

UNIVERSITY OF EDUCATION, WINNEBA

**IMPACT OF HEADMASTERS' TRANSFORMATIONAL
LEADERSHIP STYLES ON TEACHER JOB SATISFACTION IN
PUBLIC SENIOR HIGH SCHOOLS IN TUMU MUNICIPALITY**

ABDUL MUMUNI DS ADAMS



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STYLES ON TEACHER JOB SATISFACTION IN PUBLIC SENIOR HIGH
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**A dissertation in the department of Educational Administration and
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MAY, 2022

DECLARATION

Candidate's Declaration

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

Signature:

Date:

Supervisors' Declaration

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

Supervisor's Name: Mr. Kweku Esia-Donkoh

Signature:

Date:

DEDICATION

To Anganmwin Maasoom. my wife, Salifu Ashika Adams, and our newly born baby.

Also, to my late parents, Mr. & Mrs. Adams Dinaa.



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GLOSSARY

GNAT	-Ghana National Association of Teachers
NAGRAT	-National Association of Graduate Teachers
SPSS	- Statistical Package for the Social Sciences
UNESCO	-United Nation Educational Scientific and Cultural Organization



ABSTRACT

The study investigated the impact of transformational leadership style of headmasters on teachers' job satisfaction in public Senior High schools in Tumu Municipality. The study adopted the descriptive research design. The target population comprised all 210 teachers in the two Senior High Schools in the Tumu Municipality of the Upper West Region of Ghana while the accessible population was 194 teachers. The census sampling technique was used to involve all 194 teachers. However, responses used for the analysis were from 190 teachers whose questionnaires were retrieved. In the data collection process, questionnaire was employed. For the analysis, frequency, percentage, means, standard deviation, and linear multiple regression were used. The findings of the study indicated that teachers perceived their headteachers to be predominantly using idealized influence style of transformational leadership as compared to inspirational motivation style of transformational leadership, intellectual stimulation style of transformational leadership and individual consideration style of transformational leadership. The study also revealed that the level of teacher job satisfaction in public senior high school teachers in the Tumu Municipality was high. The study further revealed that that headteachers' transformational leadership styles have significant positive impact on teacher job satisfaction in public senior high schools in the Tumu Municipality. The study concluded that if headteachers are able to intensify the use of other forms of transformational leadership styles, especially inspirational motivation, intellectual stimulation and individual consideration, teachers job satisfaction will be improved beyond the current level leading to better school climate and increase in students learning outcome. It was recommended among others that Directorate of Ghana Education Service in the Tumu Municipality should organise regularly organise seminars and in-service training programmes for headteachers to educate them on the impact of transformational leadership styles on teacher job satisfaction to effectively apply or utilize the appropriate types of transformational leadership which can positively affect teacher job satisfaction.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Leadership is a basic process in all disciplines of management, consisting of a number of duties that might be beneficial in the attainment of the organization's objectives (Ahmad, 2018). As Brenyah and Damoah (2016) point out, the long-term viability of organizations in today's global competitive market has placed a great deal of focus on the consequences of leadership, such as the level of staff engagement, employee performance, and employee satisfaction. Formal education for all children is considered to be the most successful investment in poverty reduction and long-term growth in the education sector (UNESCO, 2017). The goal of most countries is to ensure that everyone has access to a high-quality educational experience. However, according to Duorinaah (2020), in their drive to increase student performance via quality education, education systems throughout countries frequently encounter a variety of problems, including leadership, management practices, availability of school inputs, accessibility of school facilities, gender responsiveness or otherwise of the school environment, school curriculum, education regulations, funding, and other socio-economic events in the wider environment.

Many researchers have recognized school leadership as being particularly important in the provision of high-quality education, and this has been confirmed by numerous studies (Menon, 2011; Shortbridge, 2015; Suleiman, 2015). As Barber, Clark, and Whelan (2010) point out, aside from classroom instruction, nothing has a greater impact on school standards than the quality of school leaders. They note that the

majority of struggling schools across Africa were found to have poor leadership, and the converse was also found to be true. School leadership is also important since research shows that it has a direct impact on teacher satisfaction, performance, and motivation as well as student achievement and school success (Hariri et al., 2016; Shila & Sevilla, 2015; Yeigh et al., 2019). Therefore, teacher job satisfaction as well as the leadership problem in Ghanaian educational institutions (Zame & Hope, 2008) have been a long-standing source of worry. When comparing the effectiveness of trained headteachers with those who were not trained, Mbobola (2013) discovered that there were still larger percentages of headteachers who demonstrated weak managerial abilities than those who were not trained in this area.

According to Kumedzro, Otube, Wamunyi, and Runo (2016), the kind of leadership provided by headmasters is very critical in improving schools, creating job satisfaction, and retaining teachers. Effective leadership and employee job satisfaction are two factors that have been regarded as fundamental for organizational success (Voon, Lo, Ngui & Ayob, 2011). In leadership, there are autocratic, democratic, transactional, laissez faire, and transformational leadership styles and the type exhibited by the school leader has its own consequences. Hanjunkaret, (2014) reported that among the various leadership styles exhibited by organizational leaders, transformational leadership is recognized as one with the highest competitive edge as a result of its ability to motivate and entice employees to adapt to the required business environmental needs that the organization demands. Studies have shown that transformational leadership attributes exhibit the most effective leadership style and the cardinal participant for the achievements of the goals of these institutions (Hukpati, 2009) and Rouecheet (1989). For instance, transformational leadership

practices present the influential leadership style and main actors for the attainment of results in teaching learning institutions. According to Bush (2011) transformational leadership style is a proper and inevitable collegiate model for the secondary and higher level of educational institutes. The followers and the leaders have the same aim, the followers must be kept a head and developed; lead them to next stage and force them to use their own interest for the achievement of the best result (Marn, 2012). Also, according to Northouse (2016), transformational leadership motivates the followers and moves the fellow workers to obtain beyond expectancies and in the procedure develops their own capabilities. Transformational leadership works for a mutual understanding with the followers by responding them and their needs for the success of the institution. Hence, the followers also have a common vision for the organization, and leaders and their followers are interlinked, dependent, and the satisfaction of the followers are duly understood (Ahmad, 2018).

Nyenyembe, Maslowski, Nimrod, and Peter (2016) established that the experience of the teaching profession seemed to indicate that dissatisfied teachers regularly refused to take up posts in rural areas, or otherwise, they even opted to leave the teaching profession. Employees' job satisfaction is crucial in an organization because it encourages individuals to maintain their current roles. Teacher job satisfaction is often regarded as an important facet in the commitment of teachers towards their school productivity. Paulik (2012) defines job satisfaction as the process by which employees cognitively assess their employment situation and account for positive and negative factors. Teachers are valuable assets in the education system. In developed countries, the role of teachers is particularly important because teacher excellence is considered a determining factor in the quality of an education system (Basar, Mansor, & Hamid,

2021). Teachers are crucial to achieving a school's overall objectives and determining the success of the teaching and learning experience. Therefore, headteachers should be aware of what they should do in order to ensure that employees are satisfied with their jobs (Jaafar & Isa, 2019), since teachers' job satisfaction has a significant impact on the delivery of a positive teaching style.

In Ghanaian schools, particularly public institutions (Hukpati, 2009), the fair share of the consequences of dissatisfied teachers has been occurring in Ghanaian schools. Hukpati (2009) documents that industrial actions and teacher agitations have been common in public schools. Consequently, the relationship between transformational leadership and job satisfaction in public universities in Ghana should be of great concern if public senior high schools are to remain competitive and viable both academically and financially. Unfortunately, however, Kest (2007) observed that in spite of the relevance of transformational leadership to job satisfaction, research within senior high schools in Ghana is limited. Hence this study. It is against this background that the researcher sought to investigate the impact of headteachers' transformational leadership styles on teacher job satisfaction. Kumedzro et al. (2016) reported that headmasters' ability to provide effective leadership is critical in improving schools, fostering employee satisfaction, and retaining teachers. The ability to lead effectively and the satisfaction of employees are two variables that have been identified as being critical for organizational success (Voon, Lo, Ngui & Ayob, 2011). In leadership, there are autocratic, democratic, transactional, laissez faire, and transformational leadership styles and the type exhibited by the school leader has its own consequences. As reported by Hanjunkaret (2014), among the various leadership styles exhibited by organizational leaders, transformational leadership is recognized

as having the highest competitive advantage as a result of its ability to motivate and entice employees to adapt to the required business environmental needs that the organization requires. A number of studies have found that transformational leadership attributes are the most effective leadership style and the most important participant in achieving the institutional goals, as demonstrated by Hukpati (2009) and Rouecheet (2009). For example, transformational leadership practices in teaching and learning institutions demonstrate the influential leadership style and the primary actors responsible for the achievement of results. For secondary and upper-level educational establishments, according to Bush (2011), transformational leadership style is an appropriate and unavoidable collegiate model. Leaders must maintain their composure and grow their followers; guide them to the next step and compel them to use their own interests in order to produce the greatest possible outcome for everyone (Marn, 2012). Furthermore, according to Northouse (2016), transformational leadership motivates and moves the followers to achieve results that are beyond their expectations while also developing their own capabilities in the process of transformation. In order to achieve mutual understanding with the followers, transformational leadership must first respond to them and their needs in order for the institution to be successful. The followers share this vision for the organization, and leaders and their followers are intertwined and dependent on one another, with the satisfaction of followers being taken into consideration throughout the process.

Nyenyembe, Maslowski, Nimrod, and Peter (2016) discovered that the experience in the teaching profession appeared to show that unsatisfied teachers routinely declined to accept positions in rural areas, or else they chose to leave the profession altogether. Employees' job satisfaction is critical in an organization because it motivates them to

remain in their existing positions. Teacher job satisfaction is frequently cited as a significant factor in motivating teachers to contribute to their students' academic achievement and school productivity. Job satisfaction, according to Paulik (2012), is defined as the process by which employees cognitively assess their employment situation and take into account both positive and negative factors. Teachers are extremely important assets in the educational system. Because teacher excellence is believed to be a decisive element in the quality of an education system in developed countries, the role of teachers is particularly essential in these countries (Basar, Mansor & Hamid, 2021). In order for a school to achieve its overall objectives, teachers are essential, and their success is determined by the quality of the teaching and learning environment that they provide. As a result, headteachers should be aware of what they should do in order to ensure that staff are satisfied with their jobs (Jaafar & Isa, 2019), because teachers' job satisfaction has a substantial impact on the delivery of a positive teaching style.

Ghanaian schools, particularly public institutions, have suffered from the consequences of dissatisfied teachers to a greater extent than other countries (Hukpati, 2009). Hukpati (2009) demonstrates that industrial actions and teacher agitation have been widespread in public schools throughout the past few decades. As a result, if public senior high schools are to stay competitive and viable both academically and financially, the relationship between transformational leadership and job satisfaction in public institutions in Ghana should be of significant significance to them. Unfortunately, according to Kest (2007), despite the fact that transformational leadership is associated with higher levels of job satisfaction, research into this topic has been limited in senior high schools in Ghana. Hence this study. It is against this

background that the researcher sought to investigate the impact of headteachers' transformational leadership styles on teachers' job satisfaction.

1.2 Statement of the Problem

Leadership is essential in the facilitation and control of the establishment of schools through direct and indirect influence on school heads and teachers. According to research, the nature of leadership in schools is one of the aspects that might have an impact on the quality of teaching and learning in schools. Harris et al (2003) indicated that the most important single factor in the success of the schools is the quality of leadership of the head. In recent years, the leadership styles of heads of public schools in Ghana have developed into a problem that has prompted considerable discussion among educators, researchers, and other stakeholders in the field of education. Despite the numerous efforts made by various Ghanaian governments to improve the quality, structure, access, content, and management efficiency and effectiveness of public schools, there are still some issues to be addressed, particularly in the area of leadership and management (Sekyere, 2006).

According to the findings of the research, transformational leadership activities are associated with teacher performance and perceptions of their own individual and social capacities, in addition to their collective capacity (Demir, 2008). Leadership that transforms organizations strengthens organizational skills, stimulates creativity, and increases the capacity of educators (Chang & Lee, 2007). Employees in many organizations have demonstrated a lack of commitment to the implementation of management decisions, which has unquestionably had major consequences for the institution's overall effectiveness. Because of this, many organizations are

implementing procedures that allow employees to participate in the decision-making process, which has resulted in the formation of organizations within the organization, such as the Ghana National Association of Teachers (GNAT), the National Association of Graduate Teachers (NAGRAT), and others, to act as representatives for teachers during decision-making and other procedures.

It has been noticed that teachers behave in a variety of ways under different headmasters or principals. As a result, by identifying and attempting to address the needs of teachers, headmasters can encourage them to be content and stay in their jobs. The headmasters must provide the kind of leadership that allows the teachers to feel at ease in their own classroom environment. The leadership style that is typically chosen by headmasters of special schools in Ghana is a topic that is currently being researched and debated. Edwards and Gill (2012) have also made a compelling case for the need for additional research to better understand the effects of leadership styles on teachers' job satisfaction in educational institutions. Furthermore, Godwin and Kabeta (2019) concur with Basar et al (2021) that available studies did concentrate on basic education with limited data on secondary schools and was restricted to the western world. Such studies often demonstrate the impact on job satisfaction in the countries where they are conducting the research. Similarly, to Basar et al. (2021), Nyenyembe (2016) asserts that, in terms of leadership studies in Ghana, there are few publicly available, well-documented research available in this area especially in the Upper West Region. The influence of Headteachers' leadership, especially their leadership styles on teachers' job satisfaction in Senior high schools in the Upper West Region has not been adequately investigated and understood, in light of this gap,

it is necessary to undertake a study on the impact of transformational leadership on teachers' job satisfaction in senior high schools in the Tumu municipality of Ghana.

1.3 Purpose of the Study

The purpose of the study was to investigate the impact of transformational leadership style of headteachers on teachers' job satisfaction in public Senior High schools in Tumu Municipality.

1.4 Objectives of the Study

The objectives of the study were to:

1. Establish the transformational leadership styles exhibited by headteachers of public senior high schools in the Tumu Municipality.
2. Assess the level of teacher job satisfaction among teachers in public senior high schools in the Tumu Municipality.
3. Determine the impact of transformational leadership of headteachers on teacher's job satisfaction in public senior high schools in Tumu Municipality.

1.5 Research Questions

The following research questions guided the study:

1. What transformational leadership styles do headteachers predominantly use in public Senior High Schools in the Tumu Municipality?
2. What is the level of teacher job satisfaction among teachers in public Senior High Schools in the Tumu Municipality?
3. What is the impact of headmasters' transformational leadership styles on teacher job satisfaction in public senior high schools in the Tumu Municipality?

1.6 Significance of the Study

Firstly, the study adds to the repertoire of knowledge concerning leadership as a major component of educational administration. Again, the study would provide information to policymakers and other education stakeholders in the Ministry of Education on the types of leadership styles and the strengths and weaknesses of the leadership styles used by headteachers in the municipality. Such awareness may enable them to revisit the policies and come up with effective programmes that may positively impact the ministry and serve as a means to influence the practice of teaching and learning in schools.

Also, the study would help to verify teachers' levels of job satisfaction within secondary schools and how transformational leadership among headteachers influences this. The findings of this study would be of great benefit to headteachers of senior high schools in that they would be able to identify the leadership styles and management practices that enhance teachers' job satisfaction. Furthermore, teachers would gain high job satisfaction as a result of improved management practices by the headteachers. Lastly, the study would be very useful to other researchers interested in conducting further studies on leadership styles.

1.7 Delimitation of the Study

The research is restricted to only the Municipality of Tumu and focus mainly on the public senior high schools within the municipality. In relation to the context of the study, was based on the leadership style of headteachers and the job satisfaction of teachers. The study was also delimited to teachers and the head masters in the Tumu Municipality.

1.8 Organization of the Study

The study is organized into five chapters. Chapter One consists of the background to the study, a statement of the problem, the purpose of the study, as well as research objectives and hypotheses. It also presented the significance of the study, its delimitations, and operational definition of terms. The second chapter focused on the review of existing but relevant literature in relation to the concept of leadership, theories of leadership, forms of leadership styles, the concept of transformational leadership style, the dimensions of transformational leadership style, the concept and level of job satisfaction among teachers, and the impact of transformational leadership style on teachers' job satisfaction. The chapter Two has sub sections which include theoretical framework, conceptual review, conceptual framework and empirical review. Also, the methodology in chapter Three also deals with the description of the research design, setting, population, sample and sampling technique, data collection instruments, validity and reliability of research instruments, data collection procedure, and data analysis and processing. Chapter Four presents the results and discussion of the findings, whereas Chapter Five focuses on the summary, conclusions, and recommendations from the findings. The chapter also includes suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The study was done on the impact of a transformational leadership style on teachers' job satisfaction. This chapter reviews literature related to the study. A literature search was conducted to get current literature associated with and relevant to the themes of the study, covering the theoretical framework, conceptual review, conceptual framework, and empirical review. The human relations theory, Herzberg's Two-factor theory and transformational leadership Theory constituted the theoretical framework of the study. Also, concepts such as leadership, theories of leadership, forms of leadership styles, the concept of transformational leadership, forms and dimensions of transformational leadership, the concept of job satisfaction, the level of teacher job satisfaction, and transformational leadership style of headteachers and teacher job satisfaction were duly reviewed. In addition, a conceptual framework which shows the relationship between the variables was constructed. Lastly, an empirical review was conducted according to the research objectives.

