

UNIVERSITY OF EDUCATION, WINNEBA

**ASSESSING THE INFLUENCE OF HEADTEACHER'S TRANSFORMATIONAL
LEADERSHIP PRACTICES ON TEACHER ORGANISATIONAL
COMMITMENT: A STUDY OF SELECTED BASIC SCHOOLS IN UPPER
MANYA KROBO DISTRICT**



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UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

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**Project Report in the Department of Educational Leadership, Faculty of Education
and Communication Sciences, submitted to the School of Graduate Studies,
University of Education, Winneba in partial fulfilment of the requirements for the
award of Master of Arts degree in Educational Leadership.**

AUGUST, 2016

DECLARATION

STUDENT'S DECLARATION

I, LAWRENCE GYIMAH, declare that this Project Work, with the exception of quotations and references contained in published works which have been identified and acknowledged, is entirely my own original work and it has not been submitted, either in part or whole for another degree in the University of Education, Winneba or elsewhere.

SIGNATURE:.....

DATE:.....



SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this project work was supervised in accordance with the guidelines on supervision of project works laid down by the University of Education, Winneba.

SUPERVISOR'S NAME: **PROF. MARTIN AMOAH**

SIGNATURE:.....

DATE:.....

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My heartfelt gratitude goes to God Almighty for protecting and guiding me through to this level of education.

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To Mr. Bentil Asafo-Duho of Asesewa Senior High School, I say thank you for your excellent guidance and wonderful input.

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May God richly bless and recompense you all for lending a helping hand.



DEDICATION

I dedicate this Dissertation to my daughter, Eunice Asabea Gyimah, whose desire and dedication to acquiring knowledge baffles me.



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ABSTRACT

School leadership is supposed to be effective, strategic and transformative; resulting in high teacher commitment and motivation to do more than they are originally expected to do. The study examined the influence of headteacher's transformational leadership practices on teacher organizational commitment in the Upper Manya Krobo District in the Eastern region. Cross-sectional descriptive survey design was used for the study. The purposive sampling technique was used to select 200 teachers from the district for the study. A 35-item Likert scale questionnaire was used for the data collection. Basic descriptive statistics were computed and the Spearman correlation analysis at an alpha level of .05 was used to explore the relationship between headteacher transformational leadership and teacher commitment. The study revealed that teachers perceived their headteachers to practice transformational leadership slightly above average. It was also evident that teachers had slightly weak commitment to the Ghana Education Service or School Management, but had passion and a sense of responsibility to the school children. The study also found weak but positive and statistically significant relationships between transformational leadership practices and teacher's affective, and continuance commitments as well as positively weak but insignificant relationship between transformational leadership practices and teacher's normative commitment. The study recommended a leadership training programme, designed to improve and to increase headteacher's transformational leadership practices for public and private basic school teachers. Furthermore, a Ghanaian school leadership model that will examine the context of competencies, a typology of skills, for national school development was recommended as a necessity.

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

The study attempted to find the influence of headteacher's transformational practices on teacher organisational commitment in the Upper Manya Krobo District in the Eastern Region. This chapter covers the background of the study, background to the study area, statement of the problem, purpose of the study, the significance of the study, limitations and the delimitations of the study, research questions, organisation of the study and the definitions of terms.

1.2 Background of the Study

Human beings live in societies which perform certain functions to serve the needs of its people. Most of these functions require human potentials such as knowledge, skills and attitudes, which must be acquired through learning (Sarfo & Adentwi, 2011). The process of bequeathing these knowledge, skills and attitudes forms the core of education. Education therefore encultures one into the norms, values and practices of a society (Uljens, 1997), bringing enormous benefit to the individual and the society. Education enables individuals to perform better in the labour market, improve their overall health, promote active citizenship and contain violence (Oduro, Dachi, & Fertig, 2008; Organisation for Economic Co-operation and Development (OECD), 2010). Therefore improving education produces long-term economic gains that are phenomenal. According to OECD report, if Ghana is able to improve its basic skills for all its 15-year-olds, it

would expand its current GDP by 38 times over the lifetime of the current youngsters (OECD, 2015). These basic skills are to be acquired through two years Pre-school, six years Primary and three years Junior High School managed by the Ministry of Education (MoE) through the Ghana Education Service (G.E.S). The Ghana Education Service has a vision and mission of providing relevant education to all Ghanaians at all levels to enable the students acquire skills that will assist them to develop their potential to be productive citizens, thereby promoting socio-economic growth and national development (MoE Report, 2014). Due to the enormous benefits derived from education, successive governments have sought to use it as a tool for implementing their policies and programmes, culminating into the G.E.S been charged with the responsibility of ensuring smooth implementation of approved national policies and programmes relating to pre-tertiary education in the country.

This certainly calls for school leadership that focuses on motivating pupils, teachers, parents, and staff through practical influence (Leithwood & Riehl, 2005). Thus, school leadership with high level of conceptual skills, manifesting in envisioning mission, developing strategies, and inspiring employees to meet its innovative demands, as leadership is second only to teaching among factors that influences school success and teacher commitment, especially in schools with the greatest needs (Leithwood, Louis, Anderson, & Wahlstrom, 2004). Hence, school leadership is supposed to be effective, strategic and transformative resulting in high teacher commitment and motivation to do more than they are originally expected to do (Afful-Broni, 2004; Yukl, 2010), absence of which result in abysmal student performance in national examinations (Kadingdi, 2006; Yilmaz, 2008).

The headteacher as the immediate leader of the school with the responsible of running the day to day activities of the school has the tedious task of creating safe and orderly environment for effective teaching and learning, appraising and managing staff performance as well as developing a high performing team through effective, strategic and transformative leadership. The quality of leadership practiced by the headteacher has great influence on teacher's commitment and subsequently the achievement of the goals and objectives of the school.

In other jurisdictions such as USA and Britain, the headteacher is trained to possess such qualities so as to drive the teachers and the rest of the staff to the realization of school goals (Yilmaz, 2008; Oduro, et al., 2008; Edwards & Aboagye, 2015).

However, in Ghana headteachers are appointed by the G.E.S mostly without any form of leadership training leading to poor leadership and management of basic school, especially deprived rural areas (Oduro, et al., 2008).

The study therefore sought to ascertain any influence or impact of the headteacher's transformational practices on teacher's organisational commitment based on the four leadership practices postulated by Yukl (2010): idealized influence; inspirational motivation; intellectual stimulation; and individualized consideration as well as the Meyer and Allen (1997) Model of Organisational Commitment: affective, normative, and continuance organisational commitments.

1.3 Background to the Study Area

1.3.1 Geographical Location and Description

Upper ManyaKrobo District is one of the twenty-six districts in the Eastern Region of the Republic of Ghana. It was carved out of the then Manya Krobo District in February, 2008 by Legislative Instrument 1842 in pursuance of the Government's Decentralization Policy with its capital at Asesewa, a historic trading post, attracting a mix of cultures from all over the country. The district capital, Asesewa is about 45km from Koforidua, the regional capital of Eastern Region. The district is located at the North-Eastern corner of the Eastern Region of Ghana and covers an area of 885 square kilometres. It is bounded to the north by the Kwahu North District, to the south by the Lower Manya Krobo and Yilo Krobo Districts, to the east by the Asuogyaman District and to the west by Fanteakwa District (Ghana Statistical Service, 2014).

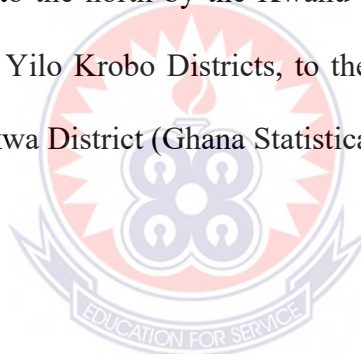




Figure 1.1: Geographical Location of Study Area

(Ghana Statistical Service, 2013)

1.3.2 Population of Study Area

The 2010 Population and Housing Census estimate the population of the District at 80,092 persons by 2015 with males constituting 50.6 percent and females representing 49.4 percent. Nearly ninety percent (87.2%) of the population is rural. The population of the district is youthful (50.9%) depicting a broad base population pyramid which tapers off with a small number of elderly persons (5.9%). The projected school going age between 3-12 years of age enrolled in the 20 Pre-schools, 103 public and 8 private basic

schools is 28,081 persons. Of the 28,081 persons, 3 years and older in the district who are in school, 15,069 are males and 13,012 are females. A little over 70 percent of the population is at the basic level of education, (53.8% at the primary level and 16.5 percent at the JHS level. The proportions of persons in nursery are 4.8 percent and kindergarten constitutes 19.6 percent (Ghana Statistical Service, 2013).

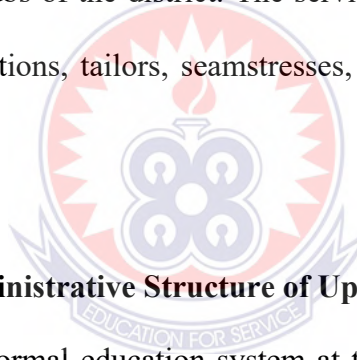
1.3.3 Socio-Cultural Background

The people of the land are predominantly Krobos, who according to history acquired the land from the Akyems. There are however Ewes, Akans, Hausas and other ethnic groups as well. The widely spoken language in the district is Dangme which is the dialect of the Krobos. Most of the people in the district are Christians. Other religious faiths such as Islam and Traditional religions are also practiced. The traditional system is made up of the Traditional Council consisting of several Chiefs and Queen Mothers. The council is headed by the paramount chief called ‘Kornor’ who is resident at Odumasi-Krobo. Next to the Kornor are the divisional chiefs called Asafoatse and Dademantsemei (farming chiefs) and Queen-Mothers who assist to govern Asesewa and other communities in the district. The widely known Ngmayem festival is celebrated on the last Friday of October each year which lasts for a week. Several cultural rites are performed by the Krobos, notable among them is Dipo, which is a puberty rite performed for young adolescent girls who are of “sexual age” or “menarchial age” to usher them into adulthood (Ghana Statistical Service, 2013).

1.3.4 Socio-economic Background

The economic activities in the district are agriculture, industry, trading and services, with agriculture and trade dominating with more than seventy three (73) percent of the employed population. Most farmers engaged in crop farming while the rest are into livestock rearing, and fishing. Most of the farmers in the district are subsistence farmers with few commercial ones, growing crops such as maize, cassava, plantain, cowpea and vegetables as well as rearing livestock such as poultry, sheep, goat, pigs, and cattle.

The district has three large market centres at Akateng, Sekesua and Asesewa (popularly remembered in the history of Ghana by a phrase “Market Day at Asesewa”), which form the vibrant commercial hubs of the district. The service sectors include a rural bank and micro-finances, filling stations, tailors, seamstresses, and beauticians (Ghana Statistical Service, 2013).



1.3.5 Educational Administrative Structure of Upper ManyaKrobo District

The management of the formal education system at the district is under the care of the G.E.S with the District Director of Education as the administrative and technical head of the directorate. The Director is assisted by four deputy directors heading the four departments. They are;

- a) Deputy Director (Human Resource)
- b) Deputy Director (Planning, statistics, Research, and Records)
- c) Deputy Director (Finance and Administration)
- d) Deputy Director (Supervision)

The Directorate has about eight demarcated circuits headed by eight circuit supervisors for effective supervision and monitoring. The Directorate has staff strength of about thirty two (32) comprising of post- graduate, graduate and diploma teaching and non-teaching professionals.

There are also five (5) committees working for effective educational administration of the district. They are:

- a) Procurement committee;
- b) Budget Implementation Committee;
- c) Examination Committee;
- d) Monitoring and Evaluation Committee;
- e) Teacher support Committee.

1.4 Statement of Problem

Formal education is supposed to deliver results, solve people issues in any given society, run a system through multi-domains of competencies and promote the economic growth of nations (Bush & Glover, 2014; Organisation for Economic Cooperation and Development, 2010). Ghana aims to become a middle-level income country by 2020 (World Bank 2007). It therefore introduced the Ghana Education Vision 2015 in the Education Strategic Plan (ESP 2003-2015) in 2003, to accelerate the development process (MoEYS, 2003; Lewin, 2005). To achieve this goal, the governments of Ghana with the support of its development partners such as United States Agency for International Development (USAID), Plan International, and the World Bank is working to improve access, quality, management and efficiency in all public basic schools in the

country, leading to increase in national budgetary allocation since the year 2000 (Akyeampong, Djangmah, Oduro, Seidu, & Hunt, 2007).

To increase access, quality, management and efficiency, a total of 2,064 basic school projects have been under construction since the year 2010, 432 of these were funded from regular Government of Ghana (GoG) funds and 1,632 funded from GETFUND. More than half of these projects have been completed and handed over to G.E.S. In 2013 alone, 32 million exercise books were distributed to 4,768,806 pupils and 170,221 basic school pupils were supplied with free school uniforms across the country (MoE Report, 2014). These, coupled with the successful implementation of Capitation Grant (CC) and the School Feeding Programme (SFP) among other policies has led to a substantial Net Enrollment Rate (NER) of 89.30 percent and 49.20 percent in 2014 for primary and J.H.S respectively (Education for All, National Review Report, 2014). The G.E.S through the Curriculum Development Programme also organizes the Science, Technology and Mathematics Education (STME) workshops as well as In-Service Training (INSET) programmes for teachers, especially in basic schools, to equip them with relevant knowledge and skills to deliver academic excellence.

