

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURSHIP DEVELOPMENT

ASSESSING FEMALE HEADTEACHERS TRANSFORMATIONAL
LEADERSHIP PRACTICE FOR SCHOOL IMPROVEMENT IN THE JUNIOR
HIGH SCHOOLS IN THE JASIKAN DISTRICT



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**A Dissertation in the Department of Educational Leadership, Faculty of
Education and Communication Sciences submitted to the School of Graduate
Studies, Akenten Appiah-Menka University of Skills Training and
Entrepreneurial Development, in partial fulfilment of the requirements for
award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2021

DECLARATION

STUDENT'S DECLARATION

I, ESTHER OTSIN, 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 and presentation of this was supervised in accordance with the guidelines on supervision of dissertation as laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

NAME OF SUPERVISOR: SR. DR. MARY ASSUMPTA AYIKUE

SIGNATURE.....

DATE:

DEDICATION

To my entire family.



ACKNOWLEDGMENT

First, I give praise to the almighty God for how far he has brought me. Indeed, without Him I can do nothing. Next, my profound gratitude goes to my supervisor Sr. Dr. Mary Assumpta Ayikue her comments, guidance and critical criticisms have been very constructive and useful to this project. Finally, I would like to express my gratitude to all persons who accepted to provide information to support this thesis. I wish all contributors to this work God's blessings.

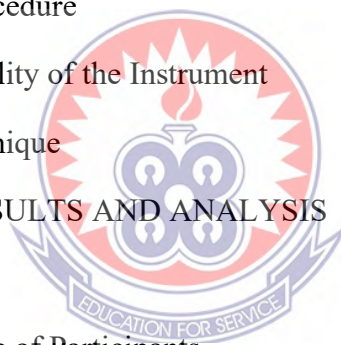


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ABSTRACT

This study examined the influence of female transformational leadership practice for school improvement. The descriptive correlational survey was deployed as a research design and the quantitative research methods. The reliability test yielded Cronbach Alpha of 0.94 depicting the appropriateness of the questionnaire for data collection. Data was collected from 60 teachers (workers) from 10 out of 14 schools basic and secondary schools with female principals. Questionnaire was used to collect data from the participants for the study. Descriptive statistics were used for the study. Findings revealed that there are somewhat high levels of transformational leadership among female principals. The study also revealed that the practice of transformational leadership among female principals does not depend on educational qualification. However, at 95% confidence level, there is strong positive relationship between the practice of transformational leadership and school improvement. Again, female principal transformational leadership in terms of individualised consideration and inspirational motivation positively influence school improvement, intellectual stimulation and idealised influence have significant influence. The study recommended there should be focus on creating a positive school climate for all participants in educational process which would make the school a “better place for living and learning” and that can be achieved by the practice of transformational leadership style.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This section of the investigation dwells on the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation/scope of the study, limitation of the study, definition of terms and finally, organization of the study.

1.1 Background of the Study

In schools, leadership effectiveness and quality of education have always been concerns of educators and the general public. A school's promotion of educational outcomes can only be achieved if its principal and all its teachers recognize the significance and goals of education and make appropriate efforts. School leadership is a complex constellation of behaviours and cultures in an educational system that influences pupils, staff performances and general educational improvement. It drives innovations, charisma, and relations. Leadership is about relationships universal differences or otherness (Aboagye, 2015); leadership is what leaders do to influence different people in order to do extraordinary things that becomes the hub of transformation, values creation and transfer, and the realization of collective dreams (Kouzes & Posner, 2002). Hence, school leadership in Ghana should be effective to bring about efficiency and results. School leadership can influence resource management, administrative controls, school culture, team efforts, and a myriad of transformative ideas for both pupils and staffs' performances.

Fullan (2002) argued that school success depends on the quality of the principal. Principals play an essential role in modelling appropriate behaviours,

establishing a clear set of goals, and creating an instructional purpose (Schnuck, Pintrich, & Meece, 2008), however, the success of principals to effectively playing their roles leads to leadership. The quality of principal leadership can greatly affect many facets of school success. School leaders are called on to manage day-to-day operations, while also being savvy enough to lead their staff through profound changes (Kurt, Duyar & Çalik, 2011).