2.1 Theoretical Framework

A theoretical framework is a collection of interrelated areas of studies and models that guide research, determining what things will be measured and their statistical relationships. Theoretical frameworks are obviously critical in underpinning an academic study by providing a vision and direction for the study. The study made use of transformational leadership theory, the human relation theory and the Herzberg's Two Factor Theory to introduce leadership behaviours that may assist headmasters

and leaders of educational institutions to better manage their institutions in different situations.

2.1.1 Human Relation Theory

The Human Relations Theory was developed by the behavioral school in the 1930s in the United States with Elton Mayo as its principal proponent. It was developed as a result of empirical research conducted by Elton Mayo and his associates such as Roethlisberger, Dixon, and Follett throughout the 1920s and 1930s at the Hawthorne Plant of Western Electric near Chicago, United States, during which time they observed employee behavior (Ajayi & Ayodele, 2011). According to the research objectives, the effect of lighting intensity on worker productivity as well as the influence of human relations on employee behavior were to be investigated in this study (Mayo, 1933). Their research, on the other hand, demonstrated that when managers showed concern and interest in their staff, it had a beneficial impact on their motivation (Andende, 2016) which is also a characteristic of a transformational leader.

The quest for a proper approach to management has resulted in a period of struggle for many in the private sector. As a result of the perceived cruel holistic approach of classical approaches such as scientific and administrative management theory, there has been a marked increase in the number of managers who adopt this approach. This indicates that the failure of classical theories resulted in the development of the human relations approach in an organization, which first appeared in the 1930s as an alternative to the classical method of organizational analysis and has been around ever since (Hartzell, 2017). According to Ajayi and Ayodele (2011), the ideals of the

classicist have a tendency to exacerbate rather than resolve difficulties in the field of work. This is due to the fact that the classicists completely failed to see the human being as an integral part of the input, process, and output of a company (Ajayi & Ayodele, 2011). In numerous ways, human relations theory responds to classical ideas, and it is largely due to the relevance of classical theories on formal organization, control, efficiency, economy, and hierarchical authority that the human relations movement was established in the first place. Additionally, individuals who accept this hypothesis have disclosed that efforts are being made in public institutions to answer the problems of humans using data that is not derived from humans. According to this idea, four crucial characteristics of the school have been highlighted, which appear to have been ignored by the classical theorists. Organizations should be viewed as social systems in which workers are human beings with all of their human characteristics; informal elements play an important role in the overall organizational output; and organizations should adhere to a social ethics rather than an individual ethics.

Furthermore, according to the theory of human relations, the human factor takes precedence over the elements of institutions, contrary to the standard public administration schools' teachings on the subject. It is a trail-blazing theory in the discipline of public administration that views an organization as primarily a social system, elevating human action as the most fundamental component for investigation and analysis. Employees are regarded as human beings in human relations theory, rather than as a meager human supplement to machines or hands for labor, as is the case in practice. According to the theory, management is viewed as a network of human relationships. According to the proponents of this school, because

management and administration entail group effort and collective efforts of people, it focuses on the individual as a social psychological entity and is more concerned with motivation than other schools of thought (Basu, 1994). As stated by Andende (2016), the theory's core emphasis is on problem solving and motivation, which is accomplished through non-economic rewards. It also emphasizes the importance of effective communication and conflict resolution between a facilitator and an understanding, supportive partner.

As a result, the following are the fundamental assumptions of the theory: Workers' morale is influenced more by their sense of belonging, inclusivity, and recognition than by the physical circumstances of their workplaces; informal or formal social groups inside workplaces, such as team effort, social conformity, and group loyalty, determine individual and group behaviors; people build affinity for one another in the group that encompasses individuals with varied affinities; employees are motivated by social and psychological demands coupled with economic incentives; (Mayo,; McGregor; Moreno as cited in Omodan, Tsotetsi & Dube, 2020).

In this study, this theory is useful because the school of human relations manifests itself primarily through group dynamics, sensitivity training, and institutional growth. The emphasis placed on the characteristic unmistakably duplicates the basic standards for the human relations school, such as the importance of openness, employee satisfaction with self-actualization, a reduction in absenteeism, diversity, and interpersonal competitiveness, among other things. The traits of transformational leadership, on the other hand, are those listed above. Hossni (2019) further proves that, despite the fact that many in industry were ready to accept the classic theoretical

approach, its implementation generally resulted in employees being unsatisfied. So, in a broader sense, this theory addresses the various ways in which headmasters might interact with their teachers. In a school, for example, when the administration encourages more and better work, the school will have effective human interactions. This is, however, influenced by the headteacher's leadership style. The researcher's data collection and analysis were driven by the theory, which examined the effect of a transformational leadership style on teacher job satisfaction.

2.1.2 The Hertzberg's Two Factor Theory

Frederick Herzberg developed the Herzberg's Two Factor Motivational Theory in 1959, which was the first of its kind. He was a highly significant thinker in the disciplines of management and motivation. Herzberg defines motivation as consisting of "dissatisfier-satisfier," "motivator-hygiene," and "extrinsic-intrinsic" components (Herzberg, 1966). In the United States, Herzberg gathered feedback from 200 engineers and accountants about their personal feelings toward their work environments. He divided the feedback into two categories, which he named motivation and hygiene factors, which determined how employees felt about their jobs and how well they performed in their jobs (Yusoff, Kian & Idris, 2013). This is the two-dimensional paradigm of elements that influence people's attitudes toward their jobs. In accordance with Yusoff et al. (2013), the Two-Factor Theory is closely similar to Maslow's hierarchy of needs, but it incorporates additional aspects to assess how individuals are motivated at work. Initially, Herzberg and his colleagues proposed the concept that satisfaction and discontent with a job were affected by two distinct sets of characteristics and that, as a result, satisfaction and dissatisfaction could not be consistently evaluated on the same continuum (Herzberg et al., as cited

in Alshmemri, Shahwan-Akl & Maude, 2017). Herzberg also contends that intrinsic elements (such as motivating factors) are responsible for job satisfaction, whereas extrinsic factors are responsible for job dissatisfaction (hygiene factors).

Several researchers, including Yusoff et al. (2013), believe that intrinsic factors, such as motivation factors, are important in increasing employee job satisfaction. When it comes to job performance, motivational elements are defined as those that inspire feelings of interest in the task at hand. Work assignments, duties, accomplishments, recognition, and advancement are all motivational factors (Basar, Mansor, & Hamid, 2021). Moreover, according to Andende (2016), motivational factors are elements whose presence motivates but whose absence does not result in any particular dissatisfaction; rather, they simply fail to motivate the individual. These include acknowledgment, a sense of accomplishment, the challenge of job responsibility, the autonomy of the job, and the opportunity for personal development. Furthermore, according to Alshmemri et al. (2017), motivating factors are associated with a person's desire for growth or self-actualization. As a result, they are referred to as satisfiers or motivators.

In contrast, hygiene factors are extrinsic variables that help to keep any employee from being dissatisfied. In the workplace, the hygiene factor has an impact on the formation of dissatisfaction while performing a job. Examples include the workplace, salary, and administrative atmosphere (Basar, et al., 2021). According to Dartey-Baah and Amoako (20110), the hygiene factors are also referred to as the maintenance factors, and they consist of the physiological, safety, and love needs from Maslow's hierarchy of needs, as well as the desire for affection. They are factors that are not

directly related to the profession, but rather to the circumstances in which the job is performed. Although they are designed largely to create dissatisfaction among employees when they are not present, the presence of such conditions does not inevitably result in high levels of motivation. Company policies and administration; technical supervision; interpersonal relations with supervisors; interpersonal relations with peers and subordinates; salary; job security; personal life; company policies and administration; relationships with supervisors; working conditions; and salary and position status are some of these considerations.

In this study, Herzberg's theory is applicable because the basic hypothesis of Herzberg's theory is that certain elements contribute to favorable attitudes toward work, whereas other factors lead to negative attitudes toward work. This idea, on the other hand, stated that addressing individuals' lower-level wants (such as extrinsic or hygiene elements) would not inspire them to make an effort, but would only prevent them from being dissatisfied with their lives. Employees must be provided with higher-level needs (intrinsic or motivation factors) in order for them to be motivated. In addition, the motivational factors and the hygienic factors are used to determine the level of job satisfaction experienced by teachers. So, how do headmasters create settings that promote job satisfaction? Job enrichment and management through effective leadership styles that allow teachers to exert maximum control over the processes of task performance are two ways in which Herzberg's theory can lead to increased job satisfaction for teachers. The theory also states that headteachers must delegate more responsibilities to teachers in order to increase participation, joint responsibilities, and better academic results for senior high schools, and that the type of leadership style used by the headteacher will have the greatest impact on these

outcomes. Transformational leadership, on the other hand, provides headteachers with the opportunity to establish a climate that is conducive to teachers' satisfaction and growth.

2.1.2 Transformational leadership theory

According to this theory, leadership is based on relationships and a form of collaboration rather than hierarchy. As contributed by Sergiovanni (2006), trust, empowerment, sharing, and the involvement of followers in taking part in decision making is the main driving forces behind this type of leadership. Oyetunyi (2006) holds that transformational leaders share power with followers rather than exercise power over followers, and by so doing, transformational leadership empowers followers to be able to accomplish what they think is important.

As a result, teachers under transformational leaders must be exposed to responsibilities that release their potential while head masters (as leaders) concern themselves with what teachers are accomplishing rather than what they are doing. From this perspective, a leader in an educational institution is one who not only adapts his or her behavior to the situation, but also transforms it (C The transformational leadership term originated with the work of Downton (1973), and gained popularity when adopted by political sociologist Burns in his book *Leadership* in 1978. Burns (1978) was the first to view leadership from a philosophical approach and introduce an ethical component (Freeborough, 2012). Transformational leadership is currently one of the most popular approaches to leadership (Northouse, 2010). Transformational leadership is thought to be a process whereby the leader encourages support and change through a shared vision (Kest, 2006). Transformational leadership

refers to "the process whereby an individual engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower" (Northouse, 2010). A transformational leadership style is a key technique to ensure the achievement of group goals and hence job satisfaction. The shared understanding of group goals and outcomes and the understanding of the means to achieve goals infuse in teachers a greater sense of community, legitimacy, and belongingness.

Headmasters with transformational leadership behaviors create a supportive campus that fosters teacher-student relationships, teacher morale, or teacher efficacy in the classroom (Huang, 2001). A school atmosphere of this nature could form a strong, supportive bond between teachers and their headmasters. It could foster job satisfaction and a commitment to student achievement progressively. Griffith (2004) concluded that transformational leadership was significantly related to teachers' job satisfaction (Griffith, 2004). Ozaralli (2003) asserts that in an organization where transformational leadership is implied, subordinates report greater satisfaction at work and also put extra effort into their job (Ozaralli, 2003). Headmasters who are transformational in their leadership styles create an atmosphere in which teachers get more involved in and enhance the school's vision and mission. Headmasters with transformational leadership skills have the ability to create academic settings that inspire teachers to internalize school goals (Ozaralli, 2003). Senior High School Headmasters with transformational leadership skills inspire and equip teachers with the vision of the future and foster the commitment of teachers to school social and academic affairs. This idea is in tandem with the pronouncement of Marshall, Pritchard, and Gunderson (2001) when they asserted that school leadership that was

transformative involved principals and teachers jointly establishing means and priorities to achieve the school vision (Marshall, 2004).

And from the perspective of Northouse (2010), leadership that has a clear vision of the future paves the way for effective transformation of the organization in which it operates (Northouse, 2010). In their study of visions, relationships, and teacher motivation, Barnett and McCormick (2003) reiterated that vision sharing was a component of transformational leadership, which could arouse teachers to be more committed and motivated to their job. This assertion gained strong support from the views of Johnson (1987), who propounded that school visions should provide teachers and principals with motivation, satisfaction, and enthusiasm. In their studies, Silins and Mulford (2002) revealed that teacher job satisfaction is largely dependent on the extent to which principals are skilled in transformational leadership styles. Bogler's (2009) investigations provided strong support for this assertion, revealing that teachers who perceived their head as transformational leaders not only had high job satisfaction but also conceptualized teaching as a profession (Bogler, 2009).

2.2 Conceptual Review

In this part of the section, concepts such as the concept of leadership, theories of leadership, leadership styles of headmasters, the concept of transformational leadership style, forms/ dimensions of transformational leadership style, the concept of teacher job satisfaction, levels of teacher job satisfaction and the relationship between transformational leadership style and teacher job satisfaction. Also, this section of the chapter displays a conceptual framework depicting the relationship between the variables.

2.2.1 The Concept of Leadership

Within academia, there is no agreement on what constitutes leadership. Diverse authorities and scholars have interpreted the concept of leadership in a variety of ways, and these interpretations differ in terms of the emphasis placed on leader abilities, personality traits, influencing relationships, cognitive versus emotional orientation, individual versus group orientation, and appeal to self-interests versus collective interests (Yukl, 1994). Traditionally held perspectives on leadership, such as those held by Anderson, Ford, and Hamilton (1998), perceive leadership as a process of inducing compliance, respect, and cooperation. These perspectives are focused on the leader's role in setting goals and encouraging their efficient compliance. When it comes to building the kind of relationship that promotes and increases productivity in the organization, Maswell (1999) argues that the focus of the leader should be on what he or she can put into people rather than what he or she can get from them. According to Amankwah and Guo-Hua (2020), the concept of "leadership" is associated primarily with the military, but also with the economic and political sectors. Typically, leadership concepts are associated with the military, politics, economics, and national administrations, to name a few areas of expertise. Henry Kissinger, one of the greatest American statesmen of all time, noted that "a leader's purpose is to convey his people from where they are to a point where they have never been before." Strong leadership will be required for this to happen.

On the subject of leadership, Maxwell (2005) defines it as nothing more than influence, while others believe that it is a process of social influence in which one person is able to motivate others to the completion of an agreed-upon objective. This is in accordance with Amankwah and Guo-Hua (2020), who describe leadership as

the ability to lead, which includes encouraging people to embrace a common goal. Therefore, leaders are expected to have clear vision and mission statements for the institutions they administer, as well as the ability to effectively communicate these visions and mission statements to their employees or the people they lead. In addition, Boampong, Obeng-Denteng, Irsaka, and Anamuah-Mensah (2016) define leadership as a method of leading an individual or a group in order to positively influence their growth and development in order to achieve a specific goal or to serve a common purpose. According to the definition, a leader should not be self-centered but should strive to please the majority of his constituents, if not all of them.

Furthermore, according to Omar (2005), the study of leadership is both intimidating and intriguing. It is intimidating because it is often recognized as one of the most essential and pervasive notions in a wide range of fields, including business, organizational, educational, political, legal, and psychological ones. Leadership, according to Sashkin and Sashkin (2003), is the art of transforming people and organizations with the goal of improving the organization's overall performance. Leaders define the task at hand and provide an explanation for why the job has been completed from this perspective. As a result, they supervise subordinates' activities and ensure that they have the resources and training they require to do their jobs effectively. These leaders are characterized by the development of healthy relationships between themselves and their followers; they align, motivate, and inspire their followers in order to increase productivity. That is to say, the end result of effective leadership should be positive transformation, high employee satisfaction, and organizational growth. As a result, transformational leadership is described as such. A second point of agreement is that leadership is the process of motivating

people to work together collaboratively in order to achieve great things. As previously stated, Northouse (2010) defines leadership as the process by which an individual influences a group of individuals to achieve a common goal or objective.

Leadership and management are terms that are frequently used in the same context. On the other hand, Boampong and colleagues (2016) believe that leadership is a more general concept than management. This is due to the fact that management is actually a subset of leadership in which leaders manage human and material resources effectively and efficiently in order to accomplish a goal. Moreover, leadership, according to Peretomode (2012), is an art or process by which a member of a group or organization persuades, inspires, influences the attitudes, behaviors, and actions of others, and directs their activities so that the members of the group or organization work enthusiastically toward the accomplishment of set goals and view themselves in a more favorable light. The sheer act of describing leadership as a process implies that it is not a characteristic or trait that only a small number of people are endowed with from birth (Azazu, 2016). According to this definition, leadership is a process in which a transformational event takes place between leaders and their subordinates or followers. Actually, leadership is the process through which potential is transformed into reality. It is the ultimate act that brings to fruition all of the potential that exists within an organization and its individuals.