However, educational developments in Ghana have shown that improved access to poor quality basic education will not yield the private and social returns of investments to promote economic growth (Akyeampong et al., 2007). The quality imperative is growing louder with the realisation that competitiveness in tomorrow's economic environment will require an equitably accessible basic education of 8 or 9 years of acceptable quality for further education and training (World Bank, 2007). What many commentators and analyst of Ghana's educational progress point out is that, although

access has improved, the quality of education in all sectors has not (Donge, 2003; World Bank, 2004), concluding that it is much easier to fix the ‘hardware’ problems of education than the ‘software’ one (Akyeampong et al., 2007). A Ministry of Education commission report by Prof. Anamuah-Mensah and colleagues on pupils performance in the 2014 Basic Education Certificate Examination (B.E.C.E) revealed that a lot of schools across the ten regions of the country scored zero percent (0%) pass rate (MoE, 2014). Ghana also ranked last among 76 countries across the world in the latest biggest ever global school rankings on performance in mathematics and science (OECD, 2015). Many have questioned the cause of the poor performance in the mist of the huge investment made in basic education in the country. Numerous studies have identified poor school leadership and low teacher commitment as a major contributing factor in such failures (Antwi, 2009; Asiedu, 2010; Edwards & Aboagye, 2015). According to Edwards & Aboagye (2015), the problem emanates from G.E.S’s inability to institute a national policy on school leadership, leading to headteacher’s inability to implement vital strategies that bring transformation and results.

Transformational leadership behaviors have shown the strongest positive effects on followers’ attitudes and commitment to the leader, and the organisation (Bass & Riggio, 2006) especially in countries where basic resources are woefully inadequate. Moreover, mounting evidence of studies links headteacher’s transformational leadership practices to teachers organisational commitment (Koh, Steers & Terborg 1995; Amoroso, 2002; Nguni, Slegers, & Denessen, 2006; Price, 2012; Ling & Ibrahim, 2013), leading to academic excellent.

Therefore, the leadership practices of heads of basic schools in Ghana have become one area of concern requiring serious discussion by educators, researchers and other stakeholders. Their leadership practices have a lot of influence on teacher's commitment which has been identified as one of the most critical factors for the future success of education and schools (Elliott & Crosswell, 2001; Day, 2000).

In spite of the importance and complexities of the headteacher's leadership practices and teacher's organisational commitment which might affect the academic performance of the school either positively or negatively, there is limited literature on this interaction (Saks, 2006) especially in the Ghanaian context (Zame, Hope, & Repress, 2008). Hence this research into the leadership practices by heads of basic schools and its influence on teacher's organisational commitment.

1.5 Purpose and Objectives of the Study

Regardless of the efforts of the most capable leaders in a school, accomplishing school goals depends in large part on a better understanding of the sources, nature and development of a teacher's commitment (Dannetta, 2002). It is therefore important to study and identify, through empirical research, those leadership practices perceived by teachers as essential to positively influencing their emotional and psychological states and attitudes. The purpose of the study was to add to current research data examining basic school teachers' perceptions of their headteacher's transformational leadership practices and their organisational commitment especially in the Upper ManyaKrobo District. It assessed the transformational leadership practices of headteachers of basic school and highlighted their transformational leadership practices and its effect on

teacher's commitment. To achieve the purpose, the following objectives guided the study:

- a) To assess the level of headteacher's transformational leadership from the teacher's perspective,
- b) To measure the level of teacher's organisational commitment,
- c) To determine the relationship between headteacher's transformational leadership and teacher's organisational commitment.

1.6 Research Questions

The following research questions guided the study;

1. What is the level of headteacher's transformational leadership practices from the teacher's perspective?
2. What is the level of teacher's organisational commitment?
3. Is there significant relationship between headteacher's transformational leadership and teacher's organisational commitment?

1.7 Significance of the Study

Since Leithwood's (1994) introduction of transformational leadership theory into the context of school leadership, studies confirm that heads of educational institutions who practice transformational leadership style have positive influence on schools fostering higher levels of commitment, extra effort and motivation (Yu, Leithwood, & Jantzi, 2002; Geijsel, Slegers, Leithwood & Jantzi, 2003; Nguni, Slegers, & Denessen, 2006; Ross & Gray, 2006; Griffith, 2004). It is therefore important for headteachers to embrace transformational leadership as it affects the level of teacher commitment.

However, no research studies specific to basic schools in Ghana were located during the review of related literature. Given the abysmal performance of pupils in the BECE in the Upper Manya Krobo District and the fact that headteacher's leadership practices are often cited as significant reasons contributing to teachers' commitment to their jobs gives credence to this study. Findings from the study will be useful in assisting headteachers to develop and implement leadership practices that are conducive to increasing the likelihood of teacher's commitment to the school and the Ghana Education Service as a whole, thereby promoting academic excellence. In addition, the study will be beneficial to teacher training institutions to incorporate effective school leadership content into their training programmes for future school leaders, to equip them with leadership skills and competencies that will help transform their schools by creating more stable, satisfied, and committed teaching staff.

1.8 Limitations of the Study

Considering the broad effect of headteacher's leadership practices on both teachers and students, it is not possible for a single study to investigate all of them. The research was therefore limited to investigating the leadership practices of heads of basic schools in selected schools in the Upper Manya Krobo District in the Eastern Region of Ghana and how these practices affect the commitment of the teachers to the goals of the school and G.E.S as a whole. This constraint on the research was due to time and other resource constraints, resulting in the researcher's inability to conduct the study in all basic schools in the district.

1.9 Delimitations of the Study

The study was delimited to a sample size of two hundred (200) respondents out of the estimated population of about two thousand one hundred and twenty (2,120) teachers. This was to enable the researcher reach all the respondents within the time frame and also ensure speedy analysis of collected data and report writing. The study was also delimited to selected basic schools in Upper Manya Krobo District and therefore the outcome cannot be generalized to other parts of the country.

1.10 Organisation of the Study

The study was organized into five chapters as follows: **Chapter One** laid the foundation through the background of the study, background to the study area, statement of problem, purpose and objectives of the study, the research questions, significance of the study, limitations and the delimitations of the study, organisation of the study and definitions of terms.

Chapter Two provides an overview of related literature through the theoretical framework and review of existing scholarly works that are related to the topic under study.

Chapter Three, which is titled “methodology”, deals with research method and design used, the population under study, sample size and sampling procedure, data collection instrument and data collection procedure. It concludes by highlighting the method of data analysis.

Chapter Four which is captioned “Presentation, Data Analysis and Discussion of Results” provides analysis of the research findings as well as implication of the results.

Chapter Five which is also titled “Summary of Findings, Challenges, Conclusions and Recommendations” provides the summary of the research findings, its conclusions and the researcher’s recommendations for future research related to the topic, to all stakeholders in education in Ghana and beyond.

1.11 Definition of Terms

Leadership: Is the ability to inspire followers to attempt to accomplish goals that represent the values, motivations, wants, needs, aspirations, and expectations of both the leaders and followers.

Leadership Practices: Are the activities leaders actually do on daily basis in order to complete the responsibilities and functions of their jobs.

Transformational Leadership: A style of leadership that “involves inspiring followers to commit to a shared vision and goals for an organisation or unit, challenging them to be innovative problem solvers, and developing followers’ leadership capacity via coaching, mentoring, and provision of both challenge and support”.

Organisational Commitment: A strong belief in and accepting a profession’s goals and values, a willingness to exert significant effort on behalf of the profession, and a strong desire to maintain membership in the profession.

Basic School: Basic school in Ghana comprises two years of Kindergarten, six years of Primary and three years of Junior High School.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents reviewed existing related literature that has some relationship with the research topic under study. The review is captioned under the following headings: theoretical framework of the study; which included the leadership practices and their influences on followers; transformational leadership practices; teacher's organisational commitment, and empirical study of transformational leadership on teacher commitment.

2.2 Conceptual Framework

The entailments of school leadership may depend on who is asking and answering the question of “what is school leadership?”, because there are so many practices going on in schools that may not necessarily be termed leadership practice (Achua & Lussier, 2010; Hackman, 2010). Bush and Glover (2014) explained that, the meaning of school leadership has gone through changes from educational administration to educational management and now associated with educational leadership and that, it may be based on competencies, skills, attitudes, behaviours, and importantly be based on performance. The authors describe a typology of school leadership in eight domains: (i) instructional (ii) managerial (iii) transformational (iv) moral and authenticity (v) distributed (vi) teacher (vii) system and (viii) contingent leadership. Thus school leadership domains can be described in educational administration, educational management, educational

leadership, and that school leadership connotes influence on instructions, school culture, values, visions, management of resources, and several compositions of what constitute leadership in any social organisation.

In G.E.S, the headteacher who is the immediate leader of the school is expected to perform administrative, management and leadership roles. As leaders, they are expected to influence teachers, ancillary staff as well as students to behave in appropriate manners that will bring about quality teaching and learning. However, educational stakeholders and researchers alike has come to realize that headteacher's abilities to implement vital strategies that brings transformation and results may be lacking, hence students abysmal performance in external examinations (Edwards & Aboagye, 2015; Kadingdi, 2006). Though it is widely acknowledged that, to make an impact on students' achievement, being attentive to teachers' levels of commitment may be an important aspect of leadership for school heads, it is observed that leadership performance that is effective in fostering higher levels of commitment, extra effort and motivation are low in the Ghana Educational Service (Oduro, et al., 2008).

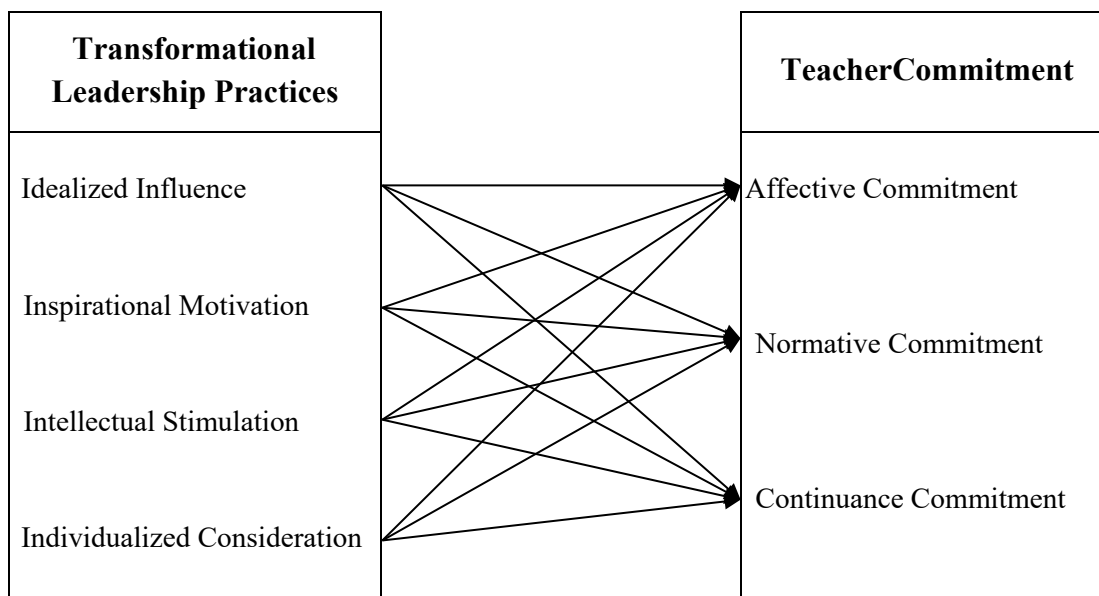


Figure 2.1: Possible relationships between transformational leadership practices and teacher commitment.

Source: Bass and Riggio (2006); Meyer and Allen, 1997

2.3 Definitions of Leadership

Leadership is a difficult concept to define. According to Yukl (2006), there are many definitions offered, but no one particular definition captures the essence of leadership. Although no universally agreed upon definition of leadership exists, it is appropriate to discuss some definitions others have suggested in previous works.

Northouse (2004) suggested that “Leadership is a process whereby an individual influences a group of individuals to achieve a common goal”. According to this author, a leader is someone who finds a way to make others want what he or she wants, by articulating a vision and persuading others so they would want to become part of it. He or she achieves these by inspiring a shared vision and not by coercion.