Among the various leadership styles, transformational leadership is regarded one of the central and most influential leadership models in the field of education administration (Bush, 2014; Hallinger, 2010). Transformational leadership, as a modern style of leadership with contemporary significance, has become the focus of academic circles in recent years (Gong and Fan, 2009). The concept of school heads' transformational leadership is an extension of the theory in the field of education. A school head who enacts transformational leadership seeks to raise teachers' awareness of the importance of undertaking the task of education by stimulating their high-level needs. The objective is to build and establish an atmosphere of mutual trust between school heads and teachers, and to urge teachers to sacrifice their own interests for the development of the school by devoting themselves to exceeding educational performance expectations of their school (Bass, 1995).

School principal's transformational leadership is an essential assumption of successful school activity in change process at schools (Navickaite & Janiunaite, 2012). Principal leadership has been identified as a critical management skill to motivate a group of people towards the attainment of a common goal (Bello, Ibi, & Bukar, 2016). Principal supportive leadership is instrumental in reducing teacher anxiety, isolation, frustration and regulating staff behaviours (Ackah-Jnr, 2018).

Successful school improvement is 70-90 percent leadership and only 10-30 percent management (Kotler, 1996). It is widely recognized and agreed that one of the essential factors influencing school effectiveness is the nature and quality of the leadership and management provided by each school head (Commonwealth Secretariat, 1993). This study therefore seeks to assess transformational leadership among female principals in the Ghanaian educational system and how such practices help to influence the development of schools.

1.2 Problem Statement

Educational leadership has changed and evolved over the years as a result of dramatic changes in the external environment. School heads or leaders face complex and demanding challenges in their quest to educate children, especially in the 21st century. As a result, performing the role of the school head requires more than effective leadership practices (De Pree, 1989). Aside from providing instructional leadership, today's principals face challenges that include budget reduction amidst increased school enrolment, school insecurity caused by general societal insecurity, accountability, quality issues, public relations as well as the onerous task of managing teachers who will prepare students to become global citizens. These are daunting tasks for school administrators. These demands have brought a new focus on principals who are at the forefront of secondary education.

In the Ghana Educational Service (GES), school leadership is important for educational improvement. It is supposed to be effective, strategic and transformative in our schools (Afful-Broni, 2004). This stems from the fact that many public schools in Ghana are failing to achieve credible results at the basic levels (Kadingdi, 2006). Kitavi and Van der Westhuizen (2002) indicated that despite the crucial role of the principal (headteacher), the process wherein they are trained, inducted, and in-

serviced is ill suited to the development of effective and efficient school leaders. The situation is not different in Ghana. Despite improvement in educational reforms in Ghana in recent times which has seen the leadership development of principals in schools, questions remain as to how frequent and effective training towards leadership developments are. This is especially with reference to schools the deprived districts and areas across the country, including the Jasikan District. Sometimes individuals are promoted to the head teacher (principal) position without extensive leadership training. Also, there are no educational institutions that focus solely on preparing head teachers to lead basic schools. Hence, Ghana faces a leadership challenge with respect to the preparation of head teachers who have experienced rigorous training in leadership.

Unlike previous studies which focus on principal transformational leadership in schools generally (Dankwa, 2013; Zhang, 2008; Yang, 2013; Nedelcu, 2013), relating it to commitment and value re-orientation (Imo & Ekpenyong, 2018), satisfaction (Novitasari, 2020), motivation (Adarkwah & Zeyuan, 2020; Williams, 2018) and academic achievement (Wang, 2019), this study looked at the issue understudy from the perspective of only female principals. This is as a result of the fact that patriarchy still plays a role in disadvantaging women from effectively assuming their duties as leaders. (Lee & Kuo, 2019). Principal transformational leadership is also linked to how it would help improve schools generally.

1.3 Objectives of the Study

The major objective of this study was to assess female principal transformational leadership practice towards school development.

1.3.1 Specific Objectives

1. To discuss the level of transformational leadership practice among female school headteachers in the Jasikan School District.
2. To examine significant differences in the practice of transformational leadership among female headteachers by educational level in the Jasikan School District.
3. To examine the influence of female headteacher transformational leadership practice on school improvement in the Jasikan School District.

1.4 Research Questions

1. What is the level of transformational leadership practice among female school headteachers in the Jasikan School District?
2. Is there any significant difference in the practice of transformational leadership among female headteacher by educational level in the Jasikan School District?
3. What influence does female headteacher transformational leadership practice on school improvement in the Jasikan School District?