So far, the definitions have revealed some discrepancies, and it appears that each author's definition was influenced by their own predispositions, organizational situation, and religious beliefs. The definitions, on the other hand, suggest several components that are central to the phenomenon of leadership. Here are a few

examples of what they are: (1) leadership is a process, (2) leadership entails influencing others, (3) leadership takes place within the context of a group, (4) leadership entails goal achievement, and (5) these goals are shared by leaders and their followers (Azazu, 2016).

Day and Simmons (2013) argue that the distinction between school leadership and school management is that school leadership focuses on the vision, strategic, and transformation issues that condense into making teachers and pupils understand and do the right things for effective teaching and learning, whereas school management emphasizes the imposition of policies and procedures that are necessary for effective teaching and learning (Day and Simmons, 2013). Accordingly, Amankwah and Guo-Hua (2020) established that educational leadership is important for the success of a country's education system in the same way that economic and political management are important for the success of a country's education system. The fruits of educational leadership can only be realized after a long-term investment; they are harvested from a continuous experiment in knowledge and experience, and they necessitate patience and perseverance on the part of the leader.

To summarize, a leader is defined as someone who establishes a course of action and, in an effort to influence others to follow that course of action, It could be argued that leadership is unavoidable because, wherever human beings congregate, there will inevitably be a figurehead. What happens in a society is determined by the type of leadership that is in place. Some societies have achieved success, while others have been destroyed as a result of the actions of their leaders.

2.3 Theories of Leadership

There have been a variety of ways used by different sets of leaders in order to influence the people in the company toward the organization's goals. This is because one model may not be appropriate for diverse organizations with a variety of aims. Furthermore, such models or theories of leadership are dependent on the characteristics that a leader inherits or demonstrates when managing her or his team (Hartzell, 2017). Leadership theories are classified into categories according to Kuchynkova (2013). These include Great Man Theory, or Great Man Theory, Behavioural Theories, Contingency/Situational Theories, Transactional Theory of Leadership, and Transformational Theory of Leadership.

At the outset, the assumption underlying the trait theory was that "leaders are born, not made." The "Great Man Theory" of leadership was a common term used to describe this concept (Kuchynkova, 2013). According to the great man or trait theory of leadership, some of the most influential leaders throughout history have always been recognized as powerful leaders because of the characteristics or traits that they exhibit. On the basis of the characteristics that they exhibited, leaders such as Mahatma Gandhi, Nelson Mandela, Narayana Murthy of Infosys, Jerry John Rawlings, and Kofi Annan, among others, have been discovered and studied. As a result, the trait theories of leadership take into account the personal qualities and characteristics that distinguish leaders from non-leaders (Robbins, Judge, & Sanghi, 2007). According to Thomas Carlyle's Great Man Theory, which was first articulated in 1949, "great leaders would emerge at critical times" in response to a "great need." A further assumption of the theory is that a leader cannot be a regular person, and that their personality characteristics are distinct from those of the typical individual.

During the 1960s, many research investigations were conducted on the characteristics of a leader, and approximately 80 characteristics of a leader were recognized and documented. Adaptable to a variety of conditions, alert to social cues, ambitious and goal-oriented, assertive, cooperative, decisive, dependable, dominant (desire to exert influence over others), energetic (high level of activity), persistent, self-assured, stress-tolerant, and willing to take on responsibility are just a few of the characteristics listed. In recent years, emotional intelligence (EQ) has been discovered as another characteristic associated with effective leadership (EI). Some EI supporters claim that without it, a person can have excellent training, a highly analytical intellect, a compelling vision, and an infinite supply of fantastic ideas, yet still fail to be a great leader because of a lack of emotional intelligence (Basar, 2021). There is a broad idea that empathic leaders are able to sense the needs of others, listen to what followers say (and don't say), and interpret the reactions of those around them. Examples of trait theories include David McClellan's Achievement Motivation Theory, as well as Theory X and Theory Y, among others (Douglas McGregor, 1966).

The behavioral theory is relevant in this context. In the 1940s, in addition to research studies being undertaken on the features exhibited by leaders, studies were also conducted on the behaviors demonstrated by leaders during that time period. A study on leadership conducted in 1939 by psychologist Kurt Lewin and his team established three types of leadership: autocratic, democratic, and laissez-faire leadership (Andende, 2016). However, although traits theory holds that "leaders are born, rather than made," behavioral theory holds that some leadership behaviors can be learned and practiced over time. Also, while the trait theory focuses on "who the leaders are," the behavioral theories are concerned with "what the leaders do" or "how they

behave." According to Kuchynkova (2013), there are four main types of leadership behavior patterns to consider. In 1945, E.A. Fleishman, E.F. Harris, and H.E. Burt conducted a study at Ohio State University, which is included in this list. The research narrowed down the leadership behaviors into two categories: introducing structure and considering others' perspectives. Creating an initiating structure refers to the extent to which a leader is likely to define and structure his or her own position and that of his or her staff in the pursuit of achieving a specific goal. It encompasses any behavior that aims to organize work, work relationships, and work goals, among other things. According to the category of "consideration," a leader pays more attention to the employees of the organization than the task and expresses concern for the well-being, comfort, and contentment of employees. In other words, a leader concentrates on the connections that are characterized by mutual trust, respect for employees' views, and consideration for their feelings and concerns. Similarly, to the Ohio State University investigations, Rensis Likert and his associates conducted leadership studies at the University of Michigan's Research Centers in 1946, which were similar to the Ohio State University experiments. The researchers conducted an investigation into the relationship between leadership behaviors and organizational success in this study. Employee-oriented leaders were more concerned with their interpersonal relationships with their employees, and such leaders paid greater attention to the needs of their employees and were more accepting of the individual variations among their team members. Employees were given little attention by production-oriented executives, who focused their attention on the technical aspects of their jobs or the tasks allotted to them instead. Members of the group were given little consideration by such leaders, who saw their employees as merely instruments to attain the ends, or

objectives, of the company. The Managerial Grid theory of leadership, like the Ohio State studies and the Michigan studies, was founded on the styles of "care for people" and "concern for productivity." Robert Blake and Jane Mouton created the Managerial Grid theory of leadership in 1964, and it has now been widely accepted. As a result, this theory provides a valuable framework for thinking and analyzing different types of leadership styles. Kurt Lewin and his associates at Iowa State University developed a theory of leadership styles that focused on the different types of leadership styles (Lewin, Lippett & White, 1939). In their research, they discovered two fundamental leadership styles: the autocratic leadership style and the democratic leadership style.

Although behavioral theories have made significant contributions to our knowledge of leadership effectiveness, they should not be regarded as the only or even the best option for determining the success of a leader. In other words, it is impossible to state categorically that a leader who demonstrates a particular set of leadership characteristics and behaviors will always be successful. At times, the situational contexts in which leaders operate have a significant impact on their ability to perform effectively. According to the contingency and situational theories, the environment in which a leader demonstrates her/his talents, qualities, and behavior is important because the same style of functioning may not be appropriate for different scenarios in which a leader is employed. As a result, the efficacy of leadership is also dependent on the circumstances. Specifically, this theory considers leadership as a dynamic interaction between a variety of situational elements, such as a leader and his or her followers, as well as the work situation, the environment, and so on. Fiedler's model, Hersey and Blanchard's Situational Theory, Leader-Member Exchange theory, Path-Goal theory, and the Leader-Participation model are just a few of the notable research

on situational settings that has garnered widespread recognition. It has been stated by critics that certain leadership styles are more effective in various contexts (Jung & Avolio, 1999). This is most likely what sparked the paradigm change toward contingency leadership theory in the first place. Contingency leadership theory does not advocate the use of the same leadership style in all scenarios, but rather advocates the use of the leadership style that is most appropriate for the occasion (Jung & Avolio, 1999).

2.3.1 Forms of Leadership Style

According to Abwalla (2014), a leader's leadership style refers to the manner in which he or she fulfills his or her responsibilities and manages the activities of the organization. Adeyemi (2010) defined "leadership style" as a pattern of behavior employed by a leader in an attempt to influence group members to make decisions regarding the mission, strategy, and operations of the group's activities. As a result, a person's leadership style is defined as the manner in which they lead. According to Amankwah and Guo-Hua (2020), leadership styles are the deliberate and methodical approaches used by leaders to motivate and encourage those under their supervision. There should not be a "one size fits all" approach to leadership styles. As a result, leadership styles should be selective and adaptive in order to meet the needs of the company, the situation, the group, and the individual. A leadership style, according to Azasu (2015), is defined as "the manner in which the functions of leadership are carried out" as well as "a particular behavior employed by leaders toward subordinate employees." According to my definition, leadership style is the method or pathway used by leaders to assist, direct, and motivate subordinates in the implementation of plans and courses of activities within an institutional setting.

School leadership is important because research indicates that it has a direct impact on the satisfaction, performance, and motivation of teachers, as well as the performance of students and the overall performance of the school (Hariri et al., 2016; Shila & Sevilla, 2015; Yeigh et al., 2019). The term "leadership style" refers to a specific behavior that a leader in an organization adopts with the ultimate goal of encouraging followers, particularly employees, towards the attainment of a set target. Accordingly, when it comes to schools, a headmaster's leadership style can be defined as the tactics or behaviors that he or she employs in relating to their teachers, students, and other members of the community in order to ensure that the school's objectives are met. The needs of an organization as well as the needs of an individual can have an impact on a leader's style of leadership. There are many different leadership styles used by leaders in both the non-educational and educational sectors, ranging from conventional to current leadership approaches (Maheshwari, 2021). As stated by Marx (2015), the leadership practices exhibited by the leader bring value to the organization's performance and business, as well as to the organization's overall strategy.

Diverse leadership styles have been developed by researchers and academicians alike in response to their findings. Every leader in every organization is responsible for a certain set of functions and tasks that are necessary for the smooth functioning of the organization as well as the enhancement of organizational performance. Ball (1987) pointed out that this form of leadership style is particularly good at meeting the specific requirements of teachers and that grievances and staff turnover tend to be kept to a bare minimum under such circumstances. The following are some of the various leadership styles that have been recognized through literature review: a) Autocratic leadership; b) Bureaucratic leadership; c) Charismatic leadership; d)

Democratic leadership or Participatory leadership; e) Laissez-faire leadership; g) Situational leadership; h) Servant leadership; I Task-Oriented leadership; j) Transactional leadership; k) Transformational leadership; l) Abusive leadership; n) Primal leadership; and entrepreneurial leadership (Murari, 2011).

First and foremost, under an autocratic leadership style, the leader has complete control over his or her power and decision-making. The leader makes the decisions about how things should be done, and the subordinates are expected to follow those decisions. According to Otube, Wamunyi, and Runo (2016), this type of leadership is typically characterized by an ineffective channel of communication between the leader and the follower or followers. Autocratic leadership is a blend of transactional leadership and authoritarian leadership (Amankwah & Guo-Hua, 2020). An additional point made by Amankwah and Guo-Hua (2020) is that, while many scholars perceive this type of leadership to be harsh and one-sided, it is actually incredibly efficient and effective. Filibustering and unnecessarily long delays are no longer an issue. Kuniya (2011) also believes that an authoritarian leadership style is bureaucratic in character, owing to the fact that leaders adhere to rigid rules and processes and are in command of every aspect of the organization. Senior executives under the control of autocratic leaders frequently believe that they are the greatest leaders available, assume that subordinate employees rely on them for their survival, and believe that they are the only ones who have solutions to problems. Furthermore, according to Boampong et al (2016), autocratic leadership style is a form of dictatorship. In this method, the leader alone makes decisions for others to implement without consulting them beforehand, with limited communication, coercion, and dictatorial tendencies; utilizing threats and penalties, and placing faith in the good intentions of others.

Secondly, the democratic style of leadership promotes open channels of communication as well as group participation in the decision-making process. Decisions on institutional matters are reached in a collaborative effort following extensive consultation and communication with all members of the group (Oyube et al., 2016). Every individual member of the organization feels that they are a vital part of the organization when it is led by democratic principles. A collaborative or participative leadership style is another term for this type of leadership style. The right to participate in the decision-making process is reserved by all participants in a democratic environment, because participative decisions are not made unilaterally, as they are with an autocrat, but rather are the result of consultation with the followers and participation by the followers. Most of the time, the final decision-making authority rests with the leaders. When compared to the other types, the members of the team tend to have a higher level of job satisfaction than the other styles. Additionally, because they are more involved and take an active role in the operation of the business, there is increased productivity. Employees' personal and professional development, as well as their efficiency, are enhanced as a result of this style. The democratic managers frequently communicate with their team members about concerns and agendas, as well as what they should be doing on a daily basis, to ensure that everyone is aware of their obligations. Another tenet of this style is that the organization is everyone's responsibility, even though the leader's primary role is to guide the rest of the group in reaching collective decisions. As a result, this style encourages delegating and coaching, as well as accepting responsibility and acknowledging the abilities and potentials of others (Boampong, et al, 2016). According to Azasu (2015), this technique is most effective when the leader is unsure

about his or her course and requires advice, as well as when the leader is developing new ideas for putting the vision into action. Consensus, on the other hand, may not be useful in times of crisis.

The laissez-faire economic system (French: laissez-faire, lit. "let do") is characterized by the absence of any type of government intervention in transactions between private parties, such as regulation, privileges, imperialism, tariffs, and subsidies. The leadership style of laissez-faire is fully non-directive (Kuniya, 2011). When it comes to the laissez-faire leadership style, there is complete flexibility for the group to make decisions without the involvement of the leader (Otube et al., 2016). As a result, members of the organization are free to conduct themselves as they see fit. The primary obligation of the leader is to ensure that subordinates have access to the tools they need to do their jobs effectively. Additionally, with this sort of leadership style, leaders delegate responsibilities to colleagues and refrain from taking on leadership responsibilities, allowing team members uninterrupted freedom to choose their own work schedules from the beginning to the end of the project. In reality, there are no strict norms and regulations to adhere to, which would allow the institution's staff to exercise complete independence and power without interference. On the other hand, Afful-Broni (2004) asserts that this always results in negative outcomes. But one of the benefits of laissez-faire leadership is that it provides teammates with a high degree of autonomy, which frequently results in the highest levels of job satisfaction and increased productivity (Amankwah & Guo-Hua, 2020). Apart from that, a laissez-faire environment can also drive workers to develop and carry out complex work plans efficiently and with responsibility (Kuniya, 2011).

The term "bureaucracy" can be defined as "a type of organizational structure distinguished by a large number of rules as well as standardized processes, procedures, and requirements; a large number of desks as well as a meticulous division of labor and responsibility; clear hierarchies; and professional, almost impersonal interactions between employees" (Weber, 1947). Bureaucratic leadership is characterized by leaders who follow procedures "to the letter of the law." Everything must be done in accordance with the rules and regulations under this type of leadership structure. According to Amankwah and Guo-Hua (2020), the leaders do not take the initiative to undertake any activity themselves. In the event that something is not covered in the work or policy document, they frequently resort to their immediate superiors for guidance.

Furthermore, the transactional leadership style is defined as the exchange of rewards and objectives between employees and management in a business setting (Howell & Avolio, 1993). Transactional leaders motivate subordinates by the use of contingent reinforcement, which can be either positive contingent reward or the more negative active or passive types of management-by-exception, corrective actions, and rule enforcement. According to Boampong et al. (2016), this style of leadership establishes clear expectations for subordinates by establishing clear structures for what is expected of them. Transactional leaders attain their objectives by operating within the parameters of established procedures and standards. Subordinates are assigned specific tasks by their superiors, and they are expected to carry out their responsibilities in accordance with the standards set forth.

Finally, transformational leadership is the most popular leadership style today, according to most leaders. Greeni (2021) asserted that leadership theory originated with the Great Man, or trait-based theory, in the twentieth century and that it has since evolved into transformational leadership theory in the twenty-first century. This style will be discussed in further detail in the following unit.

The majority of the time, the importance placed on a leader's behavior is based on the assumption that the leader's behavior has an impact on his or her subordinates' performance and work satisfaction. This demonstrates that a leader's leadership style has an impact on the performance and attitudes of subordinates. When it comes to being a leader, one's leadership style is extremely important, and the extent to which one modifies his or her leadership style both purposefully and consistently in order to suit the scenario, faculty group, and the leader's personality will define his or her success. In this study, the transformational leadership style was considered. Hence, the details of that leadership style is discussed in the next units.

2.4 The Concept of Transformational Leadership

Change processes and the variety of tools that we use in our everyday lives are becoming more prevalent in this day and age. No human being, even in the previous century, could have predicted the rapidity with which changes are occurring now. Internal and external difficulties also confront businesses at all levels. In this regard, competitiveness is one of the obstacles, and rivalry is becoming increasingly fierce on a worldwide basis (Al-Hawary & Al-Hamwan, 2017). Leaders are essential in dealing with this uncertain climate, as well as the constant changes and problems that it brings. As a result, Korejan and Shahbaz (2016) argue that the world is in desperate need of transformational leaders. Organizations can improve their performance in a

tumultuous and unpredictable environment by implementing transformational leadership strategies.

