

AKENTENT APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND  
ENTREPRENEURIAL DEVELOPMENT

IMPACT OF LEADERSHIP STYLES ON TEACHER JOB PERFORMANCE IN THE  
KUMASI METROPOLIS: THE MODERATING ROLE OF TEACHER SELF-EFFICACY



**A Dissertation 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 fulfillment of the requirement of award of the Master of  
Arts (Educational Leadership) degree**

DECEMBER, 2021

## DECLARATION

### STUDENT'S DECLARATION

I, Cynthia Osei, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and acknowledged, is entirely my own original work and it has not been submitted either in part or whole for another degree elsewhere.

SIGNATURE: .....

DATE: .....

### SUPERVISOR'S DECLARATION

I, hereby declare that the preparation of this research was supervised in accordance with the guidelines and supervision of research work lay down by the University of Education, Winneba.

NAME: PROF. YARHANDS DISSOU ARTHUR

SIGNATURE: .....

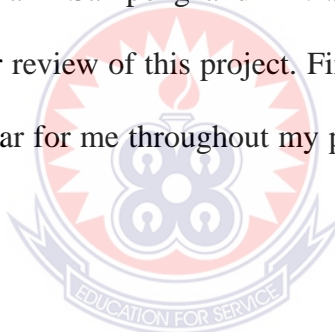
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## **DEDICATION**

This piece of work is dedicated to my family.



## TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF ABBREVIATIONS	xi
ABSTRACT	xii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	5
1.3.1 Specific Research Objectives	5
1.4 Research Questions/Hypotheses	5
1.4.1 Research Questions	5
1.4.2 Research Hypotheses	6
1.5 Significance of the Study	6
1.6 Limitations of the Study	7
1.7 Delimitations of the Study	8
1.7 Definition of Terms	8
1.8 Organisation of the Study	9
CHAPTER TWO: LITERATURE REVIEW	10
2.1 Introduction	10



2.2 Theoretical/ Conceptual Framework	10
2.2.1 Theories	10
2.2.2 Conceptual Framework	12
2.3 Concept of Leadership	13
2.4 Overview of Leadership Styles	14
2.4.1 Transformational Leadership Style	14
2.4.2 Transactional Leadership Style	15
2.4.3 Instructional Leadership Style	16
2.5 Concept of Teacher Self-Efficacy	17
2.6 Teacher Job Performance	18
2.7 Empirical Literature and Hypotheses Development	19
2.7.1 Relationship between Leadership Styles and Teacher Job Performance	19
2.7.2 Moderating Effects of Teacher Self-Efficacy on the Relationship between Principal Leadership Styles and Teacher Job Performance	23
2.8 Chapter Summary	24
<b>CHAPTER THREE: METHODOLOGY</b>	<b>25</b>
3.1 Introduction	25
3.2 Research Design	25
3.3 Population of the Study	26
3.4 Sample and Sampling Procedure	26
3.5 Data Collection Instrument/Measurement	27
3.6 Pilot Testing	29
3.6.1 Reliability	29
3.6.2 Validity	29
3.7 Data Collection Procedure	29

3.8 Data Analysis Plan	30
3.9 Model Specification and Estimation	30
3.10 Ethical Considerations	32
3.11 Conclusion	32
<b>CHAPTER FOUR: STUDY LIMITATION, RESULTS AND FINDINGS</b>	<b>33</b>
4.1 Introduction	33
4.2 Respondent's Demographics	33
4.2.1 Gender of the Respondents	34
4.2.2 Age of the Respondents	35
4.2.3 Educational Level	35
4.2.4 Longevity of Service	35
4.2.5 Marital Status	36
4.3 Reliability Test	36
4.3 Descriptive Results	37
4.5.1 Transformational leadership style	37
4.5.2 Transactional Leadership Style	40
4.5.3 Instructional Leadership Style	42
4.5.4 Teacher Job Performance	45
4.5.5 Teacher Self-Efficacy	48
4.6 Correlation Analysis	49
4.7 Regression Results	50
4.7.1 The Impact of Transformational Leadership Style on Teacher Job Performance	50
4.7.2 The Impact of Transactional Leadership Style on Teacher Job Performance	52
4.7.3 The Impact of Instructional Leadership Style on Teacher Job Performance	53



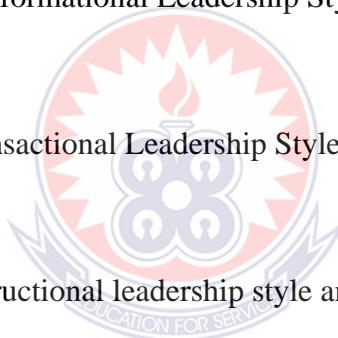
4.7.4 The Moderating Effects of Teacher Self-Efficacy in the Association between Leadership Styles and Teacher Job Performance	54
<b>CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION</b>	
<b>5.1 Introduction</b>	<b>56</b>
<b>5.2 Summary of Findings</b>	<b>56</b>
5.2.1 The Impact of Transformational Leadership Style on Teacher Job Performance	57
5.2.2 The Impact of Transactional Leadership Style on Teacher Job Performance	57
5.2.3 The Impact of Instructional Leadership Style on Teacher Job Performance	58
5.2.4 The Moderating Effect of Teacher Self-Efficacy on the Association between Leadership Styles and Teacher Job Performance	58
<b>5.3 Conclusion</b>	<b>58</b>
<b>4.2 Limitations of the Study</b>	<b>59</b>
<b>5.4 Recommendations</b>	<b>60</b>
<b>5.5 Future Research Direction</b>	<b>61</b>
<b>REFERENCES</b>	<b>62</b>
<b>APPENDIX A</b>	<b>69</b>





## LIST OF TABLES

TABLE	PAGE
4.1: Demographic/Background Information	34
4.2: Reliability Scale	36
4.3: Dimensions of Transformational Leadership Style	38
4.4: Dimensions of Transactional Leadership Style	41
4.5: Dimensions of Instructional Leadership Style	43
4.6: Dimensions of Teacher Job Performance	46
4.7: Dimensions of Teacher Self-Efficacy	48
4.8: Correlation Analysis	49
4.9: Regression Results for Transformational Leadership Style and Teacher Job Performance	51
4.10: Regression Results for Transactional Leadership Style and Teacher Job Performance	52
4.11: Regression Results for Instructional leadership style and teacher job performance	53
4.12: Regression Results for the Moderating Effects of Teacher Self-Efficacy on the Association between Leadership Styles and Teacher Job Performance	54



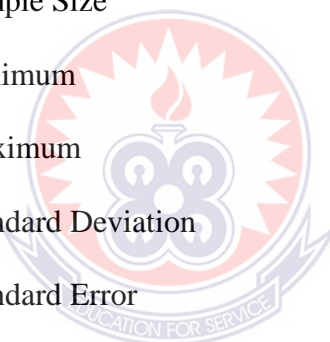
## LIST OF FIGURES

FIGURE	PAGE
2.1 Conceptual Framework	13



## LIST OF ABBREVIATIONS

SDG 4	Sustainable Development Goal on education
FCUBE	Free Compulsory Basic Universal Education
RQ	Research Question
GES	Ghana Education Service
TFLS	Transformational Leadership Style
TSLS	Transactional leadership style
INLS	Instructional leadership style
TSE	Teacher self-efficacy
TJP	Teacher job performance
N	Sample Size
Min	Minimum
Max	Maximum
Std. Dev	Standard Deviation
SE	Standard Error
Sig.	Level of Significance



## ABSTRACT

This thesis aimed to study the teacher leadership style effects on teacher job performance within the Basic Schools of the Kumasi Metropolis of Ghana. Three leadership styles were examined; these are transformational, transactional and instructional. This was followed by an assessment of a moderation role of teacher self-efficacy in the association amongst the three styles of leadership and teacher job performance. The study employed the Path-Goal and Self-efficacy theories to provide a foundation for this work and subsequently formulated the study's framework and propositions. The study's framework therefore guided the formulation of its objectives, questions, and hypotheses development. Before achieving this, an extensive review of prior literature was undertaken on the variables of interest. The survey questionnaire approach was employed for data collection within fifteen basic schools of the Kumasi Metropolis of Ghana. The regression methodological approach (using STATA version 14) was used to empirically test the relationships amongst the variables of interest and to establish the relationships. The study found a positive and a statistically significant impact of transformational and instructional leadership styles on teacher job performance. On the other hand, the results indicate that teacher self-efficacy reinforces the positive impact that instructional leadership style has on teacher job performance. It can therefore be suggested that principals must ensure that operational policies within their institutions have teacher creative self-efficacy as one of their core mandates. This piece of work is significant as it adds to our knowledge on the leadership literature, and advances the psychology of emotions literature by exploring the role of teacher self-efficacy from the perspective of basic education in Ghana.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The aim of the Sustainable Development Goal on education (SDG 4) is to safeguard inclusiveness, impartial quality education and to promote continuous learning opportunities for everyone. Successive governments in Ghana have pursued an agenda to make basic education free and accessible for all. Therefore, the 1992 Constitution of Ghana provides for the access to Free Compulsory Basic Universal Education (FCUBE) to its citizens. The realization of this constitutional provision cannot be achieved without a good principal-supervisor-teacher relationship. The growing pressure on principals/head-teacher/supervisors of basic schools towards ensuring and promoting good leadership therefore is not without reason. Effective leadership has undoubtedly become the order of the day towards ensuring the achievement of inclusiveness, impartial quality education and to promote continuous learning opportunities. Although principals/supervisors/leaders may exhibit different leadership styles, nevertheless they are pivotal to the success (or failure) of school management. It may seem that many principals/head-teachers/management may not realize that their leadership styles are extremely influential with regard to teacher job performance in their schools and that the success of the school largely rests upon them (Jyoti & Bhau, 2015).

A leader must be able to deal with problems at various times. Leadership includes human interactions, which energizes a well-organized community. This is important for managers and people who serve in administrative roles in all organizations. According to Keith (2000), it is the holes that make a room usable when you cut doors and windows for it; thus, people still believe that sufficient school staff, good instructional plans/programmes, services, and equipment would still need the ability of a leader to organize all of these for the school's success (Keith, 2000). It implies that, even where a school has the best of

programmes, sufficient resources, and motivated teachers, without an effective principal/supervisor leadership style, the school's programmes will be rendered ineffective.

Transformational leadership entails active behaviors and emotional relationships between leaders and followers, which leads to transformational standards and values among employees, mobilizing them to achieve organizational goals that are greater than their individual interests, and encouraging followers to perform above expectations (Bass, 1985).

Transactional leadership, as contrast to transformational leadership, is based on an exchange connection between the leader and the followers. Transactional leadership instills motivation in employees through the use of a rewards system (Abu Nasra & Arar, 2020). To keep the employee engaged on completing tasks, the transactional leader focuses on creating goals, emphasizing the link between performance and rewards, and providing feedback.

In exchange for concrete rewards, the follower gives the leader with compliance (e.g., efficiency and devotion to the organization) (Howell & Avolio, 1993). Instructional leadership, on the other hand, refers to the efforts made by a principal, headmaster, or supervisor to promote student learning development (Flath, 1989). The instructional leader makes educational quality the school's top priority and works to make that vision a reality. In many ways, instructional leadership differs from other leadership styles in which the leader is viewed as a school administrator or manager. As a result, principals/leaders who pride themselves on being administrators are often consumed with strictly managerial tasks, whereas educational leaders are involved in creating clear goals, assigning resources to teach discipline, and so on. According to study, a teacher's devotion to duty, adherence to school rules, work spirit, timely completion of work, and interaction with coworkers are all elements that influence teacher job effectiveness (Blase & Blase, 2000).

Bandura's Social Learning Theory revolves around the notion of self-efficacy. An individual's self-efficacy beliefs can be interpreted from four different perspectives. The four

sources are mastery experience, vicarious experience, verbal persuasion, and physiological arousal (Bandura, 1997). Individual self-efficacy beliefs, according to Boahene, Fang and Sampong (2019), are predicted to influence initiating behavior, the amount of effort required to achieve a goal, and the level of tenacity applied to the task in the face of challenges and setbacks (Boahene, Fang, & Sampong, 2019). This study therefore employs this notion into teacher self-efficacy to examine its moderating influence on the leadership style – teacher job performance association. Previous research works on principal leadership style and teacher job performance has ignored the critical nature of the individual teacher’s efficacy as influencing the relationship between leadership style and teacher performance. Hence, this research will seek to close this gap in literature and further add to our understanding from the school-base context.

