teachers and urges them to perform their jobs. It is building followers and at the same time uniting them toward the achievement of a common goal.

The study by Elenkov (2002) indicated that democratic leadership has a positive impact on organizational performance. Democratic leadership allows the employees to make decisions along with sharing them with the group and the manager. In this type of leadership style, praises and criticism are given objectively and a sense of responsibility is also developed among the employees. Bhargavi and Yaseen (2016) also analysed the impact of democratic leadership on organizational performance. As per their findings, democratic leadership positively affects the performance of the organization as it provides opportunities for the employees to express and implement their creative ideas and take part in the decision-making process. This leadership style also prepares future leaders and helps the organization in the long run. Choi (2007) also stated that a

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democratic leader focuses on group discussion and group participation and as a result, it positively influences the performance of the followers.

Nanjundeswaraswamy and Swamy (2014) similarly concluded that an effective leadership style is a necessity to achieve organizational goals and reduce the attrition rate in this globally competitive environment. This assertion has been confirmed by numerous studies. For example, Altinok (2011) identified that leadership style can affect organizational commitment and work satisfaction positively. Doucet, et. al., (2015) also attributed the success or failure of an organization to the nature of the leadership. Voon, et. al., (2011) in their studies with public sector organizations in Malaysia reported a significant influence of leadership styles on employees' job satisfaction. Machumu and Kaitila (2014) also indicated that the level of teachers' job satisfaction was reportedly high in best-performing schools compared to least-performing schools.

According to McCollkennedy and Anderson (2005), the efficiency and effectiveness of leadership style towards improving the organization's commitment will not be achieved if human resources are forced to work, there exist problems of interaction and communication, low motivation, low self-esteem, low emotional intelligence, as well as behaviour is limping or organizations that can put them in the form of work that is not desirable and not in their expertise. This situation may be causing employees to work with rebellious feelings, often protesting, not being satisfied and often allowing themselves to be in a high-pressure stage while low-performance stage. This situation has an indirect link with elements of leadership style, self-esteem and employee commitment.

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Accordingly, according to Mbiti et. al. (2019), the more teachers get scared of management in a workplace, the more they tend to develop defensive mechanisms thereby resulting in a poor attitude towards work. Even the new teachers under autocratic leadership feel worried the more the performance gets affected negatively. This implies that once this situation is entrenched in the workers, their performance starts to be affected negatively.

Igwe and Chidi's (2017) study results revealed the democratic style of leadership emphasizes group and leader participation of teachers in the making of Policies. Decisions about school matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each feel that he is an important member of the school organization. The study further revealed that head teachers used mixed leadership styles where they led as role models. Such heads were rewarded for good performance and punished teachers for poor performance. Kythreotis, et. al., (2010) state that, the democratic autocratic leadership style helps the leader and the follower to advance to a higher level of performance due to induced motivation by the leader.

According to the study by Kyaruzi, et al., (2019) Head teachers' leadership styles affect teachers' efficiency in pupils' academic performance. They play an important role in making Teaching more effective and to give quality education to pupils. It is explained that Leadership processes define, establish, identify, or translate this direction for their followers and facilitate or enable the schools' processes to achieve the purpose (Suraya & Yunus, 2012).

Sospeter (2017) concentrated on whether the head teachers 'leadership style affected teachers 'performance and consequently the academic performance of learners. The

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findings of the study revealed that there is a relationship between head teachers' leadership style and teachers' performance in a given institution. Those leadership styles of head teachers influenced the effectiveness of teachers in preparing lessons and completing the syllabus, which also affects the academic performance of the learners. The examination results from the selected learning institutions clearly showed the difference in the performance of the pupils, which reflects the teacher's effectiveness in schools depending on the leadership style employed in those schools.

According to the study by Kyaruzi, et al., (2019) headteachers' leadership styles affect teachers' effectiveness in pupils' academic performance. They play an essential role in making Teaching more efficient and to give quality education to pupils. It is explained that Leadership processes define, establish, identify, or translate this direction for their followers and facilitate or enable the schools' processes to achieve the purpose (Suraya & Yunus, 2012).

Myron (2009) indicated that leadership styles influence how the organizational human, physical and financial resources are utilized. He added that leadership style affects how people relate in the organization as it influences the type of communication that develops between the leadership and the staff and amongst the staff members themselves. Likewise, Ashipi (2005) opined that the teaching-learning process is largely influenced by the leadership style of the school head. Stewart (2006) supported these arguments by observing that the improvement in academic standards in a school setup is a result of the leadership style adopted by the head teacher. He also views that leadership is unique from one particular person to another. He further notes that the adaptation of leadership styles adopted by different leaders is also unique and that the way head teachers lead their teachers and the performance outcomes from their schools is a reflection of them.

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Cunningham and Cordeiro (2000) stress that the head teacher is at the centre of all school improvement initiatives in Teaching and therefore, he/she is a change agent for school success and is expected to discover and carefully utilize the resources for continuous improvement in organizational performance. By implication, if the head teacher is not vision-oriented and productive regarding his/her responsibilities, improvement of school achievement will remain a dream for a long time

A study by Shepherd-Jones and Salisbury-Glennon (2018) looked at the perception of teachers on the correlation between teacher motivation and the leadership styles of school principals in the USA. The study employed a sample size of 6 respondents who were teachers selected from both elementary and high schools. The results of the study indicated that democratic and autocratic leadership styles were linked to teacher motivation by influencing autonomy, relatedness and competence. Head teachers who applied democratic styles motivated teachers to participate more effectively than head teachers who applied autocratic leadership styles.

A study on the relationship between head teachers' leadership styles and the quality of support supervision offered to teachers in primary schools in Mid-western Uganda. The study has revealed that the people-oriented leadership style was frequently used in both urban and rural schools. The respondents showed that head teachers placed much emphasis on teachers' welfare needs. However, heads of schools from urban areas emphasise teacher development more than those from schools located in rural areas.

Rehman, et. al., (2019) also conducted a study on the perception of heads of schools about their leadership style in Pakistan. The study used a sample size of 20 respondents and collected data using interviews. The study discovered that heads of schools used instructional leadership to monitor and evaluate the performance of teachers in the

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classroom. In this style, the head teachers take rounds to conduct observations of teachers in the classrooms, inquire about information from students about the progress of Teaching processes and keep records of teachers' attendance. In transformational leadership, heads of schools inspire changes among teachers and students through vision and commitment to change.

2.10 Challenges Head Teachers Face in School Administration

2.10.1 Increase in student population

The student population has increased drastically, with regards to the number of teachers to pupils ratio, this has become an issue for most schools. In the view of (Obiweluozor, et. al., 2013), schools in villages encounter the problem of few teachers managing or handling a lot of students as most teachers feel reluctant to be posted to such villages. The few teachers who admit to being posted to the village do not spend much time there because of the conditions in the village and the tedious work they do. Some teachers go to the extent of teaching combining more than one class to teach at the same time (Onasanya, 2011). Again, The MOE has to find a way of contending with issues of large classrooms against few teachers coupled with a high rate of teacher attrition rates. Frequent and compulsory transfer of teachers including s themselves is also a challenge because this has no control over who leaves or who comes into his/her school (Herbert, 1989). Heads face a lot of challenges and this has led to poor performance in academics as far as Teaching is concerned.

2.10.2 Absenteeism and Lateness

According to the World Bank Report (2005), Teacher absenteeism and lateness are other challenges Head teachers face in managing schools. Teacher absenteeism is a persistent problem in many countries which reduces the quality of education and results in the

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waste of resources. High levels of teacher absenteeism generally indicate severe dysfunctions in the school system, but they have many different direct causes.

Lack of professional standards lack of support and control by education authorities and cultural demands are major issues in Ghana (Ankomah, et. al., 2005). Poor motivation and lack of accountability are widely reported to result in high 27 levels of teacher absenteeism. One of the most important findings of the World Bank Report (2005) research is that absenteeism rates among contractual teachers are much higher than for teachers with permanent status.

The findings of Oduro and MacBeath (2003) in a study of rural schools in one district of Ghana, have it that most teachers absented themselves from school on Fridays to attend funerals. This problem is at an alarming rate and its effects are causing worries for the students and head teachers.

2.10.3 Interference between SMC and PTA members

Esia-Donkoh (2014) revealed that head teachers who were interviewed in the central region pointed out power dynamics and role conflict between them and SMC and PTA members as a challenge. From the data gathered from the interview, the power dynamics are sometimes collusive. With this, the head teachers interviewed, attributed to situations where most members of SMC in schools, especially those in rural areas, are not well educated and as such do not have the technical knowledge of financial administration. This is reflected in a comment from one of the head teachers: I almost always have difficult times with some members of my SMC in agreeing on issues, especially those that bother on finances of the schools sometimes thus misunderstanding leads to serious conflicts which make the administration of the school a challenging one. You see since most of them are not well educated and do not have

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the technical knowledge to manage school finances, they always think the head teacher manipulates to embezzle school funds (a male head teacher, Ochiso).

2.10.4 Workload of head teachers

The major challenge facing head teachers as instructional supervisors is the lack of time for instructional supervision as a result of the overload of work caused by many other responsibilities that head teachers carry out in schools. Combining supervision with other duties is a situation where head teachers by their position, are administrators, financial managers and instructional supervisors. Such head teachers have relatively little time for supervision of instruction. When a choice is to be made between administrative and pedagogical duties, the latter suffers (De Grauwe, 2001). De Grauwe contends that supervisors may focus their attention on administration rather than pedagogy because they have much power over administrative decisions.

De Grauwe (2001) conceived the situation to be worse in developing countries than the developed ones because the latter (developed countries) can offer to employ staff (e.g., administrative as opposed to pedagogic supervisors) so that the workload of each officer becomes less heavy and responsibilities become much clearer. In the US, a respondent in Rous' (2004) study indicated that she would have liked her supervisor's opinions on how to deal with certain children's behaviour but she (the supervisor) did not have time. Other participants in the same study reported that their supervisors were not seen in their classrooms enough. In Ghanaian public primary schools, head teachers perform a magnitude of tasks, and those in remote and deprived communities combine their supervisory roles with full-time teaching and visiting pupils in their communities (Oduro, 2008). In such situations, supervisors may not be able to sufficiently supervise instruction. Carron and De Grauwe (1997) observed that countries such as Spain, France and Guinea which separate administrative duties from pedagogical supervision

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do not experience such problems. Thus, combining administrative and supervisory duties is a challenge to instructional supervision.

2.10.5 Inadequate school resources

Other issues posing a serious challenge to head teachers are schools under trees, poor sanitation, and inadequate school facilities such as the insufficient supply of furniture and reading and mathematics textbooks which obliges pupils to share books.

According to UNESCO (2020), reported that many schools in Sub-Saharan Africa have limited, or no, access to basic services such as drinking water, toilets and electricity. The absence of clean, safe and separate toilets for boys and girls tends to discourage children, particularly girls, from attending school regularly. Yet, these shortages are the rule among public primary schools in the region. The five countries with worsecase scenarios are Chad, Cote d' Ivoire, Equatorial Guinea, Madagascar, and Niger where at least 60% of schools have no toilets. Schools in Mauritius and Rwanda on the other hand are well equipped with separate-sex toilets.

2.10.6 Inter-teacher conflicts

Interpersonal conflicts are perceived as the most frequent in schools. It concerns the quality of interactions between two or more teachers. This can be due to severe personality differences between teachers. Interpersonal conflict can emanate from the personal motives of those involved (Makaye & Ndofirepi, 2012). The conflict between individuals and groups is perceived by Hanson (1991) as developing when two members in a group normally good friends often find themselves seeking promotion to a single job. Group conflict can occur when an individual teacher resists the influence of a group to conform to certain agreed practices. The lack of acceptance leads to conflict and deviant behaviour. Makaye & Ndofirepi also suggested that in many

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organizations, the structure or role is a potential source of conflict. There can be function conflict in a functional structure and division conflict in a product structure. In a school, this type of conflict can be seen in the relationship between the head and teachers. The problem lies in the viewpoints of each member and their roles in schools.

2.11 Factors Influencing the Leadership Style of Head teacher

2.11.1 Training

According to Mbogu (2018), one source of headache for an educational leader is inadequate formal training of prospective and practising administrators in educational administration pursuits. Usually, head teachers assume their administrative positions without any formal training or orientation. They rely heavily on their previous classroom experiences for administering the school. This idea is absolute because our schools have assumed a different shape from what they were during the time of the missionaries, for instance, there has been repaid increase in the school population and consequent increase in teacher ratio, and the background of the pupils has become more varied and sophisticated. Also, teachers have become more in number in schools and now have better and more varied qualifications. All these calls for a new orientation in school administration and for better and more purposeful training and preparation of head teachers to equip them with the necessary skills and competence required to administer and run our schools effectively (Mbogu).

Mgbodile 2004 stresses that the head teachers are poorly trained for the emerging school curriculum that is rapidly developing. He is given the title of the instructional head, but neither the skills nor breadth and depth of background in each curriculum area to prepare him to impact the teachers. From Thorsten's postulation, it could be deduced that the scientific revolution for knowledge tended to revolutionize man's attitude to

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knowledge and generated new and enthusiastic demand for certitude, for the production of results that are certain, effective and therefore beyond reproach, hence administration is so deeply ingrained in man, daily activities that they almost involuntary.

2.11.2 Communication

Good head teachers understand that leadership involves influence; it requires interactions and relationships among people and the achievement of goals via engagement, motivation, and collaboration (Murphy, et. al., 2007). To manifest a positive school culture, head teachers need to be able to communicate his/her and the school's vision to others to engage them in the process of redesigning the organization and articulating important beliefs regarding learning. Good communication skills help build consensus and buy-in among staff and faculty for the policies, practices, and support systems designed to achieve goals (Kenneth, et. al., 2019).

In any formal organization, it becomes necessary to establish channels for communication and participation. Only through adequate communication can head teachers and teachers remain aware in mind how their work contributes to those goals and understand how the work of others contributes to the goals and make suggestions for the improvement of operational procedures in the school organization. The conditions suggested above, make it clear that communication in school organizations must flow up, down and across.

For communication to be effective the head teachers must:

1. Decide the best approach to share the information with the teachers and students.
2. Find the right way to say exactly what he means quite clearly.
3. Listen and try to understand what the recipient of the message is saying.

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4. Verily and double-check whether his intended meaning is clear to his teachers
5. Follow-up by evaluating the effectiveness of his message

2.11.3 Motivation

In school organization, the issue of how to motivate and mobilize teachers has long occupied the attention of the leader. Particularly in education, the problem of what to do to make teachers work hard in the interest of the school and their interests is a fundamental one. In this case, the leadership style of the head teacher is crucial. The impact of motivation on teachers in school administration cannot be overemphasized. It enhances devotion and seriousness. For any administrative head teacher to achieve its objectives, the administrator should apply motivational theories.

According to Akpala (2013), motivation is a process that arouses, channels sustain and gives people's behaviour purpose and direction. In the word of Obi (2018), stated that motivation is the perceptions, methods, and activities used by the management or administration to provide a climate that is conducive to the satisfaction of the various needs of the employees so that they may become satisfied, dedicated and effective task performers. He maintained that motivation is the fuel that provides energy for human action. Nwachukwu (2019) observed that motivation is that energizing force that induces or compels and maintains behaviours. Mbogu (2018) stated that even though teachers play an irreplaceable role in the school organization, they are arguably the least paid. Therefore, if the teachers are motivated by the special work done by the head teacher, they will assert their best performance in achieving the educational goals of the schools.

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2.11.4 Supervision

The success of any school organization depends solely upon the heads. In essence, the success of any secondary school in meeting its stated goals or objectives principally depends on its chief executive otherwise known as the head teacher who is hereafter referred to as the administrator. According to Mbogu (2018), a head teacher's informal authority was positively related to a teacher's loyalty to the head teacher a teacher's sense of job satisfaction and a teacher's sense of power which the school.

Therefore, when an administrator had developed informal authority over the teachers in addition to the formal authority conveyed by the administrator's office it seemed likely that there would be a more effective atmosphere for supervision.

Sergiovanni (2014) indicated that: Two of the major purpose of teacher supervision is to promote the professional growth of the teacher and to improve student learning. Administrative head teachers should realize that some of the teachers under them need supervisory help more than others. It is one of the administrative functions of head teachers to identify such teachers in their school. According to Ogunsaju (2011), the school leader which is the head teacher should help teachers under their care get determine strengths and weaknesses in their teaching and find a way of helping them to improve their teaching performance.

2.11.5 Experience

A leader's level of experience, both as a leader and with a particular organization can have an impact on his style. Someone new to a leadership role may be more inclined to lead "by the book" to avoid possible mistakes, while a more experienced leader will often feel more confident in following his interpretation of rules and regulations. A leader who has been part of an organization for many years will likely have a better

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understanding of the organization's nuances than a new member, so she may be more comfortable when making decisions (Aruzie, et. al., 2018).

2.11.6 Level of Control

The level to which a leader wishes to maintain control also influences leadership style. Some leaders want to be involved in all aspects of day-to-day operations and decision-making processes, which requires the need for micro-managing. Others may be more trusting of their subordinates or may not want the heavy burden of making all decisions, so they tend to take a more hands-off approach by delegating responsibility. Leaders who choose to delegate may need to create an additional layer of management (Aruzie et al, 2018).

2.11.7 Personality Traits

A leadership style may become an extension of a leader's personality. If an individual is outgoing and assertive, he may prefer to communicate directly with subordinates through face-to-face interaction or confrontation, either on a group or individual basis. If he is more reserved, he might choose to lead by example or rely on written communication. Rather than addressing a group as a whole, the reserved leader is probably more comfortable meeting with subordinates on a one-on-one basis to provide individual direction (Aruzie et al., 2018).

2.12 Job Satisfaction

Harris and Brannick (1999) describe job satisfaction as the extent to which workers like their jobs. These scholars assert that, the quality of education depends upon the availability of qualified and motivated teachers. Moreover, they believe that if quality schooling is the goal of the school then, the focus should be on creating and maintaining the school climate that will encourage teachers to be committed to their school

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responsibilities. Based on the above, O'Malley (2004) asserted that the level of staff' s happiness on the job affects the quality of their lives and level of their commitment to work. He goes on to say that teachers who enjoy their job work harder and stay longer on their job compared to those who do not enjoy their job. O'Malley however, believes that it is possible to enjoy emotionally rewarding experiences at work if there is a good job and a favourable context in which it can be enjoyed. Therefore, it is the headteacher's responsibility to lead in a way that the staff and pupils will be motivated; by not stressing job demands over emotional needs. He/she needs to be aware if teachers' as well as pupils' personal problems are left unattended. Otherwise, all efforts to create a happy environment characterized by staff, pupils and parents' involvement may not yield good fruits. He/she needs to use various motivating techniques, for example, praises, recognition, flexibility, and the like, in directing the affairs of the school so that the staff will enjoy their work, pupils will be interested in school and parents will be happy with the school and they will be willing to participate more in the school activities.

Bratton (2007) defined job satisfaction as a person's attitude towards his or her job and work content. Satisfaction deals with already experienced outcomes while achieved satisfaction is the happiness experienced when a desire is achieved. As a global construct, employee job satisfaction consists of particular elements of jobs that influence the satisfaction level of the individual (Griffin & Bateman, 1996). These elements include career prospects, salary, benefits, promotion opportunities, supervision and colleagues and working conditions. Thus, job satisfaction is a function of attitude of employees towards work.

Job satisfaction therefore encompasses performing enjoyable work, performing it well and receiving commensurate reward for work done (Ghazi, 2011). Employee job

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satisfaction consequently leads to promotion recognition, income, goals that lead to overall fulfillment of wellbeing and feeling. Job satisfaction is a pleasurable or positive emotional state that results from one's job appraisal and job experience. This gives the relational characteristics between what one's job offers and what one expects from a job. It also leads to positive attitude towards work because creativity, flexibility, loyalty and innovation arise from job satisfaction (Steers & Black, 1994). It is therefore essential to mention that job satisfaction is a product of work conditions and events experienced on the job (Bratton et al, 2007; Jain &Saakshi, 2005; Griffin & Bateman, 1996).

The conceptualization of job satisfaction can be considered as the assessment of job in the content of fulfillment of essential job values in relation to individual needs (Hackman & Oldham, 1975). It has also been established that employee job satisfaction is a function of variables such as economic rewards, working conditions, organizational policy, administrative mechanisms, achievement, interpersonal relationships, recognition, responsibility, work and individual growth and development (Nnadi, 1997). This finding is corroborated with Gibson, et. al., (2000) that employee attitude towards work is influenced by attitude related to work environment such as supervisor style, work conditions, work procedures, work policies and fringe benefits.

Job satisfaction also relates with motivation. Though there is a perception that job satisfaction and motivation are similar there is a marked difference. Thus while satisfaction deals with experienced contentment through satisfied desire, motivation as a continuous process and related to the totality of the individual is concerned with the drive towards an outcome (Saakshi, 2005). It is in line with this that Bogler (2001) identified two major factors in his definition of job satisfaction. There are thus intrinsic and extrinsic factors of employee job satisfaction. Intrinsic factors include achievement,

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professional prestige, work autonomy and professional growth and development. Extrinsic satisfiers are related to benefits, remunerations and work conditions.

According to Kreitner and Kinicki (2004), satisfaction and dissatisfaction is a straight-line continuum with zero midpoint where both satisfaction and dissatisfaction are absent representing neutrality. It could therefore be surmised that in a work environment where there is laborious work ethnics in conjunction with good remuneration, supervision and conditions of work, workers would never be satisfied or dissatisfied. More motivators than dissatisfies should exist in the workplace in order to more into the positive domain of the continuum, i.e., employee job satisfaction. The theory further suggests that both satisfaction factors and extrinsic factors are disjoint, distinct and separate.