Burns (1978) was the first to establish the concept of transformational leadership, which was further refined by Bass (1989). (1985). Transformational leadership, according to him, is the ability to promote employees' knowledge of the organization's interests while also assisting them in developing their own personal interests and goals. As defined by Vakola and Nikolaou (2012), it is a current leadership theory that investigates essential personal characteristics that leaders cultivate and develop in order for them to be able to inspire and influence their followers as well as lead effectively in the workplace. For example, according to Bass (1985), the term "transformational leadership" was coined to denote the leader's ability to transfer subordinates to high levels of performance while still achieving organizational objectives. According to Bass (1994), transformational leadership serves as a bridge between the leader and the employees, allowing the leader to better grasp the interests, values, and levels of motivation of the employees. By assisting employees in achieving work objectives and encouraging them to adapt to new organizational practices and changes in the organizational environment, employers can improve their bottom line.

Furthermore, according to Bass and Riggio (2014), transformational leadership has piqued the interest of a large number of researchers that specialize in the topic of leadership within organizations. The reason for this is that, unquestionably, a manager's behavior and leadership style have a significant impact on the types of needs and awareness of employees (Korejan & Shahbazi, 2016), and the

transformational leadership that is required today has the potential to inspire subordinates to do their best, develop their skills, and deliver those subordinates to advanced intellectual levels (Korejan & Shahbazi, 2016). (Alqatawenh, 2018). According to the authors, the transformational leadership style is one of the most widely used because it is moral, defines clear goals, encourages clear steps to communication, and is expressive. The transformational leadership style is also one of the most widely used because it is ethical, defines clear goals, and encourages clear steps to communication.

From the above, transformational leadership is therefore a term that refers to leaders that aim to generate ideas and fresh views in order to pave the way for the organization to embark on a new path of growth and prosperity. Organizations' members are mobilized to make fundamental changes to the organization's foundations and foundational principles in order to be prepared and to gain the necessary capabilities for moving in new directions and reaching higher ideal performance peaks as a result of the development of commitment, passion, and loyalty among managers and employees (Mirkamali et al., 2014, p.23). Transformational leadership is achieved when leaders and followers work together to motivate and inspire each other to greater levels of motivation and morale. There are more positive ties between these leaders and their supervisors. Compared to transactional leaders, they are more beneficial to the organization and add more value to the organization as a whole. Transformational leaders inspire their staff to go above and beyond the responsibilities outlined in their employment contracts, and they pay attention to the requirements of their employees at a higher level. As a result, it

explains the process by which a leader can urge subordinates to put the interests of the organization ahead of their own.

On the basis of ethics, Yukl (2010) established that the advocate of this leadership style places a premium on the relationship between the leader and the followers, whereas MacGregor Burns asserts that with this style, the leader should be able to understand the ethical and moral values of followers in order to guide them, both conscientiously and emotionally, towards the goal of organizational restructuring and reform. Transformational leadership is intended to "transform" people and organizations in a literal sense—to alter them in the mind and heart; to broaden vision; to gain insight; to clarify reasoning; to bring about changes that are permanent and self-perpetuating; to create momentum. Followers are encouraged to examine challenges from fresh angles by transformational leaders, who also provide support and encouragement. Transformational leaders express a vision that inspires emotion and identification in their followers. So, the degree to which a leader is transformative is first judged in terms of his effect on his followers, and then in terms of his influence on others. They have trust, adoration, loyalty, and respect for the leader as a result of the traits of the transformational leader, and they are willing to work harder than was originally anticipated as a result of the transformational leader's qualities.

It is a multifaceted construct that includes four clusters: charisma (defining and sustaining a vision for the organization), intellectual stimulation of members, motivating inspiration, and individual consideration (Otube et al., 2016). As previously said, research has demonstrated that the implementation of transformational leadership in organizations produces favorable outcomes. These

findings can be applied to either the organization (performance, culture, vision) or its members (empowerment, work satisfaction, commitment, trust, self-efficacy, beliefs, and incentives/motivation), depending on the situation (Tucker & Russell, 2004). In this way, transformational leadership has been successfully applied to educational organizations, as evidenced by research findings that it has a positive impact on school climate, teacher internal states and behaviors, as well as their job satisfaction, as well as student performance and progress (Leithwood & Sun, 2012). The characteristics of transformational leaders in educational organizations include a strong focus on academic missions, the establishment of visions and goals, and the encouragement of continual professional growth among employees. These elements contribute to teachers' job satisfaction (Basar et al., 2021). However, many researchers (e.g., Lee, 2014; Tafvelin, 2013) claim that transformational leadership lacks conceptual coherence since it encompasses and entails a wide range of activities such as visioning, motivating, serving as a change agent, developing trust, and functioning as a social architect, among others. They argue that transformational leadership's four traits, commonly known as the "Four I's," have a lot of overlap (idealized influence, inspirational motivation, intellectual stimulation, and individualized considerations).

2.5 Forms/ Dimensions of Transformational Leadership Style

Idealized influence, inspiring motivation, intellectual stimulation, and individualized consideration are the four elements of transformational leadership outlined by Bass and Avolio (1994). These aspects are employed in the current study as the agreed-upon dimensions of transformational leadership employed by headteachers in school administration. These dimensions are detailed below.

Idealized Influence: The idealized influence dimension is defined by Avolio, Bass, and Jung (1999) as a leader's behavior that inspires subordinates' admiration and helps him share the organizational vision and motivate them. According to Suanj and Jakopec (2012), the ideal influence also includes particular leadership behaviors such as sacrificing personal interests for the good of the group, high moral conduct, and subordinates viewing the leader as a role model and reference. Long, Yusof, Kowang, and Heng (2014) are also of the view that transformational leaders in the school context demonstrate behavior that allows them to act as role models for teachers and students. They go on to say that idealized influence has two aspects: the behavior of the headmaster and the fundamentals assigned to the headmaster and other associates by the teachers. Furthermore, according to AL-Shanti (2016), one of the most important leadership behaviors associated with ideal influence is the ability of the headmaster to gain trust and respect from the teachers, to adhere to ethical standards and higher values, to avoid abusing power for personal gain, and to avoid forcing teachers to play organizational roles. As a result, a headmaster who exudes idealized influence is seen as a respected role model for teachers in terms of performance, ethics, and self-assurance. The leader is genuine and upholds a high moral code and a strong work ethic. Teachers respect this type of leader because he or she puts the collective mission and the importance of the organization's principles and ideals ahead of self-interest. As a result, the headmaster prioritizes the organization's interests and works carefully to attain defined goals by enlisting the help of the teachers. In the end, idealized influence "increases followers' readiness to trust and mimic the leader.

Inspirational Motivation: Deveshwar and Aneja (2014) define inspirational motivation as the degree to which a leader articulates a vision that is appealing and motivating to followers. Vijian and Wahab (2020) also describe motivational inspiration as the process by which leaders motivate their followers, encourage them to improve their performance, and allow them to achieve organizational goals. Inspirational motivation, once again, establishes and portrays a future vision, makes use of emotional impacts, and demonstrates optimism and eagerness to act (Suanj and Jakopac, 2012). Headmasters who are inspired motivate their staff by setting high expectations, communicating optimism about the future, and giving purpose to the task at hand. If followers who are also teachers are to be driven to act, they must have a strong sense of purpose and believe in their own abilities. This is because the energy that propels a group ahead comes from its sense of purpose and meaning. Communication abilities that make the vision understandable, precise, compelling, and engaging assist the visionary qualities of leadership (Vijian & Wahab, 2020). The inspiring motivation of the leader empowers the organization by establishing the organization's vision and encouraging employees to accept and follow it by motivating employees via passion for goals, optimism, and trust in the organization's ability to achieve them (AL-Shanti, 2016). As a result, the headmaster must be able to clearly convey defined goals and tasks to subordinates and be prepared to carry out his or her responsibilities. A headmaster can also inspire teachers by using incentives and providing the necessary tools and materials at the appropriate moment. Teachers will then be able to complete their work more quickly and will be able to foster shared goals about what is proper and important.

Because of mutual trust and commitment, both idealized influence and inspirational motivation build emotional links between the followers (teachers and pupils) and the leader (headmaster) (Sosik & Jung, 2010). The behavior of inspirational motivation generates a communal vision that inspires followers to believe in themselves and their common mission, as well as energizing them to go above and beyond in difficult conditions (Sosik & Jung, 2010, p. 16). This vision truly establishes high expectations and creates a climate in which followers want to exceed those standards and actively participate in a worthwhile organization (Sosik & Jung, 2010, p. 16). Antonakis, Avolio, and Sivasubramaniam (2003) replaced the two traits with the name "charismatic" because of the parallels in idealized influence and inspirational motivation behavior. "Charisma refers to one's ability to influence others through one's personality. This can only happen if the leader is respected and able to convey the vision.

Intellectual Stimulation: Creating an environment that encourages employees to operate creatively by utilizing their talents is known as intellectual stimulus (Bass, 1999). Deveshwar and Aneja (2014) defined "intellectual stimulation" as the leader's willingness to challenge assumptions, take risks, and elicit feedback from followers. According to Bass and Avolio (1994), intellectual stimulation also refers to an employee's ability to think independently about how to complete his work assignments. As a result, intellectual stimulation is defined as an individual's ability to think rationally and intelligently when examining the environment, allowing him to produce new ideas. The ability of the leader to empower employees to solve challenges by depending on new approaches to arrive at logical solutions to these problems might be referred to as intellectual stimulation. This is accomplished by

encouraging staff to approach problems with a fresh perspective and to seek out novel solutions. This can be accomplished by creating an avenue that encourages followers to be creative and imaginative, as well as to question their own views and values, both the leader's and the organization's.

According to Hukpati (2009), while intellectually stimulating leaders urge followers to think critically, they also encourage them to break away from old patterns of thinking by presenting them with challenging new ideas. Leaders in the school can encourage their teachers to think critically and independently in order to gain new views and unconventional ideas. This can only be achieved when teachers are involved in critical decision-making. Teachers can be more imaginative and open to change if they are provided with intellectual stimulation that helps them to use their skills and natural talents. To put it another way, intellectual stimulation enhances the willingness of followers to think (Sosik & Jung, 2010, p. 17). Furthermore, learning is a value for such a leader, and unexpected occurrences are viewed as opportunities to learn. Followers ask questions, think thoroughly about issues, and come up with better ways to carry out their responsibilities. Headmasters who support intellectual stimulation, according to Avolio and Bass (2004), will allow teachers to explore new questions and change their attitudes and ideas. This strategy replaces old and ineffective ways of solving problems with new and more effective ways, like technology, that are better suited for today's information.

Individualized Consideration: One of the characteristics of a transformational leader is individualized consideration, which links staff priorities to the organization's development, directs people toward corporate goals, and provides opportunity for training and career advancement (Bass and Avolio, 1994). Individualized

consideration, in other words, relates to the leader's respect of the employee's interests as well as his or her professional needs, such as training, growth, and promotion. IC is also defined by Deveshwar and Aneja (2014) as the extent to which the leader attends to each follower's requirements, acts as a mentor or coach to the follower, and listens to the follower's worries and needs. Individualized consideration is therefore when a leader "spends time listening, coaching, and teaching for the growth of followers and treats others as individuals with varied needs, abilities, and ambitions." Leaders in this context are empathic, encouraging, and promote constant personal development. Individual consideration "increases the willingness to develop" among followers (Sosik & Jung, 2010, p. 18). The leader shows empathy and support, maintains open lines of communication, and pushes the followers. This includes the importance of respect and recognizing the unique contributions that each follower may give to the team. Teachers in this scenario have a strong desire to improve themselves and are intrinsically motivated to do their job.

This aspect of transformative leadership also takes into account the individual features of each employee. Transformational leaders take into account the distinctions among their followers and respect their employees' individuality (Bass, 1999). Individual consideration includes not only moral care and employee appreciation but also employee wants and desires, as well as an assessment of the employees' work talents and task distribution based on these abilities (Al-Shanti, 2016). As a result, duties are delegated based on individual abilities and knowledge. Individual consideration also refers to the act of getting to know each employee, sharing their issues, and resolving their specific requirements (Vijian and Wahab, 2020). Headmasters who are individually considerate as leaders provide individualized attention or interactions

with instructors and effectively listen to their requirements. As a result, headmasters are aware of their teachers' particular concerns and provide equitable treatment to each one of them.

In conclusion, Putra (2019) defined transformational leadership as a leader's ability to produce ideas, engage personnel, and alter their subordinates' talents in order to accomplish extraordinary results. A transformational leader has a more central emphasis than other types of leadership, yet he or she also shows individual concern for employees in order to foster true relationships. More than just setting up simple exchanges or agreements, transformational headmasters do more with their colleagues and followers (Long, et al., 2014). Leadership is charismatic in theory, and followers want to identify with and mimic the headmaster. Along with challenge and persuasion, leadership inspires followers, providing both meaning and comprehension. This type of leadership is also intellectually stimulating and encourages followers to use their talents. The four I's of transformational leadership, taken together, suggest that strong transformational leaders are role models, have an exciting vision, question the status quo, consistently innovate, and are mentors to their followers to assist them attain their maximum potential and performance.

According to studies, headmasters employ these transformational leadership approaches for school administration and management in order to improve teacher performance and satisfaction. Ahmed (2018), for example, examined the impact of transformational leadership styles on secondary school teachers' job satisfaction. The data was collected by a descriptive correlational analysis with a survey method. All secondary school teachers from 1166 government secondary schools, as well as all

government teachers enrolled in Northern University's various programs in KPK, made up the study's population. A sample of 1050 secondary school teachers from 140 schools, 20 from each of seven districts selected based on spoken languages, was taken as sample-1 using a suitable sampling technique. Sample 2 is a group of 100 government teachers that are enrolled in several Northern University programs. In this study, data was collected using two instruments, the MLQ and JSS. Data was collected through personal visits. The mean, standard deviation, t-test, and Pearson's correlation are all used to assess the data. The study's main finding is that secondary school teachers have more transformational leadership styles than primary school teachers. That is, all four characteristics of a transformational leadership style were utilized by the headmasters. Both samples also found that headmasters who use transformational leadership styles have a positive effect on the job satisfaction of school teachers.

Also, a study by Alqatawenh (2018) identified the relationship between some dimensions of transformational leadership, namely: idealized influence, inspirational motivation, intellectual stimulation and empowerment, and change management in Jordanian insurance companies. A questionnaire was prepared and administered to a sample of 500 people to evaluate the study's aspects. The quantitative data was analyzed using the SPSS program. According to the findings, Jordanian schools provide the dimensions of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration). The study makes a contribution by advising organizations to undertake and design training courses to improve workers' capabilities by promoting empowering behaviors

while also taking into account individual differences among employees, particularly when assigning work and duties.

Although the literature suggests that transformational leadership is prevalent in Ghanaian schools, actual evidence does not support these statements, according to the empirical reviews. As a result, this research will contribute to knowledge in Ghana.

2.6 The Concept of Job Satisfaction

The relationship between what individuals actually gain from work (in terms of income, status, recognition, and so on) and their predicted results is one of the aspects that determines the total efficiency of work performed (Bota, 2013). The conceptual scope of job satisfaction, according to Snipes et al., as cited in Demirtau (2010), is broad. This is because it encompasses all aspects of the job and the workplace that employees find worthwhile, fulfilling, and satisfying, as well as those that are challenging or unsatisfying. Job satisfaction and motivation, according to several scholars, are so closely related that they can be included in the same theoretical setting, despite the fact that they are two independent notions (Lowenberg & Conrad; Mullins as cited in Kouni, Koutsoukos & Panta, 2018). There have been numerous definitions and ideas created around job satisfaction and motivation. The problem with job satisfaction studies is that there is no universal definition of the term (Tien, 2018).

Job satisfaction, according to Locke (1976), is a positive or pleasant emotional state that arises from a person's appreciation of his or her own job or experience. The evaluation of teaching satisfaction, according to Locke's concept, also entails a cognitive and analytical process. Job satisfaction, according to Tien (2018), is a term

that refers to an individual's need for fulfillment at work, the discrepancies between what an individual expects to receive and what he really receives from work, a product of behavior and activity in a specific context or setting, or the state of emotion that employee has as a result of job values. This implies that job satisfaction encompasses not just physical, but also emotional and psychological experiences at work. Job satisfaction, as simplified by Knigama, Selvabaskar, Surulivel, Alamelu, and Joice (2018), is the link between what people expect and what they get. Job satisfaction is also an affective or emotional response to many facets of a person's job, according to Ardi (2020); Khoiri (2020). This definition emphasizes that job satisfaction is not a singular concept but that people can be relatively satisfied with one part of their job while being dissatisfied with another or multiple aspects. Job satisfaction, according to Sartika (2020), is also a good or bad emotional state that a person experiences when reflecting on their work. It indicates a person's feelings about his job. Job satisfaction, according to Supriadi (2020), is the level of positive sensations derived from evaluating a person's job or work experience. Also, job satisfaction, according to Ayele (2014), is defined as a worker's sense of accomplishment and success on the job. Job satisfaction is linked to organizational citizenship behaviors, improved work environments, better worker health, and more efficient performance in practice (Mafini & Pooe, 2013). Finally, Mahmood et al. (2011) believe that job satisfaction is an attitude that is the outcome of a balance and summation of numerous distinct likes and dislikes related to the job. From the many points of view presented above, it can be stated that job satisfaction is defined as a person's degree of pleasure as a positive evaluation of their work and the environment in which they operate. As a result, in the context of this study, job satisfaction is

defined as an individual's favorable feelings toward his or her job while evaluating its characteristics and outcomes in light of the needs, incentives, values, or goals that he or she deems important.