Edwards (2015) also defined leadership as “the practices that leads to positive influence, growth and development of both the individual and group for a collective purpose”. This brings to the fore that leaders should not be self-centered but should focus more on satisfying the needs and aspirations of most of their followers. He further makes the point that leaders must influence their followers positively by their way of life so as to achieve the collective goals of the group or institution. Kouzes and Posner (2012) contended that, leadership challenge is about how a leader mobilizes others; to want to get extraordinary things done in organisations (p. xvii). This implies, a leader should be able to get people to perform a task which they hitherto thought was impossible for them to perform. To Hersey, Blanchard, and Johnson (2001), leadership occurs whenever one person attempts to influence the behaviour of an individual or group, regardless of the reason (p.78). It may be for one’s own goals or for the goals of others and these goals may or may not be congruent with organisational goals.

To Afful-Broni (2008), leadership is demonstrated when there is a concerted action of a person, emerging from proper coordination of activities, aimed at the survival, growth, and progress of an organisation. According to House et al., (1999) in Yukl, (2010), leadership is the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organisation. The definitions above demonstrates that leadership is all about influencing people, empowering and persuading them to work willingly towards the achievement of goals that will bring a positive change in themselves as individuals and the group as a whole.

Yukl (2010) defines leadership as “the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (p. 26). He defined leadership along the lines of a practical process, influence and power, people, and more importantly, relationship within the confinement of purpose. He further postulates that leaders inspire followers to willingly sacrifice their selfish interests for a higher cause. Bush and Glover (2014) described school leadership as a domain that influences instructions, school culture, values, visions, management of resources, and several compositions of what constitute leadership in any social organisation.

In a broader sense, it can be concluded that, the results of leadership have effect on people, school culture, and educational attainments of children. Hence, school leadership is all about ‘people issues’, transformation, visionary ideas, and practical solutions in situations (Yukl, 2010; Moors, 2012).

2.4 The Transformational Leadership Theory

Transformational leadership was first propounded by Burns (1978), gaining widespread attention and the evidence to support this leadership theory has increased over the past decade (Griffith, 2004). Burns (1978) described it as a process through which leaders and followers raise each other to higher levels of morality and motivation. Transformational leaders are attentive to the motives of followers, as well as their own, and create a change in followers’ motivation base through gratification (Bass, 1985; Avolio & Yammarino, 2002; Antonakis, Avolio, & Sivasubramaniam, 2003; Bono & Judge, 2004).

Bass (1985) described a transformational leader as one who motivates others to do more than originally expected. This can be accomplished by (a) raising the level of awareness and consciousness about the value of designated outcomes and ways of reaching them, (b) getting others to transcend from their own self-interest for the sake of the team or organisation, or (c) altering the Maslow's hierarchy need level of others or expanding their portfolio of needs and wants. He further suggested four different components of transformational leadership. These are:

i. Idealized influence: It occurs when a leader acts in a manner that causes him or her to serve as a role model for the organisation's followers. The leaders' will have an impact that develops followers' trust. When trust is not present, change must occur primarily through merit and perhaps becomes much more difficult. Antonakis et al. (2003) argued that transformational leaders who demonstrate integrity through their behaviors cultivate trust and loyalty. Displaying integrity by serving as roles models for others was found to be an important part of good leadership (Bono & Judge, 2004). Transformational leaders model the appropriate behaviors by operating with high standards of ethical and moral conduct, conveying a vision, and sharing risks with followers (Hoy & Miskel, 2005; Yukl, 2006).

ii. Inspirational motivation: It involves leadership that provides meaning and challenge to the work of the followers (Bass, 1998). Individuals become more focused on the vision through the spirited appeals and images from the leader. Leaders work collaboratively with colleagues to develop a vision for the organisation (Yukl, 2006). Appeals are based upon a mutually developed vision of the future. Leaders engaging in inspirational motivation use words to clearly articulate the vision; symbols and body

language to inspire others; and they show the relationship between the vision and the processes of change (Bass, 1998; van Maurik, 2001).

iii. Intellectual stimulation: The basis of this factor involves leaders that will question organisational assumptions, find new ways of looking at problems, and create new viewpoints for current conditions. Intellectual stimulation is fostered by questioning current strategies, posing problems from various perspectives, and supporting new procedures for work (Hoy & Miskel, 2005). The transformational leader actively solicits and encourages ideas and solutions to problems (Bass, 1998). Leaders insist that evidence be provided to support arguments while also encouraging new and creative ways of thinking (Yukl, 2006).

iv. Individualized consideration: By acting as a coach or mentor, transformational leaders pay special attention to each follower's needs for achievement and growth. The transformational leader therefore takes the necessary time to know individual members rather than treat them as just another part of the organisation. Individualized consideration occurs when new learning opportunities are created in conjunction with a supportive climate. In their demonstration of individual consideration, the transformational leader is an effective listener, and recognizes and is accepting of employee's individual differences. Two-way communication is encouraged, and interactions with followers are personalized. An individually considerate leader will delegate tasks as a means of developing followers. Delegated tasks are monitored to determine whether the followers need additional direction or support and to assess progress; however, the followers do not feel they are being checked on or monitored (Bass & Riggio, 2006).

2.5 Transformational Leadership Practices

Since the mid 1990s, the influence of transformational leadership in the educational sector has been the focal point of many research studies (Leithwood, & Jantzi, 2002). This leadership paradigm has quickly become the most prevalent and widely accepted model of school leadership because of its emphasis on the fostering and development of organisational members (Amoroso, 2002; Marzano, Waters, & McNulty, 2005). Ross and Gray (2004) argued the “essence of transformational leadership is dedication to fostering the growth of organisational members and enhancing their commitment by elevating their goals”.

Most transformational leaders are identified with certain common practices that have traits in their abilities to get extraordinary things done (Kouzes & Posner, 2002). In the account of Bass and Riggio (2006), leadership must address the follower’s sense of self-worth to engage the follower in true commitment and involvement in the effort at hand. The authors assert that transformational leaders accomplish this by employing four practical behavioral components synonymous with transformational leadership practices: idealized influence; inspirational motivation; intellectual stimulation; and individualized consideration.

Idealized influence: Is a leadership practice that arouses strong follower emotions and identification with the leader (Bass & Riggio, 2006; Yukl, 2010). Such leaders are open and sincere in dealing with subordinates, set an example of courage and dedication, and make self-sacrifices that benefit followers of the unit. Yu, Leithwood, and Jantzi (2002) argued that, transformational leaders who demonstrate integrity through their behaviors cultivate trust and loyalty and that they model the appropriate behaviors

by operating with high standards of ethical and moral conduct, conveying a vision, and sharing risks with followers. Leaders with this attribute and behaviour know that challenging but attainable goals lead to high productivity (Hoy & Miskel, 2005; Northouse, 2004). They also publicly express confidence in the ability of followers to meet high performance expectations. This is essential because employees are more likely to be motivated to pursue difficult tasks when they believe that they can accomplish what is being asked of them. Furthermore, such leaders are role models (Kinicki & Kreitner, 2006) and are therefore admired, respected and trusted (Bass et al., 2003).

Inspirational motivation: It involves leadership practices that provide meaning and challenge to the work of the followers (Bass, 1998). As stated in the work of Yukl (2010), inspirational motivation includes communicating an appealing vision, and using symbols to focus subordinate effort. This means followers become more focused on the vision through the spirited appeals and images from the leader. Leaders engaging in inspirational motivation use words to clearly articulate the vision; symbols and body language to inspire others; and they show the relationship between the vision and the processes of change. Such practices include complimenting the effort of subordinates and helping them find their jobs more meaningful.

Intellectual stimulation: Bass (1998) labeled the third factor as intellectual stimulation. The basis of this practice involves leaders that question assumptions and beliefs and encourage followers to be innovative and creative, approaching old problems in new ways (Barbuto, 2005). They empower followers by persuading them to propose new and controversial ideas without fear and punishment or ridicule. They impose their own ideas judiciously and certainly not at any cost (Barbuto, 2005; Simic, 1998).

Intellectual stimulation is fostered by questioning current strategies, posing problems from various perspectives, and supporting new procedures for work (Hoy & Miskel, 2005). The transformational leaders actively solicits and encourages ideas and solutions to problems, stimulates followers to be creative and to challenge their own beliefs and values as well as those of the leader and the organisation (Northouse, 2004; Bass, 1998).

Individualized consideration: Leaders who value this attribute act as coaches and mentors to help meet the needs of followers. There is a focus on the individual and his or her needs. The primary focus is to foster personal growth and development. Transformational leaders take the necessary time to know individual members rather than treat them as just another part of the organisation (Bass & Riggio, 2006). 'Individualized consideration' involves responding to the specific unique needs of followers to ensure they are included in the organisational transformation process (Simic, 1998). People are treated individually and differently on the basis of their talents and knowledge (Shin & Zhou, 2003) and with the intention of allowing them to reach higher levels of achievement than might otherwise have been achieved (Chekwa, 2001). Amoroso (2002) on the other hand considered 'individualized consideration' as a degree to which the leader is concerned with the individual need of followers. The leader responds to followers' needs for growth and development, elevating needs and abilities to higher levels when appropriate and delegating projects to stimulate individual learning experience.

The 'individualized consideration' transformational leaders help followers and colleagues develop to successively higher levels of potential and to take responsibility for their own development (Bass & Avolio, 1994).

2.6 Teacher Organisational Commitment

Teacher commitment can be directly linked to the research done in the 1970's into organisational commitment by Kanter (1974) and Mowday, Steers and Porter (1979). According to Allen and Meyer (1996), organisational commitment is a psychological link between the employee and his or her organisation that makes it less likely that the employee will voluntarily leave the organisation (p. 252). Mowday, Porter, and Steers (1982) also described organisational commitment as an attitude which includes: (a) strong belief in and acceptance of an organisation's goals and values, (b) willingness to exert significant effort on behalf of the organisation, and (c) a strong desire to maintain membership in the organisation. Angle & Perry (as cited by Nguni, Slegers, & Denessen, 2006) however measured organisational commitment as a broad concept which includes the distinct components of value commitment and commitment to stay with the organisation. In all, researchers agree that commitment is a psychological state that glue an employee to a course of action relevant to achieving the goals of an organisation and its absence leads to increased absenteeism, intention to quit and poor job performance (Yousef, 2000; Meyer & Maltin, 2010). The distinguishing factor is the nature of the psychological state being described (Meyer & Allen, 1997).

Teachers are thought to have commitments to the social context in which they work, or to what Kanter (1974) described as the 'social system'. However, the overarching assumption is that teacher commitment is not one dimensional, but has many layers and dimensions (Day, 2000; Meyer, Becker, & van Dick, 2006). Therefore, Crosswell (2003) conceptualized teacher commitment to be the willingness to engage with the school and the school's community. To the author, teachers have a professional

responsibility that reaches out beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school (Crosswell, 2003).

Meyer and Allen therefore proposed a three-component conceptualization model that helps to further define individuals' commitment to an organisation or entity (Meyer and Allen, 1996). The three components comprising this model are affective, continuance, and normative; which reflect emotional ties, perceived obligation, and perceived sunk costs in relation to a target respectively.

Affective commitment: Affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organisation. Affective committed teachers are happy and proud to be members of their organisations, and even feel as if the organisation's problems are their personal problems. Moreover, they feel like 'part of a family' and are therefore willing to continue employment with the organisation because they want to do so (Bogler & Somech, 2004). Such teachers put satisfaction above economic and social gains.

Continuance commitment: Continuance commitment refers to an awareness of the costs associated with leaving the organisation. Teachers consider the economic and social implications of leaving the organisation, as they have made emotional, social and economic investment in it, and that their lives will be disrupted if they leave. Such teachers give more importance to the economic earnings than personal satisfaction. Teachers whose primary link to the organisation is based on continuance commitment remain because they need to do so (Park & Rainey, 2007).

Normative commitment: Normative commitment reflects a feeling of obligation to continue employment. Normative committed employee simply believes in loyalty to

his/her organisation and therefore feels a sense of moral obligation to remain (Allen & Meyer, 1990). Teachers with a high level of normative commitment feel the need to stay, even if they have a better offer somewhere they will still remain with the educational institution (Dee, Henkin, & Singleton, 2006).

2.7 Transformational Leadership and Teachers' Organisational Commitment

The headteacher play a critical role in developing and keeping educators, hence making them the most influential persons in their schools (Marzano, Waters, & McNulty, 2005). Since Leithwood's (1994) introduction of transformational leadership theory into the context of school leadership, studies have been conducted that examine the relationship of this theoretical approach of leadership to factors such as teachers' job satisfaction, self-efficacy, organisational commitment, attitudes, and students' academic performance. (Yu, Leithwood, & Jantzi, 2002; Geijsel, Slegers, Leithwood & Jantzi, 2003; Nguni, Slegers, & Denessen, 2006; Ross & Gray, 2006). Transformational leadership is the favoured leadership practice as it produces results beyond expectations through committed and satisfied followers (Burns, 1978; Bass, 1985; Marzano et al., 2005; Bass & Riggio, 2006). The writers believe transformational leaders are able to motivate followers to exceed expected or intended performance by setting more challenging expectations, empowering their followers, and paying attention to their individual needs and personal development. Ross and Gray (2006) argued that transformational leadership skills are necessary skills for heads if they are to meet the challenges of the 21st century. Studies completed by various scholars in the field have indicated that administrators who demonstrated transformational leadership behaviours

promoted higher levels of organisational commitment, and less staff turnover (Yu, Leithwood, & Jantzi, 2002; Griffith, 2004; Ross & Gray, 2006).