The primary objectives of schools are to teach and learn. They lay the groundwork for the growth of young people in society. Teachers are directed and guided by school principals/ headmasters/ supervisors in fulfilling their responsibilities in order to achieve this ultimate goal. The advancement of the teacher’s efforts falls under the authority of the school principal/ headmaster/ supervisor leadership style, who has a singular authority to support the teaching and learning in classrooms. To handle and quantify job performance, teachers' jobs must be segmented into subcategories of expected objective frameworks, multidimensional job performance constructs, teacher performance factors, skill standards, and KPIs, such as teaching planning, classroom organization, monitoring and evaluation, classroom atmosphere and discipline, and teacher leadership (Saleem, Aslam, Yin, & Rao, 2020, Atsebeha, 2016).

Therefore, this study is based on the premise that the leadership style adopted by school principals/headmasters will eventually affect performance of the teacher’s job. This study therefore intends to look at the effect of principal/headmaster leadership styles on teacher job performance with special focus on instructional leadership and the possible

moderating impact of teacher self-efficacy on the relationship between leadership styles and teacher job performance.

## **1.2 Statement of the Problem**

There has been considerable academic research on leadership styles and their impact on performance in different sectors, including private organisations and educational institutions. In Ghana, the view of leadership is seen as conventional, with compliance, respect, and cooperation forming the goal of leadership. In various circles, the leader is still considered as most powerful, greatest and first (Bass, 1985). Scholarly literature shows that the existence of different style of leadership have diverse outcomes that may have a direct or an indirect consequences on employees' attitudes and behaviours (Baig et al., 2019). In the case of the school system, the foundation of leadership has mainly been based on instructional leadership because teaching and learning is the main essence in determining teacher job performance and student academic performance.

Evidence shows that the growing literature on leadership has largely focus on two most prominent leadership styles (Atsebeha, 2016; Jyoti & Bhau, 2016; Nasra, 2019; Baig et al 2019; Rao et al., 2020) these are the transformational and transactional. Even though these two leadership styles have arguably been studied under different conditions over the past decades, there was relatively limited evidence within the school system in the Ghanaian context (Wadei et al., 2020). To study the effect of these two leadership styles on teacher job performance and to compare their outcome with that of instructional leadership style in the Ghanaian context is very important, as it should add to our understanding of leadership style on teacher job performance. Furthermore, as stated earlier on the realization of the 1992 Constitutional provision of access to Free Compulsory Basic Universal Education (FCUBE) to citizens, among other things, cannot be achieved without effective leadership. The growing



pressure on principals/head-teacher/supervisors of basic schools towards ensuring and promoting good leadership therefore is not without reason.

### **1.3 Purpose of the Study**

The goal of this study is to see how principal/headmaster/supervisor leadership styles (transformational, transactional, and instructional) affect teacher job performance in the Kumasi Metropolis, as well as to investigate the moderating role of teacher self-efficacy in the relationship between leadership styles and teacher job performance.

#### **1.3.1 Specific Research Objectives**

Based on the main objective of the study, the following specific objectives are set to guide the study. The specific objectives are to:

- i. Examine the impacts of principal/headmaster leadership styles (i.e., transformational, transactional, and instructional) on teacher job performance.
- ii. Assess the moderating effects of teacher self-efficacy on the association between principal/headmaster leadership styles (i.e., transformational, transactional, and instructional) and teacher job performance.

### **1.4 Research Questions/Hypotheses**

#### **1.4.1 Research Questions**

To achieving the outlined objectives, the following questions are formulated to guide the study:

RQ1: What is the relationship between principal/headmaster leadership styles (i.e., transformational, transactional, and instructional) and teacher job performance?

RQ2: What is the moderating effect of teacher self-efficacy in the association between principal/headmaster leadership styles (i.e., transformational, transactional, and instructional) and teacher job performance?

#### **1.4.2 Research Hypotheses**

Based on the theoretical, empirical literature and the research questions formulated above presented in this study, the following six hypotheses were developed for empirical testing:

Hypothesis 1: There is a positive relationship between principal/headmaster transformational leadership style and teacher job performance.

Hypothesis 2: There is a positive relationship between principal/headmaster transactional leadership style and teacher job performance.

Hypothesis 3: There is a positive relationship between principal/headmaster instructional leadership style and teacher job performance.

Hypothesis 4: Teacher self-efficacy will significantly moderate the relationship between principal/headmaster transformational leadership style and teacher job performance.

Hypothesis 5: Teacher self-efficacy will significantly moderate the relationship between principal/headmaster transactional leadership style and teacher job performance.

Hypothesis 6: Teacher self-efficacy will significantly moderate the relationship between principal/headmaster instructional leadership style and teacher job performance.

#### **1.5 Significance of the Study**

This current study is vital as there is limited information about the contribution of different leadership styles and their effects on teacher job performance in the basic schools of Ghana. One of the critical functions of the Ghana Education Service (GES) is “to provide and

oversee Basic Education (Pre-tertiary), Technical Education as well as Special Education”. The achievement of this function, among other things, includes the promotion of effective school base principal/ headmaster/ supervisor leadership style – teacher job performance relationship. Undertaken this research at the basic school level is very important because, the basic school stage contains all the formative years for nurturing pupils into becoming patriots for nation building. The application of effective leadership style towards ensuring that teachers’ exhibit outstanding job performance cannot therefore be overstated, as the teacher’s performance outcome will highly impact on nurturing the formative years of pupils. The results of this study are expected to benefit educational leaders, policymakers, and other researchers in Ghana and other countries in the East and Sub-Saharan African region that share similar developmental characteristics, especially in terms of education. It can also act as a platform upon which to one could start additional research into the same or similar subjects.

### **1.6 Limitations of the Study**

The research work mainly focused on basic schools within three municipalities of the Kumasi Metropolis of the Ashanti region of Ghana, which are used as a representative of the entire population size of the Kumasi Metropolis. Because it is limited to basic schools, it only considers a sample of teachers and principals from the Kumasi Metropolis of Ashanti Region, rather than the entire Ashanti Region of the country. Another, major weakness of this study is the use of the descriptive design on how to retrieve all questionnaires distributed. As a result, the outcome of this research can only be applied to schools in the Ashanti region's Kumasi Metropolis.

## **1.7 Delimitations of the Study**

Rather than covering the entire Ashanti Region of Ghana, this research study focused only on teachers and principals of basic schools in three municipalities of the Kumasi Metropolis of the Ashanti region. Therefore, other stakeholders' perspectives may need to be studied for a more complete assessment.

## **1.7 Definition of Terms**

This section presents definition and roles of the variables of interest being studied. Transformational Leadership Style (TFLS): - It is a leadership style that encourages, inspires, and motivates people to innovate and generate change to help the growth, influence, and future success of an organisation. Transformational leadership style in this study is used as an independent variable.

Transactional Leadership Style (TSL): - It has been described as the leadership style which uses rewards and penalty system to induce workforces to perform at their best. Transactional Leadership Style in this study is used as an independent variable.

Instructional Leadership Style (INLS): - It is generally defined as the management of curriculum and instruction by a school principal. It involves the ability of colleagues to be involved in a collaborative mutual learning and development. Instructional leadership style in this study is used as an independent variable.

Teacher self-efficacy (TSE): - It refers to one's confidence in one's ability to complete or carry out a task at any level. Teacher self-efficacy in this study is used as a moderator variable.

Teacher job performance (TJP): - It can be defined as the actions they perform in schools in order to achieve educational goals. Teacher job performance in this study is used as a dependent variable.

## **1.8 Organisation of the Study**

This research is divided into five sections. The background of the study, statement of the problem, goal of the investigation, specific research objectives, research questions, conceptual framework, significance of the study, and limitation of the study are all covered in the first chapter.

Chapter two presents the literature review. Here, various views about the subject matter are reviewed and discussed. In doing this, journals, articles, books, and other sources of secondary data were sourced and used under this subheading.

Chapter three presents the research methodology, materials, and methods. This includes study areas, research design, population of the study, data collection instruments, sampling techniques and sample size.

Chapter four presents the study limitations, results and findings. This includes analysis of the data collected from the respondents and discussion of the major findings.

Chapter Five presents summary of the research findings, conclusion, implications, and recommendations, as well as future research direction.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This study is intended to examine the impact of leadership styles (transformational, transactional, and instructional) on teacher job performance, with a moderating role of teacher self-efficacy. This section of the study is therefore motivated to extensively review pertinent literature on the subject matter. Critically, the study has discussed the path-goal and self-efficacy theories, reviewed the concept of leadership style, dimensions of leadership styles to be looked at in the study, the concept of teacher job performance and its associated indicators as well as teacher self-efficacy as the moderating variable. Empirically, the study has reviewed past literature that has been done in relation to the variables under study.

#### **2.2 Theoretical/ Conceptual Framework**

##### **2.2.1 Theories**

Theories are crucial in research because they act as guidelines for the investigation. Twumasi (2001) highlighted that theory and research have a fundamental link. The social science researcher cannot function successfully without theory, and data gathering procedures become contaminated. This study is grounded on two main theoretical frameworks: the path-goal and self-efficacy theories. These are discussed below.

##### **2.2.1.1 Path-Goal Theory**

This study draws heavily on the Path-Goal theory to explore the relationship between principal/headmaster/supervisor leadership styles and teacher job performance. The Path-Goal theory was formerly propounded by Evans (1970) and later revised by House (1971). It was created to determine a leader's most used style as a motivator for subordinates to achieve

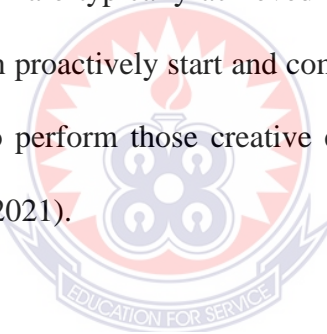
objectives. The Path-Goal theory's central premise is that good leaders have an impact on staff satisfaction and job performance. It also assumes that good leaders support workers' performance expectations by giving knowledge, support, and resources to assist them in completing their jobs.

The Path-Goal theory considers four leadership styles as well as several contingency elements that lead to various measures of leader effectiveness (Evans, 2002). According to the Path-Goal theory, leaders can motivate and satisfy employees in each situation by using the following leadership styles. Instructional leadership is a style of leadership in which the leader establishes performance goals, methods for achieving them, standards against which the goals are measured, and awards are used to drive staff. Transactional leadership style, in which the leader offers psychological support to the team, is kind and approachable, treats staff with respect, expresses concern for their well-being, and goes out of his way to make work enjoyable. When a leader employs a transformational leadership style, he or she encourages and enables staff participation in decision-making outside of their typical work tasks. Before making any decisions, the leader interacts with the staff and solicits their input (Abelha et al., 2018). The Path-Goal theory is relevant to this research because it recognizes the influence of a leader on educational institutions' attainment of the best teacher job performance. According to this theory, leaders must be aware of the actions that must be taken to define goals, paths, and increase satisfaction via extrinsic motivation. The goal of this study was to see if there was a link between leadership styles and job performance among instructors.

#### **2.2.1.2 Self-Efficacy Theory**

Employees' creative self-efficacy is achieved through verbal persuasion, vicarious experience, and enactive mastery, according to existing studies (Boahene et al., 2019).

Employees must exhibit their confidence and ability to do tasks successfully for creative performance to occur at work. Employees must also demonstrate a level of endurance and firmness based on ethical leaders' principles. These ideals persuade and enable the continuation of creativity, particularly when faced with issues and hurdles (Wadei et al., 2021). Individual self-confidence is also a noteworthy trait when it comes to employee creative enactment (Bandura, 1997). As a result, leaders' interpersonal qualities, like as respect and encouragement for employees' ideas, will enhance workers' confidence in their talents (Lam et al., 2016). Employees with a high level of self-efficacy are more likely to start and finish a difficult activity, as well as put in extra effort to achieve those goals, even if there is a need to disrupt the status quo (Ren & Chadee, 2017). Prior research has found that employees' creative levels at work are typically achieved by those who are perceived to be extremely useful because they can proactively start and complete creative tasks, find answers to them, and enjoy continuing to perform those creative events (Tierney & Farmer, 2002) cited in this article (Wadei et al., 2021).