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2.13 Conceptual Framework

A conceptual framework serves as a structural blueprint that guides research by defining key concepts, their relationships, and the theoretical foundation of a study. It provides a lens through which the research problem is analyzed and understood (Miles & Huberman, 1994). The framework integrates existing theories, models, and empirical findings to establish the study's direction and boundaries. It also helps in identifying gaps in literature and justifying the study's significance (Ravitch & Riggan, 2017). By mapping out variables and their interconnections, a conceptual framework ensures coherence in research design, data collection, and analysis, enhancing the study's validity and reliability.

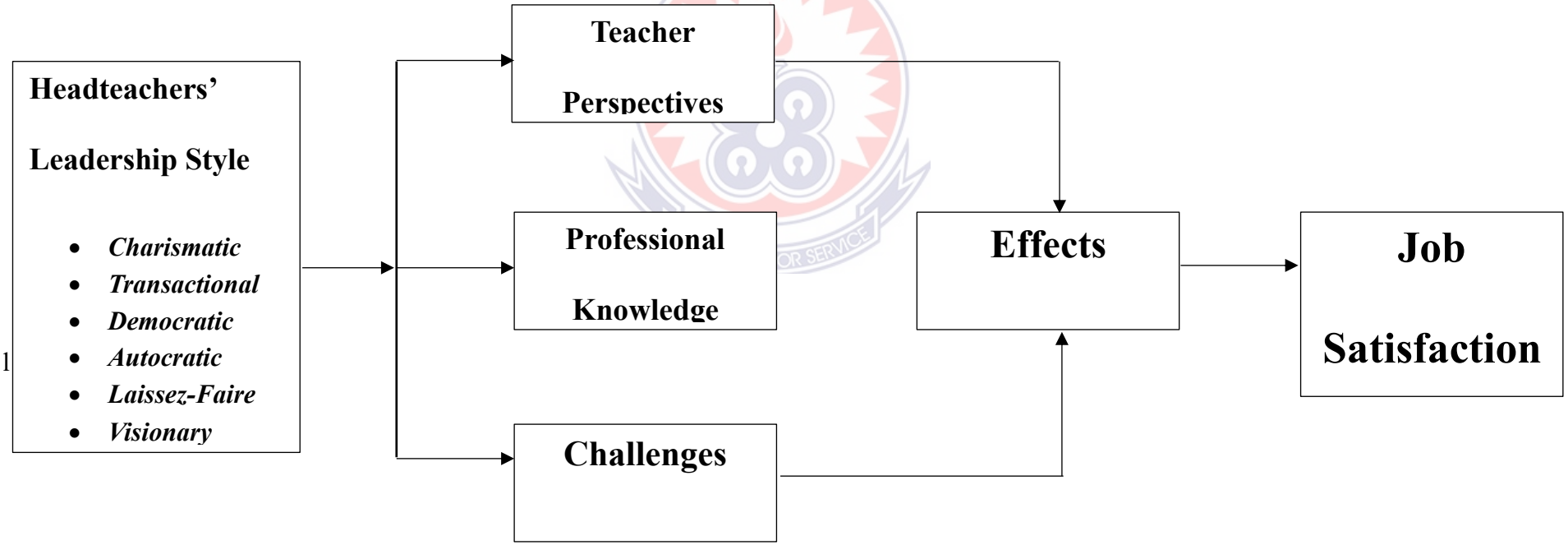

Figure 2: Conceptual Framework ***(Researcher's Own Construct)***

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In this framework, headteachers' leadership styles are examined as an independent variable, influencing teacher job satisfaction as the dependent variable. Leadership styles include charismatic, transactional, democratic, autocratic, laissez-faire, visionary, and ethical leadership, each with distinct impacts on teachers' motivation and work engagement.

The relationship between leadership styles and job satisfaction is mediated by teacher perspectives, professional knowledge, challenges, and effects. Teacher perspectives represent how teachers perceive and respond to leadership behaviors, which can significantly shape their level of job satisfaction (Bass, 1990). Professional knowledge reflects the extent to which leadership supports teachers' growth and development, impacting their effectiveness (Fullan, 2007). Additionally, challenges arise from leadership practices, which may hinder or enhance teacher performance. The effects of leadership on school climate, collaboration, and autonomy further influence overall job satisfaction.

This framework underscores the importance of effective leadership in promoting a conducive teaching environment. Understanding how leadership styles interact with teacher perceptions and challenges can help school administrators implement strategies that enhance teacher motivation, ultimately improving educational outcomes (Leithwood & Jantzi, 2006).

2.14 Summary of Literature Review

The literature reviewed various theories that underpin the study, including Theory X and Theory Y by Douglas McGregor, Cognitive Resource Theory by Fred E. Fiedler, and Path-Goal Theory by Martin Evans and Robert House. These theories provide a foundation for understanding the dynamics of leadership and its impact on teacher job satisfaction.

Again, different definitions and perspectives on leadership, highlighting its importance in guiding and motivating employees to achieve organizational goals were discussed. It includes views from various scholars on the traits, behaviors, and processes that constitute effective

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leadership. The review covers different leadership styles, such as autocratic, democratic, laissez-faire, transformational, and transactional leadership, defining and discussing each style in terms of its characteristics and impact on organizational performance.

The literature delves deeper into specific types of leadership styles, providing detailed descriptions and examples of how they are applied in educational settings. It includes discussions on autocratic, democratic, laissez-faire, transformational, and visionary leadership. The document examines how different leadership styles of headteachers influence teaching practices and teacher performance, highlighting the importance of leadership in creating a conducive atmosphere for effective teaching and learning.

Various challenges that headteachers encounter in their roles are identified, such as increased student population, absenteeism, interference from school management committees, workload, inadequate resources, and inter-teacher conflicts. The document discusses factors that affect the leadership style of headteachers, including training, communication, motivation, supervision, experience, level of control, and personality traits.

The concept of job satisfaction is explored, including its determinants and its relationship with leadership styles. The importance of job satisfaction for teacher well-being and organizational success is emphasized. The document presents a conceptual framework that outlines the relationships between headteachers' leadership styles, teacher job satisfaction, and other influencing factors, providing a structural blueprint for understanding the study's direction and boundaries.

The literature review in provides a thorough examination of existing research and theoretical perspectives on leadership styles and their impact on teacher job satisfaction, offering valuable insights for the study.

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CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter describes the methodology of the study in the following areas: Research Paradigm, Research Approach, Research Design, Study Area, Population of the study, Sampling Technique and Sample Size, Data Type and Sources, Research Instrument, Piloting of Instruments, Data Collection Procedure, Data Analysis, and Ethical Consideration.

3.1 Research Paradigm

The positivism paradigm was considered for this study. The term 'paradigm' described as essential collection of beliefs shared by scientists, a set of agreements about how problems are to be understood, how we view the world and thus go about conducting research. The word was first used by Kuhn (Orman, 2016) to mean a philosophical way of thinking. The word has its aetiology in Greek where it means pattern. In educational research, the term paradigm is used to describe a researcher's 'worldview' (Mackenzie & Knipe, 2006). This worldview is the perspective, thinking, school of thought, or set of shared beliefs, that informs the meaning or interpretation of research data. It constitutes the abstract beliefs and principles that shape how a researcher sees the world, and how she/he interprets and acts within that world. When we say that it defines the researcher's worldview, we mean that a paradigm constitutes the abstract beliefs and principles that shape how a researcher sees the world, and how the researcher interprets and acts within that world. It is the lens through which a researcher looks at the world. It is the conceptual lens through which the researcher examines the

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methodological aspects of their research project to determine the research methods that will be used and how the data will be analysed.

The positivism paradigm was considered for this study for the reason that it advocates for the use of quantitative methods. Positivism is aligned with the hypothetic deductive model of science that builds on verifying a priori hypotheses and experimentation by operationalizing variables and measures. Studies aligned with positivism generally focus on identifying explanatory associations or relationships through quantitative approaches, where empirically based findings from large sample sizes are favoured. In this regard, generalizable inferences, replication of findings, and controlled experimentation have been principles guiding positivist science (Park, et. al., 2020).

The use of positivism in information research enables researchers in this discipline to "view one problem as being like another, providing what Kuhn refers to as the exemplar" (Kwaku, 2019). The supporters of this paradigm believe that true knowledge can be obtained through observation and experiment. So Positivists normally select scientific method to produce knowledge. Positivism is also called Scientific Method, Empirical Science, Post Positivism and Quantitative Research (Rahi, 2017).

3.2 Research Approach

Quantitative research approach was employed to systematically investigate the relationship between leadership styles of headteachers and teacher job satisfaction within Early Childhood Centers in the Effutu Municipality. This approach allows for the collection and analysis of numerical data to test hypotheses and draw statistical inferences regarding the variables under study (Creswell & Creswell, 2017). Qualitative, Quantitative and Mixed methods are the three main approaches for conducting research and it could be confirmed by Rahi (2017) who stated that despite

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the existence of much research method classification, quantitative, qualitative and mixed methods are the most dominating methods. A quantitative study is defined as a research approach that collects numerical data and analyses using statistical approaches to explain a phenomenon (Aliaga & Gunderson, 2000). In this approach, the researcher embraces inquiry strategies thus surveys, experiments and collection of statistical data (Creswell, 2003). Aliaga and Gunderson, said the paramount strength associated with this approach (quantitative research) is that it produces dependable and measurable data.

Again, Quantitative method was chosen for the current study because it shows vital trends and patterns (Amos, 2018) and helps limit errors in generalizing the findings (Blommaert, 2013). This approach was employed because it enabled the researcher to obtain the required information for the completion of this study. Quantitative research method is based on numerical data measurement of quantity or amount. Thus, it is applicable to phenomena that can be expressed in terms of quantity.

3.3 Research Design

The procedures for collecting, assessing, deducing interpreting, and reporting data in research studies are known as a research design (Creswell & Clark, 2007). The research design selected for this study was descriptive survey research. Generally, research design is an approach used to link conceptual research concerns to pertinent empirical studies. Also, it can be explained to mean the design that stipulates how the prerequisite data will be collected and analyzed to answer the research question of a study (Grey, 2004). Robson (2002) defined and classified research design into three types: namely; descriptive, exploratory and explanatory. His classification system is centred on the study area's objective, for the reason that each design serves a different end goal.

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The current study aimed to examine the Head teachers' leadership styles' influence on teacher performance. To accomplish this, the most appropriate research design selected for this study was descriptive survey research. Descriptive survey research seeks to establish factors associated with certain occurrences, outcomes or outcome conditions (Borg & Gall, 2006). As mentioned by Kothari (2019), descriptive survey research design is best adapted to obtain personal and social facts, beliefs and attitudes, it involves measurement classification, analysis, comparison and interpretation of data that results in the formation of important principles of knowledge and solutions to significant problems. Descriptive survey design involves asking a sample population questions about a particular issue to explore their opinions, attitudes and knowledge about the issue in question (Creswell, 2007). Borg and Gall noted that descriptive survey research is intended to provide statistical information about aspects of education that interest policymakers and Teachers.

3.4 Study Area

The Effutu Municipality, nestled in the heart of the Central Region of Ghana, serves as a vibrant and dynamic study area for the exploration of leadership styles among headteachers and their influence on teacher job satisfaction within Early Childhood Centers (ECCs). The study was conducted in the Effutu Municipality of the Central region of Ghana. The Effutu Municipal is one of the 261 Metropolitan, Municipal and District Assemblies (MMDAs) in Ghana and forms part of the 22 of MMDAs in the Central Region, with its administrative capital as Winneba. The Municipality is situated between latitudes 5o 16' and 20.18" N and longitudes 0o 32' and 48.32' W of the eastern part of Central region and covers an area of 417.3 square kilometers (163 sq. miles).

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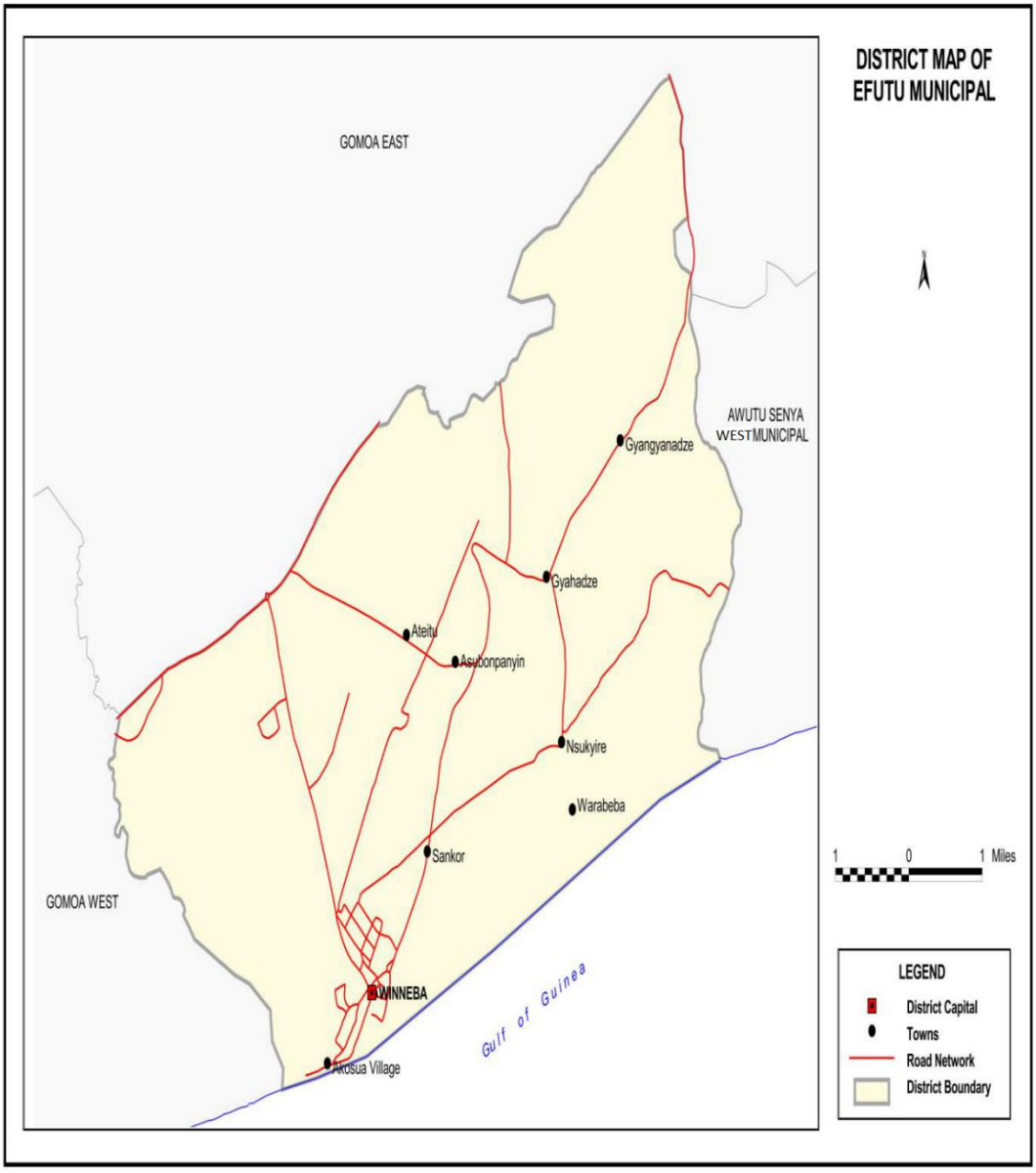

Figure 3: Map of Effutu District

Source: Ghana Statistical Service, 2014

The choice of this study area was informed by its proximity to the researcher. More importantly, as a researcher in the Municipality, my day-to-day interactions with teachers indicates that much information could be gathered with ease.

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Effutu Municipality boasts of a rich tapestry of cultural heritage and community dynamics, making it an ideal setting for studying leadership practices within ECCs. The municipality encompasses a blend of urban, peri-urban, and rural areas, each with its unique socioeconomic context and educational infrastructure. This diversity in settings allows for a comprehensive examination of leadership styles across different environments, providing valuable insights into the nuances of leadership within varied sociocultural contexts. By selecting ECCs within the Effutu Municipality as data collection sites, this research endeavored to contribute meaningfully to the enhancement of leadership practices and teacher well-being within ECCs, both locally and globally.

3.5 Population of the Study

The population for this study was all the 175 Early Childhood teachers including heads of various Early Childhood Centers in the Effutu Municipality. The total number of Early Childhood teachers in the municipality is 175, which is made up of 27 head teachers and 148 classroom teachers.

The population of the study refers to the entire group of individuals or units that meet the criteria for inclusion in research (Guest, 2014). According to Agyedu, et. al (2011), population in research is the complete set of individuals (subjects), objects or events with common observable features for which a researcher is interested in studying. It is also regarded as the larger group from which individuals are selected to participate in a study. According to Fink (2002), a population is any grouping of a specific type of human or non-human organism. Fink asserted that the criteria for a unit's inclusion in a survey are based on the traits of respondents who are qualified to take part in the survey.

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Yogesh (2015) explained that a population is any group of individuals who have one or more characteristics in common that are of interest to the researcher.

3.6 Sample size

The sample for the study is the total number of Early Childhood teachers in the municipality is 175, which is made up of 27 head teachers and 148 classroom teachers. A sample can be defined as a group of relatively smaller number of people selected from a population for investigation purpose. The members of the sample are called participants. Sampling is the process through which a sample is selected from a population. On the basis of information obtained from the sample, the inferences are drawn for the population. The more the sample is representative of the population, the higher is the accuracy of the inferences and better are the results generalizable. A sample is said to be representative when the characteristics of elements selected as similar to that of entire target population. The results as said to be generalizable when the findings often from the sample are equally true for the entire target population (Alvi, 2016).

3.7 Sampling Technique

The researcher adopted census sampling technique to select the participants for the research. Sampling techniques are broadly categorized into two major types; Probability sampling methods and Non-probability sampling methods. Sampling technique is the process or procedure that the researcher would adopt in selecting items for the sample (Kothari, 2019). Different methods can be used to choose the sample members from the population in an unbiased way. Sampling techniques again refer to the rules and procedures by which some elements of the population are included in the sample (Easton & McColl, 1997). These rules determine which specific population members qualify for inclusion in the sample. Sampling technique is the name or other

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identification of the specific process by which the entities of the sample have been selected. Well-known techniques like simple random sampling or stratified sampling have formalized procedures. “Sampling techniques are the methods used to select a sample from a population for research purposes" (Berg & Howard, 2012, p. 38). Using a proper technique helps obtain a sample that allows valid conclusions about the population.

Census sampling is a method of data collection that involves gathering information from every member of the population under study, rather than selecting a subset or sample (Babbie, 2020). In other words, census sampling aims to collect data from every individual or unit within the target population, providing a comprehensive snapshot of the entire population without the need for sampling procedures. With a total of 175 Early Childhood teachers, including 27 head teachers and 148 classroom teachers, employing census sampling allows for the collection of data from every individual in the population. This comprehensive approach ensured that no teacher was excluded from the study, eliminating potential biases that may arise from selecting a subset of the population (Trochim, 2006).

3.8 Data Type and Sources

The data for a study could be collected from two main sources: primary and secondary sources. Primary data consists of newly collected data for a specific purpose; whereas secondary data are already obtained data for some other reason (Saunders et al., 2009). Both primary and secondary sources of data were employed. The primary data was sourced from the field through the use of questionnaire. The secondary data were obtained from supplementing sources such as; published reports from articles and journals, working papers, textbooks and relevant internet resources.

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3.9 Research Instrument

The main instrument that was used for data collection was a structured questionnaire. Creswell (2007) explained that a questionnaire is a collection of questions administered to respondents. Two separate questionnaires were developed thus for Head teachers and Teachers respectively. The structured questionnaire was meticulously crafted with predetermined questions to facilitate the gathering of quantitative data. Its design ensured uniformity in responses, which was pivotal for effective data analysis and enabled comparisons across a broader sample, as highlighted by Fink (2020). The structured questionnaire was an efficient tool for collecting data from a large number of respondents, a necessity given the census approach of this research, and it ensured uniformity in the data collected, facilitating straightforward statistical analysis and comparability, as noted by Brace (2018).

The instrument used in this study was carefully structured into sessions to ensure a systematic collection of data from both headteachers and teachers on leadership styles and their influence on job satisfaction. Each section of the questionnaire was designed to capture specific variables relevant to the research objectives.

The instrument is divided into four main sections for headteachers and three for teachers.

- **Section A: Demographics**

This section focuses on the personal and professional background of respondents. It collects information such as sex, age, highest educational qualification, and years of service as either a headteacher or teacher. These demographic details provide a context for analyzing how personal characteristics may influence leadership styles and job satisfaction.

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- **Section B: Leadership Styles**

For headteachers, this section explores the different leadership styles they employ in their professional practice. It covers six main leadership dimensions: charismatic, transactional, democratic, autocratic, laissez-faire, visionary, and ethical leadership. Each style is assessed through a set of Likert-scale statements that allow respondents to rate their level of agreement. For teachers, this section is restructured to measure how they perceive the leadership styles of their headteachers and how these influence their satisfaction at work.