School teachers, according to Knigama et al. (2018), are very important for the future of the country and its people. Job satisfaction among teachers is an important term that is vital not only to an individual but also to the well-being of society. The job satisfaction of teachers is vital not just to the teachers, but also to the students. As a result, job satisfaction is one component that will ensure school productivity and class performance. Teachers' work satisfaction or discontent is influenced by a variety of factors, including where they teach and how much self-fulfillment they get from teaching. When teachers are happy in their jobs, they are more motivated to teach their students efficiently. Due to this, in the past decades, job satisfaction has been one of the most popular topics among researchers and practitioners (Milda, 2011; Rajendran, 2013). Job satisfaction, according to Mahmood, Nudrat, Asdaque, Nawaz, Nawaz, and Haider (2011), can be influenced by a number of elements, including the quality of one's supervisory relationship, the physical environment in which one works, and the degree of fulfillment in one's work. Age, sex, marital status, designation, work duration, academic qualification, professional qualification, training course, teaching experience, and other factors can all influence it. Because it affects every area of the organization, job satisfaction has been the most studied variable in organizational behavior (Spector, 1997).

2.7 Level of Teacher Job Satisfaction

Teachers' job satisfaction is very important because it affects how well each teacher does his or her job, which in turn affects the quality of his or her teaching and the way the school runs. The level of a teacher's job satisfaction can have a significant impact on both his or her life and the lives of others, particularly his or her students, because the teacher's job satisfaction is strongly linked to student performance (Griffin, 2010; Hutabarat, 2015). Contentiously, retaining of teachers in Ghana Education Service has over the years continue to be one of the major concerns that the ministry has to face and finding innovative ways of achieving this remain at the core of human teacher capital management in the ministry today. There is ample scientific evidence that recommend that satisfaction members of staff derived from their job and employee retention are highly interconnected. In both industrialized and developing countries, extensive research has been performed to assess schoolteacher job satisfaction (Linda Evans, 1997; Dmitri Van Maele & Mieke Van Houtte, 2012; Ietje Veldman et al., 2013; Lent et al., 2011; Demirtau, 2010; Dzikunu & Mensah, 2011; Ahmad, 2018; Knigama et al. 2018). Multidimensionality is an important factor to consider when defining job satisfaction. Remuneration, promotion, opportunities, coworkers, supervision, working conditions, recognition, and so on are all factors to consider. Studies have been carried out to determine the level of teacher job performance in Ghana, Africa, and the rest of the world. A few of them are listed below.

Demirta (2010) conducted a study in Kenya. The purpose of the research was to identify primary school teachers' job satisfaction levels. The research was designed using the survey model. In accordance with this approach, the primary school teachers' job satisfaction levels were measured. In the research, the Teaching

Satisfaction Survey (TSS) was used. Findings of the study indicated that teachers' job satisfaction levels are pretty high. In terms of age differences, there is a meaningful difference in averages. The age group of 36–40 has the highest averages. On the other hand, the group of those aged 41 and above had the lowest averages. There were no significant differences in terms of professional seniority and the branch of teaching variables. It was concluded that a school that has teachers with a high level of job satisfaction gives qualified education and produces successful students.

Ahmad (2018) also conducted a study on teacher job satisfaction. This study is aimed at determining the impact of transformational leadership styles and principles on job satisfaction of secondary school teachers. The descriptive correlational study and the survey method were used for data collection. The population for the study was all secondary school teachers of 1166 government high and higher secondary schools and all government teachers enrolled in various programs of Northern University in KPK. Using a convenient sampling technique, a sample of 1050 secondary school teachers from 140 schools, 20 from each of seven selected districts on the basis of spoken languages, was taken as sample-1. Another sample of 100 government teachers enrolled in different programs from Northern University was taken as sample-2. Two instruments, i.e., the Multifactor Leadership Questionnaire (MLQ) and the Job Satisfaction Survey (JSS), were used for the collection of data in this study. Data is collected through personal visits. Data was analyzed by mean, standard deviation, t-test, and Pearson's correlation. The major findings of the study are that headmasters of male high and upper secondary schools showed higher levels of transformational leadership styles. The results of this survey revealed that the job satisfaction level among the secondary school teachers in government secondary schools in Pakistan

was moderate. Both the samples showed a positive and significant relationship between the transformational leadership styles of principals and the job satisfaction of secondary school teachers.

Again, a study by Knigama et al. (2018) investigated job satisfaction among school teachers in Kenya. The study was descriptive research. Fifty respondents from the private school and 50 from the government school participated in the study. The questionnaire was used to collect the primary data. Data collected was analyzed with descriptive statistics using SPSS version 16. The result revealed that the mean score for all factors was above average, indicating the level of satisfaction was above average. Also, on comparing the job satisfaction levels between private and government school teachers, it was found that there was no significant difference in their level of satisfaction irrespective of gender. Recommendations made towards the achievement of job satisfaction were self-developmental opportunities, short-term courses, seminars, workshops, high appreciation, and rewards for commendable work.

Mahmood et al. (2011) conducted a similar study in which they investigated the difference in job satisfaction between gender (male and female teachers) and school type (urban and rural). The study was descriptive in nature, and the Minnesota satisfaction questionnaire was used to collect data. The data was collected from 785 teachers selected from all public high schools (192) in one district. The findings were drawn after the descriptive and inferential analyses, and the means, standard deviation, and "t" tests were run to test the hypotheses. The findings of the study indicated that teachers were generally less satisfied with advancement, compensation, supervision, human relations, and working conditions. Also, female teachers were

more satisfied than their male counterparts. Lastly, there was no significant difference in job satisfaction between urban and rural teachers.

In Ghana, Dzikunu and Mensah (2011) also examined the level of teachers' job satisfaction in Effutu Municipality. The study focused on investigating the factors contributing to job satisfaction among teachers in selected basic schools in Winneba, Effutu Municipal Directorate of Education, Winneba, Ghana. The design used for the investigation was a mixed-method design. A total of 75 teachers responded to a questionnaire, with 25 of them being interviewed further to establish the underlying causes of the issues. Data obtained from the field was classified and analyzed using descriptive statistics such as percentages and frequency tables, as well as making use of verbatim quotations from participants for further explanation of the issues as they came up. The study revealed that the state of job satisfaction among teachers in Winneba Basic School schools was generally poor. This influenced the rate of complaints by teachers about their tasks. The study also revealed that poor conditions of service and inadequacy of facilities in the schools constituted sources of dissatisfaction among teachers. The study therefore recommends the need for stakeholders to formulate policy to address the issue of teacher job satisfaction in Winneba in particular and Ghana as a whole. Again, the Ghana Education Service should get more money from the GETfund to buy more teaching and learning materials for better and more efficient basic education in Ghana.

Also in Ghana, Ansah-Hughes (2016) also examined job satisfaction among teachers in the Techiman Municipality. Three hundred and six (306) teachers were randomly sampled from a total of one thousand four hundred and sixty-one (1461) junior high school and senior high school teachers in the municipality. The instrument used for

the data collection was the questionnaire. The researcher, however, had three research questions to work with. A school within the municipality was grouped into four clusters, and a simple random sampling technique using the lottery approach was used to select one cluster for which questionnaires were administered. The major finding of the study indicated that the level of job satisfaction among teachers in Techiman Municipality is very low. The findings of the study also indicated that many teachers in the Techiman Municipality perceived teaching as their ideal profession, but most teachers would prefer to change their profession as a result of dissatisfaction. Also, teachers felt their conditions of service were not good enough and most teachers in the municipality felt dissatisfied with security in the profession.

Similarly, Shabbir, Nabi, Wei, Zaheer, and Khan (2014) conducted a study to investigate the job satisfaction of government primary school teachers in Pakistan's administrative Kashmir. The Lester, P. E. (1987) teacher's job satisfaction questionnaire (TJSQ) with nine factors: supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition was used to assess the level of job satisfaction of primary school teachers. The sample consists of 150 government primary teachers from all over the aforementioned Azad Jammu & Kashmir. Descriptive statistics were employed to analyze the data through IBM SPSS 21. The results of the study indicated that primary school teachers are satisfied with four facets (out of nine) of their job, i.e., supervision, pay, responsibility, and advancement. whereas for the other five facets, they responded moderately. The study recommends that certain measures for the overall satisfaction of primary school teachers for better performance should be put in place.

Again, Ariffin, Hashim, and Sueb (2013) investigated the level of job satisfaction among private school teachers. The objectives of the study were to investigate the differences in job satisfaction among teachers with different years of teaching experience, to identify the relationship between years of teaching experience and job satisfaction, and to identify the differences between male and female teachers in job satisfaction. The study employed a quantitative approach, which used a questionnaire. The Teacher Job Satisfaction Questionnaire (TJSQ) developed by Lester (1982) was used as the main instrument to evaluate job satisfaction among teachers in a private school in the Gombak district in Selangor. 32 teachers became the participants for this research. Generally, the research indicates that the teachers in private schools are generally satisfied with their work.

Lastly, Nyange (2013) also investigated the factors that influence job satisfaction of secondary school teachers in Voi district, Kenya. The study adopted a descriptive research design in which 33 teachers and 11 headmasters were sampled using a simple random sampling method. The data was collected using self-administered questionnaires and interview guides. The data was analyzed using descriptive statistics such as percentages and frequency distributions. Presentations were done in tables, graphs, and pie charts. The study established that the teachers were not satisfied with the salaries. The study, on the other hand, discovered that, with the exception of the judgment of the junior staff, respondents were generally satisfied with the supervision. The study also established that the respondents were satisfied with the recognition by the headmasters, colleagues, parents, and the BOG. Again, the study established that the respondents were not satisfied with the working conditions. The study therefore recommended that the teachers' salaries and remuneration should

be harmonized, all the teaching staff should be treated with due respect and no one should be undermined or undermined the other as this will affect their self-esteem. Also, the government and school management should have a strategy of publicly recognizing exemplary teachers for their hard work; the government should have a scheme of service that will enhance fairness in the promotion of teachers and where all teachers will have equal chances of promotion. The government, parents, and other donors should improve the working conditions of the teachers by constructing spacious staff rooms and classrooms and ensuring the libraries and laboratories are well equipped. In conclusion, the empirical reviews indicated differences in teacher job satisfaction among teachers from different countries. Also, it is observed that a teacher may be satisfied with one aspect of his or her job and dissatisfied with another. This could be due to policies, infrastructure, and the personalities of teachers and headmasters.

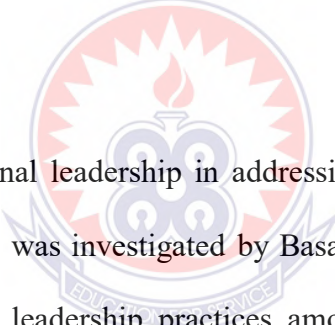
2.8 Transformational Leadership Style and Teacher Job Satisfaction

According to Hukpati (2009), transformational leadership has been connected to a number of outcomes, including follower job satisfaction and contentment with a leader (Hatter & Bass; Koh et al., (1995); Lowe & Kroeck, 1996), and employee engagement in the organization (Barling, Weber, & Kelloway, 1999). (1996). However, for the sake of this study, job satisfaction is prioritized. Job satisfaction is important in an organization because it motivates people to stay in their existing positions. As a result, Jaafar and Isa (2019) postulate that, employers should be aware of what they should do to ensure that employees are content with their jobs. Because effective leadership styles arguably contribute to high levels of job satisfaction and vice versa, Bazaar (2021) is among the few that a headmaster's leadership style is

typically related to teachers' job satisfaction. Currently, ensuring employee satisfaction has been elevated to one of the most critical responsibilities of people in charge of organizations (Aydin, Sarier & Uysal, 2013). On these grounds, ongoing research into the relationship between leadership and job happiness has piqued the researchers' interest. Hasan (2017) claims that transformational leadership, in particular, has a favorable impact on teachers' job satisfaction and commitment to their roles. This observation is backed up by Haji and Jubra (2016), who claim that comprehensive transformational leadership implementation in school administration improves teacher job satisfaction. There is a statistically significant relationship between the transformational leadership of headmasters and the level of satisfaction of teachers with their jobs.

Focus on academic missions, vision creation and goal setting, and fostering the continuing development of employee professionalism are all hallmarks of transformational leaders. Teachers' job satisfaction is influenced by these elements. This backs up the argument that transformational leadership is marked by clarity and focus and can result in positive changes inside an organization for the benefit of its followers. For this reason, Anjilus et al. (2019) concluded that transformational leadership is appropriate for secondary schools and can help teachers advance their careers while also increasing their job satisfaction. As further evidenced by Basar et al. (2021), headmasters who practice transformational leadership help teachers feel appreciated since the principals develop flexible professional ties with them. Sadiya (2016) also stated that the relationship between the headmaster and the teacher serves as both an external and internal motivator for the teacher to have a higher level of job satisfaction. That is, the teachers' confidence in the headmaster's judgment, as well as

the ideals supported by the headmaster, when paired with the school's mission, create an emotional relationship with the leadership that is linked to job satisfaction. Tesfew (2014) also found a strong link between the transformational headmaster's behavior and teacher job satisfaction. This means that a transformational headmaster can become a role model for teachers, acquire their admiration and trust, and sustain two-way communication and a commitment culture to the school's shared goals through his or her captivating behavior. This backs up Graham's (1988) conceptual relationship between transformational leadership and organizational behavior, which claims that transformational leadership leads to organizational citizenship behavior through member empowerment (Hukpati, 2009). The following is a list of empirical studies on the relationship between transformational leadership style and teacher job satisfaction.



The role of transformational leadership in addressing job satisfaction issues among secondary school teachers was investigated by Basar et al. (2021). The research also explains transformational leadership practices among secondary school principals. The Two Herzberg Factors (Herzberg et al., 1959): a motivational factor and a hygiene factor were used to examine teachers' job satisfaction. The study is also a qualitative research project that used document analysis as a methodology. According to the findings of the study, transformational leadership has a significant impact on teacher job satisfaction. The implications of these findings for the Ministry of Education were also considered, as well as how they might affect school management systems, school leaders and teachers, and secondary school teachers' motivation and professionalism.

Abazeed (2018) also conducted a study in Jordan's Ministry of Communication and Information Technology to investigate the impact of a transformational leadership style on job satisfaction. The study looked at four dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Job satisfaction, on the other hand, was measured across four dimensions: remuneration, supervision, working conditions, and recognition. All employees working in Jordan's Ministry of Communication and Information Technology were included in the study, and a sample of 300 employees was chosen to represent the entire population. A questionnaire was used to collect data, and 286 questionnaires were found. According to the findings, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration all had a significant and positive effect on job satisfaction among Jordanian Ministry of Communication and Information Technology personnel, according to the findings. Based on the findings, the researcher advises managers and decision-makers at Jordan's Ministry of Communication and Information Technology to develop leaders' capacity to increase employee loyalty and belonging by including subordinates in decision-making and resolving workplace difficulties.

In a similar study, Long et al. (2014) investigated the relationship between transformational leadership style and employee job satisfaction. Idealized influence, inspiration, motivation, intellectual stimulation, and individualized consideration were the four facets of transformational leadership. Job satisfaction was assessed using the Minnesota Satisfaction Questionnaire (MSQ). Employee intrinsic job satisfaction, extrinsic job satisfaction, and overall contentment are all measured by the MSQ. Three hundred and forty-eight employees from six different departments were invited

to participate in this study. According to the findings, only one of the four transformative leadership characteristics was shown to have a significant relationship with job satisfaction. Individualized consideration, on the other hand, is shown to be the most important factor in job satisfaction.

At Labore Coffee & Eatery Malang, Retnanto et al. (2020) conducted a study to investigate the influence of transformational leadership on organizational commitment using primary school teacher job satisfaction as an intervening variable. To fulfill the research goals, the study used a causal quantitative technique. Correlational analysis was also used in the study, which looked at transformational leadership, job satisfaction, and organizational commitment. In Pati, Central Java, 140 primary school teachers took part in the study. This study made use of a smart PLS as its data analysis technique (Partial Least Square). All 140 primary school teachers were chosen using the snowball sampling method. According to the findings, transformational leadership has a positive and significant impact on teacher satisfaction as well as a positive and significant impact on organizational commitment. Furthermore, job satisfaction among teachers has a favorable and considerable impact on organizational commitment. Job satisfaction, on the other hand, is ineffective as an intervening variable.