A Study by Frances D. Horn-Turpin (2009) that examined the Effects of Transformational Leadership Behaviors on the Factors of Teaching Efficacy, Job Satisfaction and Organisational Commitment as Perceived by Special Education Teachers revealed that a significant relationship existed between transformational leadership behaviors and organisational commitment. Correlation analysis conducted on the two variables resulted in a high significant correlation, ($r=.629$, $p<.01$). To the author, the significance of the relationship suggests that the more teachers perceive their administrator as supportive, the higher their levels of commitment to their organisation. The study further discovered that approximately 40% of the variability in teachers' level of organisational commitment is related to their perceptions of administrative support, suggestive of a strong effect size for the relationship between these two variables (Horn-Turpin, 2009).

In a related study by Ling, and Ibrahim, (2013), the findings showed that transformational leadership behaviours were slightly correlated to teachers' sense of commitment. The practice of transformational leadership behaviours by school leaders enhanced teacher commitment. They concluded that headteachers who inspires' his or her follower's motivations, intellectually stimulates them and considerate them individually somewhat positively enhance teacher's personal attachment or feeling towards the school. They most likely are happy to work in the school and have a sense of belonging to the school. Lai, Luen, and Hong, (2011); Marmaya, Hitam, Muhammad, and Balakrishnan, (2011); and Brown, (2003) found similar results. They agreed that leadership behaviours

which involved building trust, inspiring a shared vision, encouraging creativity, emphasizing development and recognizing accomplishments is positively related to how employee feel about wanting to stay to the current organisation they are working with. The researchers found strong correlation between the headteacher's transformational leadership and teacher's normative commitment. The studies further identified that normative commitment of the teacher, which is the sense of obligation to stay in the current school, has a significant correlation with the transformational leadership of the headteacher. Brown (2003) by contrast, in her research found different score between the affective commitment and the normative commitment, with the first scored higher than the second. Other researchers found low correlation between transformational leadership and normative commitment (Kent & Chelladurai, 2001). According to the authors, it is an indication that the teachers felt obligated to remain in the school and felt obligated to the people in it. Meyer and Allen (1996) also discovered in their study that employees with strong continuance commitment stay with the organisation because they do not want to lose the amount of time, money or effort invested or because they think they have no employment alternatives. Research evidence also provided the picture of a consistent and strong association between organisational tenure and intentions to turnover, this mean the longer someone works there the less likely he or she are to leave (Labatmediene et al., 2007; Wei-Kong, 2005).

In another study in Malaysia, Ling and Ibrahim (2013) identified moderate level of teacher commitment. Teachers perceived a low level of transformational leadership among their principals. Teachers rated the practice of transformational leadership qualities fairly unfavourably, and they were doubtful about their principal's leadership

skills in gaining teacher commitment. The study provided insight on how leadership practices affect teachers' commitment, necessitating leadership development of school leaders to acquire transformational leadership qualities that are crucial in changing teachers' attitude and improving their commitment level.

However, Brown (2003) concluded different result. In her study, she was unable to find any statistically significant correlation among any of the transformational leadership behaviours and continuance commitment. The leadership behaviours may not related to how employees feel about having to stay in the current organisation. Rather, continuance commitment is more likely related to transferability of skills and alternative employment opportunities.

A study in Tanzania, Mkumbo (2012) and Nigeria, Lawal (2012) revealed devastatingly low teacher commitment as only a handful of teachers reporting that they wanted to join the teaching profession in the first place. They found that the poor teachers' commitment to educational institutions and the teaching profession is attributable to poor working conditions in schools, and the low status the community and government accord the teaching profession, irrespective of the headteachers' leadership practices.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter considered the areas concerned with the methods used in the research. These include: the research design, the procedure for the study, population under study, sample size and sampling procedure, instrument for data collection, procedure for data collection and the method of data analysis.

3.2 Research Design

The descriptive survey design was used in the research. Descriptive research is a research which specifies the nature of a given phenomenon. It determines and report the way things are. Its main purpose is to study, depict, and document portions of a situation as it naturally happens. Its aim is to gather data in other to test hypothesis or answer questions pertaining to the contemporary status of the subjects under study.

According to Burke and Larry (2012), the qualitative researcher attempts to “study things in their natural setting, attempting to make sense of, or interpret phenomenon in terms of the meanings people bring to them” (p. 376). In addition, qualitative researchers choose from a range of research methodologies available to them, each independently designed to provide a deeper understanding of a particular social phenomenon. Though qualitative research generates a lot of complex data that requires skill and time in analyzing, it enables the researcher to bring to bear on the social phenomena of the paradigm for investigating a problem.

Creswell (2007) added that survey designs provide a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population from which generalizations or claims are made. This design is appropriate as it helps to collect a large amount of data from sizeable population in a relatively short period of time, to determine how they feel about a particular issue (Saunders, Lewis & Thornhill, 2007; Burke and Larry, 2012). It further allows the researcher to collect quantitative data and analyze it using descriptive and inferential statistics.

This design was used because the researcher was interested in observing and documenting teacher's perception of their headteachers' transformational practices on their organisational commitment.

3.3 Research Population

The target population for the study was all basic school teachers in the Upper Manya Krobo District who have worked with their headteacher for two years and above. The District has eight (8) private, and one hundred and nine (109) public basic schools with estimated teacher population of eight hundred and seventy (870). However estimated six hundred and thirty (630) had worked with their heads for two years and above. Thus the population (N) for the study was (N =630).

3.4 Sample Size and Sampling Procedure

The sample size (n) for the study was Two hundred respondents (n=200). The Upper Manya Krobo District has a very poor road network with schools spread out over a wide geographical area, making it difficult and expensive to access most of the schools conveniently. Therefore the convenience sampling technique was used to select three (3)

public schools from each of the six (6) circuits and simple random was used to select two (2) private schools out of the eight (8), giving a total of twenty (20) schools for the study. Burke and Larry (2012) identified convenience sampling as less expensive, time saving and generally more practical when the population is scattered over large geographical area (p. 230). The purposive sampling technique was used to select ten (10) teachers who have worked with the headteacher for two years and above from each of the twenty selected basic schools, giving a sample size of two hundred (200) teachers. The researcher believed this will yield the most accurate assessment of the headteachers' leadership practices. To Amoroso (2002), gathering data from teachers working with a headteacher on daily basis was determined to be the best source of information for any study involving a teacher's assessment of the headteacher.

3.5 Data Collection Instrument

Questionnaire was employed as the data collection instrument from the sampled population. The questionnaire was used to collect data relating to teachers' perception of their headteachers' transformational leadership practice and their commitment using a 5-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neutral , 4=Agree, 5=Strongly Agree). On this scale, a high score indicated a positive perception and a low score represented a negative perception. The questionnaire was adapted from the Multifactor Leadership Questionnaire (MLQ) (Bass & Avolio, 1996) and the Model of Organisational Commitment (Allen & Meyer, 1996).

The MLQ was revised to eliminate two types of transactional behaviours: contingency reward and passive management by exception. Twenty (20) items were used to measure the four (4) leadership practices of the headteachers, with five (5) items measuring each of the five (5) leadership constructs as perceived by the respondent teachers. The Model of Organisational Commitment was also modified to fifteen (15) items with five (5) items measuring each of the three (3) commitment constructs. The questionnaire had three sections - A, B and C.

In section A, demographic information was requested from each participant on questions associated with gender, age group, teaching experience as well as experience with headteacher.

Section B focused on transformational leadership practices of the headteacher as perceived by his/her subordinate teachers. It elicited respondents' opinion on their headteachers' transformational leadership practices: idealized influence, inspirational motivation, intellectual stimulation and individual consideration. It had twenty perception statements. Each of the four leadership practices had five perception statements to measure the level of the headteachers' leadership practices and respondents were asked to respond to these perception statements using a 5-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree). On this scale, a high score indicated a positive perception and a low score represented a negative perception.

Section C focused on the respondent's commitment to the Ghana Education Service or the school management authority (if private). It elicited respondents' opinion on the three areas of teacher commitment: affective, continuance and normative commitments. It also had fifteen perception statements. Each of the three areas of

commitment had five perception statements to measure the level of the respondent's commitment to the Ghana Education Service or the school management authority. The respondents were asked to respond to these perception statements using a 5-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree). On the scale, a high score indicated a positive perception and a low score represented a negative perception.

3.6 Validity of Research Instrument

The instrument was pre-tested at two selected public and a private basic schools to assess its validity in the selected schools leading to the dropping and reconstruction of some of the items in the instrument as Kopalle and Lehmann (1997) suggested that dropping poorly fitting items increases the internal consistency of the data collection instrument, thereby increasing its validity. The respondents were also assured of the anonymity and confidentiality of the information they provide, and that it was only for academic purpose.

3.7 Reliability of Instrument

The Cronbach's coefficient alpha reliability which measures the internal consistency of test scores was used to assess the reliability of the instrument, as is by far the most frequently reported reliability index and predictably robust even for small samples (Yuan & Bentler, 2002; Hogan, Benjamin & Brezinski, 2000; Peterson, 1994). Therefore for generalization, the internal consistency reliability of responses on both transformational leadership practices and teacher organisational commitment was

calculated to know how much reliable data collected from respondents are and a Likert scale of 0 to 1.00 was used to check the reliability of the responses.

Table 3.1: Cronbach's coefficient alpha reliability of instrument

Construct	Number of items	Cronbach's coefficient alpha
Idealized influence	5	.672
Inspirational motivation	5	.689
Intellectual stimulation	5	.754
Individualized consideration	5	.732
Affective commitment	5	.708
Continuance commitment	5	.494
Normative commitment	5	.412
Cronbach's coefficient alpha		.868

Source: Field data, April, 2016 N=200

From Table 3.1, the instrument had a Cronbach's Coefficient Alpha of .868. Though the median Cronbach Coefficient Alpha reliabilities for Idealized Influence Scale (.672), Inspirational Motivation Scale (.689), Continuance Commitment Scale (.494) and Normative Commitment Scale (.412) were low, factor analytic evidence has been confirmed through exploratory and confirmatory analysis (Allen and Meyer, 1996; Bass & Avolio, 1996). Exploratory factor analysis is used when the constructs are unknown; whereas, confirmatory factor analysis is used when the constructs have been previously identified and the items are specifically developed to measure the constructs intended to be measured (Field, 2000). In a study, Brown (2003) observed that instruments which originate from Western countries may not produce equal results in rural areas as respondents tend to have difficulties in understanding the meaning of the questions and become de-motivated in reading lengthy-questions, resulting in low Cronbach's Coefficient Alpha reliability index.

However, the reliability coefficient of the questionnaire was .868, which from a Likert scale of 0 to 1.00 is highly reliable. According to Nunnally and Bernstein (1994), coefficients of .8 or above are often considered to be sufficiently reliable to make decisions about individuals based on their observed behaviour and scores. Therefore, .868 as coefficient is adequately reliable with significant consequences (Webb, Shavelson & Haertel, 2006).

3.8 Data Collection Procedures

Introductory letters were sent to the District Education Directorate and the twenty selected public and private schools for permission before the research started. It was very difficult to get access to schools for this study, since most heads thought the study was to expose their incompetencies and inefficiencies as far as leadership in basic schools is concerned. They later agreed after been assured that their responses would be treated with all the confidentiality and anonymity it deserves. Assurance was also given to the participants that the study was for academic purposes and that they should not disclose their identities.

The researcher distributed and collected all the questionnaires in all the selected schools to assess the teachers' organisational commitment vis a vis the headteachers' transformational leadership practices.

3.9 Data Analysis

Questionnaire items were coded after data collection. Data were imported into Statistical Package for Social Sciences (S.P.S.S). Data were analyzed through the use of the SPSS. Thus the data were analyzed and presented using basic quantitative techniques

such as frequencies and percentages. Spearman (r) correlation analysis was conducted to establish whether or not there was a relationship between the transformational leadership practices of the headteacher and the teachers' organisational commitment. According to Howell (2007), the Pearson's correlation coefficient is done by dividing the covariance by the standard deviation. Coefficients range on a point scale ranging between -1 and 1. The closer the coefficient is to the one on either of these limits, the stronger the relationship between the two variables.



CHAPTER FOUR

DATAPRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

4.1 Introduction

The chapter concern itself with data presentation, interpretation and discussion of results which included:

- i. Responses from teachers on their headteachers' transformational leadership practices
- ii. Responses from teachers on their commitment to the Ghana Education Service or School Management of private basic schools
- iii. The relationship between headteachers' transformational leadership practices and teachers' organisational commitment.

The discussion was done based on the research questions and both the conceptual and theoretical frameworks. This chapter also brings to bare some significant and novel findings identified from the research work. It also attempts to make inferences in relation to related previous studies as reviewed in the literature.