1.5 Significance of the Study

The study is to provide adequate knowledge on the relevance of leadership especially transformational leadership in the improvement of school development. This study will spell out as to whether female headteachers in charge of basic schools in the Jasikan school district have the traces of transformational leadership. Knowledge on this this will inform the district educational service to develop strategies in strengthening the transformational leadership traits of the headteachers. The study will also identify the exact form of transformational leadership exhibited by the female headteachers. This study provides a reference for educational

administration institutions, elementary school headteachers, and school educational personnel to improve the development of schools through strong practices of transformational leadership. Findings of the study will also contribute to knowledge on existing literature, hence serves as a source of information for future research.

1.6 Organization of the Study

Chapter one of the study deals with an introduction to the study, this includes the background of the study, the problem statement, the objectives of the study, research questions, the significance of the study, the limitations and delimitations of the study and the study organization. Chapter two deals with the review of related literature which seeks to examine the attempts made by different authors and researchers about the problem in question. The methodology forms the third chapter of the study which includes data collection, study design, sample size, sampling techniques, population, instruments used in collecting the data and the analytical tool intended for the analysis. Chapter four presents the results as obtained by the instruments used during the data collection and also the analysis of the data obtained from the respondents based on the research questions. Chapter five follows with the conclusion of the research with recommendations on areas which may have to be considered seriously based on the analysis and the study objectives.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter of the study takes account of the review of literature related to the study. The review is conducted with reference to views, perceptions and opinions shared and documented by previous scholars on principal transformational leadership and being linked to school improvement. The review of literature covers theories concepts and empirical knowledge that give much insight into the study, hence allows for identification of research gaps.

2.2 Concept of Leadership

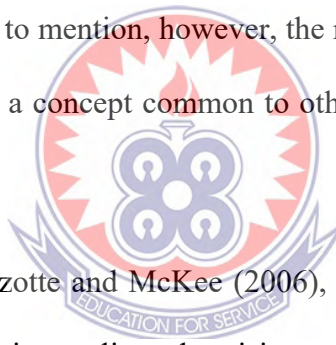
2.2.2 Leadership Defined

The concept and definition of leadership has been a topic of debate among scholars for many years. Defining leadership is difficult because it involves a multitude of follower interactions which take place in many different types of organizations and environments (Stewart, 2006). Yukl (2010) states that the concept of leadership has fostered many definitions, with no one definition becoming universal. Though leadership is difficult to define, three major areas common to most definitions have been identified.

The first is that leadership is based on organizational improvement (Marzano Waters & McNulty, 2005). Leaders are people within an organization attempting to improve the organization in some way. Another commonality in leadership definition is about direction-setting within the organization (Leithwood & Jantzi, 2005). Direction-setting is linked to organizational improvement because for leaders to improve an organization they must have a direction toward which they are taking

the organization. Without this direction, organizational improvement is not likely to occur. The final commonality to leadership definitions is the importance of leader influence (Leithwood et al., 2005; Yukl, 2010).

Influence is important regardless of who is exerting it, how much is exerted, the purpose of exerting it, or its outcome (Leithwood & Duke, 1999). Leaders intentionally exert influence on organizational members in order to affect the organization (Yukl, 2010). Yukl's definition of leadership encompasses these three commonalities into one definition. Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl, 2010). Yukl fails to mention, however, the role and impact of followers in his definition of leadership, a concept common to other leadership definitions (Meindl, 1995).



According to Lezotte and McKee (2006), effective leaders see to it that the organization as a whole internalizes the vision and the means used to achieve that vision, making apparent the critical difference between being an effective manager, and an effective leader. Lezotte and McKee went on to say that the difference between managers and leaders is reflected in their actions and behaviours, and directly relates to how individuals in leadership positions construe their roles. Hersey (1992) stated that leadership is an attempt to influence the behaviour of another individual or group while management is working with and through others to accomplish organizational goals.

Bennis and Nanus (1985) distinguish the difference between managers and leaders in that managers “do things right” while leaders “do the right thing”. Hoerr

(2005) believes that strong leaders are strong because they can lead and manage. According to Hoerr (2005), leaders do create the vision, deal with external parties, and inspire, all of which are tasks academicians associate with leadership. He argued that leaders also take on the management tasks of executing the strategies that make the vision a reality, deal with employees, and follow through to ensure that the right things are done in the right way.