- **Section C: Professional Knowledge on Leadership (Headteachers Only)**

This section assesses headteachers' exposure to leadership training and their self-perceptions of their leadership approaches. Respondents are asked whether they have received formal training and are further presented with statements on collaboration, participatory leadership, communication, delegation, and openness to feedback.

- **Section D: Challenges in Leadership Implementation (Headteachers Only)**

  This section highlights the contextual difficulties that headteachers face in applying effective leadership styles. Challenges include inadequate teachers, poor staff relationships, absenteeism, workload, parental involvement, financial management, and professional development opportunities. Respondents indicate the extent to which they agree with each challenge using the Likert scale.

For teachers, in addition to demographics and perceptions of leadership styles, there is also a focus on job satisfaction indicators. They are asked to rate their satisfaction with workload, professional development opportunities, collegial support, recognition, and achievement of teaching objectives.

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The questionnaire predominantly uses close-ended questions structured on the Likert scale format, where respondents rate their agreement or satisfaction from "Strongly Agree" to "Strongly Disagree" or from "Very Satisfied" to "Very Dissatisfied." This format allows for easy quantification of responses and statistical analysis. Additionally, categorical questions (e.g., sex, age group, qualification, years of experience) are included in the demographic sections to profile respondents. A few binary (Yes/No) questions are also present, particularly in the headteachers' section on professional knowledge and training.

3.9.1 Pre-testing of Instruments

Pre-testing of research instruments involves a small-scale study that researchers carry out before the real survey to trial-test data-gathering tools (Blessing & Chakrabarti, 2009). The researcher did pre-testing of instruments where the questionnaire was administered to 40 teachers from the Gomoa East District. The pre-test allowed the researcher to check whether the respondents understood the questions, whether all questions were relevant and whether all instructions were clear. It also allowed the researcher to check whether the length and structure of the instrument were appropriate.

3.9.2 Validity

Polit and Beck (2014) defined the validity of an instrument as the degree to which the instrument measures what it is intended to measure. The researcher ensured that the instrument was accurate and adequate to address all aspects of the concepts being studied. Face validity and content validity were ensured in the study.

Face validity was ensured when, the questionnaire was carefully examined to determine whether it appeared to measure what it was intended to assess. To enhance this validity, expert opinions were sought from senior lecturers in Early Childhood Education at

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UEW especially the researcher's supervisor, who reviewed the questionnaire to ensure clarity, relevance, and appropriateness of the questions. Additionally, the pre-testing phase provided an opportunity to assess whether respondents understood the questions as intended. Feedback from the pre-test was incorporated to refine unclear or ambiguous questions, ensuring that the instrument effectively captured the necessary data.

Content validity was ensured by aligning the questionnaire items with the study's objectives and relevant literature on leadership styles and teacher job satisfaction. The questionnaire was designed to comprehensively address the key variables under investigation, ensuring that all relevant aspects of the study were covered. Experienced researchers and practitioners in Early Childhood Education reviewed the instrument to verify that it adequately reflected the constructs being measured. Based on their feedback, necessary modifications were made to strengthen the comprehensiveness of the instrument.

3.9.3 Reliability

The reliability of an instrument indicates the stability and consistency with which the instrument measures a concept and produces similar results after repeated trials (Sekaran & Bougie, 2010). The reliability of the questionnaire was measured through internal consistency which seeks to measure the extent to which items in a measuring instrument are uniform. The researcher used Cronbach's alpha to assess the internal consistency of the questionnaire. Field (2005) indicated that Cronbach's alpha coefficient value from 0.7 to 0.8 is acceptable while values more than 0.8 indicate good internal consistency. As mentioned earlier, pilot testing was conducted to determine the reliability of the instruments used. The results presented indicates that the latent/Construct variables considered for this study are reliable. The internal

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consistency of the research instrument, was ensured with Cronbach's alpha (α) being used as a measure of reliability. The reliability analysis was conducted through pilot testing, where the responses were subjected to statistical analysis. The computed Cronbach's alpha values were 0.9 which was above 0.7, confirming that the instrument was internally consistent and suitable for data collection. According to Henseler et al. (2009), a Cronbach's alpha value of 0.7 or higher indicates an acceptable level of reliability, ensuring that the items within a construct are adequately correlated.

3.10 Data Collection Procedure

Data collection was done in two phases. The first phase involved the distribution of letters and getting acquainted with teachers, and the second phase involved the administration of the questionnaires.

The first phase of the data collection procedure for this study commenced with obtaining the necessary permissions. An introductory letter, secured from the Head of the Department of Early Childhood Education at the University of Education, Winneba, was formally sought permission from the Effutu Municipal Director of Education to conduct the research within the municipality. This letter was elucidate the study's purpose, significance, and the intended use of the collected data. The researcher engaged these identified teachers and provide comprehensive explanations about the research's objectives, methodology, and purpose. Importantly, participants were be made aware of the voluntary nature of their involvement and their right to withdraw at any point (Bryman, 2016). The researcher underscored the importance of confidentiality, assuring participants that their identities and responses will be held in strict confidence.

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The second phase of the procedure was the administration and collection of questionnaires to be coded. These questionnaires were disseminated in person to participants met by the researcher and electronically to participants whose absence were met by the researcher at the school. Clear and concise instructions accompanied the questionnaires, delineating the correct procedure for completion. Participants were allocated a specific timeframe within which to complete and return the questionnaires.

3.11 Data Analysis

Descriptive statistics comprising frequencies and percentages were employed to describe and summarize the results from the questionnaires. The results were presented using Tables. All estimations were carried out using software packages such as SPSS version 27.0 and Microsoft Excel. Upon collection of the quantitative data from the questionnaires, rigorous data analysis was ensued, employing appropriate statistical techniques (Creswell & Creswell, 2017). Descriptive statistics and inferential analyses, such as correlations or regression, well employed to discern relationships and patterns within the data.

3.12 Ethical Consideration

Ethical issues considered in this study included:

3.12.1 Informed and Voluntary Consent

The cornerstone of ethical research is 'informed consent' (Creswell & Creswell, 2018). The term consists of two important elements, with each, requiring careful consideration, that is, 'informed' and 'consent'. For this purpose, participants were fully informed of what would be asked of them, how the data would be used and what (if any) consequences there could be. Participants were also made to understand their rights to access their information and the right to withdraw at any point. The informed consent

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process can be seen as the contract between the researcher and the participants. The aspects of 'informed' in this study included a clear explanation of who the researcher was, what the intent of the research was, what data were to be collected from participants, how the data were to be collected from participants, what level of commitment was required from participants, how the data were to be used and reported and what were the potential risks of taking part in the research.

3.12.2 Confidentiality of Information Shared

This principle is also concerned with offering respect and protection to research participants through assurance of confidentiality of information shared. Participants were assured that the information shared would be between the researcher and participants only. However, if there were a third party, it would be the researcher's supervisor. This would help the supervisor to guide the researcher to write the research report well.

3.12.3 Anonymity of research participants

Participant anonymity means the participant's identity is unknown to the researcher (for example, when using anonymous surveys, the participant's identity is truly unknown to the researchers). Anonymity can be ensured by not revealing the identity of the individuals and institutions involved in a study.

3.12.4 No harm to participants and reciprocity

The researcher needs to consider the potential harm to the participants, the researcher, the wider community and the institution. The harm can range from physical, resource loss (including time), emotional and reputational. When considering the potential for harm, the approach should be, in descending order, to eliminate, isolate and minimize the risk, with the participants being fully informed on what the risks are. Also, in

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ensuring the ethic of reciprocity, the researcher considered actively ways through which participants could be compensated for their time and effort. For this reason, information about risks and benefits was provided to participants while seeking their consent.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Overview

This chapter contains the presentation and analysis of the data and discussion of the findings of the study. The study gathered data to examine the leadership styles employed by headteachers in Early Childhood Centres (ECCs) within the Effutu Municipality and their influence on teacher job satisfaction. This chapter is in two sections; the analysis of the data being the first section and the second section is the discussion of the findings. The results of the study are presented in five sections; section one presents the Demographics of respondents, section two contains teachers' perspectives on the effect of headteachers' leadership styles on their job satisfaction, section three contains different leadership styles employed by headteachers in Early Childhood Centres, section four contains the level of professional knowledge among Early Childhood headteachers and the last section contains the challenges headteachers face in implementing effective leadership styles.

4.1 Analysis of Data

The data presented in this study is the response from teachers and headteachers on their various views on the leadership styles employed by headteachers in Early Childhood Centres within the Effutu Municipality and their influence on teacher job satisfaction. The questionnaire was issued to 148 teachers and 27 headteachers in the Effutu Municipality, out of which 128 responses were received from the teachers and 26 from the headteachers. This yielded response rates of 86.5% and 96.3%, respectively. According to Babbie (2020), response rates of 80% or more are typically considered excellent in social science research, as they help minimize the potential for nonresponse

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error and enhance the credibility of the results. Similarly, Bryman (2016) emphasized that response rates exceeding 80% are desirable in quantitative research because they increase confidence in the findings and reduce the potential for nonresponse bias, ensuring the conclusions are more reliable. Therefore, these high response rates in the study support the validity and reliability of the data collected, reinforcing the robustness of the research findings.

4.1.1 Demographics of Respondents

The demographics of the respondents presented in Table 1 and Table 2 provide a comprehensive and detailed overview of the characteristics that define the study sample. By examining critical categories such as sex, age distribution, highest educational qualification, and years of teaching experience, the data paints a clear picture of the respondent group's composition. This analysis is essential for contextualizing the research findings and offers meaningful insights into the social, educational, and professional context within which the study was conducted. Understanding these demographic details allows for a deeper appreciation of the perspectives, challenges, and experiences that shape the respondents' views and practices.

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Table 1: Demographics of Respondents (Teachers) **n = (128)**

Demographics	Frequency	Percentage
Sex		
Female	111	86.7%
Male	17	13.3%
Age		
21-30	37	28.9%
31-40	62	48.4%
41-50	25	19.5%
51-60	4	3.1%
Highest Educational Qualification		
1st Degree	81	63.3%
2nd Degree and above	28	21.9%
Diploma	17	13.3%
WASSCE	2	1.6%
Years of Being a Teacher		
0-5	38	29.7%
6-10	34	26.6%
11-15	32	25.0%
16 and above	24	18.8%

Source: Field Data, 2024

The sex distribution of the respondents in Table 1 indicates a notable predominance of female participants. Out of a total of 128 respondents, 111 were female, representing 86.7% of the sample, while only 17 respondents were male, accounting for 13.3%. This significant gender imbalance underscores the fact that the teaching profession, particularly in the context of this study, is largely dominated by females. This observation aligns with broader trends in educational research where women often

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outnumber men in the teaching profession, particularly in early and primary education sectors (UNESCO, 2020). The high percentage of female respondents may influence perspectives on teaching practices and professional experiences, which is an important consideration for interpreting the study's findings.

The age distribution of the respondents reveals that the majority fall within the 31-40 years age bracket. Specifically, 62 respondents (constituting 48.4% of the total) are within this age group. This is followed by 37 respondents aged 21-30 years (28.9%), indicating that a significant portion of the respondents are in the early stages of their teaching careers. Additionally, 25 respondents are aged 41-50 years (19.5%), and a smaller segment, comprising 4 respondents, falls within the 51-60 years category (3.1%).

This distribution suggests that the respondent pool is primarily made up of relatively young and mid-career teachers. The prominence of the 31-40 years category highlights a workforce that is likely to be balancing teaching responsibilities with professional growth and development. The smaller number of older respondents (aged 51-60 years) may reflect factors such as retirement trends or a lower retention rate of older teachers within the profession. These insights are critical for understanding the dynamics of professional experience and the potential need for targeted professional development initiatives.

The educational qualifications of the respondents reflect a highly educated cohort, with the majority holding at least a first degree. Specifically, 81 respondents possess a 1st Degree, accounting for 63.3% of the total sample. Additionally, 28 respondents hold a 2nd Degree or higher, representing 21.9%. A smaller proportion of respondents hold a Diploma (17 respondents, 13.3%) or a WASSCE qualification (2 respondents, 1.6%).

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The prevalence of respondents with advanced educational qualifications underscores the professional standards and educational requirements in the teaching profession. The fact that over a fifth of the respondents possess a second degree or higher demonstrates a commitment to ongoing professional development and lifelong learning. Moreover, the small number of respondents with WASSCE qualifications highlights the emphasis on higher education credentials within the teaching sector.

The data on teaching experience reveals a balanced distribution across various stages of professional tenure. The largest group of respondents, comprising 38 individuals (29.7%), have 0-5 years of teaching experience. This is closely followed by 34 respondents (26.6%) with 6-10 years of experience, and 32 respondents (25.0%) with 11-15 years of experience. Additionally, 24 respondents (18.8%) have been teaching for 16 years or more.

This distribution indicates a relatively even spread of experience levels, with a significant portion of early-career teachers (0-5 years) alongside more experienced teachers. The diversity in years of service offers a rich dataset that captures varying levels of professional insight, challenges, and competencies. The presence of respondents with extensive teaching experience (16 years and above) ensures that the study incorporates perspectives from seasoned teachers, which is crucial for understanding long-term trends and practices in education. The balance of experience levels also allows for comparative analysis between newer and more experienced teachers, adding depth to the study's findings.

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Table 2: Demographics of Respondents (Headteachers) n=(26)

Demographics	Frequency	Percentage
Sex		
Female	21	80.8%
Male	5	19.2%
Age		
21-30	1	3.8%
31-40	6	23.1%
41-50	10	38.5%
51-60	9	34.6%
Highest Educational Qualification		
1st Degree	16	61.5%
2nd Degree and above	10	38.5%
Diploma	-	-
WASSCE	-	-
Years of Being a Headteacher		
0-5	10	38.5%
6-10	10	38.5%
11-15	2	7.7%
16 and above	4	15.4%

Source: Field Data, 2024

Table 2 shows a notable gender imbalance among participants. Out of the 26 respondents, 21 were female, representing 80.8%, while only 5 were male, comprising 19.2%. This suggests that the headteacher profession in the context of this study is predominantly female.

The age distribution of respondents reveals a diverse representation across various age brackets. Only 1 participant (3.8%) fell within the 21-30 age group, indicating limited

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participation from younger headteachers. The largest age group was 41-50 years, with 10 participants, accounting for 38.5% of the total. This is closely followed by the 51-60 age group, with 9 participants (34.6%). The 31-40 age group comprises 6 participants, representing 23.1% of the sample. The dominance of respondents aged between 41-60 suggests that the majority of the participants have substantial professional experience and are likely in the peak or later stages of their headteacher careers.

The educational qualifications of the respondents reflect a highly educated group of teachers. Majority of the participants, 16 out of 26 (61.5%), hold a first degree. Additionally, 10 respondents (38.5%) possess a second degree or higher, demonstrating a significant proportion of headteachers with advanced educational qualifications. Notably, there were no respondents with qualifications at the diploma or WASSCE levels. This distribution underscores a professional teaching workforce where higher education is a standard requirement.

The data on years of being headteacher experience reveals an even distribution between newer and more experienced teachers. The majority of respondents fall into the categories of 0-5 years (38.5%) and 6-10 years (38.5%) of teaching experience, with each group comprising 10 participants. This indicates a substantial number of headteachers who are relatively early in their careers. Additionally, 2 participants (7.7%) have between 11-15 years of experience, while 4 participants (15.4%) have been headteachers for 16 years or more. This range of teaching experience allows for a blend of fresh perspectives from newer headteachers and seasoned insights from those with extensive experience. The presence of both early-career and veteran headteachers can facilitate collaborative learning environments where knowledge and skills are shared across different experience levels (Fullan & Hargreaves, 2012).

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4.1.2 Different kinds of leadership styles employed by early childhood headteachers within Effutu municipality

Table 3: Charismatic Leadership **n = (128)**

Statement	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)	Mean	Std. Deviation
My headteacher inspires enthusiasm and commitment among staff.	52 (40.6)	56 (43.8)	8 (6.3)	6 (4.7)	6 (4.7)	4.11	1.037
My headteacher is known for their passion and energy.	61 (47.7)	46 (35.9)	12 (9.4)	7 (5.5)	2 (1.6)	4.23	.941
My headteacher is able to articulate a compelling vision of the future.	38 (29.7)	68 (53.1)	16 (12.5)	4 (3.1)	2 (1.6)	4.06	.830
My headteacher has a attractive personality that positively influences staff.	48 (37.5)	54 (42.2)	11 (8.6)	7 (5.5)	8 (6.3)	3.99	1.119
My headteacher builds strong emotional connections with staff.	44 (34.4)	54 (42.2)	11 (8.6)	10 (7.8)	9 (7.0)	3.89	1.172

Source: Field Data, 2024

Table 3 provides a detailed examination of the perspectives of the teachers regarding the charismatic leadership qualities exhibited by their headteachers. Charismatic leadership traits, such as enthusiasm, passion, vision articulation, and emotional connection, are critical in fostering a positive and motivated school environment. The data reveals the extent to which headteachers inspire, influence, and connect with their staff.

The statement, “My headteacher inspires enthusiasm and commitment among staff,” received predominantly positive responses. Fifty-Two (40.6%) of the teachers strongly agreed, and 56 (43.8%) agreed, indicating that a substantial majority of 84.4% of

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respondents perceive their headteacher as a source of inspiration. In contrast, 8 teachers (6.3%) remained neutral, while 6 teachers (4.7%) disagreed, and 6 teachers (4.7%) strongly disagreed. The mean score of 4.11 suggests high satisfaction, though the standard deviation of 1.037 indicates some variability in teachers' experiences. This implies that while most of the staff feel inspired, a minority do not share this sentiment.

For the statement, "My headteacher is known for their passion and energy," the responses were notably positive. 61 teachers (47.7%) strongly agreed, and 46 teachers (35.9%) agreed, giving a combined satisfaction rate of 83.6%. Meanwhile, 12 teachers (9.4%) were neutral, 7 teachers (5.5%) disagreed, and 2 teachers (1.6%) strongly disagreed. The mean score of 4.23 is the highest in this Table, signifying a strong perception of headteachers' passion and energy. The standard deviation of 0.941 reflects relatively consistent responses, reinforcing that most of the teachers recognize and appreciate their headteacher's enthusiasm.

The statement, "My headteacher is able to articulate a compelling vision of the future," also garnered strong agreement. 38 teachers (29.7%) strongly agreed, and 68 teachers (53.1%) agreed, resulting in a combined 82.8% agreement rate. 16 teachers (12.5%) were neutral, while 4 teachers (3.1%) disagreed, and 2 teachers (1.6%) strongly disagreed. The mean score of 4.06 indicates a high level of satisfaction, while the standard deviation of 0.830 shows relatively low variability. These results suggest that most of the teachers appreciate their headteacher's ability to convey a clear and motivating vision for the future.

In response to the statement, "My headteacher has an attractive personality that positively influences staff," the data shows a generally positive perception. 48 teachers (37.5%) strongly agreed, and 54 teachers (42.2%) agreed, culminating in a total

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satisfaction rate of 79.7%. However, 11 teachers (8.6%) were neutral, while 7 teachers (5.5%) disagreed, and 8 teachers (6.3%) strongly disagreed. The mean score of 3.99 reflects overall positive perspectives, but the higher standard deviation of 1.119 indicates notable variability. This suggests that while many of the teachers appreciate their headteacher's personality, there is a segment of the staff who do not share this view.

The statement, “My headteacher builds strong emotional connections with staff,” yielded a range of responses. 44 teachers (34.4%) strongly agreed, and 54 teachers (42.2%) agreed, resulting in a combined satisfaction rate of 76.6%. 11 teachers (8.6%) remained neutral, while 10 teachers (7.8%) disagreed, and 9 teachers (7.0%) strongly disagreed. The mean score of 3.89 indicates a positive but slightly lower level of satisfaction compared to other items. The standard deviation of 1.172 suggests higher variability in the responses. This implies that while many of the teachers feel emotionally connected to their headteacher, a significant minority do not experience this connection.

Table 3 highlights that teachers generally perceive their headteachers as exhibiting charismatic leadership qualities, such as inspiration, passion, and vision. The mean scores for the statements ranged from 3.89 to 4.23, demonstrating overall positive perspectives. However, the standard deviations, which ranged from 0.830 to 1.172, indicate varying degrees of agreement and satisfaction among the respondents.

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Table 4: Transactional Leadership **n = (128)**

Statement	SA	A	N	D	SD	Mean	Std. Deviation
	F (%)	F (%)	F (%)	F (%)	F (%)		
My headteacher sets clear goals and expectations for staff performance.	58 (45.3)	56 (43.8)	8 (6.3)	5 (3.9)	1 (0.8)	4.29	.815
My headteacher rewards staff for achieving performance targets.	33 (25.8)	51 (39.8)	27 (21.1)	12 (9.4)	5 (3.9)	3.74	1.067
My headteacher addresses performance issues with corrective actions.	49 (38.3)	59 (46.1)	8 (6.3)	9 (7.0)	3 (2.3)	4.11	.966
My headteacher focuses on day-to-day operations and outcomes.	47 (36.7)	62 (48.4)	15 (11.7)	3 (2.3)	1 (0.8)	4.18	.788
My headteacher emphasizes adherence to school policies and procedures.	54 (42.2)	60 (46.9)	12 (9.4)	1 (0.8)	1 (0.8)	4.29	.733

Source: Field Data, 2024

Table 4 presents a detailed exploration of teachers' perspectives regarding the transactional leadership behaviors of their headteachers. Transactional leadership focuses on goal setting, performance expectations, rewards, corrective actions, operational efficiency, and policy adherence.