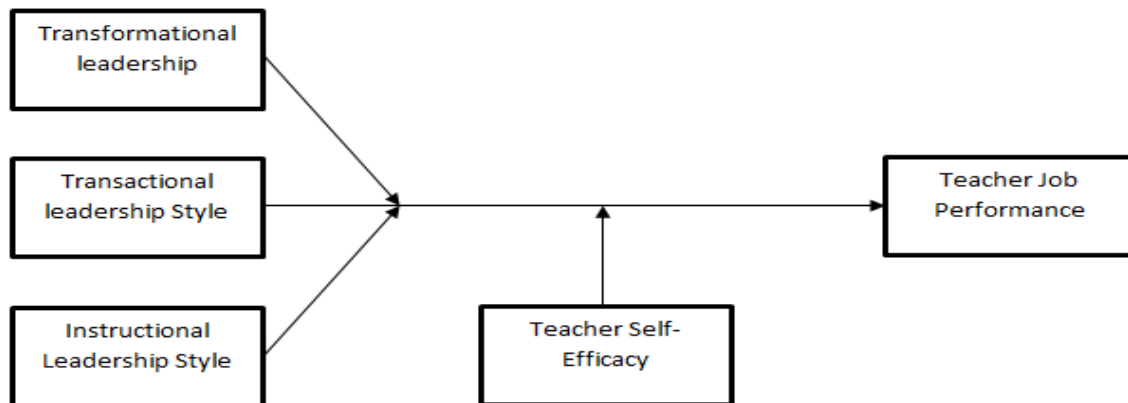
### **2.2.2 Conceptual Framework**

A conceptual review is a diagrammatic illustration of how the variables to be used in this study are interrelated. Specifically, it presents how the dimensions identified under leadership style including transformational, transactional, and instructional leadership are related to teacher job performance. A straight line joining these leadership styles as independent variables to teacher job performance as a dependent variable can be seen from Figure 2.1. As part of the objectives of the study, this research is aimed at examining the moderating impact of teacher self-efficacy on the relationship that exists between the leadership styles and teacher job performance. As to whether there is a positive, negative or



no relationship amongst the variables is what the study is set to achieve. Hence, the Conceptual framework (Figure 2.1) was proposed to guide this study.

**Figure 2.1 Conceptual Framework**



**Source: Author's Construct (2021)**

### 2.3 Concept of Leadership

Leadership is defined in a variety of ways in today's literature and studies. Leadership does not mobilize others to solve a problem because they know how to solve it; rather, it assists them in coping with a situation that has not been solved satisfactorily (Fullan, 2004). Leadership is a mutually beneficial connection between leaders and followers that focuses on real-world changes and outcomes that represent their shared goal. Leadership is one of the most studied and least accessible phenomena on the planet (Burns, 1978). Leadership is frequently seen as a significant factor in an organization's success or failure (Bass, 1990).

Vision, transformation, influence, intuition, and persuasive skills are all characteristics of leadership, according to Burke (2008). Skills representation provides opportunity for people to learn new abilities while also rewarding them for doing the effort. Leadership, according to Hoy and Miskel (2001), is the skill of influencing people and organisations to better the organisation. In this regard, it assigns a task manager, explains,

and supervises teachers' actions, and develops a relationship with them so that they may motivate and inspire instructors to increase productivity. Bush (2013) describes leadership as a process that elevates a person or group above others in the group or organization for planned actions and connections (Bush, 2013).

## **2.4 Overview of Leadership Styles**

### **2.4.1 Transformational Leadership Style**

Bass (1985) built on Burns' (1978) work by proposing that transformational leadership has four dimensions: idealized influence (attribute and behavior), inspiring motivation, intellectual stimulation, and personalized concern (Dubinsky, 1995; Pawar, 2003; Stewart, 2006). Idealized influence refers to the extent to which leaders are perceived as inspiring role models. Their peers look up to them and appreciate, respect, and trust them. Leaders are recognized and pursued by followers. The degree to which the leader's vision is appealing and inspiring to the followers is known as inspirational motivation. Furthermore, leaders strive to maximize the vision of their followers (Antonakis et al, 2003) and motivate those around them by giving their work significance and challenge.

The degree to which leaders encourage their followers to be innovative and creative is referred to as intellectual stimulation. They apply a fresh perspective to old organizational issues. Leaders also provide support, encouragement, and coaching to followers through individualized consideration. Leaders pay close attention to their followers' individual needs and distribute specific responsibilities to help them grow through personal problems. These characteristics of transformational leaders contribute to a constructive leader-member interchange (Basu and Green, 1997, Asgari et al., 2008).

In addition, transformational leadership behaviors influence how followers create and maintain high-quality relationships with their leaders (Wang et al., 2005). Leader member

exchange connections are strengthened when leaders show individualized consideration to their followers. Because their leaders frequently act as mentors and coaches, such followers feel a strong feeling of obligation to them (Lee, 2014). They are also eager to meet the needs and desires of their followers. In certain settings, leaders also take proactive roles in cultivating the abilities and potentials of their followers. Because they view their leaders to be reliable and trustworthy in exchange procedures, followers value their leader member exchange interactions as invaluable. Leaders also go above and beyond in providing work-related rewards and organizational resources to their followers (Hunt, 2014).

#### **2.4.2 Transactional Leadership Style**

Employees who accomplish high levels of success are rewarded in transactional leadership (Batista-Taran et al., 2009). To engage employees and improve instructor performance, transactional leadership focuses on observing behavior and the exchange process through a dependent compensation system. Transactional leadership is when a leader and a subordinate make a trade in which the leader gets something from the subordinate in exchange for something else. By emphasizing on exchanges and contingent reward behavior, this is an attempt to meet the demands of followers (Sarros & Santora, 2001). The transactional leader, according to Sarros and Santora (2001), creates a comprehensible structure and offers incentives to gain the support of his or her employees. The transactional leader rarely mentions punishment since followers already know that if they fail, they will be punished. Negotiating the contract, paying a wage, and providing other benefits to subordinates are all part of the early stages of transactional leadership, and this is how the transactional leader gains influence over his or her subordinates. According to Sarros and Santora (2001), in the transactional leadership style, subordinates are fully responsible for the

tasks they are given, and they are punished for their mistakes and rewarded for their successes.

### **2.4.3 Instructional Leadership Style**

One of the biggest hurdles that prevent headmasters from exerting strong instructional leadership, according to Hallinger and Murphy (1987), is a lack of expertise of the curriculum and instruction. To address the issues in their organization, they must have the best leadership and management methods and equip themselves with vital professional abilities. This is because school leaders have long believed that instructional leadership, which includes supervision, staff development, and curriculum development, contributes to school improvement (Blase & Blase, 2004).

Furthermore, school leaders are viewed as key players in school reform. The second pillar of instructional leadership, according to Hallinger and Murphy (1987), is overseeing the instructional programme. This duty was divided into three leadership roles: curriculum coordination, supervision and evaluation of instruction, and student progress monitoring. This duty is primarily concerned with the principal's development and management of the school's educational programme, or "core." Sebring and Bryk (2000) both use the phrase "instructional core" and emphasize the significance of maintaining it. Today's schools must place a strong emphasis on teaching and learning, as well as the organization of such activities. To give leadership in the realm of curriculum and instruction, a principal must be committed to self-improvement through self-edification (Blasé & Blase, 1999; Fullan, 2001; Kouzes & Posner, 2002; Lashway, 2003; Prestine & Nelson, (2003). Principals must serve as role models for their employees and take an active role in their growth.

Teachers who support curriculum and instruction are formed by role modeling, professional behavior, and aiding those who need it (Cotton, 2003; Leithwood, 2005).

Leaders have a critical role in launching and maintaining school improvement efforts (Spillane, 2006; Goldring & Rallis, 2000). According to Hoerr (2007), the term "principal" was derived from the term "principal teacher," and the premise behind the title was that the principal or headmaster, as a leader, possesses greater skill and knowledge than anyone else in the organization (school), and is capable of guiding others in pedagogy. It was emphasized that school administrators should be instructional experts and educational visionaries to provide guidance and knowledge to subordinates and help their schools succeed.

## **2.5 Concept of Teacher Self-Efficacy**

According to Bandura (1997), teachers can achieve creative self-efficacy by using verbal persuasion, vicarious experience, and enactive mastery (Bandura, 1997). Employees must have confidence in their ability to complete creative activities successfully to operate creatively in the job. They must also have certain sources of perseverance and tenacity from ethical leaders' normative norms. These standards motivate and enable people to continue their creative activities, even in the face of setbacks and disappointments (Brown et al., 2005; Javed et al., 2019).

Individual self-confidence is also a major personal quality linked to employee creative performance (Bandura, 2008). As a result, ethical leaders' relational disposition and promotion of respect and support for employees' ideas help to increase employee confidence in their talents (Lam et al., 2016). This assertion supports the social information processing hypothesis, which states that employees experience a high sense of personal mastery because of enhanced self-efficacy, which is an important motivator for idea invention and implementation even in difficult situations (Bandura, 2008).

Employees with a high sense of self-efficacy are more likely to start and finish a difficult goal, as well as put in extra effort to achieve such goals, even if it means going

against the status quo (Ren & Chadee, 2017). Prior research has shown that people with high levels of self-efficacy are more likely to be creative at work because they initiate innovative solutions proactively and hence enjoy and continue to engage in creative activities (Tierney & Farmer, 2002).

## **2.6 Teacher Job Performance**

The main goals of schools are to teach and learn. They serve as the foundation for the development of youth in society. School principals direct and guide teachers in carrying out their responsibilities to reach this final goal. The advancement of teacher efforts is delegated to principal leadership, who has the right to advocate for teaching and learning in a school (Bolman, 2018).

To improve the process, teachers' jobs should be divided into subcategories of planned goal frameworks, multidimensional job performance constructs, teacher performance factors, competence standards, and KPIs, which can be used to manage and measure job performance (Armstrong; 2014; Parmenter, 2015; Ishak, et al., 2019), such as teaching planning, classroom organization, monitoring and evaluation, and classrooms (Atsebeha, 2016).

Lesson plans, class activities, and sets of activities that are carried out while teaching and/or in a classroom are all part of teaching planning. Classroom organization entails establishing classroom furniture and student seating plans, understanding key subject, being mindful of the classroom's physical conditions, and integrating students in the learning process. Examinations, tests, homework checks, and all associated monitoring and evaluation procedures are examples of student learning assessment methods (Brookhart, 2010).

Maintaining a safe, healthy, friendly, and fair classroom environment for optimal learning and proper and conducive communication is the goal of classroom atmosphere and

discipline. Teacher leadership, the fifth element of work performance, includes student motivation, guiding, mentorship, and positive influence (Bandstra, 2016).

## **2.7 Empirical Literature and Hypotheses Development**

### **2.7.1 Relationship between Leadership Styles and Teacher Job Performance**

Atsebeha (2016) investigated into the effects of principals' leadership styles on teachers' performance in the Tigray region of Ethiopia. The study sampled 446 teachers in the Tigray region for the study. The study adopted the mixed methods strategy, employing both focused group discussions and self-structured questionnaires to attain the objectives of the study. The results of the study indicated that all the leadership styles aside directive leadership style has a positive and a statistically significant impact on teacher job performance.

Rao et al (2020) examined the relationship between principal leadership styles and teacher job performance from the viewpoint of middle management. The research sampled 292 middle management personnel from 106 urban private co-education secondary schools for the study. The study used the structural equation modeling (SEM) was used to analyze the results of the study. The study documented that directive leadership performance is a significant predictor of teacher job performance. However, participative leadership style was found not to have any significant impact on teacher job performance. As stated above, the process whereby ordinary people can bring forth the best in themselves and others too is termed as transformational leadership. Transformational leaders by way of their helpful and friendly nature can motivate and satisfy their followers. They act as change agent through their frequently friendly posture to help in establishing good relations (Jyoti & Bhau, 2015). Nasra & Arar (2019) studied the impact of leadership style on teacher performance with the mediating role of occupational perception. The work sampled 630 Arab Israeli school

teachers. The study used a structured questionnaire and the SEM model to achieve the objectives of the study. The finding presented that transactional and transformational leadership has a direct relationship with teachers' in-role performance. Further, it was realized that occupational citizenship behaviour plays an indirect significant mediating role on the relationship between transformational and transactional leadership style.

Baig et al (2019) looked at the impact of leadership styles on employee performance with the moderating role of positive psychological capital. The study used a structured questionnaire to gather data from 198 Pakistan textile firms. The results were analyzed using a SEM model approach. It was found out that laissez-faire leadership style has a negative and a statistically significant impact on employee performance. Adding, transformational leadership has a positive and a significant impact on performance. Moreover, transactional leadership style was found to have no significant influence on employee performance.

Jyoti and Bhau (2016) did a study on the relationship between transformational leadership and job performance, using higher education as a case study. The study collected data on 266 teachers in Jammu and Kashmir (North India). The study used a structured questionnaire and the SEM model to examine the relationship. It was gathered that a direct relationship exists between transformational leadership and job performance. Naeem and Khanzada (2018) studied the link between transformational leadership and job performance in Pakistan's health sector. These authors found a significant role of transformational leadership on job performance. Thus, employees' higher-level performance was motivated by transformational leadership qualities.

On the other hand, Mangkunegara (2016) explored the existence of a relationship between transformation leadership and job satisfaction on employee performance. This study found significant and positive relationship between transformational leadership and job performance. Furthermore, Mahmoud (2008) indicated that transformational leadership style



has affirmative and significant effect on the employees' job performance. Based on the aforementioned, the following hypothesis is formulated for testing in the context of basic schools within the Kumasi Metropolis of Ashanti region of Ghana:

**Hypothesis 1:** There is a positive relationship between principal's transformational leadership style and teacher job performance.