Wahab et al. (2014) investigated the level of transformational leadership techniques among headmasters in Malaysia's Temerloh district's primary national schools. Fostering the ideal influence, inspiring motivation, intellectual stimulation, and individual consideration were the four components of transformational leadership explored. The study also examines the level of job satisfaction and commitment

among teachers, as well as the relationship between these factors and headmasters' use of transformational leadership. The study was a quantitative survey that largely depended on questionnaires. The respondents were 240 instructors from ten primary schools in the Temerloh area of Pahang. The data was analyzed using descriptive and multivariate methods using the SPSS tool version 12.0. The analysis revealed that headmasters in the Temerloh district of Malaysia practiced transformational leadership at a high level and that teacher job satisfaction was also high. Also, while teachers' commitments were average, there was a significant relationship between the level of transformation leadership and teacher job satisfaction. However, the study's findings revealed a relationship between transformational leadership and teachers' commitment to their jobs. The study's conclusion is that leaders should constantly ensure that their high-performance leadership has a positive impact on staff satisfaction and school staff commitment.

A similar study was undertaken by Kouni et al. (2018), which looked into teachers' perspectives of how transformational leadership affects job satisfaction. The research approach chosen is a hybrid of quantitative and qualitative methods. A total of 171 teachers from two types of educational institutions, secondary junior high schools and high schools, from a local secondary education directorate were included in the sample. Data was gathered via a questionnaire and an interview. According to the findings, teachers report high levels of satisfaction when the headteacher operates as a transformational leader. This suggests that transformational leadership has a strong positive relationship with teacher job satisfaction. Teachers' opinions are also unaffected by demographic factors, school type, or job experience.

Maheshwari (2021) also performed research on the impact of the headmaster's transformational and transactional leadership styles on teachers' job satisfaction and performance. The researcher used an exploratory research design in public high schools in Vietnam's southern area to examine the impact of transformational and transactional leadership styles on teachers' job satisfaction and performance, the researcher used an exploratory research design in public high schools in Vietnam's southern area. The data was collected using a two-stage cluster sampling procedure from 18 public high schools with 144 teachers. The direct and indirect effects of the headmaster's leadership on teachers' job satisfaction and performance were determined using factor analysis and route analysis in this study. The findings revealed a significant relationship between transformational leadership style and teacher job satisfaction and performance, as well as a negative relationship between transactional leadership style and teacher job satisfaction and performance. According to the findings, job satisfaction appears to be a mediator between the headmaster's leadership style and teacher performance. The findings of this study suggest a change in the school environment and leadership techniques to improve teachers' job satisfaction and performance.

Finally, in Ghana, Hupkati (2009) looked at the relationship between department heads' transformational leadership styles and employee job satisfaction in tertiary institutions. The goal of the study was to see if there was a link between heads of departments' transformational leadership styles and lecturers' job satisfaction in both private and state tertiary institutions in Ghana. Because the independent variable had already occurred and could not be controlled, the study used an ex post facto research design. 74 lecturers and 12 department heads from private and governmental

institutions were given questionnaires and case studies, respectively. Lecturers utilized the Multifactor Leadership Questionnaire (MLQ) and the Minnesota Contentment Questionnaire (MSQ) to assess the satisfaction of their heads of departments with their positions. While heads of departments in certain departments were questioned in order to assess their transformational leadership methods. Both quantitative and qualitative studies were conducted to determine the transformational leadership methods of department heads and the relationship between transformational leadership and lecturer job satisfaction, both quantitative and qualitative studies were conducted. The data was analyzed using regression tests, which took into account the descriptive statistics of mean and standard deviations. The findings revealed a relationship between transformational leadership and job satisfaction among employees. According to the study, there were no differences in transformational leadership or job satisfaction among academics in private and public institutions. The study's findings demonstrate that in both types of organizations, department heads' transformational leadership approaches are similar. Finally, the study said that policymakers and institutional boards should think about adding programs like seminars, workshops, and updates on school administration and leadership to help institutional leaders improve their skills on the job.

Researchers focused on the association between headmasters' leadership styles and teacher job satisfaction, according to the above empirical review. That is to say, all of the different leadership styles were merged. However, this did not provide a comprehensive analysis of the relationship between each of the styles and teacher work satisfaction. Most studies in Ghana, for example, created a composite value for all leadership styles and examined their relationship/impact on job performance.



2.10 Summary of Literature Review

This chapter is made up of a theoretical framework, a conceptual review, a conceptual framework, and an empirical review. In the theoretical framework, the human relations theory, Herzberg's two-factor theory, and transformational leadership theory underpinned the study. These theories make it clear that headmasters need to create an environment where teachers can be creative, implore their talent, and have a sense of belongingness for them to work effectively. This headmaster's behaviour would then lead to teacher satisfaction. In the conceptual review, concepts such as leadership, theories of leadership, leadership styles, the concept of transformational leadership style, the dimensions of transformational leadership, the concept of teacher job satisfaction, levels of teachers' job satisfaction, and transformational leadership style and teacher job satisfaction.

From this review, it was observed that headmasters' transformational leadership styles are multifaceted and include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The review indicated that headmasters use these dimensions in the administration of their schools. Furthermore, the level of teachers' job satisfaction was noticed to be influenced by the headmasters' transformational leadership style in some cases. The review revealed that teachers' job satisfaction is assessed by different aspects, which include remuneration, supervision, working conditions, communication, recognition, and co-workers' relationships. However, teachers can be satisfied in one aspect and be dissatisfied in others, so school heads should pay critical attention to the needs of teachers. Lastly, an empirical review was done according to the research questions of the study. This

includes studies other researchers have done in relation to the study. From this review, it was observed that headmasters' transformational leadership styles have a significant relationship with teachers' job satisfaction. Yet, studies in Ghana mainly focused on the effect of leadership styles on teachers' job satisfaction. Hence, limited attention has been placed on the individual leadership styles and job satisfaction of teachers.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter comprise the research approach, research design, setting, population and sample and sampling technique. It also indicates the data collection instrument, data collection procedures, validity and reliability of the research instruments, reliability in qualitative research, data collection procedures, data analysis plan and ethical consideration.

3.1 Research Approach

According to Slevitch (2011), quantitative research approaches are regarded as the organized inquiry about phenomenon through collection of numerical data and execution of statistical, mathematical or computational techniques. Slevitch further noted that the source of quantitative research is positivism paradigm that advocates for approaches embedded in statistical breakdown that involves other strategies like inferential statistics, testing of hypothesis, mathematical exposition, experimental and quasi-experimental design randomization, blinding, structured protocols, and questionnaires with restricted variety of prearranged answers. Quantitative research approach objectives are measurable and cannot be separated from variables and hypothesis; variables are concepts that have variations that can take numerous values while hypothesis are untested assumptions or propositions of relationship between variable (Håkansson, 2013).

Aliaga, and Gunderson (2002) describes quantitative research approach as the explaining of an issue or phenomenon through gathering data in numerical form and analyzing with the aid of mathematical methods; in particular statistics. An important feature of a quantitative research numeral data is collected and analyzed using statistical methods. In the view of Leedy and Ormrod (2010) and Williams (2011), quantitative research approaches involve the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims. Furthermore, Williams, (2011) remarks that quantitative research approaches start with a statement of a problem, generating of hypothesis or research question, reviewing related literature, and a quantitative analysis of data. The study adopted the quantitative research approach since the researcher sought to describes the impact of transformational leadership style of headteachers on teachers' job satisfaction in public Senior High schools in Tumu Municipality through gathering data in numerical form using questionnaire and analyzing with the aid of statistical tools.

3.2 Research design

The study adopted a descriptive survey design which to make inferences on the impact of transformational leadership style of headteachers on teachers' job satisfaction in public Senior High schools in Tumu Municipality. With the help of the descriptive research design, the study was able to describe a current, previous and phenomenon in its existing situations or conditions concerning the impact of transformational leadership style of headteachers on teachers' job satisfaction in public Senior High schools in Tumu Municipality (Balci, 2004). According to Aggarwal (2008), descriptive research design is devoted to the gathering of

information about prevailing conditions or situations for description and interpretation. Aggarwal (2008) further explained that descriptive research design seeks to find factors associated with certain occurrences, outcomes, conditions or types of behaviour. Similarly, Best and Khan (2007) noted that descriptive research is concerned with the conditions or relationships that exist, such as determining the nature of prevailing conditions, practice and attitudes; opinions that are held; processes that are going on or trends developed. It concerns the gathering of data to answer research questions or test hypotheses. According to Best and Khan (2007), the descriptive research design allows for generalization of findings from sample to population. It does not only deal with the characteristics of an individual but rather the characteristics of the whole sample. It provides information useful to the solutions of local issues or problems (Best & Khan, 2007).

The study found the descriptive survey design the most appropriate design to describe the impact of transformational leadership style of headteachers on teachers' job satisfaction in public Senior High schools in Tumu Municipality. This is because the use of the design allows for usage of large population to permits generalization of results from sample to population. Additionally, the researcher used the descriptive research design to allow for the collection of large amounts of data within a relatively short period of time.

3.3 Population

The target population of the study included all the public Senior High School teachers in the Tumu Municipality. According to the Municipal Education Directorate, there are currently 210 public Senior High School teachers in the municipality. However,

the accessible population comprised teachers with at least 1 year teaching experience with a population of 194. The breakdown of 194 Senior High School teachers in the Municipality is presented in Table 3.1.

Table 1: Distribution of Senior High School Teachers in the Tumu Municipality

Name of School	Number of Teachers
Tumu Secondary Technical School	95
Kanton Senior High School	99
Total	194

Source: Author (2022)

3.4 Sample and Sampling Technique

The sample for the study was all 210 teachers of the two public Senior High Schools in the Tumu Municipality who had been teaching in their various schools for at least one academic year. The census sampling technique was used to involve all the 210 teachers. According Valente (2010), a census sampling is used when the researcher collects data from all the members of the targeted population. The author further notes that census is one of the sampling techniques that produce some level of high accuracy and reliability in the data since all the members of the population are used. The census sampling technique was appropriate for the study since the number of teachers with at least 1 year teaching experience were not many. Besides, the study used the quantitative approach and required large number of respondents, hence the study involved all the 194 student leaders.

3.5 Data Collection Instrument

Questionnaires were used to collect data from the public Senior High School teachers. The instrument was developed in line with the specific objectives of the study. The instrument was made up of four sections namely A, B and C. Section A of the instrument solicited for responses on the demographic characteristics of the respondents while Section B contained items that measured the transformational leadership styles exhibited by the headmasters. Section C of the instrument also consisted of items that measured the level of teacher job satisfaction. All the items in Sections B and C of the instruments were measured on a five-point scale namely 1-strongly disagree, 2-disagree, 3- neutral, 4-agre, and 5-strongly agree.

3.6 Validity of Instrument

For any quantitative study, validity of the instrument(s) used is very essential. According to Ary, Jacobs and Razavieha (2006), validity refers to the instrument's appearance by a group of experts and/or potential participants in order to establish its easy usage, clarity, and readability. The validity of the instrument used for the study was ensured using the face validity and the content validity.

3.6.1 Face Validity

According to Ary, Jacobs and Razavieha (2006), validity refers to the instrument's appearance by a group of experts and/or potential participants in order to establish its easy usage, clarity, and readability. Ary, Jacobs and Razavieha further noted that the face validity establishes that the instrument is pleasing to the eye and applicable for intended. This means that face validity of an instrument connotes the extent to which the instrument appears to measure what it is meant to measure. On this note, the

questionnaire in this study was given to supervisor and colleagues to read for necessary corrections and suggestions such as clear direction, number of items, and amongst others.

3.6.2 Content Validity

According to Biddix (2009), content validity is the appropriateness of the content of an instrument. This explains that content validity determines whether the questions accurately measure what one wants to know. In ascertaining the content validity of an instrument, samples of questions from each section of the unit of the instrument were evaluated against the desired outcomes. For example, in this study, the items in the questionnaire were constructed based on the literature reviewed. The items in the questionnaire were constructed to bring out responses to answer the research questions. Furthermore, the questionnaire was given to my supervisor to assess whether the items were measuring the construct in each section of the questionnaire. His ideas on improving the construction of the items were considered in refining the overall questionnaire. For instance, my supervisor identified some ambiguous statements in some of the items and these were addressed.

3.7 Reliability of Instrument

According to Drost (2011), reliability is the extent to which measurements are repeatable when different people perform the measurement on different occasion, under different condition, supposedly with alternative instruments which measure the construct or skill. Mohajan (2017), also adds that reliability basically refers to stability of measurement over a variety of conditions in which the results should be obtained. Reliability form part of psychometric properties of measurement scales that are very

important in estimating adequacy and accuracy procedures of a scientific research as mentioned by Bajpai and Bajpai (2014). In order to determine the reliability of the instrument, the instrument was pre-tested using a total of 50 teachers from two public Senior High Schools in the Gboluu District. Teachers from these two schools were used for the piloting since they have characteristics similar to teachers in the main study setting including at least one year of teaching experience. In each of the two public Senior High Schools, the teachers, were randomly sampled to participate in the pre-test stage of the instrument. Before the start of the pre-test, the purpose was explained to the headmasters as well as the teachers in each school. This was intended to seek for their permission to participate in the pre-test of the instrument. After explaining the purpose of the pre-test in each school, copies of the questionnaire were then given to teachers to answer. After filling the questionnaires were collected and put in an envelope and sealed. After pre-testing the instrument, responses of teachers were subjected to a reliability analysis where Cronbach's alpha was used in order to measure the internal consistency of items (Pallant, 2010). The reliability coefficient calculated after the pilot testing were 0.71, and 0.81 for Section B (aspects of transformational leadership) and Section C (teacher job satisfaction) respectively. The appropriateness of the values of the reliability coefficient is supported by George and Mallery (2003), who maintained that reliability coefficient greater than 0.60 is appropriate for quantitative data collection. Therefore, the reliability coefficients obtained from the pre-testing of the instrument confirmed that the questionnaire used in the main study is within the acceptable benchmark of an instrument being reliable.

3.8 Data Collection Procedures

The data collection phase was successful with the help of 2 research assistants. The research assistants were trained in line with the purpose and objectives of the study as well as data collection techniques. At the start of the data collection process, an introductory letter was obtained from the Head of Department of Educational Administration and Management, University of Education, Winneba. The letter was then sent to the headmasters of the various Senior High Schools in the Tumu Municipality to enable the researcher get the needed assistance and cooperation from the management of the schools. The purpose of the study was explained to the headmasters. The trained research assistants were also introduced to the headmasters. On the day of the data collection in each school, the purpose of the study was explained to the teachers. The teachers were then assured of anonymity and confidentiality, and encouraged them to respond freely and as honestly as possible. The administration of the questionnaire to the respondents in the schools were done with the aid of the two researcher assistants who were trained in line with the purpose and objectives of the study as well as data collection techniques.

Before the distribution of the questionnaire, the researcher together with the research assistants followed the sampling techniques described above and then distributed to the teachers. Instructions pertaining the items were carefully explained to them. The respondents were given enough time for them to fill the questionnaire after which they were collected by the research assistants and placed in envelopes and sealed. After collecting the questionnaires, the researcher thanked the respondents and reiterated and assured that the responses given would be confidential.

3.9 Ethical Considerations

During the data collection process, some ethical considerations were considered including informed consent, confidentiality, voluntary participation, and right to leave to the study. In this regard, teachers were allowed to sign the informed consent section indicated on the instrument before participating in the study. In mindful of this consideration, teachers were asked to indicate their consent to take part in the study. In ensuring anonymity of teachers, the teachers were informed not to indicate their names or indicate anything to trace their identity. Confidentiality was also ensured by informing teachers that the data collected was used for academic purposes, hence no data would be revealed to any third party. Additionally, teachers were made aware that they have the right to leave the study at any time they prefer. In totality, teachers were respected throughout the conduct of the study and the entire data collection process. Covid 19 protocols such as maintaining distance and wearing of nose mask were also strictly adhered to during data collection.

3.10 Data Analysis Plan

The data analysis phase consisted of editing, coding and statistical computation. Specifically, right after data collection, items for each subject were scored and labelled serially to ensure easy identification, errors and easy coding. Frequencies were run to check for all errors such as outliers and missing values. The data gathered were then analysed with the aid of Version 26 of the Statistical Packages for Social Sciences (SPSS). It must be noted that, percentages and frequencies were used to analyse the background information of the teachers. In analysing Research Questions 1 and 2, means and standard deviation were used, while the multiple linear regression was used to analyse Research Question 3.