The statement, “My headteacher sets clear goals and expectations for staff performance,” received overwhelmingly positive feedback. 58 teachers (45.3%) strongly agreed, and 56 teachers (43.8%) agreed, representing a combined satisfaction rate of 89.1%. In contrast, 8 teachers (6.3%) were neutral, while 5 teachers (3.9%) disagreed, and 1 teacher (0.8%) strongly disagreed. The mean score of 4.29 indicates a high level of satisfaction with this aspect of leadership. The standard deviation of 0.815

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reflects relatively consistent responses, suggesting that most of the teachers appreciate the clarity in expectations provided by their headteacher.

For the statement, “My headteacher rewards staff for achieving performance targets,” the responses were somewhat more varied. 33 teachers (25.8%) strongly agreed, and 51 teachers (39.8%) agreed, giving a combined agreement rate of 65.6%. Additionally, 27 teachers (21.1%) remained neutral, while 12 teachers (9.4%) disagreed, and 5 teachers (3.9%) strongly disagreed. The mean score of 3.74 indicates moderate satisfaction with this aspect of leadership. The standard deviation of 1.067 suggests greater variability, indicating that while many of the teachers feel rewarded, a notable proportion do not share this perception.

In response to the statement, “My headteacher addresses performance issues with corrective actions,” the majority of teachers provided positive feedback. 49 teachers (38.3%) strongly agreed, and 59 teachers (46.1%) agreed, yielding a combined satisfaction rate of 84.4%. Conversely, 8 teachers (6.3%) were neutral, while 9 teachers (7.0%) disagreed, and 3 teachers (2.3%) strongly disagreed. The mean score of 4.11 indicates a high level of satisfaction, while the standard deviation of 0.966 shows moderate variability. This suggests that most of the teachers appreciate the corrective measures implemented by their headteacher, though some have differing experiences.

The statement, “My headteacher focuses on day-to-day operations and outcomes,” received largely favorable responses. 47 teachers (36.7%) strongly agreed, and 62 teachers (48.4%) agreed, resulting in a combined agreement rate of 85.1%. Additionally, 15 teachers (11.7%) were neutral, while 3 teachers (2.3%) disagreed, and 1 teacher (0.8%) strongly disagreed. The mean score of 4.18 reflects a strong level of satisfaction, and the standard deviation of 0.788 indicates relatively consistent

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responses. This suggests that the headteachers are viewed as attentive to daily operational needs, contributing to effective school management.

For the statement, “My headteacher emphasizes adherence to school policies and procedures,” responses were highly positive. 54 teachers (42.2%) strongly agreed, and 60 teachers (46.9%) agreed, resulting in an impressive combined satisfaction rate of 89.1%. Only 12 teachers (9.4%) were neutral, while 1 teacher (0.8%) disagreed, and 1 teacher (0.8%) strongly disagreed. The mean score of 4.29 represents one of the highest satisfaction levels in the Table, while the standard deviation of 0.733 indicates minimal variability in responses. This consistency underscores the importance of policy adherence in maintaining a structured and orderly school environment.

Table 4 reveals that teachers generally view their headteachers' transactional leadership practices positively. The mean scores for the statements ranged from 3.74 to 4.29, demonstrating overall satisfaction with aspects such as goal-setting, rewards, corrective actions, operational focus, and policy adherence. The standard deviations, ranging from 0.733 to 1.067, indicate varying degrees of consistency in teachers’ perspectives.

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Table 5: Democratic Leadership **n = (128)**

Statement	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)	Mean	Std. Deviation
My headteacher involves staff in decision-making processes.	70 (54.7)	36 (28.1)	6 (4.7)	9 (7.0)	7 (5.5)	4.20	1.157
My headteacher encourages input and feedback from all team members.	66 (51.6)	39 (30.5)	8 (6.3)	8 (6.3)	7 (5.5)	4.16	1.142
My headteacher values the opinions and ideas of staff.	60 (46.9)	45 (35.2)	10 (7.8)	5 (3.9)	8 (6.3)	4.13	1.122
My headteacher promotes a culture of collaboration and teamwork.	68 (53.1)	38 (29.7)	9 (7.0)	9 (7.0)	4 (3.1)	4.23	1.059
My headteacher fosters a sense of shared responsibility and ownership.	57 (44.5)	47 (36.7)	12 (9.4)	7 (5.5)	5 (3.9)	4.12	1.050

Source: Field Data, 2024

Table 5 provides a detailed exploration of teachers' perspectives regarding the democratic leadership style exhibited by their headteachers. Democratic leadership emphasizes collaboration, shared decision-making, and valuing team members' input.

The statement, "My headteacher involves staff in decision-making processes," received strong support from teachers. 70 teachers (54.7%) strongly agreed, and 36 teachers (28.1%) agreed, leading to a combined agreement rate of 82.8%. However, 6 teachers (4.7%) were neutral, while 9 teachers (7.0%) disagreed, and 7 teachers (5.5%) strongly disagreed. The mean score of 4.20 indicates a high level of satisfaction, while the standard deviation of 1.157 shows some variability in responses. These findings suggest

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that while most of the teachers feel included in decision-making, a small group does not share this experience.

For the statement, “My headteacher encourages input and feedback from all team members,” majority of the teachers responded positively. 66 (51.6%) strongly agreed, and 39 (30.5%) agreed, resulting in a combined agreement rate of 82.1%. Additionally, 8 (6.3%) were neutral, while 8 (6.3%) disagreed, and 7 (5.5%) strongly disagreed. The mean score of 4.16 reflects strong satisfaction with feedback practices. The standard deviation of 1.142 indicates a moderate spread of opinions, suggesting that while most of the teachers feel encouraged to give input, a minority does not feel the same level of inclusiveness.

The statement, “My headteacher values the opinions and ideas of staff,” also received favorable responses. 60 (46.9%) of the teachers strongly agreed, and 45 (35.2%) agreed, totaling 82.1% combined agreement. Meanwhile, 10 (7.8%) were neutral, 5 (3.9%) disagreed, and 8 (6.3%) strongly disagreed. The mean score of 4.13 reflects a high level of satisfaction, while the standard deviation of 1.122 shows moderate variability. This suggests that although the majority feel their ideas are valued, a few of the teachers feel differently.

In response to the statement, “My headteacher promotes a culture of collaboration and teamwork,” feedback was notably positive. 68 (53.1%) of the teachers strongly agreed, and 38 (29.7%) agreed, producing a combined agreement rate of 82.8%. 9 teachers (7.0%) were neutral, while 9 (7.0%) disagreed, and 4 teachers (3.1%) strongly disagreed. The mean score of 4.23 indicates a high level of satisfaction, while the standard deviation of 1.059 suggests relatively consistent responses. These results

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highlight that most of the teachers appreciate the collaborative culture promoted by their headteacher.

The statement, “My headteacher fosters a sense of shared responsibility and ownership,” garnered strong agreement as well. 57 (44.5%) strongly agreed, and 47 (36.7%) agreed, resulting in a combined agreement rate of 81.2%. Additionally, 12 teachers (9.4%) were neutral, while 7 (5.5%) disagreed, and 5 (3.9%) strongly disagreed. The mean score of 4.12 reflects a high level of satisfaction, while the standard deviation of 1.050 indicates moderate variability. This suggests that most of the teachers feel a sense of shared ownership in their roles, though a small percentage do not.

Table 5 shows that the teachers generally view their headteachers' democratic leadership practices favorably. The mean scores for the statements ranged from 4.12 to 4.23, indicating a high level of satisfaction with various aspects of democratic leadership. The standard deviations, ranging from 1.050 to 1.157, reflect moderate variability in the teachers' perspectives.

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Table 6: Autocratic Leadership **n = (128)**

Statement	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)	Mean	Std. Deviation
My headteacher makes decisions without consulting staff.	10 (7.8)	14 (10.9)	13 (10.2)	18 (14.1)	73 (57.0)	1.98	1.351
My headteacher maintains strict control over all aspects of school operations.	15 (11.7)	21 (16.4)	17 (13.3)	33 (25.8)	42 (32.8)	2.48	1.397
My headteacher expects staff to follow instructions without question.	10 (7.8)	20 (15.6)	9 (7.0)	34 (26.6)	55 (43.0)	2.19	1.344
My headteacher relies on authority and power to manage staff.	15 (11.7)	24 (18.8)	11 (8.6)	28 (21.9)	50 (39.1)	2.42	1.456
My headteacher prefers not to delegate tasks to others.	3 (2.3)	17 (13.3)	20 (15.6)	30 (23.4)	58 (45.3)	2.04	1.166

Source: Field Data, 2024

Table 6 presents the perspectives of teachers regarding their headteacher's use of autocratic leadership practices.

This first item in Table 6 measures the extent to which headteachers are perceived to make decisions unilaterally. Majority of the respondents, 73 (57.0%), strongly disagreed to this statement, while 18 (14.1%) disagreed. Combined, 71.1% of the respondents reject the notion that their headteacher makes decisions without consultation. Only 10 (7.8%) strongly agreed and 14 (10.9%) agreed, indicating limited support for this perception. The mean score of 1.98 reflects a low tendency toward autocratic decision-making, while the standard deviation of 1.351 suggests moderate variability in responses.

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The next statement assesses whether headteachers exert strict control over school operations. The largest group, 42 (32.8%), strongly disagreed, while 33 (25.8%) disagreed, meaning a total of 58.6% do not perceive their headteacher as overly controlling. Conversely, 15 (11.7%) strongly agreed and 21 (16.4%) agreed, representing 28.1% who believe their headteacher maintains strict control. The mean score of 2.48 suggests a moderate disagreement with this practice. The standard deviation of 1.397 highlights varying perspectives, indicating that some of the staff members do experience a higher degree of control.

The third item evaluates the extent to which headteachers expect unquestioning obedience. A significant proportion of the respondents, 55 (43.0%), strongly disagreed, while 34 (26.6%) disagreed, totaling 69.6% who reject this practice. Only 10 (7.8%) strongly agreed and 20 (15.6%) agreed, indicating 23.4% who feel that their headteacher expects strict compliance. The mean score of 2.19 reflects a generally low occurrence of this autocratic behavior, while the standard deviation of 1.344 indicates moderate variability in staff perspectives.

The next statement measures whether headteachers manage staff through authority and power. The highest proportion, 50 (39.1%), strongly disagreed, and 28 (21.9%) disagreed, totaling 61.0% who oppose this perception. On the other hand, 15 (11.7%) strongly agreed and 24 (18.8%) agreed, reflecting 30.5% who feel that their headteacher relies on authority. The mean score of 2.42 indicates a low tendency toward this autocratic practice, while the standard deviation of 1.456 suggests considerable variation among respondents.

This fifth item from Table 6 explores the headteacher's inclination to delegate tasks. Majority of the respondents, 58 (45.3%), strongly disagreed, and 30 (23.4%) disagreed,

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making up 68.7% who believe their headteacher delegates responsibilities. Only 3 (2.3%) strongly agreed and 17 (13.3%) agreed, representing a combined 15.6% who perceive a lack of delegation. The mean score of 2.04 reflects a low tendency toward avoiding delegation, while the standard deviation of 1.166 shows unrelatively consistent responses.

Table 6 reveals that autocratic leadership practices are generally not prevalent among headteachers. Across all five items, the mean scores range from 1.98 to 2.48, indicating a general disagreement with the presence of autocratic behaviors. The highest mean score of 2.48 pertains to maintaining strict control, suggesting that while some control exists, it is not predominant. The standard deviations, ranging from 1.166 to 1.456, highlight moderate variability in responses, suggesting differing perspectives among the staff members.

Table 7: Laissez-Faire Leadership **n = (128)**

Statement	SA	A	N	D	SD	Mean	Std. Deviation
	F (%)	F (%)	F (%)	F (%)	F (%)		
My headteacher allows staff to work independently with minimal supervision.	13 (10.2)	39 (30.5)	18 (14.1)	26 (20.3)	32 (25.0)	2.80	1.375
My headteacher provides limited guidance and support to staff.	9 (7.0)	27 (21.1)	15 (11.7)	47 (36.7)	30 (23.4)	2.50	1.230
My headteacher avoids making decisions or resolving conflicts.	8 (6.3)	21 (16.4)	15 (11.7)	30 (23.4)	54 (42.2)	2.21	1.314
My headteacher trusts staff to manage their own work.	16 (12.5)	56 (43.8)	18 (14.1)	21 (16.4)	17 (13.3)	3.26	1.256
My headteacher intervenes only when absolutely necessary.	16 (12.5)	59 (46.1)	19 (14.8)	19 (14.8)	15 (11.7)	3.33	1.217

Source: Field Data, 2024

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Table 7 explores the perspectives of teachers regarding the extent to which their headteachers exhibit laissez-faire leadership characteristics examines five statements, measuring responses across Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) categories.

The first statement evaluates whether headteachers permit staff to work independently with little oversight. The highest proportion of the respondents, 39 (30.5%), agreed to this statement, while 13 (10.2%) strongly agreed, making a combined 40.7% who believe they have autonomy. However, 32 (25.0%) strongly disagreed and 26 (20.3%) disagreed, indicating 45.3% of the respondents experience more supervision. The mean score of 2.80 suggests moderate agreement, while the standard deviation of 1.375 indicates variability in responses, reflecting diverse experiences among the staff.

The next item measures whether headteachers provide minimal guidance to staff. The largest group, 47 (36.7%), disagreed, and 30 (23.4%) strongly disagreed, totaling 60.1% who feel they receive adequate guidance and support. Conversely, 9 (7.0%) strongly agreed and 27 (21.1%) agreed, representing 28.1% who perceive limited guidance. The mean score of 2.50 indicates a balanced perception, while the standard deviation of 1.230 reflects steady variation in responses.

The third statement examines whether headteachers refrain from decision-making or conflict resolution. The majority, 54 (42.2%), strongly disagreed, and 30 (23.4%) disagreed, totaling 65.6% who do not observe such avoidance behaviors. In contrast, 8 (6.3%) strongly agreed and 21 (16.4%) agreed, reflecting 22.7% who perceive avoidance. The mean score of 2.21 indicates general disagreement, while the standard deviation of 1.314 shows steady variability, suggesting differing experiences among staff.

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The next item evaluates the level of trust headteachers place in staff to handle their work independently. A significant proportion, 56 (43.8%), agreed, and 16 (12.5%) strongly agreed, totaling 56.3% who believe their headteacher demonstrates trust. Meanwhile, 21 (16.4%) disagreed and 17 (13.3%) strongly disagreed, representing 29.7% who feel otherwise. The mean score of 3.26 suggests overall agreement, and the standard deviation of 1.256 shows steady variability, indicating diverse perspectives of trust.

This statement assesses whether headteachers intervene minimally. The largest group, 59 (46.1%), agreed, and 16 (12.5%) strongly agreed, totaling 58.6% who feel their headteacher intervenes only when necessary. Meanwhile, 19 (14.8%) disagreed and 15 (11.7%) strongly disagreed, making up 26.5% who disagree. The mean score of 3.33 reflects a tendency toward agreement, and the standard deviation of 1.217 suggests relatively consistent responses.

The analysis of Table 7 reveals that headteachers generally exhibit some aspects of laissez-faire leadership, particularly regarding trust in staff and minimal intervention. The mean scores range from 2.21 to 3.33, indicating moderate agreement with these leadership behaviors. The highest mean score of 3.33 for the statement about intervening only when necessary, suggests that staff perceive their headteachers as allowing autonomy. In contrast, the statement regarding headteachers avoiding decision-making or conflict resolution has the lowest mean score of 2.21, indicating that most staff believe their headteachers take an active role in these areas. The standard deviations, ranging from 1.217 to 1.375, reflect moderate variability, suggesting that while many staff members experience laissez-faire behaviors, others encounter different leadership practices.

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Table 8: Visionary Leadership **n = (128)**

Statement	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)	Mean	Std. D.
My headteacher clearly communicates the long-term goals for the school.	45 (35.2)	52 (40.6)	21 (16.4)	4 (3.1)	6 (4.7)	3.98	1.035
My headteacher inspires staff with a vision for the future.	40 (31.3)	62 (48.4)	13 (10.2)	9 (7.0)	4 (3.1)	3.98	.992
My headteacher encourages innovation and creative thinking.	47 (36.7)	57 (44.5)	17 (13.3)	7 (5.5)	-	4.13	.842
My headteacher aligns the school's mission with the daily activities of staff.	42 (32.8)	57 (44.5)	23 (18.0)	6 (4.7)	-	4.05	.835
My headteacher motivates staff to strive for excellence.	47 (36.7)	47 (36.7)	25 (19.5)	5 (3.9)	4 (3.1)	4.00	1.004

Source: Field Data, 2024

Table 8 focuses on the perspectives of teachers regarding the extent to which their headteachers exhibit visionary leadership qualities. This first statement in Table 7 evaluates whether headteachers effectively communicate the school's long-term goals. A significant proportion of respondents, 52 (40.6%), agreed, and 45 (35.2%) strongly agreed, making a combined 75.8% who positively perceive this communication. Conversely, 4 (3.1%) disagreed, and 6 (4.7%) strongly disagreed, representing a minimal 7.8% with a negative perception. The mean score of 3.98 indicates strong agreement, and the standard deviation of 1.035 suggests a moderate spread in responses, reflecting a general consensus among teachers.

The second statement measures whether headteachers inspire staff with a forward-looking vision. The highest proportion, 62 (48.4%), agreed, and 40 (31.3%) strongly agreed, making 79.7% of respondents believe their headteachers provide inspirational leadership. A small proportion, 9 (7.0%) disagreed, and 4 (3.1%) strongly disagreed,

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reflecting 10.1% who perceive otherwise. The mean score of 3.98 indicates a high level of agreement, while the standard deviation of 0.992 shows less variability, suggesting a shared experience of visionary inspiration.

The third statement assesses the extent to which headteachers promote innovation and creativity. The majority, 57 (44.5%), agreed, and 47 (36.7%) strongly agreed, totaling 81.2% positive responses. Only 7 (5.5%) disagreed, with no respondents strongly disagreeing. The mean score of 4.13 reflects strong agreement, while the standard deviation of 0.842 indicates low variability, suggesting consistency in the perception that the headteachers encourage creativity and innovation.

The next statement measures whether headteachers ensure that daily activities align with the school's mission. A significant 57 (44.5%) agreed, and 42 (32.8%) strongly agreed, making 77.3% who support this statement. Meanwhile, 6 (4.7%) disagreed, and no respondents strongly disagreed. The mean score of 4.05 reflects overall agreement, and the standard deviation of 0.835 indicates low variability, suggesting consistency in responses.

The last statement evaluates whether headteachers encourage staff to achieve high standards. Equal proportions of respondents, 47 (36.7%) each, strongly agreed and agreed, totaling 73.4% positive responses. A smaller proportion, 5 (3.9%) disagreed, and 4 (3.1%) strongly disagreed, indicating 7.0% with a negative perception. The mean score of 4.00 shows strong agreement, and the standard deviation of 1.004 reflects moderate variability.

Data in Table 8 reveals that headteachers have general perception to exhibit strong visionary leadership qualities. The mean scores for all five statements range from 3.98 to 4.13, indicating consistent agreement with visionary practices such as effective

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communication of goals, inspiration, innovation, alignment of mission, and motivation for excellence. The standard deviations, ranging from 0.835 to 1.035, reflect low to moderate variability, indicating that most staff share similar perspectives of their headteachers' visionary leadership.

Table 9: Ethical Leadership **n = (128)**

Statement	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)	Mean	Std. D.
My headteacher demonstrates integrity and ethical behavior.	53 (41.4)	50 (39.1)	11 (8.6)	9 (7.0)	5 (3.9)	4.07	1.066
My headteacher treats all staff members fairly and with respect.	51 (39.8)	34 (26.6)	15 (11.7)	11 (8.6)	17 (13.3)	3.71	1.409
My headteacher promotes honesty and transparency in all school operations.	48 (37.5)	38 (29.7)	19 (14.8)	13 (10.2)	10 (7.8)	3.79	1.265
My headteacher considers the ethical implications of their decisions.	44 (34.4)	50 (39.1)	19 (14.8)	8 (6.3)	7 (5.5)	3.91	1.111
My headteacher serves as a role model for ethical conduct.	51 (39.8)	40 (31.3)	20 (15.6)	9 (7.0)	8 (6.3)	3.91	1.184

Source: Field Data, 2024

Table 9 focuses on teachers' perspectives regarding the ethical leadership qualities of their headteachers. The first statement evaluates headteachers' integrity and ethical conduct. A significant portion of the respondents, 50 (39.1%), agreed, and 53 (41.4%) strongly agreed, totaling 80.5% positive responses. Only 9 (7.0%) disagreed and 5 (3.9%) strongly disagreed, representing 10.9% with a negative perception. The mean score of 4.07 suggests a high level of agreement, and the standard deviation of 1.066 indicates moderate variability in responses.

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The next statement measures perspectives of fairness and respect. While 34 (26.6%) agreed and 51 (39.8%) strongly agreed (totaling 66.4%), a noTable 9 (8.6%) disagreed and 17 (13.3%) strongly disagreed, making 21.9% with a negative perception. The mean score of 3.71 indicates a moderate level of agreement, while the standard deviation of 1.409 suggests a wider spread in responses, indicating diverse opinions.

The third statement assesses honesty and transparency in school operations. 38 (29.7%) agreed, and 48 (37.5%) strongly agreed, comprising 67.2% positive responses. However, 13 (10.2%) disagreed, and 10 (7.8%) strongly disagreed, indicating 18.0% negative perspectives. The mean score of 3.79 reflects agreement, while the standard deviation of 1.265 shows moderate variability.