Transactional leadership, in contrast to transformational leadership style builds on the notion of leader – follower exchange relationship. Transactional leadership style uses the rewards system to create motivation among employees (Bass, 1985); (Jyoti & Bhau, 2015). Transactional leaders focus on goal setting, explicating the performance – rewards link and providing feedback to keep employees focused on completing tasks. The follower then offers compliance to the leader and receives tangible rewards in return. The existence of a positive effect of transactional leadership style on employee performance is rooted in the Path-Goal Theory which suggests that transactional leaders recognize followers' needs and desires (Avolio and Bass, 1988). Available research however shows an inconsistent transactional leadership style – performance relationship.

Evidence shows that several researchers have found that transactional leadership style has a positive effect on performance (Abu Nasra & Arar, 2020). For example, Vigoda-Gadot (2007) found a positive impact of transactional leadership style on employee performance in public sector organisations. However, transactional leadership style and employee in-role performance found no correlation. In other studies, transactional leadership style and employee performance found a negative correlation (Parry & Sinha, 2005). Based on the theoretical basis which supports the existence of a positive transactional leadership style – performance relationship, the following hypothesis is formulated for testing in the context of basic schools within the Kumasi Metropolis of Ashanti region of Ghana:

**Hypothesis 2:** There is a positive relationship between principal's transactional leadership style and teacher job performance.

Instructional leadership style, on the other hand, are positions in which the leader is directly involved in the teaching process, such as interacting with teachers, students, and the curriculum (Quah, 2011). Instructional leadership practices of headmasters/principals are directly linked to creating the conditions for optimal teaching and learning. Nnebedum and Akinfolarin (2017) opine that instructional leadership are actions taken to mentor and monitor subordinates or teachers or students, to and provide them with supportive and conducive atmosphere to improve the instructional process. In the leadership of basic schools for instance, headmasters/ principals, are entrusted with the responsibility to improve the quality of instructional delivery through adequate supervision of teachers, as the instructional leaders. The findings of a study by Nnebedum and Akinfolarin (2017) in Nigeria revealed a high positive correlation between classroom observation techniques and teachers' job performance. It also found a significant association between principals' demonstration techniques and teachers' job performance in secondary schools in the Ebonyi State (Nnebedum & Akinfolarin, 2017). Based on the theoretical basis which supports the existence of a positive instructional leadership style – performance relationship, the following hypothesis is formulated for testing in the context of basic schools within the Kumasi Metropolis of Ashanti region of Ghana:

**Hypothesis 3:** There is a positive relationship between principal's instructional leadership style and teacher job performance.

## 2.7.2 Moderating Effects of Teacher Self-Efficacy on the Relationship between Principal Leadership Styles and Teacher Job Performance

Wadei et al. (2020) investigated the mediation effect of ethical leadership and creative performance and examined it from the social information processing perspective. The study sampled 512 supervisors and subordinates from three service industries in Kumasi, Ghana. The study adopted a hierarchical regression model to examine the relationship between the variables. It became evident from the results of the study that ethical leadership has a positive and a statistically significant impact on creative performance. Moreover, the study found out that creative self-efficacy mediates the relationship between ethical leadership and creative performance. Leadership research has steadily found a strong positive relationship between charismatic leadership behaviours and follower performance (Shea, 1999).

A study by Shea (1999) on the other hand indicated that self-efficacy plays an important mediating role in the relationship between leadership style and performance (Shea, 1999). Similarly, Wadei (2020) found that creative self-efficacy has a significant and positive mediating relationship between leadership and performance of employees.

Furthermore, the theoretical argument of Bandura's (1986) self-efficacy suggests that employee performance can be enhanced by inducing them to know that they can perform the task at hand. Based on the theoretical and empirical basis, the following hypotheses are further formulated for testing in the context of basic schools within the Kumasi Metropolis of Ashanti region of Ghana:

**Hypothesis 4:** Teacher self-efficacy will significantly moderate the relationship between principal's transformational leadership style and teacher job performance.

**Hypothesis 5:** Teacher self-efficacy will significantly moderate the relationship between principal's transactional leadership style and teacher job performance.

**Hypothesis 6:** Teacher self-efficacy will significantly moderate the relationship between principal's instructional leadership style and teacher job performance.

## 2.8 Chapter Summary

A cursory look at the empirical literature reviewed above suggests that although several works has been done by several researchers on leadership styles and teacher job performance, none of these works have been done on this theme in Ghana. Again, none of these works have focused on examining the possible moderating effect that teacher self-efficacy may have on the relationship that exist between leadership styles and teacher job performance. This study is therefore conducted to fill this gap found in literature.

The study notwithstanding has looked at the Path goal theory, and conceptually reviewed the concept of leadership, dimensions of leadership such as the transformational leadership, transactional leadership, instructional leadership, teacher job performance and teacher self-efficacy, which are all relevant to the study. Further, the review has clearly discussed some past works which is meant establish from the literature, the possible predictions of the direct and the indirect relationships of the variables.

The next chapter is therefore devoted to ascertaining the methods for which the research objectives will be achieved by way of data collection and analysis.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter explains how the research was carried out. The research design, demographic, sample and sampling methodologies, data collection instrument, validity and reliability of the instrument, instrument pilot-testing, data collection protocol, data analysis procedure, and ethical issues are all covered.

#### **3.2 Research Design**

Research design is an important piece of research and fundamentally, the most suitable to measure what is being investigated to obtain data that will lead to a valid conclusion (Levin, 2006). The researcher adopted the descriptive survey design using the quantitative study approach. This method was adopted because the study would like to quantify the data to be obtained from the respondents and use statistical figures to analyze the results and discuss the findings as such (Creswell, 2007). Just like any other research design, the descriptive design has its own strengths and weaknesses. One of the strengths for using the descriptive design is that it provides researchers with a lot of information from respondents and the data collected are easily analyzed (Adrian & Saunders, 2011). On the other hand, one of the major weaknesses of descriptive design is how to retrieve all questionnaires distributed (Babbie, 2005). Despite this flaw, the researcher found descriptive design to be the most appropriate since it is concerned with current conditions, practices, beliefs and attitudes, ongoing processes, and emerging trends, all of which are relevant to the study's goals. Obviously, the data for the study were mainly from primary source, where questionnaires were used as the

primary source of information. This method has been embraced because it will help the researcher to draw a logical or meaningful conclusion out of the study.

### **3.3 Population of the Study**

In research, a population is described as a group of individuals or people who share similar traits and are of interest to the researcher (Creswell, 2007). White (2005) defined population as the whole number of people or the total environment that the researcher is interested in. The target population used for this study comprised basic schools within the Kumasi Metropolis of Ashanti Region of Ghana. The accessible population was two hundred and forty-three (243) teachers (respondent) in selected basic schools within Oforikrom Municipal Assembly, Asokore-Mampong Municipal Assembly and Ejisu-Juaben Municipal Assembly.

### **3.4 Sample and Sampling Procedure**

According to Gall and Borg (2007), sampling is a strategy used in research to pick a specific number of participants from a target group as a representative sample of the population. The selection of a sample is vital in view of the impossibility of covering the entire population. Sampling also helps cut cost during data collection, ensures more rapid data collection processes, and reduces the length of time to collect data. The researcher was able to determine the needed precision as well as an acceptable confidence level for the estimates as a result of this (Saunders et al., 2009). Considering the difficulty in reaching all teachers of the three (3) municipalities in the study, online questionnaire was used in reaching teachers within the three municipalities.

### 3.5 Data Collection Instrument/Measurement

According to Leedy and Ormrod (2001), a research instrument is a tool or strategy that a researcher employs to gather, alter, or interpret data. The researcher used questionnaire as the main instrument to collect data for the study. A questionnaire is a set of questions with a variety of possible responses from which the respondents can choose (White et al., 2005)

The main tool of data collection was the questionnaire. The Likert-type scale was used to assist respondent to provide uniformity of response. The use of the questionnaire enabled the researcher to achieve a high response rate. It provided a relatively simple and straight forward approach to data collection with regards to the effect of principal/headmaster/supervisor leadership styles on teacher job performance in Basic Schools.

The questionnaire was efficient at getting information from the respondents in a short time and at relatively low cost. It also allowed anonymity which encourages frankness in responses on sensitive issues (Robinson, 2002). The structured questionnaire consisted of six (6) sections. Section A demanded responses on background information of respondents, section B dealt with issues surrounding transformational leadership style. Section C sought to identify transactional leadership style. Section D covered instructional leadership style. Section E looked at teacher job performance. Finally, section F tackled teacher creative self-efficacy. One weakness of the questionnaire is how to retrieve them when administered. The questionnaire was mostly Likert-type scale. Consistent with Dubinsky (1995); Pawar (2003); Stewart (2006) as cited in Nasra and Arar (2019) transformational leadership style was measured using items including “individualized consideration”, “idealized influence”, “intellectual stimulation” and “inspirational motivation”.

Transactional leadership style is measured by adopting and modifying that of Batista-Taran et al. (2006) cited in Nasra and Arar (2019). This study measured transactional

leadership style by asking questions as “In exchange for my efforts, my headmaster assists me”, “My headmaster expresses his requirements in a straightforward manner”; “If my expectations were met, my headmaster expresses his happiness”.

With inspiration from Hallinger and Murphy (1985) and Lyons (2010), instructional leadership style was also measured on four (4) dimensions as “Communicate the school goals”, “Supervise and evaluate instruction”, “protect instructional time” and “promote professional development”.

Teacher job performance in this study was measured with regards to Atsebeha (2016) and Saleem et al. (2020) who indicated that teacher job performance should be measured with five (5) indicators as “teaching and planning”, “classroom organization”, monitoring and evaluation”, “classroom atmosphere and discipline”, and “teacher leadership”.

The study measured teacher creative self-efficacy with reference to credible works from Wadei et al. (2020). The study adopted and modified existing credible work of self-efficacy by asking the respondents to provide responses to set of questions as “I am confident in my abilities to come up with creative solutions to challenges”; “I believe I am good at producing novel ideas to address problems”; “I have the capacity to further develop other people's ideas”.

The researcher collected an introductory letter from the Head of Department of Educational Leadership to seek permission from the various school heads to conduct the study. After permission was given, the researcher briefed the various heads on the purpose of the study and established rapport with them to enable the questionnaires to be administered to the teachers. Unclear items were explained. The questionnaire was thereafter administered to the respondents. The respondents were given two weeks to fill the questionnaire online and submit same. The researcher was able to retrieve a high rate of responses from respondents.

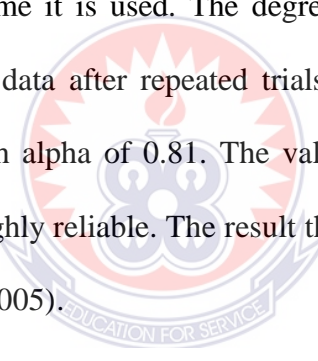


### **3.6 Pilot Testing**

The questionnaire was piloted to determine its validity and reliability. Thirty questionnaires were administered to thirty (30) teachers selected randomly from three basic schools within the Kumasi Metropolis which was inside the study area but has the same characteristics as the study area. The purpose of the piloting was to enable the researcher to determine the level of ambiguity and the appropriateness of the questions for corrections. Ambiguous and inappropriate items were either modified or deleted.

#### **3.6.1 Reliability**

According to White (2005), instrument reliability refers to an instrument's ability to produce similar findings every time it is used. The degree to which a research instrument produces consistent outcomes or data after repeated trials is referred to as reliability. The reliability test yielded a Cronbach alpha of 0.81. The value is red against the Likert scale which infers that from 0 to 1 is highly reliable. The result therefore meant that the instrument was highly reliable (Sarantakos, 2005).



#### **3.6.2 Validity**

The degree to which an instrument measures what it's supposed to measure is referred to as validity (White, 2005). To ensure the instruments' validity, the researcher worked closely with her supervisor, who assessed the relevance of each question in the instrument in relation to the study's goals.

### **3.7 Data Collection Procedure**

Questionnaires were used for data collection. A total of two hundred and fifty (250) questionnaires were administered to the respondents. The respondents were expected to rate

the leadership styles of their head teachers/principals based on a four-point Likert scale ranging from 1 - strongly disagree, 2 – Disagree, 3 – Agree and 4 - Strongly Agree. The respondents were further asked to rate their perceived creative self-efficacy levels which was also based on a six-point Likert scale ranging from 1 - strongly disagree, 2 – Disagree, 3 – Somewhat Disagree, 4 – Somewhat Agree, 5 – Agree and 6 - Strongly Agree). Projected figures for each of the fifteen basic schools range from 15 to 16 respondents were expected to fill the survey questionnaires. The questionnaire was administered over a period of four (4) weeks. Participation in the survey was voluntary. None of the respondents was force to fill the survey.