3.11 Chapter Summary

This chapter has emphasized the procedures that were used to achieve the objectives of the study. The chapter also discussed the research design, population and sample, data collection instruments, data collection and analysis procedures as well as validity and reliability of the instruments have been described. The study used the descriptive research design to gather data from teachers considering the sample size for this research. A self-developed questionnaire was used to collect data from a sample of 194 public Senior High School teachers. The validity and reliability of the instrument were both ascertain through supervisor's scrutiny and pilot testing of the instrument respectively. Before data collection, an introductory letter was obtained from the Head of Department of Educational Administration and Management of University of Education, Winneba which enabled the researcher get their needed assistance and cooperation for the conduct of the study. Ethical issues such as anonymity and confidentiality as well as Covid 19 protocols were all ensured. The data were then analysed using means and standard deviation.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Overview

The main purpose of the study was to investigate the impact of transformational leadership style of headteachers on teachers' job satisfaction in public Senior High Schools in Tumu Municipality. This chapter is focused on presentation, analysis and findings, as well as the discussion of the findings from the study. Means and standard deviation were used to analyse Research Questions 1 and 2 while Research Question 3 was analysed using the multiple linear regression. The presentation of the results is done in two sections. These are presentation of the respondents' demographic results and the presentation of results to address the research questions.

4.1 Response Rate

The purpose of the study was to investigate the impact of transformational leadership style of headteachers on teachers' job satisfaction in public Senior High schools in Tumu Municipality. In achieving the purpose of the study, the descriptive research design of the quantitative approach was employed. A total of two hundred and ten (210) were administered to teachers in the two public Senior High Schools. However, one hundred and ninety (190) were retrieved and used for the analysis. Therefore, the study attained a response rate of 90.5%.

4.2 Demographic Characteristics of Teachers

This section gives a summary of the demographic characteristics of the teachers who were involved in the study. The demographic compositions of the respondents

examined include gender, ages in years, academic qualification, rank and years of teaching experience. The descriptive statistics are summarised in Table 4.1.

Table 4.1: Demographic Characteristics of Teacher

Characteristics	Frequency	Percentage (%)
<i>Gender</i>		
Male	165	86.8
Female	25	13.2
Total	190	100
<i>Age in years</i>		
Less than 30 years	40	21.1
30 to 39 years	77	40.5
40 to 49 years	44	23.2
50 and above	29	15.2
Total	190	100
<i>Academic Qualification</i>		
Cert A Post Sec.	0	0.0
Diploma	13	6.8
Bachelor's Degree	154	81.1
Master's Degree	23	12.1
Total	190	100
<i>Rank</i>		
Deputy Director	5	2.7
Assistant Director I	20	10.5
Assistant Director II	61	32.1
Principal Superintendent	104	54.7
Senior Superintendent I	0	0.0
Senior Superintendent II	0	0.0
Total	190	100
<i>Years of Teaching Experience</i>		
1 to 5 years	21	11.1
6 to 10 years	81	42.5
11 to 15 years	30	15.8
16 to 20 years	33	17.4
20 years or more	25	13.2
Total	190	100

Source: Field study, 2021; N = 190

The result of the demographic characteristics of teachers as shown in Table 4.1 indicated that out of the one hundred and ninety (190) teachers used in the study, 165 (86.8%) of them were males while 25 (13.2%) were females. Again, 40 (21.1%) of

them were of ages less than 30 years, 77 (40.5%) were of ages from 30 to 39 years, 44 (23.2%) were also with ages from 40 to 49 years. The remaining 29 (15.2%) were also 50 years and more. It can be inferred from this result that more male teachers were involved in the study than females. Additionally, majority of the teachers who took part in the study were between the ages 30 to 39 years. From Table 2, it is again seen that, none of the teachers hold Cert A Post Sec. holders. However, 13 (6.8 %) were Diploma holders, 154 (81.1%) were Bachelor's degree holders, while 23 (12.1%) were Master's holders. In relation to the rank of the respondents, it can be seen that none of them belong to the rank of Senior Superintendent I and II. However, However, 5 (2.7%) belong to the Deputy Director, 20 (10.5%) belong to the Assistant Director I, 61 (32.1%) belong to the Assistant Director II while 104 (54.7%) belong to the Principal Superintendent rank. For years of teaching experience, 21 (11.1%) had 1 to 5 years of experience, 81 (42.5%) had 6 to 10 years of experience, 30 (15.8%) had 11 to 15 years of experience, 33 (17.4%) had 16 to 20 years of experience, while the remaining 25 (13.2%) had also been teaching in their present school for 20 years or more.

4.3 Analysis of Research Questions

Three research questions were formulated to guide this study. In this regard, the analysis of the data was done in line with the research questions.

4.3.1 Analysis of Research Question 1

What aspect of transformational leadership style do headmasters predominantly use in public Senior High Schools in the Tumu Municipality?

This research question sought to find out the transformational leadership styles that headteachers predominantly use in public Senior High Schools in the Tumu Municipality. Four transformational leadership styles namely idealized influence, inspirational motivation, intellectual stimulation and individual consideration were used in this study. The results of the analysis are presented in Table 4.2.

Table 4.2: Transformational Leadership Styles Adopted by Headmasters

Transformational Leadership Styles	Mean	Std. Dev.
<i>Idealized Influence</i>	3.90	0.56
The headmaster makes teachers feel Good to be around him/her because He /she has an impressive and charming personality.	4.32	0.65
The Headmaster is respected by all teachers.	4.38	0.49
Teachers trust the Headmaster's ability and good judgment in solving problems.	4.59	0.50
The Headmaster is an example of good work and behaviour for teachers to follow.	4.45	0.50
The Headmaster makes teachers feel proud to be associated with him/her.	1.78	0.67
<i>Inspirational Motivation</i>	3.63	0.57
The Headmaster stimulates and encourages teachers to participate willingly and happily in doing duties.	4.28	0.47
The Headmaster shows a sense of duty and work commitment which he transmits to teachers.	1.64	0.62
The Headmaster encourages teachers to understand the point of views of other teachers during staff meetings.	3.62	0.66
The headmaster sets a vision and future direction of what teachers may be able to accomplish and achieve if we work.	4.50	0.60
The Headmaster inspires and encourages teachers to aim high in teaching.	4.11	0.52
<i>Intellectual Stimulation</i>	3.22	0.55
The Headmaster has provided teachers with new ways of looking at things which they did not understand before in their teaching job.	3.14	0.62
The Headmaster has challenged teachers' ideas and have made them change some of the ideas which they had never questioned before in their teaching job and life.	3.66	0.47
The Headmaster helps teachers to think and solve old problems in new and alternative ways.	1.97	0.49
The Headmaster challenges teachers to rethink some of their basic assumptions about my work.	3.36	0.52
The Headmaster ensures that teachers have adequate involvement in decision making related to programmes and instruction.	3.98	0.67
<i>Individual Consideration</i>	3.20	0.57
The Headmaster facilitates opportunities for staff to learn from each other.	3.36	0.48
The Headmaster creates conditions that allow teachers to do their teaching job and complete various duties even without his /her presence.	2.60	0.49
The Headmaster gives personal attention to teachers who look neglected, lonely and keep away from the company of other teachers.	3.57	0.50
The Headmaster treats each teacher as an individual with different needs, abilities and aspirations.	2.21	0.71
The Headmaster organizes trainings for teachers to upgrade their skills.	4.30	0.66

The results in Table 4.2 showed that different transformational leadership styles were used by headteachers of public Senior High Schools in the Tumu Municipality. It was however revealed that the teachers perceived their headteachers to be dominantly using idealized influence style of transformational leadership ($M=3.90$; $SD=0.56$), as compared to inspirational motivation style of transformational leadership ($M=3.63$; $SD=0.57$), intellectual stimulation style of transformational leadership ($M=3.22$; $SD=0.55$), and individual consideration style of transformational leadership ($M=3.20$; $SD=0.57$). Considering the 5-point Likert scale used in the questionnaire, the mean score is 3.0 ($(1+2+3+4+5) \div 5$). Hence, all the transformational leadership styles used in this study recorded means which were greater than the average mean of 3.0. This suggests that all the transformational leadership styles outlined in this study were common among the headteachers of public Senior High Schools in the Tumu Municipality.

4.3.2 Analysis of Research Question 2

What is the level of teacher job satisfaction among teachers in public Senior High Schools in the Tumu Municipality?

The second research question was aimed at finding out the level of teacher job satisfaction among teachers in public Senior High Schools in the Tumu Municipality. Six types of job satisfaction were considered in this study namely, remuneration and benefits, working condition, recognition, supervision and management, inter-personal relationship, and communication. To answer this research question, the teachers involved in the study were required to respond to items measured on a five-point Likert scale with 1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree and 5-

Strongly Agree. Means and standard deviations were used to analyse the responses of respondents. Interpretation of means suggested by Jamil (2012), as cited in Mohd, Yan, Jamil, Aida and Azalin (2013) was adopted for the interpretation of levels of the perceived level of teacher job satisfaction in public Senior High Schools in the Tumu Municipality. The numerical mean values and their interpretations used are shown in Table 4.3.

Table 4.3: Mean Ranges and Interpretations for Teacher Job Satisfaction

Mean Range	Interpretation
1.00-1.80	Very Low
1.81-2.60	Low
2.61-3.40	Moderate
3.41-4.20	High
4.21-5.00	Very High

Source: Jamil (2012) cited in Mohd, Yan, Jamil, Aida and Azalin (2013).

The results of the level of teacher job satisfaction in public Senior High Schools in the Tumu Municipality are presented in Table 5, and showed that teacher job satisfaction in public Senior High Schools in the Tumu Municipality were perceived to be high (M=3.44; SD=0.49) for remuneration and benefits, high (M=3.30., SD=0.55) for working condition, high (M=3.77; SD=0.55) for recognition, high (M=3.89, SD=0.68) for supervision and management, high (M=4.00, SD=0.54) for inter-personal relationship, and high (M=3.17; SD=0.68) for communication. It could be observed from the results in Table 4 that inter-personal relationship as a component of teacher job satisfaction in public Senior High Schools in the Tumu Municipality recorded the highest mean as compared to remuneration and benefits, working condition, recognition, supervision and management and communication.

Table 4.4: Level of Teacher Job Satisfaction**N=190**

Components of Teacher Job Satisfaction	Mean	Std. Dev.
<i>Remuneration and Benefits</i>	3.44	0.49
I feel I am being paid a fair amount for the work I do	2.32	0.46
I am not satisfied with the benefits I receive.	3.58	0.51
I would like to work more/less hours	2.58	0.50
There are few rewards for those who work here	4.36	0.48
I would like to see a social committee for lunches and special days.	4.35	0.52
<i>Working Condition</i>	3.30	0.55
I have a safe workplace	3.12	0.32
Many of our rules and procedures need to be streamlined.	3.04	0.47
I have too many duties and responsibilities	4.15	0.59
I receive the information, tools and resources I need to do my job effectively.	2.13	0.56
I have the opportunity to take part in trainings, webinars, meetings and outreach activities.	3.81	0.63
I know how to measure the quality of my work.	3.77	0.55
I will not consider leaving my job.	3.10	0.72
<i>Recognition</i>	4.02	0.60
I do not feel that the work I do is appreciated	4.53	0.52
My performance evaluation provides me with meaningful information about my performance.	3.34	0.60
I would appreciate management recognition on my anniversary	3.46	0.50
I would like to see employee recognition and appreciation by management and my fellow employees	4.11	0.89
Teachers have relatively good social positions in the community.	4.68	0.51
<i>Supervision And Management</i>	3.89	0.68
My department has the right people and skills to do its work	3.97	0.87
My department practices high standards and ethics	4.50	0.50
I can rely on my supervisor	4.46	0.62
I often feel that I do not know what is going on with the organization.	2.59	0.50
My supervisor holds me and my co-workers accountable for performance	3.93	0.92
<i>Inter-Personal Relationship</i>	4.00	0.54
I like the people I work with.	4.53	0.52
The people I work with cooperate as a team.	3.01	0.60
Good relationship among teachers is encouraged.	4.46	0.50
<i>Communication</i>	3.17	0.68
Communications seem good within this organization.	3.97	0.87
As it plans for the future, my department asks for my ideas.	2.50	0.50
I have the opportunity to give input on decisions affecting my work.	2.95	0.62
I know how my school measures its success.	2.52	0.50
I am well informed of the school policies and plans.	3.93	0.92
Overall Mean for Teacher Job Satisfaction (3.64)	3.64	0.59

Source: Field Work Data, 2021

The results also showed that generally (overall), teacher job satisfaction in public Senior High Schools in the Tumu Municipality was high. This is seen from an overall mean of 3.64 and a standard deviation of 0.59. This implies that generally, teachers in

public Senior High Schools in the Tumu Municipality are highly satisfied with their job in relation to remuneration and benefits, working condition, recognition, supervision and management, inter-personal relationship, and communication.

4.3.3 Analysis of Research Question 3

What is the impact of headmasters' transformational leadership styles on teacher job satisfaction in public senior high schools in the Tumu Municipality?

The third research question was to determine the impact of headmasters' transformational leadership styles on teacher job satisfaction in public senior high schools in the Tumu Municipality. In answering this research question, linear multiple regression was used. According to Kaya-Uyanik and Guler (2013), linear multiple regression is used when there are two or more continuous predictor variables and a continuous outcome variable. In this research question, there are four predictor variables namely idealized influence, inspirational motivation, intellectual stimulation, individual consideration and an outcome variable teacher job satisfaction. Before the conduct of the analysis, composite scores were calculated with the aid of SPSS to transform the scores for teacher job satisfaction to continuous variables. Key assumptions such as the dependent variable being continuous and there should be more than one predictor variables were fulfilled. The outcome variable was continuous since the items were measured on the five-point Likert scale; 1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree and 5- Strongly Agree. Again, composite scores were calculated for teacher job satisfaction. To check for normality, it was observed that the residuals errors are approximately normally distributed as determined by the normal P-P plot (See Appendix B). To check for multicollinearity,

the Variance Inflation Factor (VIF) was used. It was uncovered that the VIF values in Table 6 were less than 10 for all the predictors. idealized influence had VIF value of 3.559, inspirational motivation had VIF value of 2.295, intellectual stimulation had VIF value of 2.818, individual consideration had VIF value of 4.367. Homoscedasticity assumption was fulfilled since there was no clear pattern of the regression standard predicted value (See Appendix C). A summary of the linear multiple regression to test for the impact at 5% significance level is presented in Table 4.5.

Table 4.5: Linear Multiple Regression Analysis on Transformational Leadership Styles and Teacher Job Satisfaction

Model	R	R Square	Adjusted R Square	Std Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.888 _a	.789	.763	7.03944	.789	30.851	4	192	.000

a. Predictors: (Constant), idealized influence, inspirational motivation, intellectual stimulation, individual consideration

b. Dependent Variable: Job Satisfaction

The data in Table 4.5 show there is a significant strong and positive relationship between the predictor variable (transformational leadership styles) and teacher job satisfaction ($R = .888$, $p = 0.000 < .05$). Again, the data also indicate all the transformational leadership styles of headteachers comprising idealized influence, inspirational motivation, intellectual stimulation, individual consideration significantly predicted teacher job satisfaction and that the predictor variable (subscales of transformational leadership styles) explains 78.9% of the variations in the dependent variable (Teacher Job Satisfaction) with an R-square of 0.789). The

results further mean that other forms transformational leadership styles that were not considered in the study accounted for 21.1% in the teacher job satisfaction of public senior high school teachers that were sampled in the Tumu Municipality. In order to determine the contribution of the predictor variables to the dependent variable, the standardized coefficient table was used and the summary of the analysis is presented in Table 4.6.

Table 4.6: Standardized and Unstandardized Coefficients for Transactional Leadership Style

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	19.771	13.277		1.489	0.146		
II	0.320	1.135	0.430	0.282	0.780	0.281	3.559
IM	0.431	0.290	0.180	1.487	0.147	0.436	2.295
IS	1.141	0.258	0.593	4.415	0.000	0.355	2.818
IC	0.517	0.491	0.176	1.054	0.299	0.229	4.367

Significance = 0.05; II=Idealised Influence; IM=Inspirational Motivation; IS=Intellectual Stimulation; IC=Individual Consideration

The data in Table 4.6 shows that intellectual stimulation of transformational leadership styles was a good and significant predictor of teacher job satisfaction (Beta = .593, $p = 0.000 < .05$). However, idealized influence, inspirational motivation, and individual consideration of transformational leadership styles were not predictors of teacher job satisfaction.

Overall, the result of the study indicate that headmasters' transformational leadership styles have significant positive impact on teacher job satisfaction in public senior high schools in the Tumu Municipality. However, intellectual stimulation of transformational leadership styles is the best predictor of teacher job satisfaction

while idealized influence, inspirational motivation, and individual consideration are not.

4.4 Discussion of Findings

The discussion of the research findings was done in line with the transformational leadership styles headteachers predominantly use, level of teacher job satisfaction, and the impact of headmasters' transformational leadership styles on teacher job satisfaction.