4.2 Demographic Characteristics of Respondents

Table 4.1 on the next page gives the demographic characteristics of teachers who took part in the study. This include: Gender, Age group, Type of institution, Teaching experience, Period of knowing Headteacher, and Highest Qualification

Table 4.1: Demographic Characteristics of Respondents

Demographic characteristics		Frequency	Percent
Gender	Male	75	37.5
	Female	125	62.5
Age group	20years and below	1	0.5
	21-30	104	52.0
	31-40	66	33.0
	41-50	17	8.5
	51-60	12	6.0
Type of Institution	Private	53	26.5
	Public	147	73.5
Teaching Experience	5years and below	71	35.5
	6-10years	76	38.0
	11-15years	26	13.0
	16-20years	12	6.0
	21-25years	10	5.0
	26-30years	5	2.5
Period of knowing Headteacher	0-2years	28	14.0
	3-4years	117	58.5
	5-6years	53	26.5
	7-8years	2	1.0
Highest Qualification	Masters / higher	10	5.0
	First Degree	88	44.0
	Diploma	83	41.5
	Cert A	3	1.5
	SSSC/WASSC	16	8.0

Source: Field data, April, 2016 N=200

The first demographic survey question asked participants to indicate their gender by selecting one of two gender groups. The responses as shown in Table 4.1 reveal that out of the 200 respondents, more than half (62.5%) of the basic school teachers in the district were female and the rest (37.5%) were males, indicating the gender disparity that exists among the basic school teacher population in the district.

The second demographic survey question sought to know the age bracket of the respondents. Based on their responses as shown in Table 4.1, out of the 200 responses, the largest percentage of respondents(52.0%) fell within the 21 to 30year age range, and

the second highest percentage(33%) fell within the 31 to 40 age bracket. The 20years and below age group had the least respondents. Table 4.1 further revealed that, out of the 200 teachers who took part in the survey, majority (85.5%) were forty years and below, indicating youthful teacher population in basic education system in the district.

The third demographic survey question asked respondents to indicate the type of institution they work for by selecting from two options, public or private. From Table 4.1, out of the 200 respondents, about three-quarter (73%) of them worked for public schools whiles approximately a quarter (26.5%) of the respondents worked for private schools.

The next demographic survey item asked participants to choose a range that corresponds with number of years of active teaching. From Table 4.1, out of the 200 participants' responses, the majority (38%) of them had teaching experience in the range of 6 to 10 years. The second highest percentage (35.5%) of respondents indicated their experience of teaching to be 5 years and below, with 26 to 30 years' experience of teaching respondents corresponding with 2.5 percent of the total response. No respondent reported to have over 30 years teaching experience. Table 4.1, further revealed that, majority of the teachers (73%) has taught for 10years and below. Only few teachers (7.5%) had over 20years teaching experience.

The second to last demographic survey question asked participants to indicate the number of years spent teaching under the headship of current headteacher. The data, as indicated in Table 4.1 revealed that out of the 200 responses retrieved, over half (58%)of the study's participants had served for 3 to 4 years under their current headteacher, whiles, only one percent had served for 7 or 8 years under their headteachers. None of the

respondents had indicated to have served for nine years and above under the current headteacher.

The ultimate demographic survey question seeks teachers' highest educational or professional qualification attained. As depicted in Table 4.1, out of the 200 respondents, the percentage of teachers holding either a bachelor or diploma was nearly equal. Bachelor's degree had the highest percentage of respondents (44%) and the second highest group held diploma (41.5%). With just a few (5%) attaining a master's degree, the rest were Teacher certificate A holders (1.5%) or SSS/WASS Certificate holders (8%). Generally the academic qualification portrays a generally compelling teacher expertise in teaching.

4.3 Level of Headteachers' Transformational Leadership Practices

The research explored the transformational leadership practices of Headteachers and the responses from teacher – respondents of the selected schools were retrieved, analyzed and presented here. The subsequent subheadings carefully reported on the various practices of a transformational leader.

4.3.1 Descriptive statistics on Idealized influence

The description in Table 4.2 gives teacher perception on statements that relates to how leadership practices of leaders arouse teachers' emotions and identification with their leaders.

Table 4.2: Mean and Standard deviation of Headteacher's Idealized Influence

Statement on Headteacher's idealized influence	Mean	SD
My headteacher is open and sincere in dealing with me	3.68	1.23
My headteacher makes me feel good to be around him/her	3.51	1.32
I have complete trust in my headteacher	3.36	1.34
I am proud to associate with my headteacher	3.55	1.34
My headteacher sets a respectful tone for interaction with me	3.58	1.32
Idealized influence	3.54	1.31

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree N=200

Source: Field data, April, 2016

From Table 4.2, perception statement 'my headteacher is open and sincere in dealing with me' had the highest mean score ($m=3.68$, $sd=1.23$) and 'I have complete trust in my headteacher' had the lowest mean score ($m=3.36$, $sd=1.34$). Both have very high standard deviation value that indicated the variations in the responses from the mean. This is an indication that being open and sincere as a leader does not necessarily lead to trust among subordinates, because the individual perceives situations differently. Table 4.2 further revealed that, all five items were scored slightly above average. The practice of 'idealized influence' with a mean and standard deviation values (score $m=3.54$, $sd=1.31$), an indication that regardless of the variations in responses, teachers perceived a fairly high level of 'idealized influence' from headteachers and recognized the impact of 'idealized influence' in enhancing teacher commitment. It evident that, headteachers were acting in a manner that caused them to serve as a role model for their subordinate teachers. This revelation is in line with a previous study that 'idealized influence' as a transformational leadership practice instill pride in and respect for the leader as well as make him/her a trustworthy and an energetic role model for the followers (Rowold & Heinitz, 2007). It is also similar to a previous studies that

suggested that, ‘idealized influence’ from a leader functions to transform followers by creating changes in their goals, values, needs, beliefs, and aspirations (Rowold & Heinitz, 2007; Yukl, 2010). Finally, it is again consistent with a study by Bass and Avolio (1994) that ‘idealized influence’ builds trust and respect in followers and provides the basis for accepting radical and fundamental changes in the ways individuals and organisations do their work. It can be concluded that headteachers were open and sincere in dealing with teachers, setting an example of courage and dedication, and made self-sacrifices that benefited the teachers of their schools.

4.3.2 Descriptive Statistics on Inspirational Motivation

The descriptive in Table 4.3 represents the responses to statements that lend themselves to how leadership practices of the headteacher provide meaning and challenge to the teacher–respondents.

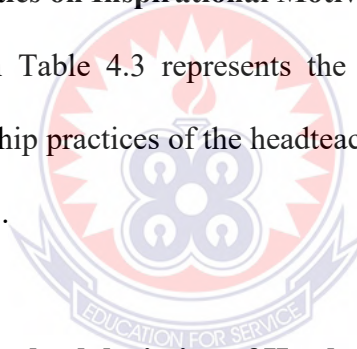


Table 4.3: Mean and Standard deviation of Headteacher's Inspirational Motivation

Statement on Headteacher's Inspirational Motivation	Mean	SD
My headteacher expresses with few simple words what we could achieve academically	3.68	1.16
My headteacher paints a good picture of what we can achieve academically	3.60	1.21
My headteacher helps me find my work more meaningful	3.56	1.22
My headteacher compliments my effort	3.47	1.28
My headteacher encourages me to re-examine basic assumptions about my work	3.37	1.27
Inspirational Motivation	3.54	1.23

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree N=200

Source: Field data, April, 2016

Table 4.3 shows that teachers scored their headteachers inspirational motivation slightly above average ($m=3.54$, $sd=1.23$) except that the standard deviation value depicted that there was a great variation in the responses of the respondents. All five inspirational motivation items were scored above average. Perception statement ‘my headteacher expresses with few words what we could achieve academically’ had the highest score ($m=3.68$, $sd=1.16$) while the statement ‘my headteacher encourages me to re-examine some basic assumptions I have about my work’ had the weakest score ($m=3.37$, $sd=1.27$) and a standard deviation pointing that there were outliers and clear disparity in the responses. Finally, it can be deduced from Table 4.3 that, headteachers communicated an appealing vision to focus teacher’s effort. This means teachers become more focused on the vision through the spirited appeals and images from the headteacher. Teachers also reported that, their headteachers complimented their efforts. Such practices definitely must inspire and motivate subordinates to give out their best.

This finding is consistent with a previous study that ‘inspirational motivation’ practice inspires team spirit and consequently leads to greater motivation and enhanced productivity (Yukl, 2010) as well as that of Griffith (2004) that transformational leadership is effective in schools by fostering higher levels of commitment, extra effort and motivation. Transformational leaders motivate their followers to transcend their own self-interest for the good of the team, organisation, or community.

4.3.3 Descriptive Statistics on Intellectual Stimulation

Leaders' ability to create new viewpoints of current conditions by reviewing strategies using various perspectives was key in determining extent of intellectual stimulation. Table 4.4, represents the descriptive on statements that bother on intellectual stimulation of headteachers.

Table 4.4: Mean and Standard deviation of Headteacher's Intellectual Stimulation

Statement on Headteacher's Intellectual Stimulation	Mean	SD
My headteacher encourages me to pursue professional learning	3.28	1.37
My headteacher facilitate opportunities for staff to learn from each other	3.43	1.28
My headteacher helps me think of old problems in new ways	3.10	1.28
My headteacher helps me to rethink ideas that I had never questioned before	2.94	1.29
My headteacher encourages me to think about what I am doing for my students	3.39	1.27
Intellectual Stimulation	3.23	1.29

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree. N=200

Source: Field data, April, 2016

From Table 4.4, perception statement 'my headteacher facilitate opportunities for staff to learn from each other' had the highest score ($m=3.43$, $sd=1.28$) whereas the statement 'my headteacher helps me to rethink ideas that I had never questioned before' had the weakest score ($m=2.94$, $sd=1.29$). Four out of five items; "My headteacher encourages me to pursue professional learning", "My headteacher facilitate opportunities for staff to learn from each other", "My headteacher helps me think of old problems in new ways" and, "My headteacher encourages me to think about what I am doing for my students" were scored above average while one item "My headteacher helps me to rethink ideas that I had never questioned before" was rated below average. It was also evident from the responses that, there was a wide disparity in the responses as shown by the respective standard deviation values. It can be deduced from Table 4.4 that, teachers

rated their headteachers intellectual stimulation practice slightly above average ($m=3.23$, $sd=1.29$), an indication that teachers perceived a moderate level of ‘intellectual stimulation’ from the headteachers as influencing their commitment. This suggests that headteachers were able to create opportunities for teachers to learn from each other through in-service trainings, lesson collaborations, amongst others. They were also found to slightly question assumptions, help teachers find new ways of looking at problems, and create new viewpoints on current conditions to intellectually stimulate their teachers; though they were quite unable to help them rethink ideas they had never questioned before.

This supported a previous study by Hoy and Miskel (2005) which concluded that intellectual stimulation is fostered by questioning current strategies, posing problems from various perspectives, and supporting new procedures for work. It is also consistent with a study by Northouse (2004) that ‘intellectual stimulation’ includes leadership that stimulates followers to be creative and to challenge their own beliefs and values as well as those of the leader and the organisation; as well as one study undertaken by Bono and Judge (2004) that ‘intellectual stimulation’ involves arousing and changing followers’ awareness of problems and their capacity to solve those problems.

4.3.4 Descriptive Statistics on Individual Consideration

The last factor considered under transformational leadership was individual considerations. By this, headteachers are expected to spend time to understand the individuality of their followers so as to deliver, mentoring and coaching that meets their individual needs and expectations. Table 4.5, provides an insight into how the

respondents rated their headteachers on their ability to pay attention to individuals and to foster individual growth.

Table 4.5: Mean and Standard deviation of Headteacher's Individual Consideration

Statement on Headteacher's Individual Consideration	Mean	SD
My headteacher provides resources to support my professional development	2.96	1.32
My headteacher lets me know of what he/she thinks of my performance as a teacher	3.21	1.35
My headteacher gives me personal attention when I need help and support	3.36	1.29
My opinion is considered by my headteacher when initiating actions that affect my work	3.16	1.35
My headteacher makes me feel appreciated for my contribution to the school	3.30	1.29
Individual consideration	3.20	1.32

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree N=200

Source: Field data, April, 2016

From Table 4.5, headteachers individualized consideration practice was scored slightly above average ($m=3.20$, $sd=1.32$). Four out of five items; “My headteacher lets me know of what he/she thinks of my performance as a teacher”, “My headteacher gives me personal attention when I need help and support”, “My opinion is considered by my headteacher when initiating actions that affect my work”, “My headteacher makes me feel appreciated for my contribution to the school” were scored above average while one “My headteacher provides resources to support my professional development” was scored below average. All the mean scores recorded high standard deviation values too. From Table 4.5, the statement ‘my headteacher gives me personal attention when I need help and support’ had the highest mean score ($m=3.36$, $sd=1.29$) whereas the statement ‘my headteacher provides resources to support my professional development’ had the weakest mean score ($m=2.96$, $sd=1.32$). It could be deduced from Table 4.5 that, teachers perceived slightly above average level of ‘individualized consideration’ from their

headteachers in enhancing their commitment, an indication that headteachers regarded ‘individualized consideration’ quality as moderately important asset in gaining teacher commitment. This they practiced by acting in manners that made their teachers feel appreciated and given personal attention though they received low resources in their professional development.