### 3.8 Data Analysis Plan

The data was cleaned with the goal of discovering any inaccuracies or errors, as well as any blank spots that had not been filled. To keep track of the responses, a codebook was created for the questionnaire. STATA version 14.0 was used to compute the data. To answer all the study questions, the data was evaluated using descriptive statistics such as percentages and frequency.

### 3.9 Model Specification and Estimation

This study assumes that all the relationships are linear. Therefore, the simple linear regression formula is follow to test all proposed relationships.

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon \quad \dots\dots\dots (1)$$

Where:  $Y$  = Dependent variable,  $X_1$  = Predict variable,  $\varepsilon$  = Residual error,  $\beta_0$  =  $Y$  – intercept,  $\beta_1$  = Regression coefficient.

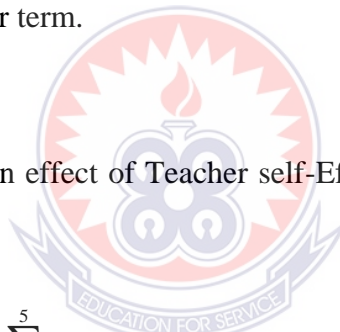
Therefore, the following regression model was employed to test the effect of Leadership styles on Teacher Job Performance.

$$TJP = \alpha + TFLS + \sum_{i=1}^5 \beta_1 \text{CONTROLS} + \varepsilon \dots\dots\dots (2)$$

$$TJP = \alpha + INLS + \sum_{i=1}^5 \beta_1 \text{CONTROLS} + \varepsilon \dots\dots\dots (3)$$

$$TJP = \alpha + TSLS + \sum_{i=1}^5 \beta_1 \text{CONTROLS} + \varepsilon \dots\dots\dots (4)$$

Where TJP= Teacher Job Performance,  $\alpha$  refers to constant term, TFLS= Transformational Leadership Style, INLS= Instructional Leadership Style, CONTROLS refers to five control variables and  $\varepsilon$  refers to the error term.



Finally, to test for the moderation effect of Teacher self-Efficacy (TSE), an interaction term is introduced as follows:

$$TJP = \alpha + (TFLS * TSE) + \sum_{i=1}^5 \beta_1 \text{CONTROLS} + \varepsilon \dots\dots\dots (5)$$

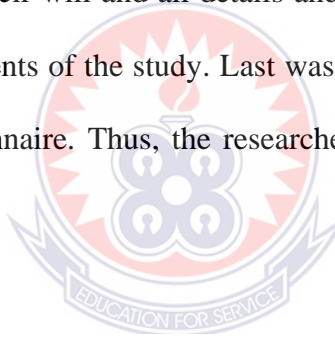
$$TJP = \alpha + (INLS * TSE) + \sum_{i=1}^5 \beta_1 \text{CONTROLS} + \varepsilon \dots\dots\dots (6)$$

$$TJP = \alpha + (TSLS * TSE) + \sum_{i=1}^5 \beta_1 \text{CONTROLS} + \varepsilon \dots\dots\dots (7)$$

Where TJP= Teacher Job Performance;  $\alpha$  refers to constant term; TFLS\*TSE= interaction term between Transformational Leadership Style and Teacher Self-Efficacy; INLS\*TSE= interaction term between Instructional Leadership Style and Teacher Self-Efficacy; TSLS\*TSE= interaction term between Transactional Leadership Style and Teacher self-Efficacy; CONTROLS refers to five control variables and  $\varepsilon$  refers to the error term.

### **3.10 Ethical Considerations**

Some ethical steps were taken in data collection, which made it possible to achieve a considerable response rate. Online questionnaire was used to minimize human contact and interference. This ensured that there was high rate of response. The respondents were also assured that the data was for academic purposes only, and their anonymity was of paramount interest to the researcher. To ensure that respondents fully understood the importance of the study, the objective of the study was explained to them upon the first visit to their schools. In addition to the above, respondents to the study were assured that the information provided would be treated strictly as confidential and information provided will be solely for academic purposes. No respondent to the study was coerced or forced to answer any part of the questionnaire that was against their will and all details and relevant instruction pertaining to the study were given to respondents of the study. Last was the issue of empathetic neutrality while administering the questionnaire. Thus, the researcher collects the data without being bias or judgmental.



### **3.11 Conclusion**

This chapter of the study has demonstrated clearly how the research objectives are going to be achieved. In conclusion, the study used a simple random sampling technique to sample the basic schools. The study thus collects data from the respondents after a questionnaire was drafted by the researcher and validated by the supervisor. The descriptive statistics, quantitative approach and regression analysis and correlation matrix were used in explaining the relationships that exist between the dependent and independent variables.

## **CHAPTER FOUR**

### **STUDY LIMITATION, RESULTS AND FINDINGS**

#### **4.1 Introduction**

This chapter of the study presents the results and findings of the empirical data collected from the heads and teachers of the fifteen basic schools found at Kumasi main, Asokore Mampong Municipal Assembly and Ejisu-Juaben Municipal Assembly.

A total of two hundred and fifty (250) questionnaires were distributed. However, 223 of the responses were valid, representing an excellent response rate of 89.2%. The data was edited to help identify omissions and inaccuracies, and it was organized in such a way that items and replies assessing the same notion were grouped together. The frequency counts for each category were done and the percentage distributions of the teachers' replies were displayed in tables. The chapter employs descriptive analysis, correlation analysis, and regression analysis to explain the gathered data in relation to the set research objectives of the study.

#### **4.2 Respondent's Demographics**

The ability of the principals and teachers surveyed for the study to give satisfactory responses/information with regards to the study depends largely on the background information. Thus, analysis on some key demographic characteristics was worthwhile. This study looked at the gender, age, educational level, position, longevity of service and marital status of the respondents. Analyses are as follows:

**Table 4.1: Demographic/Background Information**

<b>Variables</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>		
Male	118	52.91
Female	105	47.09
<b>Total</b>	<b>223</b>	<b>100.00</b>
<b>Age</b>		
21 – 30	27	12.11
31 – 40	161	72.20
41 – 50	35	15.70
51 - 60	0	0.00
<b>Total</b>	<b>223</b>	<b>100.00</b>
<b>Educational level</b>		
Teacher Certificate A	6	2.69
Diploma	14	6.28
Bachelor’s Degree	168	75.34
Master’s Degree	35	15.70
<b>Total</b>	<b>223</b>	<b>100.00</b>
<b>Longevity of Service</b>		
1 – 5 years	14	6.28
6 – 10 years	97	43.50
11 – 15 years	105	47.09
16 years and above	7	3.14
<b>Total</b>	<b>223</b>	<b>100.00</b>
<b>Marital Status</b>		
Single	56	25.11
Married	167	74.89
<b>Total</b>	<b>223</b>	<b>100.00</b>

Author’s construct from STATA

Source: Field Data, 2021

#### 4.2.1 Gender of the Respondents

As indicated on Table 4.1, the teachers provided information in relation to their gender. 118 of the respondents to this study were males while, 105 were females. This also reveals that, about 52.91% per cent of the respondents were males while 47.09 per cent were females. Majority of the respondents were males. This could possibly be due to the fact that male teachers outnumber the female teachers within the Kumasi Metropolis.

#### **4.2.2 Age of the Respondents**

From Table 4.1, the result indicates that 27 (12.11%) of the respondents were in between the ages of 21 and 30 years. This is followed by those in 31-40 age group who were 161 (72.20%), then 35 (15.70%) in the 41 – 50 age categories. None of the respondents indicated to be in the 51 – 60 years. From the findings, it is clear that most of the principals and teachers were between the ages of 31 and 40. This means that the teachers are relatively matured and can contribute towards matters relating to the impact of leadership styles on teacher job performance.

#### **4.2.3 Educational Level**

The study ascertained the educational background of the principals and teachers. 6 (2.69%) of the respondents have attained their Teacher Certificate A level of education. This was followed closely by 14 (6.28%) who have up to Diploma education, then 168 (75.34%) majority having attained their bachelor's degree. The remaining 35 (15.70%) insisted that they have acquired up to their Masters' level of education.

#### **4.2.4 Longevity of Service**

The length of service of the teachers was also ascertained by the study. The study found that 14 (6.28%) have served in their office for 1-5 years, followed by 97 (43.50%) who have working experience of about 6 – 10 years, then 105 (47.09%) majority have served for 11 – 15 years, with the remaining 7 (3.14%) who has at least 16 years of teaching experience. This means that most of the respondents have served their respective positions for a very long time; hence, it was deemed worthwhile sharing their experiences in relation to leadership styles and the extent of their job performance.

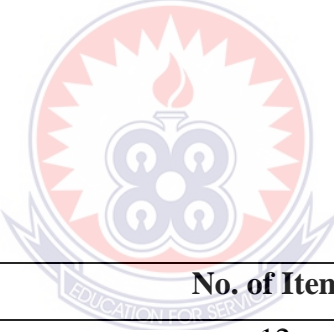
#### 4.2.5 Marital Status

With regards to the marital status, 56 (25.11%) of the respondents are single, with the remaining 167 (74.89%) indicating that they are married. The implication from most of the respondents being married is that they would be in the adequate capacity since they are married to be responsible enough, which may impact on their performance at work. It was therefore worthwhile ascertaining their marital status.

#### 4.3 Reliability Test

Reliability predicts whether a particular technique applied to the same object will produce the same outcomes each time. Thus, it is the quality of the measurement procedure that decides whether the same data would have been collected each time there is a repetition of the phenomenon.

**Table 4.2: Reliability Scale**



	Variables	No. of Items	Cronbach's Alpha
1	TFLS	12	0.915
2	TSLS	8	0.651
3	INLS	12	0.888
4	TJP	12	0.858
5	TSE	6	0.800

INLS=Instructional Leadership Style, TFLS=Transformational Leadership Style, TSLS=Transactional Leadership Style, TSE= Teacher Self-Efficacy, TJP=Teacher Job Performance

**Source: Field Data, 2021**

Bassioni et al. (2007) uses Cronbach Alpha as a measure of internal consistency as well as reliability. The generally agreed lower limit for Cronbach's alpha is 0.70 (70%) which may decrease to 0.60 in exploratory research. Generally, reliability increases with



respect to the number of items. According to Table 4.2 the alpha coefficient from the results of the transformational leadership style is 0.915, suggesting that the items have relatively high internal consistency. Transactional leadership style had a reliability coefficient of 0.651. This suggests that the result is acceptable for analysis. Reliability test for instructional leadership style showed the minimum alpha coefficient amongst the variables as it indicated a figure of 0.888. The alpha coefficient of teacher job performance was found to be 0.858 which is an indication that responses are reliable for policy implications. Lastly, the reliability statistics portray an alpha coefficient value of 0.800 for teacher self-efficacy. This suggests that the component is valid for analysis.

### **4.3 Descriptive Results**

This section of the chapter presents the descriptive analysis of the dimensions explored under each variable. It presents the analysis of the responses on transformational leadership style, transactional leadership style, instructional leadership style, teacher job performance and teacher self-efficacy. The descriptive statistics results are presented for each variable of interest for provide a better understanding on the relationship between the individual leadership styles and teacher job performance.

#### **4.5.1 Transformational leadership style**

Table 4.3 below presents the descriptive results with regards to transformational leadership style. The study analyzed some dimensions including individualized consideration, idealized influence, intellectual stimulation, and inspirational motivation.

**Table 4.3: Dimensions of Transformational Leadership Style**

<b>Details</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev</b>
<b>Individualized Consideration</b>					
My headmaster discusses his or her most significant ideals and views with us.	223	1	4	2.713	1.06
My headmaster expresses confidence in our ability to attain our objectives.	223	1	4	3.246	0.93
My headmaster emphasized the significance of a shared sense of purpose.	223	1	4	3.278	0.84
<b>Idealized Influence</b>					
My headmaster expresses confidence in our ability to attain our objectives.	223	1	4	3.215	0.78
My headmaster paints an enticing picture of the future.	223	1	4	2.869	0.96
My headmaster is quite upbeat about the future.	223	1	4	2.995	0.93
<b>Intellectual Stimulation</b>					
When it comes to fixing problems, my headmaster looks for several points of view.	223	2	4	2.901	0.72
My headmaster re-evaluates fundamental assumptions to see if they are still valid.	223	1	4	3.121	0.64
My headmaster makes me look at the task from a variety of perspectives.	223	1	4	2.995	0.93
<b>Inspirational Motivation</b>					
My headmaster devotes a significant amount of time to instructing and guiding me.	223	1	4	2.430	0.99
My headmaster assists group members in polishing their skills.	223	1	4	2.807	0.76
Rather than treating me as a group member, my headmaster treats me as an individual.	223	1	4	2.556	0.89
<b>Author's construct from STATA</b>					

**Source: Field Data, 2021**

Concerning individualized consideration, according to Table 4.3, majority of the teachers seem to indicate that the headmasters have confidence in the staff that they will achieve their goals, highlights the importance of having a collective sense of mission, and discuss with them about his/her important values and beliefs. this was realized when the teachers indicated mean values of 3.24, 3.27 and 2.71 which falls close to the highest scale of 4 as ranked on the questionnaire. This presents that the concept of individualized consideration is very important when discussing matters pertaining to transformational leadership style. Lee (2005) consistently asserted that when leaders provide their followers individual attention, their leader-member exchange connections are reinforced. Because their leaders frequently act as mentors and coaches, such followers feel a strong feeling of obligation to them (Lee, 2005).