4.4.1 Transformational Leadership Styles Headteachers Predominantly Use

This research question sought to determine the transformational leadership styles exhibited by headteachers of public senior high schools in the Tumu Municipality. The findings which emerged from this research questions are that teachers perceived their headteachers to be predominantly using idealized influence style of transformational leadership as compared to inspirational motivation style of transformational leadership, intellectual stimulation style of transformational leadership and individual consideration style of transformational leadership. This according to AL-Shanti (2016) suggests that headteachers who exhibit ideal influence of transformational leadership style has the ability to gain trust and respect from the teachers, to adhere to ethical standards and higher values, to avoid abusing power for personal gain, and to avoid forcing teachers to play organizational roles.

The findings from this research question are supported by the findings obtained from the study of Ahmed (2018). Ahmed's study focused on examining the impact of transformational leadership styles on secondary school teachers' job satisfaction where the author reported that secondary school teachers exhibit more

transformational leadership styles indicating that all four characteristics of a transformational leadership style were utilized by the headmasters. Even though Ahmed's study reported on headteachers using all the four forms of transformational leadership styles, this current considered the predominantly form of transformational leadership styles exhibited by headteachers. This was also support by Alqatawenh's (2018) study who also reported similar observation using insurance companies in Jordan. Alqatawenh reported that leaders of these insurance companies do exhibit the four dimensions of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration).

4.4.2 Level of Teacher Job Satisfaction

The second research question also sought to assess the level of teacher job satisfaction among teachers in public Senior High Schools in the Tumu Municipality. The findings from this research question revealed that the level of teacher job satisfaction in public senior high school teachers in the Tumu Municipality was high.

The aforementioned findings are in agreement with the findings obtained from Demirta (2010) who investigated primary school teachers' job satisfaction levels in Kenya. Demirta's findings revealed pretty high levels of teachers' job satisfaction among the teachers. Demirta's findings aligns with the findings of this current study since high levels of teachers' job satisfaction have been reported. This current study's findings also support Ahmad's (2018) findings who also reported similar findings using secondary school teachers in Pakistan. Ahmad (2018) major findings were that headteachers of government secondary schools showed moderately high levels of job satisfaction. Again, this current study's findings corroborate the findings of Knigama

et al. (2018) who also reported above average level of job satisfaction among teachers in Kenya. Using private school teachers in the Gombak district in Selangor, a study by Ariffin, Hashim, and Sueb (2013) also reported that teachers are generally satisfied with their work.

On the contrary, a study conducted by Mahmood et al. (2011) which focused on difference in job satisfaction between gender and school type also reported a generally low job satisfaction among teachers in terms of advancement, compensation, supervision, human relations, and working conditions. In Ghana, Dzikunu and Mensah (2011) also examined the level of teachers' job satisfaction in Effutu Municipality and reported poor job satisfaction among teachers in Winneba Basic School schools. Similarly in Ghana, Ansah-Hughes (2016) used teachers in the Techiman Municipality and reported very low level of job satisfaction among teachers in Techiman Municipality and that most of the teachers would prefer to change their profession as a result of dissatisfaction.

4.4.3 Impact of Headmasters' Transformational Leadership Styles on Teacher Job Satisfaction

This research question sought to determine the impact of transformational leadership of headteachers on teacher's job satisfaction of public Senior High Schools in Tumu Municipality. The findings from this research question also indicated that headmasters' transformational leadership styles have significant positive impact on teacher job satisfaction in public senior high schools in the Tumu Municipality.

The findings of the study are rightly supported by the findings of Abazeed (2018) who studied the impact of a transformational leadership style on job satisfaction in Jordan. In Abazeed's study, it was revealed that the forms of transformational leadership styles including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration all had a significant and positive effect on job satisfaction among Jordanian Ministry of Communication and Information Technology personnel. Again, findings of this current study are partially in agreement with the findings obtained from the study conducted by Long et al. (2014) who examined the relationship between transformational leadership style and employee job satisfaction. It was revealed in Long et al. (2014) study that only one of the four transformative leadership forms/characteristics was shown to have a significant and positive relationship with job satisfaction. It was further indicated that individualized consideration of transformative leadership forms, on the other hand, was shown to be the most important factor in job satisfaction. In congruence of this study's findings is the study conducted by Labore Coffee & Eatery Malang, Retnanto et al. (2020) who focused on the influence of transformational leadership on organizational commitment using primary school teacher job satisfaction as an intervening variable. Labore Coffee & Eatery Malang, Retnanto et al. (2020) reported a positive and significant impact of transformational leadership on teachers' satisfaction and organizational commitment. Additionally, findings of this current study are in line with the findings of Wahab et al. (2014) who investigated the impact of transformational leadership techniques on job satisfaction and commitment among headmasters in Malaysia's Temerloh district's primary national schools. Wahab et al.

(2014) reported a significant positive impact of transformational leadership on teachers' job satisfaction and organizational commitment.

However, the findings of this current study contradict the findings of Maheshwari (2021) who examined the impact of the headmaster's transformational and transactional leadership styles on teachers' job satisfaction and performance in public high schools in Vietnam's southern area. In Maheshwari's a negative and significant impact of negative transactional leadership style and teacher job satisfaction and performance. In Ghana, Hupkati (2009) focusing on the relationship between department heads' transformational leadership styles and employee job satisfaction in tertiary institutions also reported so significant negative impact of transformational leadership on job satisfaction among academics in private and public tertiary institutions.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This is the concluding chapter of the study. It summarizes the study highlighting the methodologies adopted in collecting and analysing data in order to bring out the main findings in addressing the research questions formulated on the impact of transformational leadership style of headteachers on teachers' job satisfaction in public Senior High schools in Tumu Municipality. Based on the main findings, conclusions are reached to permit the provision of appropriate recommendations as well as suggestions for further studies.

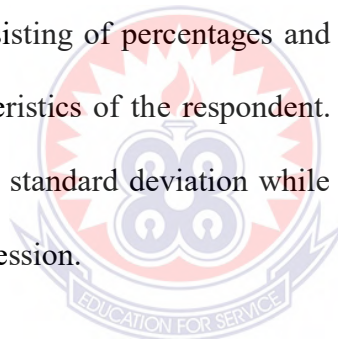
5.1 Overview of the Study

The research was undertaken to ascertain the impact of transformational leadership style of headteachers on teachers' job satisfaction in public Senior High schools in Tumu Municipality. Other objectives included to establish the transformational leadership styles exhibited by headteachers of public senior high schools in the Tumu Municipality, assess the level of teacher job satisfaction among teachers in public senior high schools in the Tumu Municipality, and determine the impact of transformational leadership of headteachers on teacher's job satisfaction in public senior high schools in Tumu Municipality. The following research questions guided the study:

1. What transformational leadership styles do headteachers predominantly use in public Senior High Schools in the Tumu Municipality?

2. What is the level of teacher job satisfaction among teachers in public Senior High Schools in the Tumu Municipality?
3. What is the impact of headmasters' transformational leadership styles on teacher job satisfaction in public senior high schools in the Tumu Municipality?

The study employed descriptive research design using questionnaire as the only instrument to collect the relevant data in addressing the research questions formulated for the study. In selecting the sample for the study, all the 194 teachers in the Tumu Municipality were used in the study using census sampling technique. Descriptive statistics and linear multiple regression were used to analyse the data. Specifically, the descriptive statistics consisting of percentages and frequencies were used to analyse the demographic characteristics of the respondent. Research questions 1 and 2 were analysed using mean and standard deviation while research question 3 was analysed using linear multiple regression.



5.2 Summary of the Key Findings

The key findings are outlined in line with the objectives of the study as follows:

The first objective investigated the transformational leadership styles exhibited by headteachers of public senior high schools in the Tumu Municipality. The key findings were that teachers perceived their headteachers to be predominantly using idealized influence style of transformational leadership as compared to inspirational motivation style of transformational leadership, intellectual stimulation style of transformational leadership and individual consideration style of transformational leadership.

The second research objective was to assess the level of teacher job satisfaction among teachers in public senior high schools in the Tumu Municipality. The key findings that emerged were that the level of teacher job satisfaction in public senior high school teachers in the Tumu Municipality was high.

The last research objective sought to find out the kind of strategies adopted by headteachers of Public Basic Schools in managing conflicts. The key findings were that headteachers' transformational leadership styles have significant positive impact on teacher job satisfaction in public senior high schools in the Tumu Municipality.

5.3 Conclusions

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

1. Firstly, it can be concluded from the findings that, although headteachers in public senior high schools in the Tumu Municipality use all the four forms of transformational leadership styles, idealized influence is predominantly used. It can therefore be concluded from the findings that if headteachers are able to effectively utilize inspirational motivation, intellectual stimulation and individual consideration forms of transformational leadership styles, teachers' job satisfaction will be improved beyond the current level and vice versa.
2. Secondly, it can also be concluded from the findings that, the level of teacher job satisfaction in public senior high school teachers in the Tumu Municipality was high. This explains that senior high school teachers in the Tumu Municipality experience favourable conditions in their various schools and hence satisfied with their job as teachers. Nevertheless, it is important that

headteachers increase their effort to creating school climates that can improve teacher job satisfaction.

3. Thirdly, the study makes a conclusion that headteachers' transformational leadership styles has direct positive and significant impact on the job satisfaction of teachers in public senior high schools in the Tumu Municipality. It can again be concluded from the findings that if headteachers are able to intensify the use of other forms of transformational leadership styles, especially inspirational motivation, intellectual stimulation and individual consideration, teachers job satisfaction will be improved beyond the current level leading to better school climate and increase in students learning outcome.

5.4 Recommendations

In view of the above research findings and the conclusions, the following recommendations are made:

1. The Directorate of Ghana Education Service in the Tumu Municipality should organise regular in-service training programmes and workshops for headteachers to be abreast with knowledge on effective use of transformational leadership styles especially on areas such as inspirational motivation, intellectual stimulation and individual consideration styles of transformational leadership in order to increase teachers' job satisfaction.
2. The Directorate of Ghana Education Service in the Tumu Municipality should encourage public senior high school teachers to sustain their job satisfaction since the study found high level of teacher job satisfaction among the teachers. This can be achieved by organising workshops and

seminars both at the school and district levels to headteachers in the various public senior high schools to create conditions or environments that can sustain and increase teacher job satisfaction in all including remuneration and benefits, working condition, recognition, supervision and management, interpersonal relationship, and communication.

3. The Directorate of Ghana Education Service in the Tumu Municipality should organise regularly organise seminars and in-service training programmes for headteachers to educate them on the impact of transformational leadership styles on teacher job satisfaction be. This will enable headteachers to effectively apply or utilize the appropriate types of transformational leadership which can positively affect teacher job satisfaction.

5.5 Suggestions for Further Study

1. Future researchers can consider conducting a similar study using headteachers and teachers in other Municipalities.
2. This study used the quantitative approach to investigate the impact of transformational leadership styles on teacher job satisfaction. Future researchers can consider using either qualitative or mixed methods approach to increase the insight of the topic.

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APPENDICES

APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
MANAGEMENT
QUESTIONNAIRE FOR HEADTEACHERS

Dear Teacher,

This questionnaire is designed to collect data from teachers that will help in research about –The impact of transformational leadership styles of senior high school headmasters on teachers’ job satisfaction in the Tumu Municipality”. You are therefore chosen to be part of this research. Be honest in giving your responses. Confidentiality will be also assured. Thank you in advance for your cooperation.

SECTION A: DEMOGRAPHIC VARIABLES

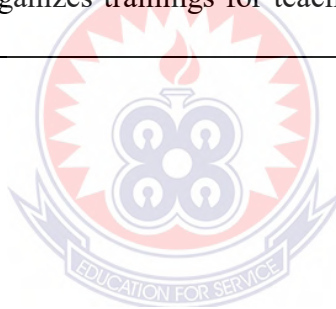
1. Sex: Male [] Female []
2. Age range in years: Below 30 [] 30-39 [] 40-49 [] 51+ []
3. Rank: Deputy Director [] Assistant Director 1 [] Assistant Director II []
Principal Superintendent [] Senior Sup I [] Senior Sup II []
4. Highest Academic/Professional Qualification: Cert A Post Sec. [] Diploma []
Bachelor’s Degree [] Master’s Degree [] PhD []
5. Years of Teaching Experience: 1-5 [] 6-10 [] 11-15 [] 16-20 [] 20+ []

SECTION B**TYPES OF TRANSFORMATIONAL LEADERSHIP**

The following statements are descriptions of transformational leadership styles that may or may not reflect leadership practices in your school. Indicate the extent to which you agree or disagree to the statement that describes transformational leadership practices in your school by ticking in the space provided what best reflects your opinion. The response options range from 1 = Strongly Disagree through 5 = Strongly Agree. Use the 3= "N" (neutral) response if the item does not apply to you or you are not sure of your response to the item.

S/ N	Statements	1	2	3	4	5
	Idealized Influence					
1	The headmaster makes teachers feel Good to be around him/her because he/ She has an impressive and charming personality.					
2.	The Headmaster is respected by all teachers.					
3.	Teachers trust the Headmaster's ability and good judgment in solving problems.					
4.	The Headmaster is an example of good work and behaviour for teachers to follow.					
5.	The Headmaster makes teachers feel proud to be associated with him/her.					
	Inspirational Motivation					
6	The Headmaster stimulates and encourages teachers to participate willingly and happily in doing duties.					
7.	The Headmaster shows a sense of duty and work commitment which he transmits to teachers.					
8.	The Headmaster encourages teachers to understand the point of views of other teachers during staff meetings.					
9.	The headmaster sets a vision and future direction of what teachers may be able to accomplish and achieve if we work					
10.	The Headmaster inspires and encourages teachers to aim high in our teaching job and in life.					
	Intellectual Stimulation					
11	The Headmaster has provided teachers with new ways of looking at things which they did not understand before in their teaching job.					
12.	The Headmaster has challenged teachers' ideas and have made them change some of the ideas which they had never					

	questioned before in their teaching job and life.					
13.	The Headmaster helps teachers to think and solve old problems in new and alternative ways.					
14.	The Headmaster challenges teachers to rethink some of their basic assumptions about my work					
15.	The Headmaster ensures that teachers have adequate involvement in decision making related to programmes and instruction					
	Individual Consideration					
16.	The Headmaster facilitates opportunities for staff to learn from each other					
17.	The Headmaster creates conditions that allow teachers to do their teaching job and complete various duties even without his /her presence					
18.	The Headmaster gives personal attention to teachers who look neglected, lonely and keep away from the company of other teachers.					
19.	The Headmaster treats each teacher as an individual with different needs, abilities and aspirations.					
20.	The Headmaster organizes trainings for teachers to upgrade their skills					



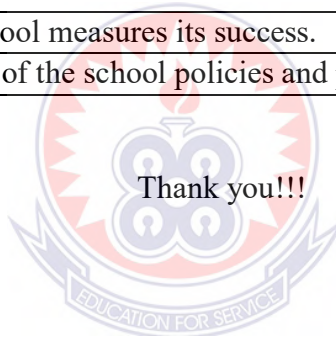
SECTION C

TEACHERS JOB SATISFACTION

The following statements are descriptions various aspects of teachers' job satisfaction with a school. After reading each statement. Indicate the extent to which you agree that the statement by ticking in the space provided the number that best reflects your opinion. The response options range from 1 = Strongly Disagree through 5 = Strongly Agree. Use the 3= "N" (neutral) response if the item does not apply to you or you do not know.

S/ N	Statements	1	2	3	4	5
	Remuneration and Benefits					
1	I feel I am being paid a fair amount for the work I do					
2	I am satisfied with the benefits I receive.					
3	I number of hours I use in working is appropriate.					
4	There are rewards for those who work here and perform their tasks effectively.					
5	I would like to see a social committee for lunches and special days.					
	Working Condition					
6	I have a safe workplace					
7	Rules and procedures of undertaking tasks are appropriate and well described for teachers.					
8	My duties and responsibilities are in line with my knowledge, skills and experiences.					
9	I receive the information, tools and resources I need to do my job effectively.					
10	I have the opportunity to take part in trainings, webinars, meetings and outreach activities.					
11	I know how to measure the quality of my work.					
12	I will not consider leaving my job.					
	Recognition					
11	I do not feel that the work I do is appreciated					
12	My performance evaluation provides me with meaningful information about my performance.					
13	I would appreciate management recognition on my anniversary					
14	I would like to see employee recognition and appreciation by management and my fellow employees					
15	Teachers have relatively good social positions in the community.					

	Supervision and Management					
16	My school has the right people with the appropriate skills to perform their duties.					
17	My school encourages the practice of high standards and ethics.					
18	I can rely on my supervisor					
19	I am always aware of what goes on in the school.					
20	My supervisor holds me and my co-workers accountable for performance.					
	Interpersonal Relationship					
21	I like the people I work with.					
22	The people I work with cooperate as a team.					
23	Good relationship among teachers is encouraged.					
	Communication					
24	Communication is effective in the school.					
25	My ideas are sought in an attempt for my school to plan for the future.					
26	I have the opportunity to give input on decisions affecting my work.					
27	I know how my school measures its success.					
28	I am well informed of the school policies and plans.					



APPENDIX B

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Job Satisfaction