This is seen to confirm the work of Simic (1998) and Shin and Zhou (2003) that ‘individualized consideration’ practice involves responding to the specific unique needs of followers to ensure they are included in the organisational transformation process and that that people are treated individually and differently on the basis of their talents and knowledge. With the intention of allowing them to reach higher levels of achievement than might otherwise have been achieved (Chekwa, 2001). The revelation as well ascertained the findings of a study by Amoroso (2002) that discovered individualized consideration practice leads to followers’ needs for growth and development, elevating needs and abilities to higher levels when appropriate and delegating projects to stimulate individual learning experience.

4.3.5 General Overview of Headteachers Transformational Leadership Practices in the Upper Manya Krobo District

Figure 4.1 gives a pictorial insight into how teachers rate their headteacher's transformational leadership practices in the study area.

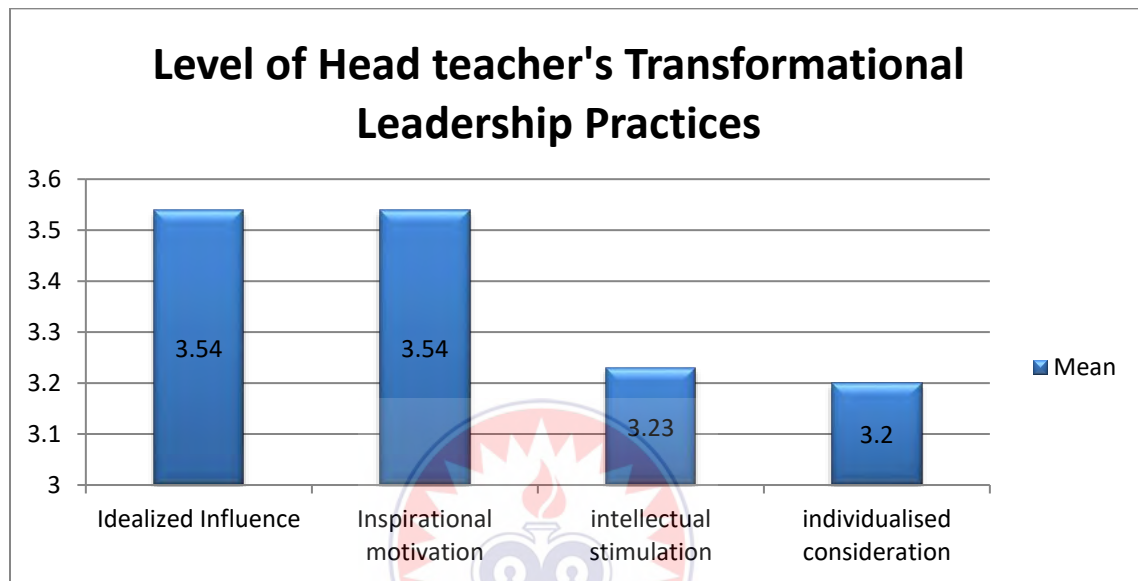


Figure 4.1: General Overview of Headteacher's Transformational Leadership Practices in the District

From figure 4.1, it can be deduced that headteachers practiced idealized influence and inspirational motivation most in their transformational leadership. Headteachers openness and sincerity in dealing with their subordinate teachers led to teachers accepting their vision of what could be achieved academically. When leaders are open and sincere, it also elicits trust from their followers. It can be concluded that headteachers who serve as role models also inspire and motivate their teachers. This supported the previous research that 'inspirational motivation' is descriptive of leaders who communicate high expectations to followers, inspiring them through motivation to become committed to and a part of the shared vision in the organisation (Northouse, 2004). Transformational leaders use symbols and emotional appeals to focus group members' efforts to achieve

more than they would in their own self-interest. Team spirit is enhanced by this type of leadership (Northouse, 2004).

Also, individualized consideration and intellectual stimulation were the least practiced transformational leadership behaviour. Individualized consideration been the least practiced was an indication that headteachers scarcely regarded it as an important asset in gaining teacher commitment. It is however an essential transformational leadership practice that is required to elicit teacher's commitment in order to achieve maximum results from them. This study revealed that teachers who perceived their headteachers as not able to meet their individual needs were also not intellectually stimulated. Teacher's perception of their headteachers' inability to provide resources to support their professional development led to their inability to also help them rethink of ideas that they had never questioned before. Professional development is very important in enhancing teacher efficacy, which enables teachers to discharge their duties with ease. Therefore, helping teachers to develop their professional competencies is crucial in enhancing their commitment as it boosts their morale in the discharge of their duties. Headteachers must endeavour to provide the requisite resources to enhance their teachers professional development so that they can rethink of ideas they have never questioned before and also think of old problems in new ways.

In summary, it can be said that, when headteachers through idealized influence serve as role models, the effect will be well motivated subordinate teachers. However, when headteachers are not able to give teachers individual professional consideration it definitely will lead to poor intellectual stimulation.

4.4 Teachers Commitment to the Ghana Education Service or School Management

Employee commitment to the organisation was considered vital since it makes employees focused on working their hearts out to achieving organisational goals. In the subsequent sections, responses derived from teacher perception on statements relating to his/her organisational commitment were analyzed and presented.

4.4.1 Descriptive Statistics on Teachers Affective Commitment

The descriptive statistics in Table 4.6, lends themselves to the level of emotional attachment of Teachers to their respective management. Five statements on Teacher affective commitment was assessed and reported.

Table 4.6: Mean and Standard deviation of Teacher's Affective Commitment

Statement on Teachers Affective Commitment	Mean	SD
I'm happy to be a member of this organisation	3.01	1.38
I enjoy discussing this organisation with people outside it	2.79	1.30
I feel as if the organisations' problems are mine	2.83	1.39
I feel like 'part of a family' at this organisation	2.82	1.37
I feel emotionally attached to this organisation	2.86	1.42
Affective Commitment	2.86	1.37

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree N=2

Source: Field data, April, 2016

From Table 4.6 teachers rated their affective commitment slightly below average ($m=2.86$, $sd=1.37$) and with a high level of disagreements to the mean response as depicted by the standard deviation value. Perception statement 'I am very happy to be a member of this organisation' was the highest scored ($m=3.01$, $sd=1.38$) while the statement 'I enjoy discussing about my organisation with people outside it' was the lowest score ($m=2.79$, $sd=1.30$). Four out of five statements; "I enjoy discussing this

organisation with people outside it”, “I feel as if the organisations’ problems are mine”, “I feel like 'part of a family' at this organisation” and “I feel emotionally attached to this organisation” were scored slightly below average while the statement “I’m happy to be a member of this organisation” was rated slightly above average. Teachers had slightly weak overall emotional attachment and identification with the Ghana Education Service or the private schools they worked for though they were happy to be members of these organisations. Clearly, they were not satisfied employees. They remain members of these organisations for other reasons, possibly economic. This may mean that teachers' affective commitment may be related more to the feeling of freedom and autonomy. Thus, affectively committed teachers may not need motivation or direction of the leader. This is consistent with the findings of Mkumbo (2012) and Lawal (2012) in which majority of the respondents expressed dissatisfaction as members of their educational institutions due to the poor conditions in the institutions. It however contradicted the position of Hoy, Tarter, and Kottkamp (1991) and Meyer and Allen (1991) who respectively opined that, school principals are the leading factor to teacher affective commitment and that, higher level of affective commitment are better for the organisation as compared to normative and continuance commitment, which is not the case in this study.

4.4.2 Descriptive Statistics on Teachers Continuance Commitment

It was necessary to assess whether the commitment of Teachers was related to their awareness of the cost that may be associated with leaving the service. To this far, teachers perception on five statements relating to continuance commitment was assessed, and the summary of the descriptive statistics was reported as depicted in Table 4.7.

Table 4.7: Mean and Standard deviation of Teacher’s Continuance Commitment

Statement on Teachers Continuance Commitment	Mean	SD
My life will be disrupted if I was not a member of this organisation	2.60	1.27
I'm loyal to this organisation because I have invested emotionally, socially and economically in it	3.10	1.38
I worry about what I have to lose leaving this organisation	2.49	1.31
Sometimes I worry about what might happen to this organisation	2.56	1.34
I'm dedicated to this organisation because of what I would lose	2.73	1.32
Continuance Commitment	2.70	1.32
Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree	N=200	

Source: Field data, April, 2016

Even though teachers reported a high level of variations in the responses, Table 4.7 revealed that, they scored continuance commitment slightly below average ($m=2.70$, $sd=1.32$). Perception statement ‘I worry about what I have to lose leaving this organisation’ had the weakest mean score value ($m=2.49$, $sd=1.31$) while the statement ‘I am loyal to this organisation because I have invested emotionally, socially, and economically in it’ had the highest mean score and the highest standard deviation value ($m=3.10$, $sd=1.38$). Four statements; “My life will be disrupted if I was not a member of this organisation”, “I worry about what I have to lose leaving this organisation”, “Sometimes I worry about what might happen to this organisation”, and “I'm dedicated to this organisation because of what I would lose” were scored below average and one statement “I'm loyal to this organisation because I have invested emotionally, socially and economically in it” was scored above average. From Table 4.7, it could be deduced that teachers did not feel any sense of costs associated with leaving the G.E.S or the School Management despite their emotional, social, and economical investments in these organisations. A revelation that resonates with Meyer and Allen (1991) position that posited that, higher level of affective commitment is better for the organisation as

compared to normative and continuance commitment as affective committed employees give off their best due to their own feeling and sense of belonging and is not due to the obligation or alternatives and consequences related to it.

This finding affirmed a study by Yousef (2000) in which most of the teachers scored below 3.0 for both continuance and normative commitment. According to the researcher, the lowest score may be because the teachers felt the action of staying or leaving the school is not only because of the sense of obligation to the people in the school but more to other obligations as well. This finding suggested that, teachers with strong continuance commitment stay with the educational organisation because they do not want to lose the emotional, economic or social investment or because they think they have no employment alternatives. Whenever teachers feel less continually committed to an educational institution, they are more likely to leave that institution.

4.4.3 Descriptive Statistics on Teachers Normative Commitment

Teacher normative commitment was necessary in order to determine respondents feeling of obligation to continue to serve as teachers or remain employed with their respective management units. In Table 4.8, the descriptive statistics of the responses on the five statements captured under normative commitment was reported.

Table 4.8: Mean and Standard deviation of Teacher’s Normative Commitment

Statement on Teachers Normative Commitment	Mean	SD
I believe that a person must always be loyal to his or her organisation	3.26	1.46
I believe loyalty is important and feel a sense of obligation	3.03	1.37
If I get a better job offer, I will leave this organisation	3.04	1.42
I believe in the value of been loyal to one organisation	2.90	1.40
To be ' organisation man or woman' is still sensible	2.55	1.29
Normative Commitment	2.96	1.39

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree; N=200

Source: Field data, April, 2016

As seen in Table 4.8, all scores had standard deviations above 1.0. Specifically, teachers scored their normative commitment slightly below average ($m=2.96$, $sd=1.39$). NC1 with the perception statement ‘I believe that a person must always be loyal to his or her organisation’ had the highest mean score ($m=3.26$, $sd=1.46$) while NC5 with the statement ‘To be organisation man or woman is still sensible’ had the weakest score ($m=2.55$, $sd=1.29$). Three out of five statements were scored slightly above average; ‘I believe that a person must always be loyal to his or her organisation’, ‘I believe loyalty is important and feel a sense of obligation’, ‘If I get a better job offer, I will leave this organisation’ while two statements; ‘I believe in the value of been loyal to one organisation’ and ‘To be ' organisation man or woman' is still sensible’ were scored below average. From Table 4.8, teachers did not feel any sense of obligation to continue working for the G.E.S or the School Management contradicting Allen and Mayer (1990) assertion that continuance and normative commitment stem from an obligation for staying in the organisation. This obligation may come from economic or social causes.

The finding was rather consistent with a study by Yavuz (2008) in which teachers' continuance commitment levels were higher than affective and normative commitment, affirming the suggestion that, teachers give more importance to economic earnings than personal satisfaction. Though quite number of studies revealed that, teaching is a very stressful and tiring job (Austin, Shah, & Muncer, 2005; Capel, 1991; Dick & Wagner, 2001; Tsiakkiros & Pashiardis, 2006) and also teachers are easily criticized by the community (Hoy, Tarter, & Kottkamp, 1991), which may result in low affective and normative commitments of teachers.