Responses on idealized influence presents that their headmasters have a strong sense of idealized influence. By indicating mean values of 3.21, 2.99 and 2.86, it became evident that the headmasters of the various schools express their confidence that all set targets could be achieved, talks about the future with them optimistically, and articulates a compelling vision of the future. This indicates that the principals have a strong belief in the staff that all their perceptions could be achieved together. Similarly, Stewart (2006) stated that idealized influence refers to the way in which principals are viewed as motivating role models. They are admired, respected, and trusted by their peers. Leaders are recognized and pursued by followers.

With regards to intellectual stimulation, the respondents agreed that their principals re-examine critical assumptions, whether they are appropriate (3.12), explains to the staff to look at the task from several angles (2.99) and search for differing perspectives when solving problems (2.91). It can therefore be said that principals' efforts to expound on the intellectual capabilities of the staff. By so doing, the skill of the teachers is greatly enhanced to the extent

that solving problems become very easy by looking at the underlying challenge in various ways. The finding is similar to the work of Pawar (2003) who emphasized that intellectual stimulation apparently examined the extent in which the leaders stimulate their followers' endeavors to be innovative and creative. The staff becomes relatively specialized solve old organizational problems with a new perspective. Hunt (2014) discovered that intellectual stimulation is important, and that leaders play an active part in developing the abilities and potentials of their followers in various scenarios.

On inspirational motivation aspects under transformational leadership style, it was realized from the teachers that their headmasters help group members improve their strengths and treats each teacher as an individual rather than as a member of the group. This became evident when majority of the teachers indicated mean values of 2.80 and 2.55 to the items. On the other hand, majority of the teachers seem to indicate that their principals do not spend time in teaching and coaching them. This was realized when the respondents gave a mean value of 2.43 to the item, which falls close to the lowest scale of 1 as marked on the questionnaire. This result may stem from the fact that usually, principals have both administrative and academic obligations to meet and rather expect staff to be enlightened in every aspect of their jurisdiction. This is justified by the reason given by Hunt (2014) who stated that principals usually provide followers with work-related benefits and organizational resources beyond their expectations, meant to naturally guide and strengthen their followers without the need to critically spend time to teach and coach their staff.

#### **4.5.2 Transactional Leadership Style**

Table 4.4 below presents the descriptive results with regards to transactional leadership style.

**Table 4.4: Dimensions of Transactional Leadership Style**

Details	N	Min	Max	Mean	Std. Dev.
In exchange for my efforts, my headmaster assists me.	223	1	4	2.59	0.86
My headmaster expresses his requirements in a straightforward manner.	223	2	4	2.86	0.64
If my expectations were met, my headmaster expresses his happiness.	223	1	4	3.27	0.71
My headmaster pays close attention to rule violations and deviations from the established standard.	223	2	4	3.03	0.63
My headmaster makes a point of pointing out errors.	223	1	4	3.21	0.89
My headmaster only gets involved when there are issues.	223	1	4	2.41	0.99
My headmaster responds to problems only when they are really required.	223	1	4	2.53	1.05
If I don't trouble my headmaster, he or she won't bother me.	223	1	4	2.66	0.88

**Author's construct from STATA**

**Source: Field Data, 2021**

The teachers seem to show a strong conviction with regards to the transactional leadership style adopted by the principals. Majority of the teachers agreed that their headmaster becomes satisfied when expectations are met (3.27), draws teachers' attention when there are mistakes in the execution of their duties (3.21), and pays peculiar attention to the breaking of rules and deviation of set standards (3.03). Majority of them further indicated that their superiors make their expectations clearly to them (2.86), treat them equally as they treat them (2.66), assist in the exchange of teachers' efforts (2.59) and reacts to issues only

when necessary (2.53). However, most of the teachers disagreed that their principals intervene only when an issue comes up (2.41). A transactional leader, according to Sarros and Santora (2001), creates a comprehensible structure and delivers rewards to gain the support of his or her subordinates. The transactional leader rarely mentions punishment since followers already know that if they fail, they will be punished.

### **4.5.3 Instructional Leadership Style**

Table 4.5 below presents the descriptive results with regards to transactional leadership style. The dimensions of instructional leadership style adopted by the superiors as envisaged by the study revealed that the principals may choose to communicate the school goals, supervise, and evaluate instruction, protect instructional time, and promote professional development.

Analysis on headmasters communicating the school's goals indicated that headmasters discuss the school's academic purpose with teachers during meetings (3.49), ensure that teachers remain consistent with goals and direction of the school (3.46) and finally communicates the mission of the school to the members (3.24). It can be deduced from the responses that the principals consider it worthwhile to communicate the school's intended purpose to the staff. As an instructional leadership style, this may have the efficacy of improving upon the staff performance and consequently, greater academic performance by students. According to Blase & Blase (2000), educational leaders are involved in setting clear goals, allocating resources to instill discipline, and the like are all factors that influence teacher job performance (Blase & Blase, 2000).

**Table 4.5: Dimensions of Instructional Leadership Style**

<b>Details</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>Communicate the School Goals</b>					
My headmaster efficiently communicates the school's objective to the students.	223	1	4	3.24	0.93
At faculty meetings, my headmaster discusses the school's academic goals with the teachers.	223	2	4	3.49	0.75
My headmaster makes certain that teachers follow the school's aims and objectives.	223	2	4	3.46	0.66
<b>Supervise and evaluate instruction</b>					
My headmaster ensures that teachers' classroom priorities are in line with the school's aims and objectives.	223	2	4	3.24	0.70
When my headmaster evaluates classroom instruction, he looks at student work products.	223	2	4	3.43	0.61
On a regular basis, my headmaster performs informal classroom observations.	223	2	4	3.16	0.75
<b>Protect Instructional Time</b>					
Public address announcements are kept to a minimum by my headmaster.	223	1	4	2.75	1.02
During instructional time, my headmaster ensures that students are not summoned to the teachers' office.	223	1	4	3.22	0.80
My headmaster guarantees that students who are late or truant face explicit punishments for missing class time.	223	1	4	2.94	0.97
<b>Promote Professional Development</b>					
My headmaster ensures that staff participation in in-service programmes is in line with the school's objectives.	223	1	4	3.21	0.82
My headmaster ensures that the entire staff participates in crucial in-service programmes.	223	2	4	3.46	0.55
My headmaster makes an effort to include the entire staff in essential in-service events.	223	2	4	3.54	0.61

**Author's construct from STATA**

**Source: Field Data, 2021**

On supervision and evaluation of instruction, majority of the teachers agreed that headmasters review student work products when evaluating classroom instructions (3.43), makes sure that the classroom priorities of teachers are in line with the goals and directions of the school (3.24) and regularly conducts informal observations in classrooms (3.16). From the responses, it can be realized that the teachers who adopts instructional leadership style critically considers the supervision and evaluation aspects. This may be because, the teachers strongly believe that instructional leadership style critically depends on the ability of the teacher to supervise the course of academics and provide a formidable assessment correspondingly. In a similar spirit, Blase & Blase (2004) stated that school leaders have long felt that instructional leadership, which includes supervision, staff development, and curriculum development, helps schools improve (Blase & Blase, 2004).

With regards to protecting instructional time, it became evident from majority of the teachers that principals try much to ensure that students are not often called to the teacher's office during instructional time (3.22), makes sure that students who are tardy and truant undergo specific consequences for missing instructional time (2.94) and lastly, ensure that interruptions from public address system that may influence instructional time are significantly reduced (2.75). Ensuring that teachers follow instructional time could be beneficial. It may have the ability to ensure that the academic calendar is not interrupted. By protecting the instructional time, teachers can streamline their lessons in such a way that no student lags behind but follow concurrently with the discourse of the lessons. According to Blasé and Blasé (2004), protecting the instructional time is primarily concerned with teacher's commitment to duty, compliance with school rules, work spirit, completion of work on time, and relationship with colleague teachers.

Finally, on professional development, it was realized from most of the teachers that their principals try to obtain the participation of the whole staff in important in-service



activities (3.54), ensure that in-service activities attended by staff are in line with the school's vision (3.46) and makes sure that the whole staff contributes during in-service activities (3.21). The results predict that principals who have adopted the instructional leadership style apparently ensure that there is an optimal development of the staff they are working with. This may demonstrate to a large extent better academic performance through advancement in curriculum. The finding is consistent with Blase & Blase (2004) who opined that instructional leadership style leads to staff development and curriculum development which therefore facilitates schools' improvement.

#### **4.5.4 Teacher Job Performance**

Table 4.6 below presents the descriptive results with regards to Teacher Job Performance. Thus, the dimensions analysed under TJP are Teaching Planning, Classroom Organization, Monitoring and Evaluation, Classroom Atmosphere and Discipline, Teacher Leadership.

With regards to teaching plan, most of the teachers maintained that they plan very well so that they can be able to engage the students in class (3.78), plan very well for their lessons (3.65), and offer the needed opportunities for the students to be competitive enough (3.59). It seems that teachers plan ahead before engaging their students in lessons. This is very important as it signifies how well the teachers perform their duties. In the same vein, Ishak, et al. (2019) reported that teaching planning should basically be concerned about drafting lesson plans, class activities, and setting out activities that are carried out during lessons.

**Table 4.6: Dimensions of Teacher Job Performance**

<b>Details</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>Teaching Planning</b>					
I prepare very well for lessons.	223	3	4	3.65	0.47
In class, I plan to engage students.	223	2	4	3.78	0.41
I provide right opportunities for students to be competitive.	223	2	4	3.59	0.55
<b>Classroom Organization</b>					
I organize my assessment in accordance with the school assessment policy.	223	2	4	3.68	0.52
I use teaching time effectively.	223	3	4	3.52	0.66
I ensure that seating arrangements are well-organized.	223	2	4	3.71	0.45
<b>Monitoring and Evaluation</b>					
I keep a record of marks and track progress.	223	2	4	3.65	0.59
I regularly mark my workbooks.	223	3	4	3.68	0.46
I usually check school attendants by students and ensure that no learner falls behind.	223	3	4	3.68	0.46
<b>Classroom Atmosphere and Discipline</b>					
I manage class in a disciplined way.	223	3	4	3.65	0.47
I am able to communicate in an appropriate way.	223	3	4	3.65	0.47
I ensure that classrooms are clean and appropriately decorated.	223	3	4	3.71	0.45
<b>Teacher Leadership</b>					
I have a positive influence on learners.	223	3	4	3.78	0.41
The school's mission and vision are something I am familiar with and support.	223	3	4	3.70	0.45
I motivate my students to learn.	223	3	4	3.74	0.43

**Author's construct from STATA****Source: Field Data, 2021**

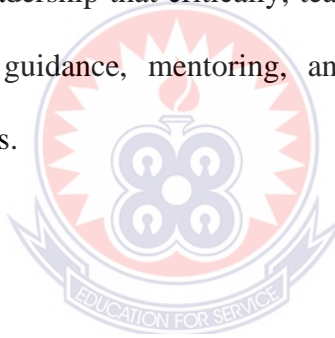
With respect to aspects of classroom organization, majority of the teachers indicated that they ensure seating arrangements are orderly organized (3.71), organizes their

assessment in accordance with the school's assessment policy (3.68) and use their teaching time effectively (3.52). This indicates that the teachers perform well by ensuring that the classrooms are well organized. This may demonstrate to a large extent, greater academic achievement with respect to the schools. Classroom organization, according to Parmenter (2015), entails arranging classroom furniture and student seating plans, understanding key information, being mindful of the classroom's physical settings, and involving students in learning. Monitoring and evaluation are vital components with regards to measuring the performance of teachers. As a way of measuring teacher job performance, this study looked at monitoring and evaluation aspects. Responses on monitoring and evaluation aspects under teacher job performance revealed that majority of the teachers agreed they regularly mark their record books (3.68), usually check school attendance, and ensure that no student falls behind (3.68) and keep record of marks and track progress (3.65). A cursory look at the responses on monitoring and evaluation depicts that, teachers do their best to regularly assess academic progress and performance of students. The implication is that teachers perform well in terms of monitoring and evaluating their students. Examinations, homework checking, and other associated judgment procedures are all included in student learning evaluation methods, according to Brookhart (2010), who studied on teacher job performance.