Statement four evaluates whether headteachers consider ethics in decision-making. 50 (39.1%) agreed, and 44 (34.4%) strongly agreed, making 73.5% positive responses. In contrast, 8 (6.3%) disagreed, and 7 (5.5%) strongly disagreed, indicating 11.8% negative perspectives. The mean score of 3.91 suggests strong agreement, while the standard deviation of 1.111 reflects moderate variability.

The fifth statement examines whether headteachers model ethical behavior. 40 (31.3%) agreed, and 51 (39.8%) strongly agreed, making 71.1% positive responses. Meanwhile, 9 (7.0%) disagreed, and 8 (6.3%) strongly disagreed, totaling 13.3% negative perspectives. The mean score of 3.91 shows agreement, and the standard deviation of 1.184 indicates moderate variability.

Table 9 indicates that headteachers are generally perceived as demonstrating ethical leadership qualities, such as integrity, fairness, honesty, ethical decision-making, and serving as role models. The standard deviations range from 1.066 to 1.409, reflecting moderate variability, particularly in perspectives of fairness and respect. This suggests

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that while the majority view headteachers as ethical leaders, there are diverse opinions, especially concerning fairness.

Table 10: Charismatic Leadership (Headteachers) **n = (26)**

Statement	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)	Mean	Std. D.
I inspire enthusiasm and commitment among staff.	15 (57.7)	10 (38.5)	1 (3.8)	0 (0)	0 (0)	4.54	.582
I am known for my passion and energy.	10 (38.5)	16 (61.5)	0 (0)	0 (0)	0 (0)	4.38	.496
I am able to articulate a compelling vision of the future.	10 (38.5)	13 (50.0)	3 (11.5)	0 (0)	0 (0)	4.27	.667
I have an attractive personality that positively influences staff.	12 (46.2)	13 (50.0)	1 (3.8)	0 (0)	0 (0)	4.42	.578
I build strong positive emotional connections with staff.	12 (46.2)	12 (46.2)	2 (7.7)	0 (0)	0 (0)	4.38	.637

Source: Field Data, 2024

Table 10 presents data on various aspects of charismatic leadership exhibited by headteachers and a clear picture of how headteachers perceive their charismatic leadership attributes and the impact of these traits on staff morale and commitment.

The statement, "I inspire enthusiasm and commitment among staff," elicited overwhelmingly positive responses. 15 headteachers (57.7%) strongly agreed, and 10 (38.5%) agreed, while only 1 headteacher (3.8%) was neutral. No respondents disagreed or strongly disagreed. The mean score of 4.54 with a low standard deviation of 0.582 indicates a high level of agreement and consistency among headteachers regarding their ability to inspire enthusiasm and commitment.

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For the statement, “I am known for my passion and energy,” 10 headteachers (38.5%) strongly agreed, and 16 (61.5%) agreed. No respondents were neutral or disagreed. The mean score was 4.38, with a standard deviation of 0.496. This high mean and low standard deviation reflect unanimous agreement that headteachers are passionate and energetic leaders.

The statement, “I am able to articulate a compelling vision of the future,” received the following responses: 10 headteachers (38.5%) strongly agreed, 13 (50.0%) agreed, and 3 (11.5%) were neutral. No respondents disagreed or strongly disagreed. The mean score of 4.27 with a standard deviation of 0.667 indicates a strong consensus on this ability, although the presence of neutral responses suggests some variability.

For the statement, “I have an attractive personality that positively influences staff,” 12 headteachers (46.2%) strongly agreed, and 13 (50.0%) agreed, while 1 (3.8%) was neutral. No respondents disagreed. The mean score was 4.42, with a standard deviation of 0.578. This high mean indicates that most headteachers believe their personality positively influences their staff.

The statement, “I build strong positive emotional connections with staff,” also garnered positive responses: 12 headteachers (46.2%) strongly agreed, 12 (46.2%) agreed, and 2 (7.7%) were neutral. No respondents disagreed. The mean score of 4.38 with a standard deviation of 0.637 reflects high agreement.

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Table 11: Transactional Leadership (Headteachers) **n = (26)**

Statement	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)	Mean	Std. D.
I set clear goals and expectations for staff performance.	15 (57.7)	10 (38.5)	1 (3.8)	0 (0)	0 (0)	4.54	.582
I reward staff for achieving performance targets.	7 (26.9)	18 (69.2)	1 (3.8)	0 (0)	0 (0)	4.23	.514
I address performance issues with corrective actions.	12 (46.2)	11 (42.3)	3 (11.5)	0 (0)	0 (0)	4.35	.689
I focus on day-to-day operations and outcomes.	13 (50.0)	8 (30.8)	4 (15.4)	1 (3.8)	0 (0)	4.27	.874
I emphasize adherence to school policies and procedures.	14 (53.8)	9 (34.6)	1 (3.8)	2 (7.7)	0 (0)	4.35	.892

Source: Field Data, 2024

Table 11 presents the responses of 26 headteachers regarding their practice of transactional leadership.

With the first statement on Setting Clear Goals and Expectations for Staff Performance, the majority of respondents (57.7%) strongly agreed that they set clear goals and expectations for staff performance, while 38.5% agreed. A single respondent (3.8%) was neutral, and no one disagreed or strongly disagreed. With a mean score of 4.54 and a low standard deviation of 0.582, the responses exhibit a strong consensus. This indicates that headteachers consistently emphasize the importance of establishing clear performance objectives, a foundational element of transactional leadership.

Responses to the statement about rewarding staff for achieving performance targets were similarly positive. Most respondents (69.2%) agreed with the statement, while 26.9% strongly agreed. Only 3.8% remained neutral, and no one expressed

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disagreement. The mean score of 4.23 reflects a high level of agreement, while the standard deviation of 0.514 suggests minimal variability in responses. This finding underscores the importance placed by headteachers on recognizing and rewarding staff performance, which serves as a key motivational tool within the framework of transactional leadership.

The statement Addressing Performance Issues with Corrective Actions had nearly half of the respondents (46.2%) strongly agreed that they address performance issues with corrective actions, and 42.3% agreed. A small proportion (11.5%) were neutral, with no respondents disagreeing or strongly disagreeing. The mean score of 4.35 indicates strong agreement, while the standard deviation of 0.689 reveals slightly greater variability compared to the previous statements. This suggests that headteachers are committed to taking corrective measures to address performance issues, reinforcing the transactional leadership practice of ensuring accountability.

On the next item, half of the respondents (50.0%) strongly agreed that they focus on day-to-day operations and outcomes, and 30.8% agreed. However, 15.4% were neutral, and 3.8% disagreed. The mean score of 4.27 reflects a generally high level of agreement, but the standard deviation of 0.874 indicates greater variability in responses. This variability may suggest differing perspectives of the importance of daily operational focus among headteachers. Nevertheless, the overall results highlight the transactional leadership tendency to prioritize short-term goals and immediate results.

Responses to the last statement ‘Emphasizing Adherence to School Policies and Procedures’ reveal that 53.8% of headteachers strongly agreed and 34.6% agreed that they emphasize adherence to school policies and procedures. While 3.8% were neutral, a small minority (7.7%) disagreed. The mean score of 4.35 indicates strong agreement,

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yet the standard deviation of 0.892 points to the highest level of variability among the five statements. This finding suggests that while most headteachers prioritize policy adherence, a few place less emphasis on this aspect, potentially due to contextual or individual differences in their leadership approaches.

Table 12: Democratic Leadership (Headteachers) n = (26)

Statement	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)	Mean	Std. D.
I involve staff in decision-making processes.	15 (57.7)	7 (26.9)	2 (7.7)	2 (7.7)	0 (0)	4.35	.936
I encourage input and feedback from all team members.	15 (57.7)	6 (23.1)	4 (15.4)	1 (3.8)	0 (0)	4.35	.892
I value the opinions and ideas of staff.	14 (53.8)	7 (26.9)	4 (15.4)	1 (3.8)	0 (0)	4.31	.884
I promote a culture of collaboration and teamwork.	17 (65.4)	4 (15.4)	3 (11.5)	2 (7.7)	0 (0)	4.38	.983
I foster a sense of shared responsibility and ownership.	14 (53.8)	9 (34.6)	2 (7.7)	1 (3.8)	0 (0)	4.38	.804

Source: Field Data, 2024

Table 12 provides insights into the democratic leadership practices of headteachers. Headteachers were asked whether they involve staff in decision-making processes. The majority (57.7%) strongly agreed, while 26.9% agreed. A smaller proportion of respondents (7.7%) remained neutral, and an equal percentage (7.7%) disagreed. None strongly disagreed. The mean score of 4.35 reflects strong agreement, and the standard deviation of 0.936 suggests moderate variability in responses. This finding highlights the tendency of most headteachers to engage staff in decision-making, a hallmark of

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democratic leadership, while also acknowledging some variability in how widely this practice is implemented.

In response to whether headteachers encourage input and feedback from all team members, 57.7% strongly agreed, and 23.1% agreed. However, 15.4% were neutral, and 3.8% disagreed, with no strong disagreement recorded. The mean score of 4.35 indicates a high level of agreement, and the standard deviation of 0.892 reveals moderate variability. This suggests that while many headteachers prioritize inclusivity in feedback, a few may not emphasize it to the same degree.

When asked if they value the opinions and ideas of staff, 53.8% of headteachers strongly agreed, and 26.9% agreed. A smaller portion (15.4%) remained neutral, and 3.8% disagreed. None strongly disagreed. The mean score of 4.31 reflects general agreement with the statement, while the standard deviation of 0.884 indicates some variation in perspectives. These results demonstrate that valuing staff input is a widely shared practice, though a minority of respondents may place less emphasis on this aspect of democratic leadership.

Regarding whether headteachers promote a culture of collaboration and teamwork, 65.4% strongly agreed, and 15.4% agreed. However, 11.5% were neutral, and 7.7% disagreed. The mean score of 4.38, the highest among the five statements, reflects strong agreement, while the standard deviation of 0.983 suggests moderate variability. This finding underscores the emphasis placed on fostering collaboration, a core tenet of democratic leadership, despite some variability in its implementation.

Finally, in response to whether headteachers foster a sense of shared responsibility and ownership, 53.8% strongly agreed, and 34.6% agreed. A small proportion (7.7%) were neutral, and 3.8% disagreed. The mean score of 4.38 indicates strong agreement, and

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the standard deviation of 0.804, the lowest among the statements, suggests more consistent responses. This indicates that the practice of encouraging shared responsibility is both valued and consistently applied among headteachers.

Table 13: Autocratic Leadership (Headteachers) **n = (26)**

Statement	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)	Mean	Std. D.
I make decisions without consulting staff.	2 (7.7)	3 (11.5)	0 (0)	12 (46.2)	9 (34.6)	2.12	1.243
I maintain strict control over all aspects of school operations.	0 (0)	9 (34.6)	5 (19.2)	10 (38.5)	2 (7.7)	2.81	1.021
I expect staff to follow instructions without question.	2 (7.7)	5 (19.2)	2 (7.7)	7 (26.9)	10 (38.5)	2.31	1.379
I rely on authority and power to manage staff.	2 (7.7)	9 (34.6)	5 (19.2)	5 (19.2)	5 (19.2)	2.92	1.294
I prefer not to delegate tasks to others.	0 (0)	3 (11.5)	3 (11.5)	9 (34.6)	11 (42.3)	1.92	1.017

Source: Field Data, 2024

Table 14 presents an analysis of headteachers' responses regarding their autocratic leadership practices. Headteachers were asked whether they make decisions without consulting staff. A small proportion of respondents (7.7%) strongly agreed, while 11.5% agreed. However, the majority disagreed, with 46.2% disagreeing and 34.6% strongly disagreeing. The mean score of 2.12 reflects general disagreement with the statement, while the standard deviation of 1.243 indicates moderate variability in responses. This suggests that most headteachers do not frequently adopt unilateral decision-making practices, distancing themselves from this hallmark of autocratic leadership.

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When responding to the statement about maintaining strict control over all aspects of school operations, none of the respondents strongly agreed, while 34.6% agreed. A smaller percentage (19.2%) remained neutral, whereas 38.5% disagreed and 7.7% strongly disagreed. The mean score of 2.81 reflects a near-neutral stance, leaning slightly toward disagreement, with a standard deviation of 1.021. These results suggest some variability in how headteachers perceive and exercise strict control, though it is not a dominant practice.

Regarding whether they expect staff to follow instructions without question, 7.7% strongly agreed, and 19.2% agreed, while 7.7% were neutral. A significant proportion disagreed, with 26.9% disagreeing and 38.5% strongly disagreeing. The mean score of 2.31 indicates overall disagreement with the statement, while the standard deviation of 1.379 reflects notable variability in responses. This finding suggests that while some headteachers may occasionally expect unquestioned compliance, most do not adhere rigidly to this practice.

On the statement about relying on authority and power to manage staff, 7.7% strongly agreed, and 34.6% agreed. A smaller proportion (19.2%) were neutral, and equal percentages (19.2%) disagreed and strongly disagreed. The mean score of 2.92, the highest among the statements, suggests a near-neutral response, leaning slightly toward agreement. The standard deviation of 1.294 indicates moderate variability. This finding implies that while some headteachers may occasionally rely on authority to manage staff, it is not a predominant feature of their leadership approach.

Finally, in response to whether they prefer not to delegate tasks to others, none of the respondents strongly agreed, while 11.5% agreed and 11.5% were neutral. The majority disagreed, with 34.6% disagreeing and 42.3% strongly disagreeing. The mean score of

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1.92 reflects strong disagreement with the statement, while the standard deviation of 1.017 indicates relatively consistent responses. This suggests that headteachers generally prefer to delegate tasks, countering a key aspect of autocratic leadership.

Table 14: Laissez-Faire Leadership (Headteachers) **n = (26)**

Statement	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)	Mean	Std. D.
I allow staff to work independently with minimal supervision.	2 (7.7)	12 (46.2)	5 (19.2)	4 (15.4)	3 (11.5)	3.23	1.177
I provide limited guidance and support to staff.	2 (7.7)	9 (34.6)	2 (7.7)	9 (34.6)	4 (15.4)	2.85	1.287
I avoid making decisions or resolving conflicts.	0 (0)	5 (19.2)	5 (19.2)	3 (11.5)	13 (50.0)	2.08	1.230
I trust staff to manage their own work.	4 (15.4)	9 (34.6)	7 (26.9)	5 (19.2)	1 (3.8)	3.38	1.098
I intervene only when absolutely necessary.	6 (23.1)	11 (42.3)	3 (11.5)	6 (23.1)	0 (0)	3.65	1.093

Source: Field Data, 2024

Table 16 provides an analysis of headteachers' responses regarding their practice of laissez-faire leadership. Headteachers were asked whether they allow staff to work independently with minimal supervision. A significant proportion (46.2%) agreed, while 7.7% strongly agreed. However, 19.2% were neutral, 15.4% disagreed, and 11.5% strongly disagreed. The mean score of 3.23 indicates a moderate level of agreement, while the standard deviation of 1.177 reflects considerable variability. This suggests that while many headteachers encourage staff independence, some maintain closer oversight.

In response to whether they provide limited guidance and support to staff, 7.7% strongly agreed, and 34.6% agreed. However, 7.7% were neutral, while equal proportions

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(34.6%) disagreed, and 15.4% strongly disagreed. The mean score of 2.85 reflects a neutral stance, leaning slightly toward agreement, with a standard deviation of 1.287 indicating moderate variability. This finding suggests a mixed approach among headteachers, with some favoring minimal guidance and others preferring a more supportive role.

When asked whether they avoid making decisions or resolving conflicts, no respondents strongly agreed, and only 19.2% agreed. An equal proportion (19.2%) were neutral, while 11.5% disagreed, and the majority (50.0%) strongly disagreed. The mean score of 2.08 reflects strong disagreement with this statement, and the standard deviation of 1.230 highlights some variability. These results indicate that most headteachers take an active role in decision-making and conflict resolution, distancing themselves from the more passive aspects of laissez-faire leadership.

Regarding whether they trust staff to manage their own work, 34.6% agreed, and 15.4% strongly agreed. However, 26.9% were neutral, 19.2% disagreed, and 3.8% strongly disagreed. The mean score of 3.38, the second-highest among the statements, reflects moderate agreement, while the standard deviation of 1.098 indicates relatively consistent responses. This finding demonstrates that many headteachers trust their staff to handle their responsibilities independently, though this trust is not universal.

Finally, in response to whether they intervene only when absolutely necessary, 42.3% agreed, and 23.1% strongly agreed. A smaller proportion (11.5%) were neutral, while 23.1% disagreed, and no one strongly disagreed. The mean score of 3.65, the highest among the statements, indicates moderate agreement, with the standard deviation of 1.093 showing relatively low variability. This suggests that many headteachers adopt a

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hands-off approach, intervening only when essential, which aligns with a key principle of laissez-faire leadership.

Table 15: Visionary Leadership (Headteachers) **n = (26)**

Statement	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)	Mean	Std. D.
I clearly communicate the long-term goals for the school.	13 (50.0)	12 (46.2)	1 (3.8)	0 (0)	0 (0)	4.46	.582
I inspire staff with a vision for the future.	10 (38.5)	14 (53.8)	2 (7.7)	0 (0)	0 (0)	4.31	.618
I encourage innovation and creative thinking.	11 (42.3)	12 (46.2)	2 (7.7)	1 (3.8)	0 (0)	4.27	.778
I align the school's mission with the daily activities of staff.	10 (38.5)	13 (50.0)	3 (11.5)	0 (0)	0 (0)	4.27	.667
I motivate staff to strive for excellence.	9 (34.6)	10 (38.5)	5 (19.2)	1 (3.8)	1 (3.8)	3.96	1.038

Source: Field Data, 2024

Table 15 examines headteachers' adoption of visionary leadership practices. Headteachers were asked whether they clearly communicate the long-term goals for the school. Half of the respondents (50.0%) strongly agreed, while 46.2% agreed. Only 3.8% were neutral, and no one disagreed or strongly disagreed. The mean score of 4.46, the highest among the statements, reflects strong agreement, and the standard deviation of 0.582 indicates low variability. This suggests that most headteachers place significant emphasis on articulating the school's long-term objectives, a fundamental aspect of visionary leadership.

In response to whether they inspire staff with a vision for the future, 38.5% strongly agreed, and 53.8% agreed, while 7.7% were neutral. No one disagreed or strongly

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disagreed. The mean score of 4.31 reflects strong agreement, with a standard deviation of 0.618 showing minimal variability. This finding demonstrates that headteachers actively work to inspire staff, fostering alignment with a shared future vision.

Regarding whether they encourage innovation and creative thinking, 42.3% strongly agreed, and 46.2% agreed. A smaller proportion (7.7%) were neutral, and 3.8% disagreed, with no strong disagreement. The mean score of 4.27 reflects strong agreement with this statement, while the standard deviation of 0.778 indicates moderate variability. These results suggest that most headteachers prioritize fostering creativity and innovation, although a small minority may be less inclined to emphasize this practice.

When asked if they align the school's mission with the daily activities of staff, 38.5% strongly agreed, and 50.0% agreed. A smaller percentage (11.5%) were neutral, with no disagreement or strong disagreement. The mean score of 4.27 reflects strong agreement, and the standard deviation of 0.667 indicates relatively low variability. This finding highlights that most headteachers actively connect the school's overarching mission with routine tasks, reinforcing alignment between vision and practice.

Finally, in response to whether they motivate staff to strive for excellence, 34.6% strongly agreed, and 38.5% agreed. A smaller proportion (19.2%) were neutral, while 3.8% disagreed and 3.8% strongly disagreed. The mean score of 3.96, the lowest among the statements, still reflects general agreement, though with a higher standard deviation of 1.038, indicating greater variability. This suggests that while many headteachers work to inspire excellence, there is some inconsistency in how this practice is implemented.

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Table 16:Ethical Leadership (Headteachers) **n = (26)**

Statement	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)	Mean	Std. D.
I demonstrate integrity and ethical behaviour.	10 (38.5)	15 (57.7)	1 (3.8)	0 (0)	0 (0)	4.35	.562
I treat all staff members fairly and with respect.	20 (76.9)	5 (19.2)	1 (3.8)	0 (0)	0 (0)	4.73	.533
I promote honesty and transparency in all school operations.	17 (65.4)	8 (30.8)	1 (3.8)	0 (0)	0 (0)	4.62	.571
I consider the ethical implications of their decisions.	12 (46.2)	11 (42.3)	2 (7.7)	1 (3.8)	0 (0)	4.31	.788
I serve as a role model for ethical conduct.	12 (46.2)	14 (53.8)	0 (0)	0 (0)	0 (0)	4.46	.508

Source: Field Data, 2024

Table 18 explores headteachers' responses concerning ethical leadership practices. Headteachers were asked whether they demonstrate integrity and ethical behavior. A majority of respondents (57.7%) agreed, and 38.5% strongly agreed, while only 3.8% were neutral. No one disagreed or strongly disagreed. The mean score of 4.35 reflects strong agreement, and the low standard deviation of 0.562 indicates minimal variability. This finding suggests that nearly all headteachers prioritize integrity and ethical behavior in their leadership roles.

In response to whether they treat all staff members fairly and with respect, the majority (76.9%) strongly agreed, and 19.2% agreed, with only 3.8% indicating neutrality. No one disagreed or strongly disagreed. The mean score of 4.73, the highest among the statements, underscores the strong consensus on this practice, with a standard deviation of 0.533 indicating very little variability. This result highlights that fairness and respect are cornerstones of headteachers' ethical leadership practices.