4.5 The Relationship between Headteachers' Transformational Leadership Practices and Teachers' Organisational Commitment

A Spearman correlation coefficient was computed to assess the relationship between Headteacher's transformational leadership practices (independent variable) and Teacher's organisational commitment (dependent variable). Table 4.9 summarizes the results. Overall, there was positively weak, but statistically significant correlation between Headteacher's transformational leadership practices and Teacher's organisational commitment. Even though, a weak correlation existed between the variables, any effort geared at enhancing Headteachers transformational leadership practices will correlated with increases in Teacher's organisational commitment. The specifics of the correlation analysis results were subsequently discussed.

Table 4.9: The Relationship between Headteacher’s Transformation Leadership Practices and Teacher Organisational Commitment.

	II	IM	IS	IC	AC	CC	NC
Idealized Influence	-	.483**	.442**	.492**	.193**	.196**	.073
Inspirational Transformation		-	.434**	.475**	.206**	.283**	.112
Intellectual Stimulation			-	.589**	.230**	.264**	.107
Individualized Consideration				-	.183**	.209**	.08
Affective Commitment					-	.371**	.364**
Continuance Commitment						-	.362**
Normative Commitment							-

** . Correlation is significant at the 0.01 level (2-tailed)

Source: Field data, April, 2016 N=200

Overall, Table 4.9 shows that there was statistically significant association between headteacher’s transformational leadership practices and teacher’s organisational commitment as correlation co-efficient (r) ranged from $r=.073$ to $r=.283$.

Compared with other mean score values in Table 4.9, continuance commitment had the strongest association with headteacher’s transformational leadership practices (Idealized influence =.196, inspirational motivation =.283, Intellectual stimulation =.264 and Individual consideration =.209). The relatively positive higher level of continuance commitment is an indication that the teachers placed higher premium on the social and economic benefits above personal satisfaction and loyalty values. This study points out that teacher's continuance commitment is positively and significantly correlated with the headteacher's transformational leadership practices. Continuance commitment mostly deal with the question of the teacher's intention to stay or to leave the educational institution based on the investment made in that institution and the possible consequences and alternatives receive outside the institution. This finding was in line with Meyer and Allen's (1991), who believed that employees who have a strong continuance commitment

stay with the organisation, because they do not want to lose the amount of time, money or effort invested or because they think they have no employment alternatives. Research evidence also provided the picture of a consistent and strong association between organisational tenure and intentions to turnover. This means the longer someone works for an organisation, the less likely he or she will leave (Labatmediene *et al.*, 2007; Mathieu & Zajac, 1990; Wei-Kong, 2005). Other researchers, (Nyengane, 2007; Ekeland, 2005) found the same result although the correlation gained was relatively higher than that proven by this study. Their major agreement was that, leadership behaviours which involved building trust, inspiring a shared vision, encouraging creativity, emphasizing development and recognizing accomplishments is positively and significantly related to how employees feel about wanting to stay with the organisations they currently work with. Brown (2003) however concluded different result as compared with this finding. In her study, she was unable to find any statistically significant correlation among any of the transformational leadership behaviours and continuance commitment. To her, the leadership behaviours may not be related to how employees feel about having to stay in a current organisation; but is rather likely related to transferability of skills and alternative employment opportunities.

The preceding subheadings take a careful look at the results for the respective correlation between the individual independent and dependent variables. Following that, the researcher further compared inferences from the results presented with other scholarly works.

4.5.1 Relationship between Idealized Influence, Affective Commitment, Continuance Commitment and Normative Commitment

The correlation coefficient for affective commitment ($r=.193$), continuance commitment ($r=.196$) and normative commitment ($r=.073$) were rather weak but among them is affective commitment with the highest Spearman correlation coefficient value ($r=.106$, $p<.01$). The results as indicated in Table 4.9 further revealed that there was weak but statistically significant relationship existing between the independent and dependent variables except the normative commitment as all but normative commitment had p -values less than $.01$.

4.5.2 Relation between Inspirational Motivation, Affective Commitment, Continuance Commitment and Normative Commitment

Inspirational motivations from headteachers are supposed to deliver an impact in the commitment of subordinates. The results in Table 4.9, reported weak but positive correlation between all the three dependent variables assessed. The correlation coefficient for affective commitment ($r=.206$), continuance commitment ($r=.283$) and normative commitment ($r=.112$) depicted a rather higher value for all the dependent variables if compared with the correlation coefficient for correlation between idealized influence and affective, continuance and affective commitments.

4.5.3 Correlation between Intellectual Stimulation, Affective Commitment, Continuance Commitment and Normative Commitment

When intellectual stimulation was correlated with the dependent variables of affective commitment, continuance commitment and normative commitment, a positively weak but significant correlation for both affective and continuance commitments was revealed. However, a positively weak but insignificant correlation for normative commitment was revealed. As seen in Table 4.9, affective commitment, continuance commitment scored a correlation coefficient values of $r=.230$ and $r=.264$ respectively while that of normative commitment was lower ($r=.107$).

4.5.4 Association between Individualized Consideration, Affective Commitment, Continuance Commitment and Normative Commitment

The correlation coefficient for affective commitment ($r=.183$, $p<.01$), continuance commitment ($r=.209$, $p<.01$) and normative commitment ($r=.08$, $p>.05$) as shown in Table 4.9, were rather weak but statistically significant for both affective and continuance commitments, since the p-values were less than .01. However, normative commitment was not significantly correlated with individualized consideration as its p-value was more than .05.

The next section considered the general inferences and implications of the results as depicted by the correlation computed and reported in Table 4.9.

4.5.5 Additional Inferences from the Correlation Analysis

Affective commitment refers to an employee's emotional attachment to, identification with, and involvement in the organisation. Affective committed teachers were expected to be happy and proud to be members of their organisations, and even feel as if the organisation's problems were their personal problems. As seen in Table 4.9, affective commitment had the second highest correlation, though weakly correlated to the headteachers' transformational leadership practices variables (Idealized influence: $r=.193, p<.01$; inspirational motivation $r=.206, p<.01$; Intellectual stimulation: $r=.230, p<.01$ and Individualized consideration: $r=.183, p<.01$). In line with Meyer and Allen (1997) position, higher levels of affective commitment is better for any the organisation as compared to normative commitment and continuance commitment, as it can easily be linked to the feeling of closeness to the organisations' members and giving others' the well-being.

The result also revealed that, headteachers who inspires his or her follower's motivations, intellectually stimulates them and positively influences them is somewhat positively related to teacher's personal attachment or feeling towards the school. They most likely are happy to work in the school and have a sense of belonging to the school. This finding was consistent with that of other studies (Nyengane, 2007; Ekeland, 2005) although the correlation gained was relatively lower than that of this study. Nyengane (2007) and Ekeland (2005) discovered that modeling the way, inspiring a shared vision, and motivating followers positively affect how employee feel about wanting to stay to the current organisation they are working with. In the case of Brown (2003); she found different scores between the affective commitment and the normative commitment, with

the first scoring higher than the second. The correlation score was higher for affective commitment and a little bit lower for normative commitment which is consistent with findings of this study.

To Brown, the research setting influences the normative commitment of its working force. Therefore, the culture of this country may be the primary cause of a lower normative commitment among the teachers.

However, normative commitment had the weakest association (Idealized influence: $r=.073, p>.05$; inspirational motivation $r=.112, p>.05$; Intellectual stimulation $r=.107, p>.05$ and Individualized consideration $r=.08, p>.05$) reflecting a weak feeling of obligation to remain in the G.E.S or the private educational institutions the teachers work for. Idealized influence and individual consideration elicited the weakest normative commitment. This indicate the fact that heads who serve as role models do not always meet the individual needs of their subordinate teachers, which contradicts that expressed by Allen and Meyer (1996) that, normative committed employees simply believe in loyalty to their organisations and therefore feel a sense of moral obligation to remain. Though the teachers expressed low loyalty, they felt the need to stay even if they have a better offer elsewhere. As compared to other studies, a number of researchers found low correlation between transformational leadership variables and normative commitment (Kent & Chelladurai, 2001; Mkumbo, 2012; Lawal, 2012). The study by Mkumbo and Lawal, identified poor working conditions in schools, and the low status the community and government accord the teaching profession as the cause of low teacher commitment, especially normative, irrespective of the headteachers' leadership practices.

However, when we refer back to the responses of the teachers, almost half of them agreed that they feel obligated to remain in G.E.S or the private educational institutions and feel obligated to the people in it ($m=2.96$, $sd=1.39$). This showed that the teachers felt responsible to the pupils. For that, the teachers have good morals.

Table 4.9 further revealed that headteachers' inspirational motivation practice (affective commitment: $r=.206$, $p<.01$, continuance commitment: $r=.283$, $p<.01$, normative commitment: $r=.172$, $p>.05$) and intellectual stimulation practice (affective commitment: $r=.230$, $p<.01$, continuance commitment: $r=.264$, $p<.01$, normative commitment: $r=.172$, $p>.05$) elicited the highest teacher organisational commitment while idealized influence practice (affective commitment: $r=.193$, $p<.01$, continuance commitment: $r=.196$, $p<.01$, normative commitment: $r=.073$, $p>.05$) and individualized consideration (affective commitment: $r=.183$, $p<.01$, continuance commitment: $r=.209$, $p<.01$, normative commitment: $r=.08$, $p>.05$) elicited the lowest teacher organisational commitment. The result revealed that heads who inspires' their teachers also stimulate them intellectually. When headteachers provide meaning and challenge to the work of their subordinate teachers, they will question current strategies and supporting new procedures for work (Hoy & Miskel, 2005). Inspired teachers most likely will support and implement innovations in the G.E.S or School management. Some researchers found the same result although the correlation gained was relatively lower than that proven by this study (Nyengane, 2007; Ekeland, 2005; Brown, 2003). Most of the researchers agreed that leadership behaviours which involving inspiring a shared vision, encouraging creativity, emphasizing development and recognizing accomplishments is positively

related to how employee feel about wanting to be creative and to challenge their own beliefs and values as well as those of the leader and the organisation.

In summary, this study found positively weak but statistically significant relationships between headteacher's transformational leadership variables and teachers organisational affective, normative as well as continuance commitments. This finding is consistent with a number of studies. In a study undertaken by Kent and Chelladurai (2001), statistically significant positive correlation was found between individualized consideration and both affective and continuance commitments. They also found positive correlations between intellectual stimulation and both affective and continuance commitments. Joffres and Haughey (2001) addressing the same issue discovered that transformational leadership and teacher commitment exhibited weak but statistically significant positive result. Based on this finding, it is logical to assume that headteacher's transformational leadership practices has positive and significant relationship with the development of teacher's organisational commitment. This may be explained by the fact that transformational leaders are more challenging and demanding in terms of their expectations of their followers or maybe the culture of this country shaping the organisational commitment of the teachers especially the affective commitment (Brown, 2003).

CHAPTER FIVE

SUMMARY OF FINDINGS, CHALLENGES, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers the summary of key findings, challenges encountered during the study, conclusions, implications for educational leadership policies and recommendations in relation to the topic ‘Assessing the Influence of Headteachers’ Transformational Leadership Practices on Teacher Organisational Commitment. The main purpose of the study was to assess the relationship between headteachers transformational leadership practices and teacher's organisational commitment in basic schools in the Upper Manya Krobo District. The perceptions of teachers on their headteachers’ transformational leadership practices and their organisational commitment were examined. To achieve the purpose of the study, the following questions were answered:

1. What is the level of headteacher’s transformational leadership practices from the teacher’s perspective?
2. What is the level of teacher's organisational commitment?
3. Is there significant relationship between headteachers’ transformational leadership and teacher's organisational commitment?

5.2 Summary of Findings

The major findings of the study based on the research questions are as below

5.2.1 What is the level of headteacher's transformational leadership practices and teacher's organisational commitment?

Teachers perceived their headteachers to practice transformational leadership slightly above average with inspirational motivation being the most practiced variable and individualized consideration being the least practiced variable. Headteachers who serve as role models also inspire and motivate their teachers.

Teachers had slightly weak commitment to the Ghana Education Service or School Management, with continuance commitment having the highest commitment score. Teachers placed higher premium on the social and economic benefits above personal satisfaction and loyalty values.

5.2.2 Is there significant relationship between headteachers' transformational leadership and teacher's organisational commitment?

The study found weak but positive and statistically significant relationships between transformational leadership practices and teacher's affective, and continuance commitments. It further found positively weak but insignificant relationships between transformational leadership practices and teacher's normative commitment. Headteachers' idealized influence and inspirational motivation practices elicited the highest teacher organisational commitment while intellectual stimulation and individual consideration elicited the lowest teacher organisational commitment.

5.3 Challenges Encountered During the Study

The Upper Manya Krobo District has a very poor road network with schools spread out over a wide geographical area, making it difficult and expensive to access most of the schools conveniently. The size of the district and its accessibility rate limited this study to only basic schools, and the use of convenience sampling technique to select three (3) public schools from each of the six (6) circuits as well as the simple random to select two (2) private schools out of the eight (8) private schools in the district.