With regards to classroom atmosphere and discipline, it became evident from most of the respondents that they ensure that classrooms are clean and appropriately decorated (3.71), tries their best manage class in a disciplined way (3.65) and communicate to the students in an appropriate way (3.65). A positive classroom atmosphere and discipline is key to ensuring an effective and efficient flow of the academic course. As a matter of fact, research into classroom atmosphere and discipline is deemed worthwhile. Looking at the responses on classroom atmosphere and discipline, it can be realized that there is a friendly atmosphere exist within the various classrooms. Moreover, teachers ensure that discipline is instilled at

the various classrooms. According to Badstra (2016), maintaining a safe, healthy, friendly, and fair classroom environment for optimal learning and appropriate and conducive communication constitutes classroom atmosphere and discipline.

The study found out from the respondents on the dimensions of teacher leadership as an aspect of teacher job performance indicated that most of the teachers agreed to have a positive influence on learners (3.78) are aware of and support the mission and vision of the school (3.70) and finally motivate students to learn effectively (3.74). The implications of the findings suggest that greater efforts are put exerted to ensure that teachers impact positively on the performance of students. This may go a long way to have a greater influence academically on the learning abilities of the students. Badstra (2016) also reported similar findings in relation to teacher leadership that critically, teacher leadership must entail issues related to student motivation, guidance, mentoring, and having positive influence on academic achievement of students.



#### 4.5.5 Teacher Self-Efficacy

Table 4.7 below presents the descriptive results with regards to teacher self-efficacy.

**Table 4.7: Dimensions of Teacher Self-Efficacy**

<b>Details</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev.</b>
I am confident in my abilities to come up with creative solutions to challenges.	223	4	6	5.34	0.59
I believe I am good at producing novel ideas to address problems.	223	4	6	4.90	0.72
I have the capacity to further develop other people's ideas.	223	4	6	5.05	0.86

**Author's construct from STATA**

**Source: Field Data, 2021**

The study found out from majority of the teachers that they are confident in their ability to solve problems creatively (5.34), have the capacity for further developing the ideas of others (5.05) and feel that they are good at generating novel ideas to solve problem (4.90). The result on teacher self-efficacy suggests that the teachers are creative when it comes to finding solutions to some challenges they face in the discharge of their duties. The extent of their creative ability to solve complex issues could positively influence their performance. The result is consistent with the findings of Javed et al. (2019) who indicated that in order for an employee to demonstrate a great deal of teacher self-efficacy, the teacher should have the confidence that he/she can accomplish creative tasks efficaciously. They must also have some sources of perseverance and tenacity derived from the normative standards established by principals. These standards motivate and enable people to continue their creative activities, even in the face of setbacks and disappointments (Brown et al., 2005; Javed et al., 2019).

#### 4.6 Correlation Analysis

The correlation Analysis of the variables of interest is presented in Table 4.8 below. The Correlation analysis is in turned to display the relations among the variables of interest.

**Table 4.8: Correlation Analysis**

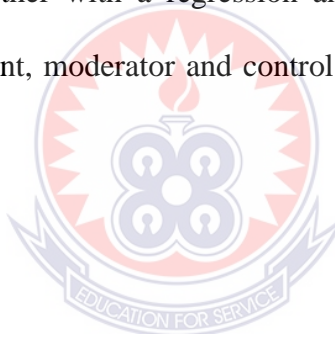
	<b>TJP</b>	<b>TFLS</b>	<b>TSLs</b>	<b>INLS</b>	<b>TSE</b>
<b>TJP</b>	1.00				
<b>TFLS</b>	0.32*	1.00			
<b>TSLs</b>	0.14*	0.45	1.00		
<b>INLS</b>	0.52*	0.33	0.37	1.00	
<b>TSE</b>	0.62*	0.25*	-0.05	0.14	1.00

INLS=Instructional Leadership Style, TFLS=Transformational Leadership Style, TSLs=Transactional Leadership Style, TSE= Teacher Self-Efficacy, TJP=Teacher Job Performance, \*Correlation is significant at 5% level.

**Author's construct from STATA**

**Source: Field Data, 2021**

Transactional leadership style shows a weak positive linear link with teacher job performance, according to the correlation coefficient estimates at 0.32. The correlation is significant at 5% level. Transactional leadership style also has a positive and statistically significant correlation with teacher job performance at 0.14. The relationship is found to be significant at 5% level. The results found out that instructional leadership style and teacher job performance has a strong positive linear association with each other at 0.52, significant at 5% level. The correlation results revealed a positive and a statistically significant correlation between teacher self-efficacy and teacher job performance at 0.62. The results indicate that married teachers have a weak negative linear association with teacher job performance at 0.16. However, since correlation suggests predictive statements that can be exploited in practice, the study proceeds further with a regression analysis which presents the actual causal effects that the independent, moderator and control variables has with the dependent variable of the study.



#### **4.7 Regression Results**

The sub-sections of this section present the regression results in accordance with the research objectives. As a result, the empirical findings on the effects of leadership styles on teacher job performance, as well as the moderating effects of leadership styles on teacher job performance, are presented.

##### **4.7.1 The Impact of Transformational Leadership Style on Teacher Job Performance**

This relationship is presented in Table 4.9 below. Here, the study seeks to provide an empirical basis to affirm or reject hypothesis 1.

**Table 4.9: Regression Results for Transformational Leadership Style and Teacher Job Performance**

<b>Hypothesized Paths:</b>			
<b>Regressors:</b>	<b>Beta</b>	<b>T-Statistics</b>	<b>Sig.</b>
Constant	45.98	24.71	0.000
Transformational Leadership Style	0.291	7.56	0.000
<b>Control Paths:</b>			
Gender	-0.64	-0.12	0.904
Age	-2.47	-4.74	0.000
Education	-1.12	-3.48	0.001
Longevity of service	-0.87	-3.58	0.000
Marital Status	-2.28	-4.39	0.000
<b>Fit Indices:</b>			
R <sup>2</sup>		0.54	
Adjusted R <sup>2</sup>		0.52	
F-Statistics		11.61	
<b>P-value</b>		<b>0.000</b>	

**Author's construct from STATA**  
**Source: Field Data, 2021**

The R<sup>2</sup> of the study recorded a value of 0.52, which is an indication that the independent variable of the study explains about 52% of teacher job performance. Also, with the computed F-statistic of 11.61 being significant at the p-value of 0.000, the regression is deemed statistically significant. According to Table 4.9, transformational leadership style has a positive and a statistically significant impact on teacher job performance. This effect was found to be statistically significant at 1% level. The meaning of the estimated coefficient is that when teachers adopt transformation leadership style, they tend to improve upon their job performance by 0.29. The result is consistent with Baig et al (2019) who reported that transformational leadership style has a positive and a significant impact on performance.

With regards to the control variables, age, education, longevity of service and marital status has a negative and statistically significant impact on teacher job performance.

#### 4.7.2 The Impact of Transactional Leadership Style on Teacher Job Performance

This relationship is presented in Table 4.10 below. Here, the study seeks to provide an empirical basis to affirm or reject hypothesis 2.

**Table 4.10: Regression Results for Transactional Leadership Style and Teacher Job Performance**

<b>Hypothesized Paths:</b>			
<b>Regressors:</b>	<b>Beta</b>	<b>T-Statistics</b>	<b>Sig.</b>
Constant	44.49	14.04	0.000
Transactional Leadership Style	0.13	1.45	0.148
<b>Control Paths:</b>			
Gender	0.23	0.39	0.699
Age	-0.89	-1.68	0.095
Education	0.09	0.30	0.762
Longevity of service	-0.22	-0.85	0.395
Marital Status	-1.13	-1.90	0.058
<b>Fit Indices:</b>			
R <sup>2</sup>		0.05	
Adjusted R <sup>2</sup>		0.02	
F-Statistics		2.02	
<b>P-value</b>		<b>0.053</b>	

**Author's construct from STATA**

**Source: Field Data, 2021**

Transactional leadership style, according to Table 4.10, has a positive impact on teacher job performance. However, this relationship is found to be statistically insignificant at 5% level. Thus, transactional leadership style adopted by the teachers does not have any significant influence on their job performance. The results of the study are similar to that of



Baig et al (2019), who also documented that transactional leadership style was found to have no significant influence on employee performance. With respect to the control variables, age and marital status was found to have a negative and statistically significant impact on teacher job performance.

#### 4.7.3 The Impact of Instructional Leadership Style on Teacher Job Performance

This relationship is presented in Table 4.11 below. Here, the study seeks to provide an empirical basis to affirm or reject hypothesis 3.

**Table 4.11: Regression Results for Instructional Leadership Style and Teacher Job Performance**

<b>Hypothesized Paths:</b>			
<b>Regressors:</b>	<b>Beta</b>	<b>T-Statistics</b>	<b>Sig.</b>
Constant	33.04	13.13	0.000
Instructional Leadership Style	0.30	8.47	0.000
<b>Control Paths:</b>			
Gender	0.07	0.15	0.882
Age	-0.31	-0.67	0.502
Education	0.14	0.55	0.580
Longevity of service	-0.04	-0.22	0.843
Marital Status	-0.40	-0.79	0.428
<b>Fit Indices:</b>			
R <sup>2</sup>		0.28	
Adjusted R <sup>2</sup>		0.26	
F-Statistics		14.15	
<b>P-value</b>		<b>0.000</b>	

**Author's construct from STATA**

**Source: Field Data, 2021**

Instructional leadership style was also found to have a positive and a statistically significant impact on teacher job performance at 0.30. This finding is statistically significant at 1% level. The estimated coefficient suggests that teachers' impact positively on their job performance when headmasters adopt instructional leadership style. In the same vein,

Atsebeha (2016) found out that all the leadership styles aside directive leadership style has a positive and a statistically significant impact on teacher job performance.

#### 4.7.4 The Moderating Effects of Teacher Self-Efficacy in the Association between Leadership Styles and Teacher Job Performance

The moderating effects of TSE on the relationships between transformational leadership style and teacher job performance are presented in Table 4.12 below. Here, the study seeks to provide an empirical basis to affirm or reject hypotheses 4, 5, and 6.

**Table 4.12: Regression Results for the Moderating Effect of Teacher Self-Efficacy on the Association between Leadership Styles and Teacher Job Performance**

<b>Hypothesized Paths:</b>			
<b>Regressors:</b>	<b>Beta</b>	<b>T-Statistics</b>	<b>Sig.</b>
Constant	-129.28	-5.60	0.000
TFLS	-0.05	-0.20	0.845
TSLs	1.27	1.61	0.108
INLS	3.23	6.06	0.000
TSE	6.11	7.52	0.000
TSE*TFLS	0.008	0.75	0.452
TSE*TSLs	-0.04	-1.58	0.116
TSE*INLS	0.11	5.73	0.000
<b>Control Paths:</b>			
Gender	-0.48	-1.50	0.134
Age	-0.61	-1.34	0.181
Education	-1.06	-4.06	0.000
Longevity of service	-0.35	-1.57	0.119
Marital Status	0.27	0.65	0.514
<b>Fit Indices:</b>			
R <sup>2</sup>		0.74	
Adjusted R <sup>2</sup>		0.73	
F-Statistics		52.22	
<b>P-value</b>		<b>0.000</b>	

**Author's construct from STATA**  
**Source: Field Data, 2021**

Instructional leadership style and teacher self-efficacy were both shown to have a favorable and statistically significant impact on teacher job performance at 3.23 and 6.11, respectively, according to Table 4.12. A positive and statistically significant coefficient of 0.11 was found in the interaction between instructional leadership style and teacher self-efficacy. This shows that teacher self-efficacy strengthens the link between instructional leadership style and classroom performance. The results are consistent with Tierney and Farmer (2002) said that employees' creative levels at work are usually obtained by those who are deemed to be highly self-efficacious because they proactively initiate creative solutions and so enjoy and continue to undertake creative activities.



## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

#### 5.1 Introduction

The purpose of this chapter is to provide the study's empirical findings and to make policy recommendations to aid the fifteen basic schools in Kumasi main, Asokore Mampong Municipal Assembly, and Ejisu-Juaben Municipal Assembly improve teacher performance. The chapter is in three main sections. Section 5.2 presents a summary of the findings. Conclusion is given in section 5.3 and lastly, section 5.4 presents the recommendations and some proposed future research direction.