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Regarding whether they promote honesty and transparency in school operations, 65.4% strongly agreed, and 30.8% agreed, while only 3.8% were neutral. There were no instances of disagreement or strong disagreement. The mean score of 4.62 reflects strong agreement, and the standard deviation of 0.571 shows low variability. These findings emphasize headteachers' commitment to fostering a culture of honesty and transparency in their schools.

When asked whether they consider the ethical implications of their decisions, 46.2% strongly agreed, and 42.3% agreed, while 7.7% were neutral and 3.8% disagreed. The mean score of 4.31 reflects strong agreement, though the standard deviation of 0.788 indicates slightly higher variability compared to other statements. This suggests that most headteachers incorporate ethical considerations into their decision-making, although a small minority may do so less consistently.

Finally, in response to whether they serve as role models for ethical conduct, 46.2% strongly agreed, and 53.8% agreed, with no neutral or negative responses. The mean score of 4.46 reflects strong agreement, and the standard deviation of 0.508 indicates minimal variability. This result underscores headteachers' role in setting ethical examples for their staff.

4.1.3 Teacher Perspectives on the Effect of Headteachers' Leadership Styles on Job Satisfaction

Table 17 provides a detailed analysis of teachers' perspectives regarding the effect of headteachers' leadership styles on their job satisfaction. The data captures several statements related to key aspects of leadership, including motivation, professional growth, stress reduction, communication, and empowerment. This analysis underscores the significant role that headteachers' leadership practices play in shaping a positive and

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productive work environment within educational institutions. Each aspect discussed provides valuable context for understanding the broader implications of leadership styles on teacher satisfaction and professional well-being. The responses are categorized into Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD), and summarized using mean scores and standard deviations. This analysis offers valuable insights into the relationship between leadership styles and teacher job satisfaction.

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Table 17: Teacher Perspectives on the Effect of Headteachers' Leadership Styles on Job Satisfaction **n = (128)**

Statement	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)	Mean	Std. Dev.
My headteacher's leadership style positively affects my overall job satisfaction	56 (43.8)	45 (35.2)	5 (3.9)	9 (7.0)	13 (10.2)	3.95	1.297
I feel more motivated and engaged in my work due to my headteacher's leadership	51 (39.8)	50 (39.1)	11 (8.6)	9 (7.0)	7 (5.5)	4.01	1.126
My headteacher's leadership style enhances my professional growth and development.	45 (35.2)	61 (47.7)	8 (6.3)	8 (6.3)	6 (4.7)	4.02	1.046
I experience less stress and burnout due to my headteacher's supportive leadership.	33 (25.8)	60 (46.9)	11 (8.6)	14 (10.9)	10 (7.8)	3.72	1.190
My headteacher's leadership style improves the overall working environment in the school.	47 (36.7)	57 (44.5)	8 (6.3)	10 (7.8)	6 (4.7)	4.01	1.083
I feel more valued and recognized for my work because of my headteacher's leadership.	44 (34.4)	56 (43.8)	15 (11.7)	9 (7.0)	4 (3.1)	3.99	1.016
My headteacher's leadership style positively influences my relationships with colleagues.	32 (25.0)	60 (46.9)	14 (10.9)	11 (8.6)	11 (8.6)	3.71	1.185
I have greater job security and stability due to my headteacher's leadership.	33 (25.8)	57 (44.5)	25 (19.5)	7 (5.5)	6 (4.7)	3.81	1.033
My headteacher's leadership style aligns with my personal and professional values.	39 (30.5)	60 (46.9)	10 (7.8)	9 (7.0)	10 (7.8)	3.85	1.164
I am more committed to staying at this school because of my headteacher's leadership style.	44 (34.4)	50 (39.1)	13 (10.2)	11 (8.6)	10 (7.8)	3.84	1.215
My headteacher fosters a collaborative and supportive work environment	52 (40.6)	46 (35.9)	17 (13.3)	5 (3.9)	8 (6.3)	4.01	1.126
My headteacher values and encourages open communication among staff members	60 (46.9)	43 (33.6)	12 (9.4)	9 (7.0)	4 (3.1)	4.14	1.055
My headteacher provides constructive feedback and recognition for our work	55 (43.0)	52 (40.6)	8 (6.3)	11 (8.6)	2 (1.6)	4.15	.981
My headteacher demonstrates a clear vision and direction for our school	58 (45.3)	49 (38.3)	14 (10.9)	5 (3.9)	2 (1.6)	4.22	.904
My headteacher empowers teachers to make decisions and take ownership of their roles	48 (37.5)	49 (38.3)	15 (11.7)	4 (3.1)	12 (9.4)	3.91	1.210

Source: Field Data, 2024

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The statement, “My headteacher's leadership style positively affects my overall job satisfaction,” from Table 3 shows that 56 teachers (43.8%) strongly agreed, while 45 teachers (35.2%) agreed, amounting to a total of 79% of respondents expressing satisfaction. Conversely, 9 teachers (7.0%) disagreed, and 13 teachers (10.2%) strongly disagreed, while 5 teachers (3.9%) remained neutral. The mean score for this statement is 3.95, with a standard deviation of 1.297. The relatively high standard deviation indicates some variability in responses, though the majority view leadership as positively affecting their satisfaction.

The statement, “I feel more motivated and engaged in my work due to my headteacher’s leadership,” from Table 3 shows that 51 teachers (39.8%) strongly agreed and 50 teachers (39.1%) agreed, giving a combined agreement rate of 78.9%. Meanwhile, 11 teachers (8.6%) were neutral, 9 teachers (7.0%) disagreed, and 7 teachers (5.5%) strongly disagreed. The mean score is 4.01, with a standard deviation of 1.126. This suggests that most teachers feel motivated by their headteacher’s leadership, though some variability exists.

For the statement, “My headteacher’s leadership style enhances my professional growth and development,” from Table 3, 45 teachers (35.2%) strongly agreed and 61 teachers (47.7%) agreed, resulting in 82.9% agreement. 8 teachers (6.3%) were neutral, while 8 teachers (6.3%) disagreed, and 6 teachers (4.7%) strongly disagreed. The mean score is 4.02, with a standard deviation of 1.046. This indicates that a significant majority of teachers believe their headteacher supports their professional development.

In response to the statement, “I experience less stress and burnout due to my headteacher’s supportive leadership,” 33 teachers (25.8%) strongly agreed, and 60 teachers (46.9%) agreed, giving a combined agreement of 72.7%. Meanwhile, 11

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teachers (8.6%) were neutral, 14 teachers (10.9%) disagreed, and 10 teachers (7.8%) strongly disagreed. The mean score is 3.72, with a standard deviation of 1.190, indicating a generally positive perception with some variability in responses.

The statement, "My headteacher's leadership style improves the overall working environment in the school," had 47 teachers (36.7%) strongly agreeing and 57 teachers (44.5%) agreeing, making 81.2% agreement. 8 teachers (6.3%) were neutral, while 10 teachers (7.8%) disagreed, and 6 teachers (4.7%) strongly disagreed. The mean score is 4.01, with a standard deviation of 1.083. This indicates that most teachers believe leadership positively impacts the working environment.

For the statement, "I feel more valued and recognized for my work because of my headteacher's leadership," 44 teachers (34.4%) strongly agreed and 56 teachers (43.8%) agreed, totaling 78.2% agreement. 15 teachers (11.7%) were neutral, 9 teachers (7.0%) disagreed, and 4 teachers (3.1%) strongly disagreed. The mean score is 3.99, with a standard deviation of 1.016, suggesting that most teachers feel valued due to effective leadership.

The statement, "My headteacher's leadership style positively influences my relationships with colleagues," shows that 32 teachers (25.0%) strongly agreed, and 60 teachers (46.9%) agreed, leading to 71.9% agreement. 14 teachers (10.9%) were neutral, while 11 teachers (8.6%) disagreed, and 11 teachers (8.6%) strongly disagreed. The mean score is 3.71, with a standard deviation of 1.185, reflecting moderate agreement with some differences in perspective.

For the statement, "I have greater job security and stability due to my headteacher's leadership," 33 teachers (25.8%) strongly agreed and 57 teachers (44.5%) agreed, resulting in 70.3% agreement. 25 teachers (19.5%) were neutral, while 7 teachers

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(5.5%) disagreed, and 6 teachers (4.7%) strongly disagreed. The mean score is 3.81, with a standard deviation of 1.033, indicating a generally positive view of job security influenced by leadership.

The statement, "My headteacher's leadership style aligns with my personal and professional values," shows that 39 teachers (30.5%) strongly agreed and 60 teachers (46.9%) agreed, totaling 77.4% agreement. 10 teachers (7.8%) were neutral, while 9 teachers (7.0%) disagreed, and 10 teachers (7.8%) strongly disagreed. The mean score is 3.85, with a standard deviation of 1.164, suggesting overall alignment with some variations.

For the statement, "I am more committed to staying at this school because of my headteacher's leadership style," 44 teachers (34.4%) strongly agreed and 50 teachers (39.1%) agreed, making 73.5% agreement. 13 teachers (10.2%) were neutral, 11 teachers (8.6%) disagreed, and 10 teachers (7.8%) strongly disagreed. The mean score is 3.84, with a standard deviation of 1.215, indicating leadership influences teachers' commitment.

The statement, "My headteacher fosters a collaborative and supportive work environment," shows that 52 teachers (40.6%) strongly agreed and 46 teachers (35.9%) agreed, totaling 76.5% agreement. The mean score is 4.01, with a standard deviation of 1.126, highlighting general agreement.

For the statement, "My headteacher values and encourages open communication among staff members," 60 teachers (46.9%) strongly agreed and 43 teachers (33.6%) agreed, leading to 80.5% agreement. The mean score is 4.14, with a standard deviation of 1.055, indicating strong agreement.

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The statement, “My headteacher provides constructive feedback and recognition for our work,” shows that 55 teachers (43.0%) strongly agreed and 52 teachers (40.6%) agreed, resulting in 83.6% agreement. The mean score is 4.15, with a standard deviation of 0.981, reflecting widespread positive sentiment.

For the statement, “My headteacher demonstrates a clear vision and direction for our school,” 58 teachers (45.3%) strongly agreed and 49 teachers (38.3%) agreed, totaling 83.6% agreement. The mean score is 4.22, with a standard deviation of 0.904. Similarly, for “My headteacher empowers teachers to make decisions,” 48 teachers (37.5%) strongly agreed and 49 teachers (38.3%) agreed, totaling 75.8% agreement with a mean score of 3.91.

The data in Table 17 comprehensively demonstrates that headteachers’ leadership styles significantly impact various aspects of teacher job satisfaction. High levels of agreement across key statements related to motivation, professional development, stress reduction, communication, and empowerment highlight the importance of effective leadership in educational settings. The consistently positive mean scores, mostly ranging between 3.7 and 4.2, underscore that supportive, communicative, and empowering leadership practices contribute to a thriving work environment.

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Table 18: Teachers Satisfaction on Aspects of Jobs **n = (128)**

Statements	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)	Mean	Std. Deviation
Workload and job responsibilities	39 (30.5)	58 (45.3)	10 (7.8)	9 (7.0)	12 (9.4)	3.80	1.217
Opportunities for professional development and growth	55 (43.0)	51 (39.8)	14 (10.9)	7 (5.5)	1 (0.8)	4.19	.894
Support and collaboration among colleagues	52 (40.6)	53 (41.4)	11 (8.6)	10 (7.8)	2 (1.6)	4.12	.969
Recognition and appreciation for your contributions	36 (28.1)	65 (50.8)	14 (10.9)	8 (6.3)	5 (3.9)	3.93	.998
Teaching objectives outcome	42 (32.8)	67 (52.3)	15 (11.7)	0 (0)	4 (3.1)	4.12	.848

Source: Field Data, 2024

Table 18 provides critical insights into the levels of job satisfaction among teachers concerning various aspects of their roles. The table offers a detailed understanding of the degree to which teachers are satisfied with different facets of their professional responsibilities and environment.

The statement, "I am satisfied with my workload and job responsibilities," revealed diverse responses. Out of the total respondents, 39 teachers (30.5%) strongly agreed, and 58 teachers (45.3%) agreed, indicating that a majority of 75.8% are satisfied with their workload. However, 10 teachers (7.8%) were neutral, while 9 teachers (7.0%) disagreed, and 12 teachers (9.4%) strongly disagreed. The mean score for this item is 3.80, with a standard deviation of 1.217. The mean score suggests a generally positive perception, but the relatively high standard deviation indicates some variation in satisfaction levels among respondents.

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Regarding the statement, “I am satisfied with the opportunities for professional development and growth,” a significant proportion of teachers expressed positive sentiments. Specifically, 55 teachers (43.0%) strongly agreed, and 51 teachers (39.8%) agreed, totaling 82.8% agreement. In contrast, 14 teachers (10.9%) remained neutral, while 7 teachers (5.5%) disagreed, and 1 teacher (0.8%) strongly disagreed. The mean score for this statement is 4.19, with a standard deviation of 0.894. The high mean score, coupled with a low standard deviation, suggests strong satisfaction with professional development opportunities and consistency in teacher responses.

For the statement, “I am satisfied with the support and collaboration among colleagues,” the responses were similarly positive. 52 teachers (40.6%) strongly agreed, and 53 teachers (41.4%) agreed, culminating in 82% agreement. 11 teachers (8.6%) were neutral, while 10 teachers (7.8%) disagreed, and 2 teachers (1.6%) strongly disagreed. The mean score of 4.12 reflects a high level of satisfaction, with a standard deviation of 0.969, indicating moderate variability in responses. The data demonstrates that most teachers appreciate the collaborative and supportive nature of their professional relationships.

In response to the statement, “I am satisfied with the recognition and appreciation for my contributions,” the results show that 36 teachers (28.1%) strongly agreed, and 65 teachers (50.8%) agreed, making up a combined 78.9% satisfaction rate. 14 teachers (10.9%) were neutral, while 8 teachers (6.3%) disagreed, and 5 teachers (3.9%) strongly disagreed. The mean score for this item is 3.93, with a standard deviation of 0.998. This mean score indicates a positive perception of recognition and appreciation, though the standard deviation suggests some variability in the extent to which teachers feel valued for their contributions.

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For the statement, “I am satisfied with the outcomes related to teaching objectives,” the responses were notably positive. 42 teachers (32.8%) strongly agreed, and 67 teachers (52.3%) agreed, resulting in a combined 85.1% satisfaction rate. 15 teachers (11.7%) were neutral, and 4 teachers (3.1%) strongly disagreed, with no respondents selecting "disagree." The mean score of 4.12 reflects a high level of satisfaction, and the standard deviation of 0.848 indicates a relatively consistent response pattern among teachers. This suggests that most teachers feel their teaching objectives are effectively being met.

4.1.4 Professional Knowledge on Leadership styles among Early Childhood Headteachers within Effutu Municipality

Table 19: Formal Training or Professional Development for Headteachers

Item	Frequency	Percentage (%)
YES	25	96.2 %
NO	1	3.8%
Total	**26**	**100.0%**

Source: Field Data, 2024

Table 19 presents the data on whether headteachers have received formal training or engaged in professional development. This analysis examines the frequency and percentage distribution to provide insights into the professional preparedness of headteachers, which is critical in educational leadership and management.

The data reveals that out of a total of 26 headteachers surveyed, 25 participants, representing 96.2%, indicated that they had received formal training or professional development. This overwhelmingly high percentage underscores the importance placed on professional development for headteachers in educational institutions. It suggests that the majority of headteachers in the study possess formal training to enhance their leadership skills, administrative competencies, and pedagogical knowledge.

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In contrast, only 1 participant, accounting for 3.8%, reported not receiving formal training or professional development. This minimal representation highlights an exception rather than a trend, suggesting that most headteachers adhere to professional development requirements or institutional expectations.

Table 20: Professional Knowledge on leadership styles **n = (26)**

Statements	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)	Mean	Std. D.
My leadership style involves fostering collaboration and teamwork among staff	19 (73.1)	5 (19.2)	0 (0)	2 (7.7)	0 (0)	4.58	0.857
I believe in a participative leadership, where decisions are made with input from staff members	12 (46.2)	14 (53.8)	0 (0)	0 (0)	0 (0)	4.46	0.508
I prioritize communication and transparency in my leadership approach	13 (50.0)	11 (42.3)	2 (7.7)	0 (0)	0 (0)	4.42	0.643
I tend to delegate tasks and empower my staff to take ownership of their responsibilities	15 (57.7)	8 (30.8)	3 (11.5)	0 (0)	0 (0)	4.46	0.706
I am open to feedback and continuously seek opportunities for personal and professional growth	10 (38.5)	13 (50.0)	2 (7.7)	1 (3.8)	0 (0)	4.23	0.765

Source: Field Data, 2024

Understanding the professional knowledge of headteachers regarding leadership styles is crucial for evaluating their effectiveness in school management and fostering positive educational outcomes. Table 20 presents data on various leadership-related statements, capturing headteachers' responses for each statement, providing insights into the leadership practices employed by headteachers.

The statement, "My leadership style involves fostering collaboration and teamwork among staff," received the following responses: 19 headteachers (73.1%) strongly agreed, while 5 (19.2%) agreed, and 2 (7.7%) disagreed. There were no neutral or

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strongly disagreeing responses. This resulted in a mean score of 4.58 with a standard deviation of 0.857. The high mean score indicates that most headteachers prioritize teamwork and collaborative efforts within their institutions. The low standard deviation reflects consistency in their responses, emphasizing that fostering teamwork is a widely accepted leadership practice.

Regarding the statement, "I believe in participative leadership, where decisions are made with input from staff members," 12 headteachers (46.2%) strongly agreed and 14 (53.8%) agreed. There were no neutral, disagree, or strongly disagree responses. This unanimity yielded a mean score of 4.46 with a standard deviation of 0.508. The unanimous agreement (100%) highlights a firm commitment to participative decision-making among headteachers. The low standard deviation reflects minimal variability, emphasizing the importance of shared leadership in their practices.

For the statement, "I prioritize communication and transparency in my leadership approach," the responses were as follows: 13 headteachers (50%) strongly agreed, 11 (42.3%) agreed, and 2 (7.7%) remained neutral. There were no responses for disagree or strongly disagree. This resulted in a mean score of 4.42 with a standard deviation of 0.643. The high mean score indicates that a majority of headteachers value transparent communication. The moderate variability, indicated by the standard deviation, reflects some divergence in how strongly participants feel about this practice. Transparent communication is critical for building trust, minimizing misunderstandings, and ensuring staff members are well-informed about institutional goals and policies.

The statement, "I tend to delegate tasks and empower my staff to take ownership of their responsibilities," received the following responses: 15 headteachers (57.7%) strongly agreed, 8 (30.8%) agreed, and 3 (11.5%) remained neutral. There were no

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responses for disagree or strongly disagree. This resulted in a mean score of 4.46 with a standard deviation of 0.706. The high mean score indicates that most headteachers practice delegation and empowerment. The slight variability, reflected in the standard deviation, suggests that while most respondents agree with this approach, a small proportion remains neutral.

For the statement, "I am open to feedback and continuously seek opportunities for personal and professional growth," the responses were distributed as follows: 10 headteachers (38.5%) strongly agreed, 13 (50%) agreed, 2 (7.7%) remained neutral, and 1 (3.8%) disagreed. There were no responses for strongly disagree. The mean score was 4.23, with a standard deviation of 0.765. This suggests that while a majority of headteachers (88.5%) value feedback and professional growth, a small percentage either remained neutral or disagreed. The higher variability compared to other statements reflects differing levels of commitment to this practice. Continuous self-improvement and openness to feedback are essential for adapting to challenges and enhancing leadership effectiveness.

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4.1.5 Challenges faced by headteachers in Implementing Effective Leadership styles in Early Childhood Centres in Effutu Municipality

Table 21: Challenges faced by Headteachers **n = (26)**

Challenge	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)	Mean	Std. D
The physical learning environment is not conducive	2 (7.7)	6 (23.1)	6 (23.1)	7 (26.9)	5 (19.2)	2.73	1.251
Inadequate teachers and Ineffective teachers	1 (3.8)	6 (23.1)	2 (7.7)	10 (38.5)	7 (26.9)	2.38	1.235
Poor relationship between members of staff and morale	1 (3.8)	6 (23.1)	4 (15.4)	6 (23.1)	9 (34.6)	2.38	1.299
Absenteeism and lateness of teachers and students from school	3 (11.5)	5 (19.2)	1 (3.8)	13 (50.0)	4 (15.4)	2.62	1.299
Interference of SMC, SISOs and PA Members	2 (7.7)	5 (19.2)	6 (23.1)	9 (34.6)	4 (15.4)	2.69	1.192
Workload of Head Teachers	7 (26.9)	7 (26.9)	5 (19.2)	6 (23.1)	1 (3.8)	3.50	1.241
Inter-teacher conflicts	2 (7.7)	6 (23.1)	3 (11.5)	12 (46.2)	3 (11.5)	2.69	1.192
Increase in student population	6 (23.1)	6 (23.1)	3 (11.5)	6 (23.1)	5 (19.2)	3.08	1.495
Lack of parental involvement and sense of community	8 (30.8)	14 (53.8)	1 (3.8)	3 (11.5)	0 (0)	4.04	0.916
lack of in-service training for professional development	0 (0)	8 (30.8)	2 (7.7)	10 (38.5)	6 (23.1)	2.46	1.174
Financial management deficit	3 (11.5)	8 (30.8)	8 (30.8)	7 (26.9)	0 (0)	3.27	1.002
Attrition and Retention Issues	2 (7.7)	8 (30.8)	7 (26.9)	7 (26.9)	2 (7.7)	3.04	1.113

Source: Field Data, 2024

The effective leadership of headteachers can be significantly hindered by various challenges in school management. Table 21 highlights key challenges faced by headteachers and offers insights into the prevalence and severity of these challenges

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among headteachers, providing a nuanced understanding of the obstacles that impact school administration and leadership effectiveness.