Also, concerns relating to Section B of the survey instrument, which asked teachers to rate their level of agreement or disagreement with various leadership practices associated with the transformational leadership paradigm. It is possible that some headteachers may have felt their personal leadership capabilities and skills were being questioned. As a result, one must give consideration to the possibility that the headteachers' negative attitudes may have played a role in teachers' willingness to participate in this research study.

The study is limited to only one dependent variable, teacher commitment. There are a number of variables within the range of school organisational climate that are impacted by a headteacher's specific leadership practice such as teacher innovativeness, professional development and job satisfaction. There are other external factors like teacher efficacy, identification with school, reflective dialogue, job satisfaction and teaching experience which are the possible variables to teacher commitment. It is therefore difficult gauging the perceptions of the basic school teacher's commitment as well as their headteacher's' transformational leadership qualities as they could possibly have different interpretations of the terms.

Moreover, participants were told that the questionnaires were collected mainly for research purposes, which is likely to result in less self-enhancement than when data are collected for administrative purposes. Some teachers were reluctant to respond to the instrument as they feared that their headteachers might check and read their answers especially Section B on transformational leadership.

Next, different cultural and regional contexts may limit the generalizability of results. It is unclear whether the findings may have the same implications for teachers in different cultural environment as the values of the participants in this current study might not accurately represent the values of other countries. Comparative studies across cultures, schools in other districts are needed in order to truly understand many of the constructs included in the study.

5.4 Conclusions and Implications for Educational Leadership Policy

The study contributes to our understanding of the conditions under which the transformational leadership of the headteacher may be more effective in eliciting teacher's organisational commitment. This study found that the transformational leadership practices were positively related with teacher's organisational commitment.

The headteacher's transformational leadership practices which involves idealized influence, inspirational motivation, intellectual stimulation and individual consideration do determine and explain how a teacher feels about wanting to, needing to or feeling obligated to stay with the organisation. The more the headteacher exhibits these leadership practices, the more teachers may feel emotionally attached, want to, need to, or feel obligated to stay with the Ghana Education Service or the School Management of private schools they worked for.

Overall, it can be concluded from the study that transformational leadership practices do play important roles in determining levels of affective, continuance and normative commitments of the teachers in their respective educational institutions and for that matter, headteachers needs to pay attention on their leadership styles and practices in order to make the teachers more committed.

The results of this study have some implications for leadership in schools, G.E.S and the Education Ministry in terms of policies. Headteachers and other administrative heads must be democratic in their leadership. They must incorporate openness, respect and sincerity into their leadership practices to inspire and motivate their subordinate teachers to do more than originally expected. Leadership is a shared responsibility. Subordinate teachers have their own leadership expectation of the headteacher. When these expectations are met through openness and sincerity, it boosts the subordinate's identification with the leader and subsequently, their commitment to the organisation.

Secondly, meeting the individual needs of teachers boost their commitment. The study revealed that when headteachers provide individual support such as personal attention, resources for professional development and prompt feedback, it intellectually stimulate the teachers. Heads must therefore incorporate meeting individual needs of their subordinates into their leadership practices. Equipping teachers with requisite knowledge and skills through training, seminars, and personal interactions stimulate them to question and modify their own professional practices, thereby boosting their commitment. Rossand Gray (2004) argued that the essence of transformational leadership is fostering the growth of organizational members and enhancing their commitment by elevating their goals.

Better condition of service improves teacher organisational commitment. The result of this study points to the fact that teachers place higher premium on the social and economic benefits above personal satisfaction and loyalty values. The Ministry of Education and Ghana education service must work hard to improve the condition of service of teachers since. Majority of the respondents were first degree holders and above. They have invested personal resources in developing themselves and therefore expect some returns on their investments in the form of better condition of service. Therefore, improving the condition of service in terms of better remuneration and fringe benefits will boost their commitment to the school and the Ghana Education Service as a whole. Providing teachers with benefits such as decent accommodation, scholarship for at least one child to university level and free medical care will go a long way to make teachers more committed to the education service.

Also, organisational culture influences organisational commitment. To Brown (2003), the research setting influences the normative commitment of its working force. Therefore the syllabus must be fashioned to inculcate the culture of organisational loyalty into teachers so as to enhance their commitment to the Ghana Education Service. The Ministry of Education needs to incorporate the principle of loyalty into the syllabus of teacher training institutions to inculcate the ‘culture of organisational loyalty’ into teachers. This is to curb the poor organisational loyalty among teachers as revealed by this study. This will go a long way to promote teacher productivity and subsequent achievement of educational goals.

Additionally, headteachers are agents of change. They must challenge current professional practices and demonstrate confidence in decision making by rethinking of ideas they have never questioned before. Such transformational leadership practices promote respect and trust of subordinate teachers, and enhance their credibility as leaders. To improve performance in schools, headteachers need to practice transformational leadership practices that lead to continuous improvement and change.

5.5 Recommendations

The researcher therefore suggested few steps in order to improve the commitment of the teachers.

1. The headteacher should do everything he or she can to meet to arouse their teachers emotions and identification with them so that they can mentor and coach them to meet the challenges of the profession. After all, the essence of transformational leadership is dedication to fostering the growth of organisational members and enhancing their commitment by elevating their goals.
2. Headteachers must also, provide opportunities for teachers to interact and collaborate with each other to build strong professional ties that will promote high level of affective commitment among the teachers.
3. There is also the need for the Ghana Education Service directorate and the School Management of private schools to structure and deliver a leadership training programme, designed to improve and increase headteacher's transformational leadership practices. This might be an effective strategy to boost teacher's commitment towards the Ghana Education Service or the Management of the

private schools. G.E.S and the School Management should encourage leadership contents in its in-service training (INSET). Keeping a balance between administration and management practices and technical and relational skills must surely be a way to boost Headteacher's leadership competencies. School leaders need a balance of technical, human, and conceptual skills. This calls for the institution of a national policy on school leadership certification programme. This will level the plain field for all school leadership appointments. Just as in most developed countries such as in USA and UK, there should be in place a school leadership development, professional enhancement, and recruitment strategies leading to certification. This will certainly override the current practice of appointing school leaders based on long services and interviews, hence their abilities to implement vital strategies that brings transformation and commitment.

4. Finally, a Ghanaian school leadership model that will examine the context of competencies, a typology of skills, for a national school development should be of necessity. The government through the Ministry of Education should encourage multi-institution research and innovations that focus on effective school administration, management, and leadership. Valuable competencies must be underlined alongside the usual instructional supervision skills to bridge theory and practice in Ghana education system.

5.6 Recommendations for Future Research

Future studies may examine the commitment of headteachers to the school using other research methods such as interview or document analysis to gather data. Further research can be done to determine the factors that affect teachers' or headteachers'

commitment. In that instance, headteachers' role for developing commitment of school members and creating a more healthy school setting might be analyzed. The researcher further recommends a replication of this study, especially in a second cycle level as well as tertiary educational institutions.



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APPENDIX A

INTRODUCTORY LETTER



UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

DEPARTMENT OF EDUCATIONAL LEADERSHIP

P. O. Box 1277
Kumasi

March 17, 2014

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION: GYIMAH LAWRENCE
INDEX NO: 7141770042

This is to confirm that Gyimah Lawrence is an MA student pursuing a programme in Educational Leadership at the Department.

Lawrence is currently engaged in a research on *"Assessing the Influence of Head Teacher Transformational Leadership Practices on Teacher Organizational Commitment: A Study of Selected Basic Schools in Upper Manya Krobo District."* as part of the requirements for the award of Master of Arts Degree.

We should appreciate any courtesies that you could extend to him as he gathers data for writing the Project Work.

Thank you.

A handwritten signature in black ink, appearing to be 'Francis K. Sam'.

REV. FR. DR. FRANCIS K. SAM
Head of Department

APPENDIX B

TEACHER'S QUESTIONNAIRE

Dear Teacher,

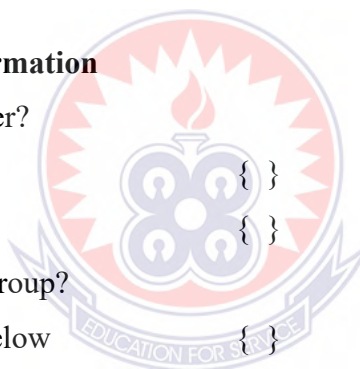
This questionnaire is part of a study designed to assess headteacher's transformational leadership practices on teacher's organisational commitment, and I would be grateful to have you participate in the study. Please, be informed that your participation is voluntary and responses will be treated confidentially and used for only academic purposes.

Thank you very much in anticipation of your co-operation.

Please respond to all questions as frankly as possible. Kindly tick [] for your response.

SECTION A–Basic Information

1. What is your gender?
 1. Male { }
 2. Female { }
2. What is your age group?
 1. 20 years and below { }
 2. 21 – 30 { }
 3. 31 – 40 { }
 4. 41 – 50 { }
 5. 51 – 60 { }
3. In which type of institution do you teach?
 1. Private { }
 2. Public { }
4. How long have you worked as a teacher?
 1. 5 years and below { }
 2. 6 – 10 { }
 3. 11 – 15 { }
 4. 16 – 20 { }



5. 21 – 25 { }
 6. 26 – 30 { }
 7. 30 years and above
5. How many years have you served under your current headteacher?
1. 0 - 2 years { }
 2. 3 - 4 years { }
 3. 5 - 6 years { }
 4. 7 - 8 years { }
 5. 9 years and above { }
6. What is your highest educational qualification?
1. Masters Degree or higher { }
 2. First degree { }
 3. Diploma { }
 4. Teachers' Cert 'A' { }
 5. SSSCE/WASSCE { }

SECTION B

The following provides a description of your headteacher's leadership practices. Please respond by circling [O] the appropriate number for your response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Idealised influence</i>					
7. My headteacher is open and sincere in dealing with me	1	2	3	4	5
8. My headteacher makes me feel good to be around him/her	1	2	3	4	5
9. I have complete trust in my headteacher	1	2	3	4	5
10. I am proud to be associated with my headteacher	1	2	3	4	5
11. My headteacher sets a respectful tone for interaction with me	1	2	3	4	5

<i>Inspirational motivation</i>					
12. My headteacher expresses with few simple words what we could achieve academically	1	2	3	4	5
13. My headteacher paints a good picture about what we can achieve academically	1	2	3	4	5
14. My headteacher helps me find my work more meaningful and important	1	2	3	4	5
15. My headteacher compliments my effort	1	2	3	4	5
16. My headteacher encourages me to re-examine some basic assumptions I have about my work	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Intellectual stimulation</i>					
17. My headteacher encourages me to pursue professional learning	1	2	3	4	5
18. My headteacher facilitates opportunities for staff to learn from each other	1	2	3	4	5
19. My headteacher helps me think of old problems in new ways	1	2	3	4	5
20. My headteacher helps me to rethink ideas that I had never questioned before	1	2	3	4	5
21. My headteacher encourages me to think about what I am doing for my students	1	2	3	4	5
<i>Individualized consideration</i>					
22. My headteacher provides resources to support my professional development	1	2	3	4	5
23. My headteacher lets me know of what he/she thinks of my performance as a teacher	1	2	3	4	5
24. My headteacher gives me personal attention when I need help and support	1	2	3	4	5

25. My opinion is considered by my headteacher when initiating actions that affect my work	1	2	3	4	5
26. My headteacher makes me feel appreciated for my contribution to the school	1	2	3	4	5

SECTION C

The following provides a description of your commitment to the Ghana Education Service or the school management (if it is a private school). Please respond by circling [O] the appropriate number for your response.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Affective Commitment</i>					
27. I am very happy to be a member of this organisation	1	2	3	4	5
28. I enjoy discussing about my organisation with people outside it	1	2	3	4	5
29. I feel as if this organisation's problems are my own problems	1	2	3	4	5
30. I feel like 'part of a family' at my organisation	1	2	3	4	5
31. I feel 'emotionally attached' to this organisation	1	2	3	4	5
<i>Continuance Commitment</i>					
32. My life will be disrupted if I wasn't a member of this organisation	1	2	3	4	5
33. I am loyal to this organisation because I have invested emotionally, socially, and economically in it	1	2	3	4	5
34. I worry about what I have to lose leaving this organisation	1	2	3	4	5
35. Sometimes I worry about what might happen to the organisation if I was no longer a member	1	2	3	4	5
36. I am dedicated to this organisation because of what I would lose	1	2	3	4	5
<i>Normative Commitment</i>					
37. I believe that a person must always be loyal to his or her organisation	1	2	3	4	5
38. I believe loyalty is important and therefore feel a sense of moral obligation to remain in this organisation	1	2	3	4	5

39. If I get a better job offer elsewhere, I will leave this organisation	1	2	3	4	5
40. I believe in the value of remaining loyal to one organisation	1	2	3	4	5
41. I think to be an 'organisation man or woman' is not sensible anymore	1	2	3	4	5

Thank you very much for completing this questionnaire. Your contribution is highly appreciated.