Burns (1978) explains the interconnectedness of leaders and followers when he describes the nature of leadership. Other scholars (Meindl, 1995; Ogawa & Bossert, 1995) explain this notion further by describing the significance of the relationships created between leaders and followers. This concept helps explain Bass' (1990) observation that most leaders do not rely on legitimate or coercive power as much as relationships. These relationships are critical because leadership cannot and does not occur without followers (Leithwood et al., 2005).

Other scholars (Barnett & McCormick, 2004; Kezar, Carducci, & Contreras-McGavin, 2006; Meindl, 1995) take the idea of a follower's place in leadership even farther when they explain how a follower's perception is the key to leadership. This notion is justified because individuals' perceptions are their reality (Kezar et al., 2006). Individuals who perceive a person as a leader are more likely to become followers and therefore allow themselves to be influenced by this leader (Leithwood & Jantzi, 1997). Leaders, knowing this information, need to focus on the perceptions of followers if they are going to be effective (Kezar et al., 2006). Followers are influenced not only by their own perception of the leader, but also by the perception of the leader as held by other organizational members (Meindl, 1995).

Knowing the importance of the perceptions of organizational members as individuals and collectively means leaders must interact in positive ways so followers work toward reaching organizational goals (Barnett & McCormick, 2004). Leaders could find themselves without followers, making them unable to accomplish anything, if they do not take into account the perceptions of others (Leithwood & Jantzi, 2005). The growing focus on the impact of followers has led to a less leader-centric view of leadership in many recent leadership models (Kezar et al., 2006). Sergiovanni (1996) stated that all leadership theories place emphasis on connecting people to each other as well as connecting people to their work. The heart of leadership is relationships with people (Kouzes & Posner, 2012).

Leadership is a relationship between those who seek to lead and those who choose to follow (Kouzes & Posner, 2012). Agreeing with this line of reasoning, Edwards (2009) indicated that leadership is a practice that leads to positive influence, growth and development of both individual and group for collective purposes. Thus, leadership is human factor which helps to persuade others to seek defined objectives enthusiastically. Reinforcing the concept that leadership is about influence and relationships, Kouzes and Posner (2012) point out that for leadership to exist others have to choose to follow. When people choose to follow, the result is a relationship between the leader and the followers that is based on mutual needs and interests. In searching for a leader to follow, most people are concerned with finding someone who is honest, forward-looking, inspiring, and competent; the core foundations of leadership that have endured decades of technological expansion and economic fluctuation. We tend to admire these qualities in a leader (Kouzes & Posner, 2012).

According to Gardner (1993), the factors that determine whether or not people will follow a leader are: They must believe that the leader is capable of meeting their needs; and they must be able to relate to the leader and the leader to them. It may be accepted that the leader is not a superhuman being that can personally fix every person, but if the leader and constituents connect on the issues, the leader will develop a loyal following (Kouzes & Posner, 2012).

Meyer and Slechta (2002) noted that defining leadership in a manner that applies to virtually everyone is “part of the universal challenge of leadership”. Leadership has been defined in terms of traits, behaviours, interaction, and relationships, as well as the occupation of an administrative position. Most definitions reflect the assumption that leadership involves a process in which one person intentionally exerts influence over other people to guide, structure, and facilitate activities and relationships in an organization (Yukl, 2010). Drucker (2001) believes that the requirements for leadership include: setting and having goals, a vision, and a mission; the realization that leadership is a responsibility, not a rank or privilege; the leader sees others’ successes for what they are and works to develop strong associations; earns the trust of others; and understands that the ultimate task of leadership is to create human energies and human vision.

Hesselbein (2002) agrees by stating, “In the end, leadership is all about valuing relationships, about valuing people”. Senge (1990) writes of his view of leaders as special people, or heroes that set the direction and make key decisions. He sees a leader as one who can energize the troops or equip the followers. Senge points out that these beliefs are “deeply rooted in an individualistic and non-systemic-worldview”. He goes on to say, especially in the West, leaders are heroes, great men (and occasionally women) who “rise to the fore” in times of crisis. He states that

prevailing leadership myths are still, captured by the image of the captain of the cavalry leading the charge to rescue the settlers from the attacking Indians”.