The statement, "The physical learning environment is not conducive," received varied responses: 2 headteachers (7.7%) strongly agreed, 6 (23.1%) agreed, while 6 (23.1%) were neutral. On the other hand, 7 headteachers (26.9%) disagreed, and 5 (19.2%) strongly disagreed. This yielded a mean score of 2.73 with a standard deviation of 1.251. The relatively low mean indicates that a considerable number of headteachers do not find this challenge as pervasive, though the higher standard deviation points to differing experiences. This highlights disparities in infrastructure quality across different schools, with some environments better equipped than others (Oduro, 2020).

For the challenge, "Inadequate teachers and ineffective teachers," responses were as follows: 1 headteacher (3.8%) strongly agreed, 6 (23.1%) agreed, 2 (7.7%) were neutral, 10 (38.5%) disagreed, and 7 (26.9%) strongly disagreed. The mean score was 2.38, with a standard deviation of 1.235. The low mean suggests that the majority of headteachers do not view inadequate or ineffective teaching staff as a primary challenge. However, the variation in responses underscores that in some schools, staffing issues remain a critical concern, potentially affecting educational quality (Owusu-Mensah, 2019).

The statement, "Poor relationship between members of staff and morale," received the following responses: 1 headteacher (3.8%) strongly agreed, 6 (23.1%) agreed, 4 (15.4%) were neutral, 6 (23.1%) disagreed, and 9 (34.6%) strongly disagreed. The mean score was 2.38, with a standard deviation of 1.299. This indicates that while poor staff relationships and morale are challenges for some headteachers, a significant number do

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not perceive this as a widespread issue. The relatively high standard deviation highlights differences in staff dynamics across schools.

The challenge, "Absenteeism and lateness of teachers and students from school," elicited the following responses: 3 headteachers (11.5%) strongly agreed, 5 (19.2%) agreed, 1 (3.8%) was neutral, 13 (50%) disagreed, and 4 (15.4%) strongly disagreed. The mean score was 2.62, with a standard deviation of 1.299. The low mean suggests that absenteeism and lateness are not universally problematic, though the high standard deviation points to variability, indicating that this challenge is more severe in certain schools.

For the statement, "Interference of SMC, SISOs, and PTA members," the responses were as follows: 2 headteachers (7.7%) strongly agreed, 5 (19.2%) agreed, 6 (23.1%) were neutral, 9 (34.6%) disagreed, and 4 (15.4%) strongly disagreed. The mean score was 2.69, with a standard deviation of 1.192. This indicates that while interference from these groups is a challenge for some, it is not universally experienced. The moderate standard deviation reflects differences in the relationships between headteachers and these stakeholders.

The statement, "Workload of headteachers," received notable responses: 7 headteachers (26.9%) strongly agreed, 7 (26.9%) agreed, 5 (19.2%) were neutral, 6 (23.1%) disagreed, and 1 (3.8%) strongly disagreed. The mean score of 3.50 with a standard deviation of 1.241 indicates that workload is a significant challenge for many headteachers. The relatively high mean highlights the burden of administrative responsibilities, which can hinder effective school leadership (Mulford, 2017).

For the challenge, "Inter-teacher conflicts," the responses were as follows: 2 headteachers (7.7%) strongly agreed, 6 (23.1%) agreed, 3 (11.5%) were neutral, 12

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(46.2%) disagreed, and 3 (11.5%) strongly disagreed. The mean score was 2.69, with a standard deviation of 1.192. This suggests that while inter-teacher conflicts are a concern for some headteachers, they are not a widespread issue.

The statement, "Increase in student population," yielded the following responses: 6 headteachers (23.1%) strongly agreed, 6 (23.1%) agreed, 3 (11.5%) were neutral, 6 (23.1%) disagreed, and 5 (19.2%) strongly disagreed. The mean score was 3.08, with a standard deviation of 1.495. The moderate mean score and relatively high variability suggest that while increasing student population is a concern for some, others do not perceive it as a major issue.

The statement, "Lack of parental involvement and sense of community," received strong agreement: 8 headteachers (30.8%) strongly agreed and 14 (53.8%) agreed, while 1 (3.8%) was neutral and 3 (11.5%) disagreed. This yielded a high mean score of 4.04 with a standard deviation of 0.916. The high mean indicates that lack of parental involvement is a significant challenge for most headteachers. Parental engagement is critical for supporting student learning and school development (Epstein, 2013).

For the statement, "Lack of in-service training for professional development," responses were: 0 (0%) strongly agreed, 8 (30.8%) agreed, 2 (7.7%) were neutral, 10 (38.5%) disagreed, and 6 (23.1%) strongly disagreed. The mean score was 2.46, with a standard deviation of 1.174. This suggests that while some headteachers feel professional development opportunities are lacking, the majority do not perceive this as a major issue.

The statement, "Financial management deficit," received the following responses: 3 headteachers (11.5%) strongly agreed, 8 (30.8%) agreed, 8 (30.8%) were neutral, and 7 (26.9%) disagreed. The mean score was 3.27, with a standard deviation of 1.002. This

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indicates that financial management challenges are moderately prevalent, reflecting the complexities of managing school budgets effectively.

For the challenge, "Attrition and retention issues," responses were: 2 headteachers (7.7%) strongly agreed, 8 (30.8%) agreed, 7 (26.9%) were neutral, 7 (26.9%) disagreed, and 2 (7.7%) strongly disagreed. The mean score was 3.04, with a standard deviation of 1.113. This indicates that attrition and retention challenges are experienced by some headteachers, but not universally.

4.2 Discussion of Results

4.2.1 Research Question One: What are the different leadership styles employed by headteachers in Early Childhood Centres within the Effutu Municipality?

The analysis of leadership styles exhibited by early childhood headteachers within Effutu Municipality reveals a dynamic interplay of practices, ranging from charismatic and transactional to democratic, visionary, and ethical approaches. These leadership traits significantly influence school culture, teacher satisfaction, and overall institutional performance. The discussion below integrates findings with relevant literature from the uploaded document to contextualize the results.

Charismatic leadership qualities emerged as a significant trait among headteachers, with high levels of agreement on statements such as "My headteacher inspires enthusiasm and commitment among staff" and "My headteacher is known for their passion and energy." These findings highlight the importance of enthusiasm, vision articulation, and emotional connection in fostering a positive and motivated workforce. As highlighted in the uploaded document, charismatic leadership traits such as vision, passion, and emotional connection are critical for motivating staff and creating a sense of belonging within the school community. This aligns with McNeil's (2000) assertion

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that charismatic leaders inspire dedication and commitment among staff members, which in turn promotes a cohesive work environment.

Transactional leadership practices were also strongly observed, particularly in areas such as setting clear goals and expectations, rewarding performance, and addressing performance issues with corrective actions. High mean scores for statements like "My headteacher sets clear goals and expectations for staff performance" reflect the effectiveness of structured, results-driven approaches. As noted in the literature, transactional leadership focuses on establishing clear performance expectations, providing feedback, and ensuring accountability (Avolio et al., 2009). The document emphasizes that these practices are essential for maintaining operational efficiency and fostering a culture of performance excellence within schools.

Democratic leadership traits were highly rated, with headteachers being recognized for fostering collaboration, encouraging input and feedback, and promoting shared responsibility. The statement "My headteacher involves staff in decision-making processes" received strong agreement, highlighting the participatory nature of leadership in these schools. As emphasized in Nsubuga (2008), democratic leadership promotes inclusivity and trust, leading to improved teacher morale and a more cohesive school environment. The ability of headteachers to involve staff in decisions aligns with findings in the document that highlight the role of shared leadership in fostering a sense of ownership and commitment among staff.

Autocratic leadership practices were found to be minimally employed, as reflected in low mean scores for statements such as "My headteacher makes decisions without consulting staff." This indicates a preference among headteachers for more inclusive leadership styles that prioritize staff input and collaboration. The literature in the

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document supports this observation, emphasizing the drawbacks of autocratic practices, which can lead to low morale and a lack of trust among staff.

Laissez-faire leadership practices, while present, showed variability in perspectives. Statements such as "My headteacher allows staff to work independently with minimal supervision" received moderate agreement, indicating that while autonomy is valued, some staff perceive a lack of guidance. The literature suggests that while laissez-faire leadership can empower staff by providing independence, it requires a careful balance to ensure that adequate support and direction are provided when necessary (Daniels, 2004). Variability in responses may reflect differences in how this balance is managed by individual headteachers.

Visionary leadership qualities were strongly emphasized, with high agreement on statements such as "My headteacher clearly communicates the long-term goals for the school." This finding underscores the importance of articulating a compelling vision to align staff efforts with institutional objectives. The literature highlights that visionary leadership drives innovation, inspires staff, and fosters alignment with the school's mission (Owusu-Mensah, 2019). Visionary leaders play a pivotal role in adapting schools to changing educational demands, as noted in the uploaded document.

Ethical leadership practices were rated highly, with statements such as "My headteacher demonstrates integrity and ethical behavior" and "My headteacher treats all staff members fairly and with respect" receiving near-universal agreement. These findings align with the principles of ethical leadership, which emphasize fairness, honesty, and role modeling. As highlighted in the document, ethical leadership fosters trust, respect, and a positive school climate. This supports McNeil's (2000) assertion that ethical

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leaders promote a sense of justice and fairness, essential for building strong relationships within the school community.

The findings demonstrate that early childhood headteachers in Effutu Municipality exhibit a multifaceted approach to leadership, blending democratic, charismatic, transactional, visionary, and ethical practices to foster positive school environments. While democratic, charismatic, and ethical leadership styles are strongly emphasized, transactional and visionary leadership traits also play a significant role in shaping school culture and achieving institutional goals. Conversely, autocratic and laissez-faire practices are less prevalent, reflecting a general preference for collaborative and supportive leadership approaches. These styles collectively contribute to improved teacher satisfaction, collaboration, and institutional performance. Autocratic practices are minimal, reflecting a preference for inclusive and empowering approaches. Variability in the adoption of laissez-faire practices suggests opportunities for balancing autonomy with adequate support. These findings underscore the importance of adaptive and context-sensitive leadership in navigating the complexities of school management and fostering educational excellence.

4.2.2 Research Question Two: What are teachers' perspectives on the effect of headteachers' leadership styles on their job satisfaction in Early Childhood Centres within the Effutu Municipality?

The results from the teachers' perspectives highlight the significant impact of headteachers' leadership styles on various aspects of teacher job satisfaction. The statement, "My headteacher's leadership style positively affects my overall job satisfaction," saw a strong majority (79%) of teachers agreeing, with a mean score of 3.95. This finding underscores the positive influence of effective leadership on teacher morale and satisfaction. McNeil (2000) supports this by emphasizing that effective

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leadership fosters healthy relationships between leaders and subordinates, creating an environment conducive to higher satisfaction and performance. Leadership styles that unite staff toward shared goals and inspire motivation are particularly influential in enhancing job satisfaction.

Regarding motivation and engagement, 78.9% of teachers agreed that their headteachers' leadership motivates them to engage more in their work, with a mean score of 4.01. This reflects the principles of Path-Goal Theory, which emphasize that leaders enhance motivation by addressing staff needs and providing support. Transformational leadership also aligns with this outcome, as it fosters a sense of ownership and inspires teachers to perform at their best. Avolio et al. (2009) note that transformational leaders create an environment where motivation and engagement thrive, contributing to overall teacher satisfaction and effectiveness.

Teachers also overwhelmingly agreed (82.9%) that their headteachers' leadership enhances their professional growth and development, with a mean score of 4.02. This indicates that headteachers play a critical role in fostering opportunities for development, as suggested by Fullan (2004), who highlighted that transformational leadership encourages intellectual stimulation and professional growth. Daresh and Playko (2012) similarly noted that headteachers who prioritize professional development create a positive impact on instructional practices, further reinforcing the importance of leadership in teacher growth.

While 72.7% of teachers agreed that headteachers' leadership reduces stress and burnout, the lower mean score of 3.72 and higher standard deviation indicate some variability in responses. Supportive leadership practices can alleviate stress, as noted in Path-Goal Theory, by addressing teachers' needs and creating a collaborative work

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environment. Conversely, the variability suggests that some headteachers may employ leadership styles, such as autocratic or laissez-faire, that fail to adequately address stressors or provide consistent support, which can affect teacher well-being.

The positive influence of headteachers' leadership on the overall working environment was evident, with 81.2% agreement and a mean score of 4.01. This aligns with research emphasizing that participative and supportive leadership fosters collaboration and a harmonious atmosphere. Igwe and Chidi (2017) highlighted that democratic leadership enhances the working environment by promoting inclusivity and teamwork, both of which contribute to teacher satisfaction and organizational success.

Teachers also felt valued and recognized for their contributions, as indicated by the 78.2% agreement with a mean score of 3.99. Transformational leadership, with its focus on individualized consideration and constructive feedback, is particularly effective in creating this sense of value and recognition. Leadership practices that prioritize meaningful acknowledgment of teacher efforts play a crucial role in maintaining motivation and satisfaction within the school environment.

The statement that headteachers' leadership positively influences relationships with colleagues received 71.9% agreement, though with some variability reflected in the mean score of 3.71. McNeil (2000) found that effective leadership fosters teamwork and collegiality, improving interpersonal relationships among staff. Variability in responses may indicate differences in how consistently headteachers promote these relationships.

Job security and stability were positively influenced by headteachers' leadership, as 70.3% of teachers agreed, with a mean score of 3.81. Leadership styles that emphasize trust, collaboration, and shared goals help establish a sense of security among teachers,

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as noted by Osabiya and Ikenga (2015). This fosters a stronger connection between teachers and their roles, contributing to overall satisfaction and commitment.

Teachers also noted that their headteachers' leadership aligns with their personal and professional values, with 77.4% agreement and a mean score of 3.85. Leadership practices rooted in transparency, collaboration, and ethical considerations resonate strongly with teachers' values, as highlighted by research emphasizing the importance of trust and alignment between leadership and individual goals. This alignment fosters a stronger sense of purpose and connection among staff.

Teacher retention was positively influenced by headteachers' leadership, with 73.5% of teachers agreeing that it increased their commitment to staying at the school. Effective leadership, particularly transformational leadership, creates a supportive and engaging work environment that encourages long-term commitment. This finding aligns with previous research, which has shown that participative and empowering leadership practices enhance teacher retention by fostering a sense of belonging and purpose.

Collaborative and supportive work environments were also emphasized, with 76.5% agreement and a mean score of 4.01. Nsubuga (2008) found that participative governance mechanisms promote collaboration and teamwork, creating positive and productive school environments. Similarly, the emphasis on open communication, with 80.5% agreement and a mean score of 4.14, reflects democratic leadership principles that value inclusivity and dialogue. These practices foster trust, enhance morale, and contribute to a thriving organizational culture.

Finally, teachers strongly agreed that headteachers provide constructive feedback and demonstrate a clear vision for the school, with 83.6% agreement and mean scores of 4.15 and 4.22, respectively. Transformational leadership, as described by Avolio et al.

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(2009), emphasizes the importance of clear direction, feedback, and inspirational guidance in improving teacher performance and satisfaction. These practices not only enhance individual motivation but also contribute to achieving the collective goals of the school.

The findings demonstrate that headteachers' leadership styles play a critical role in shaping teacher job satisfaction. Supportive, democratic, and transformational leadership practices are consistently linked to higher levels of motivation, recognition, professional development, and a positive working environment. These findings are strongly supported by the literature, which underscores the importance of leadership in creating a thriving school culture. At the same time, variability in some areas, such as stress reduction and collegial relationships, suggests opportunities for further improvement in leadership practices. By addressing these areas, headteachers can further enhance job satisfaction and foster a more effective and harmonious school environment.

4.2.3 Research Question Three: What is the level of professional knowledge among Early Childhood headteachers in Effutu Municipality regarding various leadership styles?

The professional knowledge of leadership styles among early childhood headteachers within the Effutu Municipality demonstrates a strong foundation of formal training and a commitment to effective leadership practices. Table 19 highlights that 96.2% of headteachers reported receiving formal training or engaging in professional development. This overwhelming majority underscores the institutional emphasis on professional preparedness as a cornerstone of effective school management. The remaining 3.8% who lacked such training represent an anomaly rather than a trend, reflecting the widespread adherence to professional development expectations. This

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preparedness equips headteachers with the skills needed to navigate the complexities of educational leadership, as well as the ability to foster positive outcomes within their schools.

The responses to leadership-related statements in Table 20 further affirm the professional competence of headteachers and their alignment with best practices in educational leadership. The statement, "My leadership style involves fostering collaboration and teamwork among staff," received a high mean score of 4.58 and a low standard deviation of 0.857, indicating strong agreement among respondents. This result reflects a shared understanding of the value of teamwork in achieving institutional goals and aligns with research emphasizing that collaborative leadership fosters a positive working environment, enhances staff cohesion, and drives collective success (McNeil, 2000).

The unanimous agreement (100%) on the statement, "I believe in participative leadership, where decisions are made with input from staff members," with a mean score of 4.46 and a standard deviation of 0.508, underscores the importance of participatory governance among headteachers. This finding aligns with Nsubuga's (2008) assertion that participative leadership encourages inclusivity, shared decision-making, and staff engagement, all of which are critical for fostering a culture of collaboration and trust within schools.

Transparent communication was also highly valued, with 92.3% of respondents either strongly agreeing or agreeing with the statement, "I prioritize communication and transparency in my leadership approach," resulting in a mean score of 4.42. While most headteachers demonstrated a strong commitment to this practice, the moderate variability (SD = 0.643) suggests differences in how strongly some participants

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prioritize transparency. Transparent communication is essential for building trust, reducing misunderstandings, and ensuring alignment between staff and institutional goals (Daniels, 2004).

Task delegation and staff empowerment were highlighted as critical leadership practices, with a mean score of 4.46 and a low standard deviation of 0.706. The majority of respondents (88.5%) agreed that they delegate tasks and empower staff to take ownership of responsibilities. This finding reflects transformational leadership principles, where empowerment not only enhances staff capacity but also builds confidence and autonomy in decision-making (Avolio et al., 2009). However, the slight variability suggests that some headteachers may still be hesitant to fully embrace this approach.

The statement, "I am open to feedback and continuously seek opportunities for personal and professional growth," received a mean score of 4.23, indicating strong agreement from the majority of respondents (88.5%). However, the higher variability (SD = 0.765) compared to other statements suggests differing levels of commitment to this practice. Continuous self-improvement and openness to feedback are critical for addressing challenges and adapting to evolving educational needs, as highlighted by Daresh and Playko (2012). Headteachers who actively seek feedback and prioritize professional growth are better equipped to lead effectively and inspire their teams.

The findings demonstrate that headteachers in Effutu Municipality possess a solid foundation of professional knowledge and exhibit leadership practices aligned with established best practices. Their emphasis on collaboration, participative decision-making, transparent communication, task delegation, and openness to feedback highlights their commitment to fostering a positive and effective educational

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environment. While there is broad consistency in responses, some variability suggests opportunities for further professional development, particularly in areas such as transparency and continuous improvement. These findings reinforce the importance of formal training and ongoing professional development in enhancing leadership effectiveness and achieving institutional success.

4.2.4 Research Question Four: What challenges do headteachers face in implementing effective leadership styles in Early Childhood Centres within the Effutu Municipality?

The effective leadership of headteachers in early childhood centers within Effutu Municipality is hindered by various challenges, as highlighted by Table 21. The findings reveal that the prevalence and severity of these challenges vary, reflecting disparities in school management experiences. These challenges, ranging from infrastructural inadequacies to issues of workload, parental involvement, and professional development, have implications for the leadership effectiveness of headteachers.

The physical learning environment was identified as a challenge, with a mean score of 2.73, indicating that while some headteachers perceive it as a problem, others do not. The variability in responses highlights disparities in infrastructure across schools, where some environments are more conducive to learning than others. Oduro (2020) underscores the significance of adequate physical infrastructure in enhancing the teaching and learning process, suggesting that disparities in infrastructure quality may limit leadership effectiveness in certain contexts.

Inadequate and ineffective teachers were rated with a mean score of 2.38, suggesting that staffing issues are not universally problematic but remain critical in some schools.

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Owusu-Mensah (2019) highlighted the adverse effects of teacher shortages and inefficiency on educational quality, emphasizing the need for headteachers to address such challenges through effective recruitment and professional development strategies.

Poor staff relationships and morale were noted as challenges by a minority of headteachers, with a mean score of 2.38 and a high standard deviation reflecting variability. While some schools may experience harmonious staff dynamics, others struggle with morale issues. McNeil (2000) pointed out that strong leadership can foster positive interpersonal relationships, thereby improving morale and collaboration among staff.

Absenteeism and lateness, with a mean score of 2.62, were similarly not perceived as universally severe challenges. However, the high variability in responses indicates that this issue may be more pronounced in certain schools. Addressing absenteeism requires supportive leadership approaches, as outlined in Path-Goal Theory, which emphasizes addressing barriers to productivity and engagement.