#### 5.2 Summary of Findings

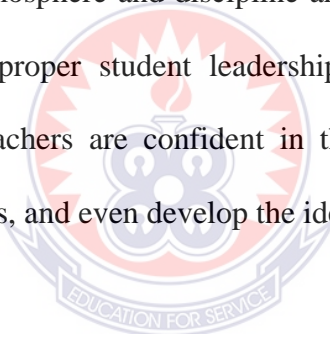
This section of the chapter presents the summary of the findings in the previous chapter. Again, this has been done to reflect the study objectives. The result on the demographic characteristics indicates that majority of the employees sampled for the study were males.

Most of the employees were found to be within the 31 and 40 age group, suggestive of the fact that majority of the teachers sampled for the study are matured to take their own decisions pertaining to issues that matters to them. The greater percentage of them has been working with this mining firm 11-15 years. Bachelor's degree holders constituted about 75.34% of the employees sampled, suggestive of the premise that they have acquired at least some level of academic knowledge necessary to help them in making cogent decisions. Majority of the teachers are married, which may indicate a high sense of responsibility.

The respondents agreed to the aspects under transformational leadership style. By indicating mean values closer to the largest scale of the individual aspects, the respondents

seem to agree that principals take a critical look at the individualized consideration, ensure idealized influence, intellectually stimulate staff, and finally motivate the staff through inspiration. With respect to transactional leadership style, headmasters were found to formulate expectations clearly, aid in exchange for staff effort, draws attention to mistakes, shows satisfaction when expectations are met, and reacts to problems when necessary. On instructional leadership, it became clear from majority of the respondents that the principals communicate the school goals, supervise, and evaluate instruction, protect instructional time, and promote professional development.

Analysis from the teacher job performance indicated that the teachers plan for their lessons, organize class sessions, monitor and evaluate students' academic performance, ensure an enabling classroom atmosphere and discipline and finally ensure that they impact positively on students through proper student leadership. With respect to teacher self-efficacy, it was realized that teachers are confident in their capacity to solve problems, generate ideas in solving problems, and even develop the idea of other staff.



### **5.2.1 The Impact of Transformational Leadership Style on Teacher Job Performance**

The first specific objective was to ascertain the impact of transformational leadership style on teacher job performance. The analysis indicated a positive and a statistically significant impact of transformational leadership style on teacher job performance. This suggests that a leader who adopts transformational leadership style improves teacher job performance.

### **5.2.2 The Impact of Transactional Leadership Style on Teacher Job Performance**

The second specific objective was to ascertain the impact of transactional leadership style on teacher job performance. The analysis indicated a positive but a statistically

insignificant impact of transactional leadership style on teacher job performance. This suggests that transactional leadership style has no impact on teacher job performance.

### **5.2.3 The Impact of Instructional Leadership Style on Teacher Job Performance**

The third specific objective was to examine the impact of instructional leadership style on teacher job performance. The finding showed a positive and a statistically significant relationship between instructional leadership style and teacher job performance. This indicates that leaders who adopt instructional leadership style improve teacher job performance.

### **5.2.4 The Moderating Effect of Teacher Self-Efficacy on the Association between Leadership Styles and Teacher Job Performance**

The fourth objective was to examine the moderating effect of teacher self-efficacy on the relationship between leadership styles and teacher job performance. The results of the interaction of the teacher self-efficacy and the instructional leadership style indicate a positive coefficient suggestive of the fact that teacher self-efficacy reinforces the relationship that exist between instructional leadership and teacher job performance. The implication is that instructional leadership style which leads to better teacher performance is further strengthened when teachers are self-efficacious.

## **5.3 Conclusion**

The objective of the study was to ascertain the impact of leadership style on teacher job performance among 15 schools found within the Kumasi Metropolitan Assembly, Asokore Mampong Municipal Assembly and Ejisu-Juaben Municipal Assembly.

Specifically, the study sought to examine the impact of transformational leadership style on teacher job performance, the impact of transactional leadership style on teacher job performance, the impact of instructional leadership style on teacher job performance and finally to assess the moderating effect of teacher self-efficacy on the association between leadership styles (i.e., transformational, transactional, and instructional) and teacher job performance.

The study found out that principals who adopt the transformational leadership style within their institutions are likely to improve upon teacher job performance. Further, principals who adopt transactional leadership were found not to have any formidable impact on teacher job performance.

Again, the results indicate that headmasters with instructional leadership abilities have a positive influence on the performance of teacher job performance.

Finally, teacher creative self-efficacy was found to support the positive impact of instructional leadership style adopted by headmasters on teachers' performance. Hence, policies targeted at ensuring an enhanced teacher performance should consider transformational and instructional leadership style since they lead to a better performance of teachers.

#### **4.2 Limitations of the Study**

The research work mainly focused on basic schools within three municipalities of the Kumasi Metropolis of the Ashanti region of Ghana, which are used as a representative of the entire population size of the Kumasi Metropolis. Because this research is limited to basic schools, it only considers a sample of teachers and principals from the Kumasi Metropolis of Ashanti Region, rather than the entire Ashanti Region of the country. As a result, the outcome of this research can only be applied to schools in the Ashanti region's Kumasi

Metropolis. Although the findings may have ramifications for the future, however, they cannot be applied to all of Ghana's elementary schools. Future research will be required to extend this to cover a wider scope of the basic schools in Ghana, in order to make a complete generalization of the outcome.

#### **5.4 Recommendations**

Based on the findings revealed by the study, the researcher believes that if the following recommendations are well implemented, it will help improve upon the teacher job performance realizing their relationship with transformational, transactional, and instructional leadership styles. The study found a positive and a statistically significant impact of transformational and instructional leadership on teacher job performance. These findings indicate that transformational and instructional leadership styles lead to better teacher performance. It is therefore suggested that the school authorities continue to pursue appropriate policies that will appoint leaders with transformational and instructional traits realizing they positively influence teacher performance. This can be done by increasing the awareness of heads of school on the role of transformational and instructional style of leadership play on the performance of teachers. On the other hand, the results indicate that teacher self-efficacy reinforces the positive impact that instructional leadership style has on teacher job performance. It can therefore be suggested that principals must ensure that operational policies within their institutions have teacher creative self-efficacy as one of their core mandates. This would seek to boost the confidence of the teachers to be able to adapt and become more creative in solving complex/challenging situations as they occur. By increasing the confidence in teachers, instructional leadership style adoption becomes easy, which then improves teacher performance.



### **5.5 Future Research Direction**

Future research direction may consider alternative variables as moderating mechanisms, such as employee work passion and trust in leader alongside with leadership styles and related outcomes. These variables have been identified as important variables within the psychology of emotions literature. Also, future research can consider a comparative study within the Basic and Secondary schools. Finally, this present study could be conducted again by expanding the population size. This is because in this study only three municipal education directorates were used for the purpose of generalization.



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## APPENDIX A

NAME: CYNTHIA OSEI

MA EDUCATIONAL LEADERSHIP 2020

STUDENT ID: 1143722

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This research work is undertaken to examine the impact of leadership styles on teacher job performance in the Kumasi Metropolis of Ghana. In addition, the role of teacher self-efficacy is also examined. The findings of the study will benefit the educational leaders. All information you provide will be treated as confidential and anonymous and will only be used for the purpose of academic research. Thank you

### QUESTIONNAIRE FOR TEACHERS

#### SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

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1. What is your gender?

(a) Male( )                      (b) Female( )

2. What is your age?

(a) 21-30( )                      (b) 31-40( )                      (c) 41-50( )                      (d) 51- 60( )

3. What is your highest academic qualification?

(a) Teacher Certificate A( )                      (b) Diploma( )                      (c) Bachelor's Degree( )                      (d) Master's Degree( )

4. For how long have you been teaching?

(a) 1 – 5 years( )                      (b) 6 –10 years( )                      (c) 11 – 15 years( )                      (d) 16 years and above( )

5. Marital Status

(a) Married( )                      (b) Single( )

#### SECTION B: TRANSFORMATIONAL LEADERSHIP STYLE

The following are the statements on the transformational leadership style adopted by teachers and heads in the basic schools. Read each statement carefully and indicate your agreement or

disagreement. Tick [√] as appropriate. 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

	<b>Items</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Individualized Consideration</b>				
6	My headmaster discusses his or her most significant ideals and views with us.				
7	My headmaster expresses confidence in our ability to attain our objectives.				
8	My headmaster emphasized the significance of a shared sense of purpose.				
	<b>Idealized Influence</b>				
9	My headmaster expresses confidence in our ability to attain our objectives.				
10	My headmaster paints an enticing picture of the future.				
11	My headmaster is quite upbeat about the future.				
	<b>Intellectual Stimulation</b>				
12	When it comes to fixing problems, my headmaster looks for several points of view.				
13	My headmaster re-evaluates fundamental assumptions to see if they are still valid.				
14	My headmaster makes me look at the task from a variety of perspectives.				
	<b>Inspirational Motivation</b>				
15	My headmaster devotes a significant amount of time to				

	instructing and guiding me.				
16	My headmaster assists group members in polishing their skills.				
17	Rather than treating me as a group member, my headmaster treats me as an individual.				

### SECTION C: TRANSACTIONAL LEADERSHIP STYLE

The following are the statements on the transactional leadership style adopted by teachers and heads in the basic schools. Read each statement carefully and indicate your agreement or disagreement. Tick [√] as appropriate. 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

	Items	4	3	2	1
18	In exchange for my efforts, my headmaster assists me.				
19	My headmaster expresses his requirements in a straightforward manner.				
20	If my expectations were met, my headmaster expresses his happiness.				
21	My headmaster pays close attention to rule violations and deviations from the established standard.				
22	My headmaster makes a point of pointing out errors.				
23	My headmaster only gets involved when there are issues.				
24	My headmaster responds to problems only when they are really required.				

25	If I don't trouble my headmaster, he or she won't bother me.				
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#### **SECTION D: INSTRUCTIONAL LEADERSHIP STYLE**

The following are the statements on the instructional leadership style adopted by teachers and heads in the basic schools. Read each statement carefully and indicate your agreement or disagreement. Tick [√] as appropriate. 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

	<b>Items</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Communicate the school goals</b>				
26	My headmaster efficiently communicates the school's objective to the students.				
27	At faculty meetings, my headmaster discusses the school's academic goals with the teachers.				
28	My headmaster makes certain that teachers follow the school's aims and objectives.				
	<b>Supervise and evaluate instruction</b>				
29	My headmaster ensures that teachers' classroom priorities are in line with the school's aims and objectives.				
30	When my headmaster evaluates classroom instruction, he looks at student work products.				
31	On a regular basis, my headmaster performs informal classroom observations.				
	<b>Protect instructional time</b>				
32	Public address announcements are kept to a minimum				

	by my headmaster.				
33	During instructional time, my headmaster ensures that students are not summoned to the teachers' office.				
34	My headmaster guarantees that students who are late or truant face explicit punishments for missing class time.				
	<b>Promote Professional Development</b>				
35	My headmaster ensures that staff participation in in-service programmes is in line with the school's objectives.				
36	My headmaster ensures that the entire staff participates in crucial in-service programmes.				
37	My headmaster makes an effort to include the entire staff in essential in-service events.				

### SECTION E: TEACHER JOB PERFORMANCE

The following are the statements intend to assist the researcher to measure teacher's job performance. Read each statement carefully and indicate your agreement or disagreement. Tick [√] as appropriate. 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), 1-Strongly Disagree (SD).

	Items	4	3	2	1
	<b>Teaching Planning</b>				
38	I prepare very well for lessons.				
39	In class, I plan to engage students.				
40	I provide right opportunities for students to be competitive.				

	<b>Classroom Organization</b>				
41	I organize my assessment in accordance with the school assessment policy.				
42	I use teaching time effectively.				
43	I ensure that seating arrangements are well-organized.				
	<b>Monitoring and Evaluation</b>				
44	I keep a record of marks and track progress.				
45	I regularly mark my work books.				
46	I usually check school attendants by students and ensure that no learner falls behind.				
	<b>Classroom Atmosphere and Discipline</b>				
47	I manage class in a disciplined way.				
48	I am able to communicate in an appropriate way.				
49	I ensure that classrooms are clean and appropriately decorated.				
	<b>Teacher Leadership</b>				
50	I have a positive influence on learners.				
51	The school's mission and vision are something I am familiar with and support.				
52	I motivate my students to learn.				

## SECTION F: TEACHER SELF-EFFICACY

The following statements intend to assist the researcher to measure teacher's creative self-efficacy. Read each statement carefully and indicate your agreement or disagreement. Tick

[√] as appropriate. 1-Strongly Disagree (SA), 2- Disagree (D), 3-Somewhat Disagree (SD), 4-Somewhat Agree (SA), 5-Agree (A), 6-Strongly Agree (SA).

	<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	<b>Teacher Creative Self-Efficacy</b>						
53	I am confident in my abilities to come up with creative solutions to challenges.						
54	I believe I am good at producing novel ideas to address problems.						
55	I have the capacity to further develop other people's ideas.						