2.2.3 Changing Nature of Leadership

The new view of leadership, however, has changed. The tasks of the leader may be more subtle, but equally important. In learning organizations, leaders are designers, stewards, and teachers. They are responsible for building organization where people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models that is, they are responsible for learning (Senge, 1990).

In attempts to further define or describe leadership, some writers create lists to explain the requirement, attributes, or traits of leadership or leaders themselves. Drucker's (2001) list includes: setting and having goals, a vision, and a mission; the realization that leadership is a responsibility, not a rank or privilege; the leader sees others' successes for what they are and works to develop strong association; earning the trust of others; understanding that the ultimate task of leadership is to create human energies and human vision. Bennis and Thomas (2002) state that great leaders possess four essential skills: an ability to engage others in a shared meaning, a distinctive and compelling voice, a sense of integrity, and an adaptive capacity. Maxwell (2002) links the critical nature of two extremely important leadership characteristics (character and trust) by explaining that character makes trust possible and trust makes leadership possible.

The tough leaders of the past, who saved their manner for their social lives and believe in barking orders and power of command and control, are now part of history. In their place are leaders who demonstrate, in language and behaviour, their

appreciation and respect for the men and women of the enterprise (Hesselbein, 2002). Power becomes less important to today's leaders as responsibility, dispersed leadership, vision, mission, and building relationships become essential.

It is clear that leadership is a complex idea. Some of the important facets of leadership are respect, experience, emotional strength, people skills, discipline, vision, momentum, and timing, and this list is not exhaustive (Maxwell, 2002). Maxwell goes on to say that there are three qualities a leader must exemplify to build trust. These qualities are competence, connection, and character. Perhaps the reason there are so many definitions of leadership and lists of leadership traits is because there is a need for more than one type of leadership.

Green (2001) believes that a leader is one who has the capacity to influence others to use their expertise and skills to move an organization toward established goals. Green further notes that leaders also assist individuals to adjust to an organizational environment. Most great leaders possess the ability to engage others in a shared meaning, a distinctive and compelling voice, a sense of integrity, and an adaptive capacity (Bennis & Thomas, 2002).

The idea that leadership involves a social influence process in which an individual exerts intentional influence over others within an organization is common in many definitions of the concept. In basic terms, people believe that leaders make a difference and they want to understand why. As cited in Kouzes and Posner (2002), Alan Keith of Lucas Digital is of the view that leadership is ultimately about creating a way for people to contribute to making something extraordinary happen. Gardner (1993) describes leadership as a process of persuasion or example, by which an individual induces a group to pursue objective held by the leader or shared

by the whole group. This means that the leader cannot rely only on policies, statutes, laws and protocol of an institution to rule effectively. He cannot maintain authority unless subordinates are prepared to believe in that authority.

Musaazi (1982) believes that leadership is a process of influencing the activities and behaviours of an individual or a group in effects towards goal achievement in a given situation. This view of leadership can be enlarged to imply, not only willingness to work, but also willingness to work with confidence. Confidence reflects experience and technical ability. Leadership acts to help a group achieve objectives with maximum application of its capabilities. They do not stand behind a group to push and pull; they place themselves before the group as they facilitate progress and inspire group to accomplish organizational goals. There is a perception that there are three kinds of people in the world: those that move are either movable or immovable and those that move them are those we call leaders.

2.2.4 Leadership Elements and Traits

Meyer and Slechta (2002) defined three elements that are foundational to leadership as: (i) leaders have integrity; (ii) leaders possess a servant's heart; (iii) and leaders are cognizant of the concept of stewardship. Leadership, defined broadly, is a social process of influencing others to understand and agree about what needs to be done, how it can be done effectively, and facilitating individual and collective efforts to accomplish shared purposes and goals (Hoy & Miskel, 2001; Sergiovanni, 1996; Yukl, 2010). By definition, leadership requires a followership, a followership that delegates leadership (Lezotte & McKee, 2006). The essence of the leader-follower relation is the interaction of persons with different levels of motivation and of power potential, including skill in pursuit of a common or at least

joint purpose (Bums, 1978). Lezotte and McKee (2006) define the essence of leadership as the ability to take a followership to a place they have never been, and are not sure they want to go.