Interference from School Management Committees (SMCs), School Improvement Support Officers (SISOs), and Parent-Teacher Associations (PTAs) received a mean score of 2.69, suggesting that while interference is an issue for some headteachers, it is not a universal concern. Effective communication and collaboration with these stakeholders are essential for minimizing conflicts and promoting shared decision-making.

The workload of headteachers, with a mean score of 3.50, emerged as a significant challenge. This finding is consistent with Mulford (2017), who notes that the administrative burden on school leaders often detracts from their ability to focus on

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instructional leadership. Reducing workload through delegation and streamlined administrative processes could enhance leadership effectiveness.

Inter-teacher conflicts, with a mean score of 2.69, were not perceived as widespread challenges, though some variability was observed. McNeil (2000) highlights that democratic leadership styles, which emphasize open communication and conflict resolution, can effectively address interpersonal issues among staff.

The increasing student population, rated with a mean score of 3.08, was identified as a moderate challenge. This issue can strain resources and require strategic planning to ensure that growing enrollment does not compromise the quality of education. Headteachers must balance the demands of increasing enrollment with resource allocation and infrastructure expansion.

Lack of parental involvement and a sense of community, with a high mean score of 4.04, was one of the most significant challenges identified. Epstein (2013) underscored the importance of parental engagement in supporting student learning and can hinder efforts to create a collaborative and supportive school environment.

The lack of in-service training for professional development was rated with a mean score of 2.46, indicating that while some headteachers perceive it as a challenge, the majority do not. Professional development opportunities are critical for equipping headteachers with the skills and knowledge needed to address complex leadership challenges, as noted by Daresh and Playko (2012).

Financial management deficits, with a mean score of 3.27, reflect moderate concerns among headteachers. Effective financial management is crucial for the smooth operation of schools, and headteachers must be equipped with the necessary skills to manage budgets efficiently.

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Finally, attrition and retention issues, rated with a mean score of 3.04, indicate that while these challenges exist, they are not universally severe. Retaining skilled teachers is essential for maintaining educational quality, and leadership practices that prioritize staff motivation and satisfaction can help mitigate attrition, as suggested by Osabiya and Ikenga (2015).

The challenges faced by headteachers in Effutu Municipality vary in prevalence and severity, reflecting the diverse contexts within which they operate. Addressing these challenges requires interventions, such as improving infrastructure, fostering parental involvement, providing professional development, and reducing administrative burdens. By addressing these obstacles, headteachers can enhance their leadership effectiveness and create more conducive environments for teaching and learning.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Overview

This chapter provides the summary, conclusions, and recommendations of the research study. It includes a summary of key findings it finally outlines suggestions for further research studies.

5.1 Summary

The purpose of this study was to examine the leadership styles employed by headteachers in Early Childhood Centres (ECCs) within the Effutu Municipality and their influence on teacher job satisfaction. The following research questions were set to guide the study;

1. What are the different leadership styles employed by headteachers in Early Childhood Centres within the Effutu Municipality?
2. What are teachers' perspectives on the effect of headteachers' leadership styles on their job satisfaction in Early Childhood Centres within the Effutu Municipality?
3. What is the level of professional knowledge among Early Childhood headteachers in Effutu Municipality regarding various leadership styles?
4. What challenges do headteachers face in implementing effective leadership styles in Early Childhood Centres within the Effutu Municipality?

The study considered Theory X and Theory Y, Cognitive Resource Theory and Path-Goal Theory to be the theoretical framework to guide it. The positivism paradigm was considered for this study for the reason that it advocates for the use of quantitative

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methods. The most appropriate research design selected for this study was descriptive survey research. The Effutu Municipality, nestled in the heart of the Central Region of Ghana, serves as a vibrant and dynamic study area for the exploration of leadership styles among headteachers and their impact on teacher job satisfaction within Early Childhood Centers (ECCs).

The population for this study was all the Early Childhood teachers including heads of various Early Childhood Centers in the Effutu Municipality. With a total of 175 Early Childhood teachers, including 27 head teachers and 148 classroom teachers, employing census sampling allows for the collection of data from every individual in the population. The instrument that was used for data collection was a structured questionnaire. Data collection was then done in two phases. The first phase involved the distribution of letters and getting acquainted with teachers, and the second phase involved the administration of the questionnaires.

Descriptive statistics comprising frequencies and percentages were employed to describe and summarize the results from the questionnaires.

5.2 Summary of Key Findings

5.2.1 Different Kinds of Leadership Styles Employed by Early Childhood Headteachers within Effutu Municipality

Headteachers in Effutu Municipality employ a diverse range of leadership styles, including charismatic, transactional, democratic, visionary, and ethical approaches. Charismatic leadership is reflected in their ability to inspire enthusiasm and commitment, as well as their passion and energy. Transactional practices focus on setting clear goals, rewarding performance, and addressing performance issues, ensuring accountability and operational efficiency. Democratic leadership is prominent, with headteachers involving staff in decision-making, fostering collaboration, and

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encouraging input and feedback. Visionary leadership was also evident, with headteachers effectively communicating long-term goals and inspiring staff with a shared vision for the future. Ethical leadership practices, such as fairness, integrity, and promoting transparency, received strong support, fostering trust and a positive school environment. Autocratic leadership styles were minimally observed, while laissez-faire leadership showed variability, suggesting differences in how headteachers balance autonomy with support.

5.2.2 Teacher Perspectives on the Effect of Headteachers' Leadership Styles on Job Satisfaction

Teachers overwhelmingly perceive their headteachers' leadership styles as positively influencing their job satisfaction. Approximately more of the teachers agreed or strongly agreed that their headteachers' leadership style positively affects their overall job satisfaction, with high mean scores observed across related statements. Teachers reported feeling more motivated and engaged, valued and recognized for their work, and supported in their professional growth. Additionally, most of the teachers noted that leadership styles improved the overall working environment, while most agreed that leadership reduced stress and burnout. High levels of transparency, communication, and constructive feedback from headteachers were highlighted as key contributors to job satisfaction. However, variability in responses suggests that while most teachers experience positive leadership effects, some perceive gaps in areas such as stress management and interpersonal relationships.

5.2.3 Professional Knowledge on Leadership Styles among Early Childhood Headteachers within Effutu Municipality

The majority of headteachers reported receiving formal training or engaging in professional development, indicating a strong foundation of professional knowledge in

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leadership. Headteachers demonstrated a firm commitment to participative leadership, fostering collaboration and teamwork, and promoting transparent communication. Statements such as "I believe in participative leadership" and "I prioritize communication and transparency" received unanimous or near-unanimous agreement. Task delegation and staff empowerment were also highlighted, reflecting transformational leadership principles. While most headteachers valued feedback and professional growth, slight variability in responses suggests opportunities for further development in continuous learning and self-improvement. Overall, the findings reflect a high level of preparedness among headteachers, aligning with established best practices in educational leadership.

5.2.4 Challenges Faced by Headteachers in Implementing Effective Leadership Styles in Early Childhood Centres in Effutu Municipality

Headteachers face several challenges in implementing effective leadership styles, though the prevalence and severity vary across schools. The physical learning environment was not perceived as a major challenge by most, though disparities in infrastructure quality were noted. Staffing issues, including inadequate and ineffective teachers, were also not universally problematic but remain critical concerns in some schools. Poor staff relationships and morale, absenteeism, and inter-teacher conflicts were viewed as minor challenges by most respondents. However, the workload of headteachers emerged as a significant issue highlighting the burden of administrative responsibilities. Lack of parental involvement and sense of community was identified as a major challenge, with most of the headteachers agreeing on its impact. Professional development opportunities, while available to most, were identified as lacking by some. Financial management and attrition issues were moderately challenging, with variability in how headteachers perceived these obstacles. These findings indicate that

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while headteachers exhibit strong leadership capabilities, systemic challenges, such as workload, community engagement, and resource constraints, hinder the consistent implementation of effective leadership practices.

The findings reveal a positive relationship between headteachers' leadership styles and teacher satisfaction, a diverse adoption of leadership styles, strong professional knowledge, and a variety of challenges that require targeted interventions to enhance leadership effectiveness in early childhood centers.

5.3 Conclusion

Headteachers employ a range of leadership styles, with democratic, charismatic, and ethical leadership being the most prominent. These styles emphasize collaboration, transparency, and fairness, which significantly contribute to creating a positive and cohesive school culture. Visionary leadership is also evident, with headteachers demonstrating the ability to articulate clear goals and inspire their teams. However, minimal reliance on autocratic practices and variability in laissez-faire approaches suggest a general preference for inclusive and empowering leadership strategies.

The study concludes that headteachers' leadership styles play a critical role in shaping the effectiveness of school management, teacher job satisfaction, and overall institutional outcomes within early childhood centers in Effutu Municipality. Teachers overwhelmingly perceive their headteachers' leadership as positively influencing their motivation, professional growth, and workplace environment, highlighting the importance of supportive and participative leadership in fostering job satisfaction.

The study also highlights that most headteachers possess strong professional knowledge of leadership styles, supported by formal training and professional development. This preparation enables them to apply leadership practices aligned with best practices in

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educational management. Nonetheless, opportunities for further professional growth and continuous learning exist, particularly in advanced leadership strategies and adaptive approaches.

Despite these strengths, the study identifies several challenges that hinder the implementation of effective leadership styles. These include heavy workloads, lack of parental involvement, and financial management difficulties, which vary in prevalence and severity across schools. Addressing these systemic challenges is essential to enable headteachers to focus on instructional leadership and foster improved educational outcomes.

5.4 Recommendations

Based on the findings of this research, the recommendations that follow have been enumerated;

- It is recommended that headteachers within Effutu Municipality should receive mentorship and periodic evaluations from school supervisors or educational leadership consultants. The mentorship programs should help headteachers balance autonomy with support and ensure consistent application of participative, visionary, and transformational leadership.
- Headteachers should undergo tailored leadership development programs focusing on stress management, conflict resolution, and interpersonal relationship-building. These programs, organized by the Effutu Municipal Education Directorate, should equip headteachers with strategies to reduce teacher stress and enhance collaboration among staff.
- It is again recommended that Effutu GES Directorate should design ongoing professional development workshops for the headteachers in Effutu

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Municipality. These workshops should focus on advanced leadership topics such as adaptive leadership, technological integration in school management, and fostering innovation.

- Addressing the significant challenges such as heavy workload, lack of parental involvement, and financial management difficulties requires collaborative efforts between the Effutu Municipal Education Directorate, School Management Committees (SMCs), and Parent Teacher Associations (PTAs). These stakeholders should implement initiatives such as delegation of non-instructional tasks to administrative staff, parental engagement workshops, and training in budget planning and resource allocation.

5.5 Suggestion for Further Research

Based on the findings, the following areas were suggested for future research:

- Future research could investigate how the leadership styles of headteachers influence student outcomes, including academic performance, attendance, and overall well-being. This will provide a deeper understanding of the broader impact of leadership practices beyond teacher satisfaction and school management.
- A study comparing the leadership styles employed by headteachers in early childhood centers, primary schools, and secondary schools could offer insights into how leadership approaches adapt to different educational contexts and the unique challenges faced at each level.
- Research could explore whether gender plays a role in the effectiveness of leadership styles among headteachers. This would provide insights into how

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gender influences leadership practices and outcomes in educational settings, contributing to a more inclusive understanding of leadership dynamics.

- Further studies could examine how increased parental and community engagement supports headteachers in overcoming challenges and implementing effective leadership practices. This could identify specific strategies for fostering stronger partnerships between schools, families, and communities to enhance educational outcomes.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR HEADTEACHERS

Thank you for agreeing to take part in this study. I am an Mphil Early Childhood Education student in the University of Education, Winneba. This questionnaire aims to ascertain the Leadership styles of headteachers and teacher job satisfaction in Early Childhood Centres within the Effutu Municipality. Please any information provided by a respondent shall be strictly confidentiality.

Section A: Demographics

Please tick in the bracket your favourite response

1. Sex: Male ( ) Female ( )
2. Age: 21 - 30 ( ) 31 – 40 ( ) 41 – 50 ( ) 51 – 60 ( )
3. Highest Educational Qualification:

   2nd Degree and above ( ) 1st Degree ( ) Diploma ( ) Certificate ( ) WASSCE ( )

4. Years of being a headteacher: 0 – 5 ( ) 6 – 10 ( ) 11 – 15 ( ) 16 and above ( )

Section B: Different leadership styles employed by Early Childhood headteachers within Effutu Municipality

	CHARISMATIC LEADERSHIP	**SA**	**A**	**N**	**D**	**SD**
1.	I inspire enthusiasm and commitment among staff.					
2.	I am known for my passion and energy.					
3.	I am able to articulate a compelling vision of the future.					
4.	I have a attractive personality that positively influences staff.					
5.	I build strong positive emotional connections with staff.					
	TRANSACTIONAL LEADERSHIP	**SA**	**A**	**N**	**D**	**SD**

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6.	I set clear goals and expectations for staff performance.					
7.	I reward staff for achieving performance targets.					
8.	I address performance issues with corrective actions.					
9.	I focus on day-to-day operations and outcomes.					
10.	I emphasize adherence to school policies and procedures.					
	DEMOCRATIC LEADERSHIP	**SA**	**A**	**N**	**D**	**SD**
11.	I involve staff in decision-making processes.					
12.	I encourage input and feedback from all team members.					
13.	I value the opinions and ideas of staff.					
14.	I promote a culture of collaboration and teamwork.					
15.	I foster a sense of shared responsibility and ownership.					
	AUTOCRATIC LEADERSHIP	**SA**	**A**	**N**	**D**	**SD**
16.	I make decisions without consulting staff.					
17.	I maintain strict control over all aspects of school operations.					
18.	I expect staff to follow instructions without question.					
19.	I rely on authority and power to manage staff.					
20.	I prefer not to delegate tasks to others.					
	LAISSEZ-FAIRE LEADERSHIP	**SA**	**A**	**N**	**D**	**SD**
21.	I allow staff to work independently with minimal supervision.					
22.	I provide limited guidance and support to staff.					
23.	I avoid making decisions or resolving conflicts.					
24.	I trust staff to manage their own work.					
25.	I intervene only when absolutely necessary.					
	VISIONARY LEADERSHIP	**SA**	**A**	**N**	**D**	**SD**

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26.	I clearly communicate the long-term goals for the school.					
27.	I inspire staff with a vision for the future.					
28.	I encourage innovation and creative thinking.					
29.	I align the school's mission with the daily activities of staff.					
30.	I motivate staff to strive for excellence.					
	ETHICAL LEADERSHIP	**SA**	**A**	**N**	**D**	**SD**
31.	I demonstrate integrity and ethical behaviour.					
32.	I treat all staff members fairly and with respect.					
33.	I promote honesty and transparency in all school operations.					
34.	I consider the ethical implications of their decisions.					
35.	I serve as a role model for ethical conduct.					

Section C: Professional knowledge on leadership styles among Early Childhood headteachers within Effutu Municipality

5. Have you received any formal training or professional development related to leadership in early childhood education? Yes ( ) No ( )
6. What is your take on the following statements as a headteacher?

Please rate your response by choosing one of the following; ***Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD)***

Statements	**SA**	**A**	**N**	**D**	**SD**
My leadership style involves fostering collaboration and teamwork among staff					
I believe in a participative leadership, where decisions are made with input from staff members					
I prioritize communication and transparency in my leadership approach					

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I tend to delegate tasks and empower my staff to take ownership of their responsibilities					
I am open to feedback and continuously seek opportunities for personal and professional growth					

Section D: Challenges faced by headteachers in implementing effective leadership styles in Early Childhood Centres in Effutu Municipality

Challenge	**SA**	**A**	**N**	**D**	**SD**
The physical learning environment is not conducive					
Inadequate teachers and Ineffective teachers					
Poor relationship between members of staff and morale					
Absenteeism and lateness of teachers and students from school					
Interference of SMC, SISOs and PTA Members					
Workload of Head Teachers					
Inter-teacher conflicts					
Increase in student population					
Lack of parental involvement and sense of community					
lack of in-service training for professional development					
Financial management deficit					
Attrition and Retention Issues					

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APPENDIX B

QUESTIONNAIRE FOR TEACHERS

Thank you for agreeing to take part in this study. I am an Mphil Early Childhood Education student in the University of Education, Winneba. This questionnaire aims to ascertain the Leadership styles of headteachers and teacher job satisfaction in Early Childhood Centres within the Effutu Municipality. Please any information provided by a respondent shall be strictly confidentiality.

Please tick in the bracket your favourite response

Section A: Demographics

1. Sex: Male ( ) Female ( )
2. Age: 21 - 30 ( ) 31 – 40 ( ) 41 – 50 ( ) 51 – 60 ( )
3. Highest Educational Qualification:

   2nd Degree and above ( ) 1st Degree ( ) Diploma ( ) Certificate ( ) WASSCE ( )

4. Years of being a teacher: 0 – 5 ( ) 6 – 10 ( ) 11 – 15 ( ) 16 and above ( )

Section B: Teacher Perspectives on the Effect of Headteachers' Leadership Styles on Job Satisfaction

Please rate the extent to which you agree with the following statements about the impact of your headteacher's leadership style on your job satisfaction, using a scale from 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree."

	ITEM	SA	A	N	D	SD
1.	My headteacher's leadership style positively affects my overall job satisfaction					
2.	I feel more motivated and engaged in my work due to my headteacher's leadership					
3.	My headteacher's leadership style enhances my professional growth and development.					
4.	I experience less stress and burnout due to my headteacher's supportive leadership.					

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5.	My headteacher's leadership style improves the overall working environment in the school.					
6.	I feel more valued and recognized for my work because of my headteacher's leadership.					
7.	My headteacher's leadership style positively influences my relationships with colleagues.					
8.	I have greater job security and stability due to my headteacher's leadership.					
9.	My headteacher's leadership style aligns with my personal and professional values.					
10.	I am more committed to staying at this school because of my headteacher's leadership style.					
11.	My headteacher fosters a collaborative and supportive work environment					
12.	My headteacher values and encourages open communication among staff members					
13.	My headteacher provides constructive feedback and recognition for our work					
14.	My headteacher demonstrates a clear vision and direction for our school					
15.	My headteacher empowers teachers to make decisions and take ownership of their roles					

Please rate your level of satisfaction with the following aspects of your job, using a scale description from VS to VD, where VS represents "Very Satisfied" and VD represents "Very Dissatisfied."

S/N	**Statements**	**VS**	**S**	**N**	**D**	**VD**
5.	Workload and job responsibilities					
6.	Opportunities for professional development and growth					
7.	Support and collaboration among colleagues					

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8.	Recognition and appreciation for your contributions					
9.	Teaching objectives outcome					

Section C: Different kinds of leadership styles employed by Early Childhood headteachers within Effutu Municipality

	CHARISMATIC LEADERSHIP	**SA**	**A**	**N**	**D**	**SD**
1.	My headteacher inspires enthusiasm and commitment among staff.					
2.	My headteacher is known for their passion and energy.					
3.	My headteacher is able to articulate a compelling vision of the future.					
4.	My headteacher has a attractive personality that positively influences staff.					
5.	My headteacher builds strong emotional connections with staff.					
	TRANSACTIONAL LEADERSHIP	**SA**	**A**	**N**	**D**	**SD**
6.	My headteacher sets clear goals and expectations for staff performance.					
7.	My headteacher rewards staff for achieving performance targets.					
8.	My headteacher addresses performance issues with corrective actions.					
9.	My headteacher focuses on day-to-day operations and outcomes.					
10.	My headteacher emphasizes adherence to school policies and procedures.					
	DEMOCRATIC LEADERSHIP	**SA**	**A**	**N**	**D**	**SD**
11.	My headteacher involves staff in decision-making processes.					

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12.	My headteacher encourages input and feedback from all team members.					
13.	My headteacher values the opinions and ideas of staff.					
14.	My headteacher promotes a culture of collaboration and teamwork.					
15.	My headteacher fosters a sense of shared responsibility and ownership.					
	AUTOCRATIC LEADERSHIP	**SA**	**A**	**N**	**D**	**SD**
16.	My headteacher makes decisions without consulting staff.					
17.	My headteacher maintains strict control over all aspects of school operations.					
18.	My headteacher expects staff to follow instructions without question.					
19.	My headteacher relies on authority and power to manage staff.					
20.	My headteacher prefers not to delegate tasks to others.					
	LAISSEZ-FAIRE LEADERSHIP	**SA**	**A**	**N**	**D**	**SD**
21.	My headteacher allows staff to work independently with minimal supervision.					
22.	My headteacher provides limited guidance and support to staff.					
23.	My headteacher avoids making decisions or resolving conflicts.					
24.	My headteacher trusts staff to manage their own work.					
25.	My headteacher intervenes only when absolutely necessary.					
	VISIONARY LEADERSHIP	**SA**	**A**	**N**	**D**	**SD**

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26.	My headteacher clearly communicates the long-term goals for the school.					
27.	My headteacher inspires staff with a vision for the future.					
28.	My headteacher encourages innovation and creative thinking.					
29.	My headteacher aligns the school's mission with the daily activities of staff.					
30.	My headteacher motivates staff to strive for excellence.					
	ETHICAL LEADERSHIP	**SA**	**A**	**N**	**D**	**SD**
31.	My headteacher demonstrates integrity and ethical behavior.					
32.	My headteacher treats all staff members fairly and with respect.					
33.	My headteacher promotes honesty and transparency in all school operations.					
34.	My headteacher considers the ethical implications of their decisions.					
35.	My headteacher serves as a role model for ethical conduct.					

Thank you!