Others define leadership as a transactional; or a kind of relationship between those who aspire to lead and those who choose to follow (Kouzes & Posner, 2012). It involves influencing others by persuasion or example or by tapping their inner moral forces and unless followers are willing to be led, leaders cannot lead (Durbin, 1997; Sergiovanni, 1996). Durbin (1997) described leadership as the key dynamic force that motivates and coordinates the organization in the accomplishment of its objectives. Effective leadership is the pivotal force behind successful, effective organizations and is necessary to help organizations develop a vision of what they can be, instill within employees a commitment to change and instill new cultures and strategies that mobilize and focus on the energy and resources necessary for the organization to realize the vision (Bennis & Nanus, 1985).

Yukl (2010) mentions four most important leadership traits: That self-confident leaders are more likely to set goals for self and followers, try difficult tasks and persist in the face of adversity. That stress-tolerant leaders make good decisions, stay calm, and are decisive in difficult situations. Again, emotionally mature leaders are aware of their strengths and weaknesses and strive for self-improvement, and maintain cooperative relationships with others. Lastly, leaders with integrity have behaviours that are consistent with their stated beliefs, and they are honest, ethical, responsible, and trustworthy. As stated by Kouzes and Posner (2012), no two leaders, no two constituent groups, and no two days in the life of a leader and a constituent are exactly alike. Although the practices of leadership, like

those of service may be definable and can be generalized about at some level, they are distinct and unique at the moment of the encounter.

Kouzes and Posner (2012) also state that leadership tool is intangible; it is a performing art; it is an encounter. To Kouzes and Posner (2012), leadership is something we experience in an interaction with another human being. When leaders demonstrate the guiding principles and the shared vision of the organization through their personal thought and action, others within the group are likely to act similarly. Kouzes and Posner refer to this practice as modelling the way. The first step for a leader is finding his or her own voice, using words guided by personal beliefs and values rather than the words of someone else. This strong commitment to beliefs and a clear set of values lend credibility to the leader (Kouzes & Posner, 2012).

When the leader of an organization models the behaviour within the organization, commitment to excellence is possible (Kouzes & Posner, 2012). Words are not enough to inspire goal focus and achievement at the highest levels. About “modelling the way”, Kouzes and Posner (2012) state that eloquent speeches about common values, however, aren’t nearly enough; and that leaders’ deeds are far more important than their words when determining how serious they really are about what they say. Stated differently, words and deeds must be consistent.

Through their research, Kouzes and Posner (2012) found that people are not willing to follow someone who is not forward-looking. Leaders must have a vision of the future and this vision must inspire others to see the ultimate possibilities of success for the organization. It is important for a leader to inspire a shared vision in their constituents. A leader’s passion for the organization’s work helps inspire a shared vision because people are intrinsically motivated by a passion or cause

(Kouzes & Posner, 2012). Leaders breathe life into the hopes and dreams of others and enable them to see the existing possibilities that the future holds (Kouzes & Posner, 2012).

2.3 Importance of Leadership in Organizations

In organizations leaders constantly search for opportunities that challenge the status quo (Kouzes & Posner, 2012). Leadership experiences are, indeed, voyages of discovery and adventures of a lifetime (Kouzes & Posner, 2012). By seeking, developing, and encouraging innovation, leaders find new ways to improve the organization and rise to challenges along the way.

Effective leaders are willing to take risks to make improvements. This risk taking strategy is important because as expectations rise and the variables that govern success change, people and organization cannot keep doing things the same way and be successful in the process. Proactive leaders perform better and the people around do as well (Kouzes & Posner, 2012). Leaders often have to be risk takers when pursuing a leadership role in the first place, and this trait continues to be an important one. Leadership is an opportunity to lead others to success. Kouzes and Posner are of the view that leaders are pioneers, people who are willing to step out into the unknown; they search for opportunities to innovate growth and improvement. Once a person becomes a leader, his main role is to identify good ideas and facilitate the implementation of these ideas.

The leadership practice of facilitating collaboration and team building within the organization is known as enabling others to act. Kouzes and Posner (2012) are of the view that exemplary leaders enable others to act. They foster collaboration and build trust. This sense of teamwork goes far beyond a few direct reports or close

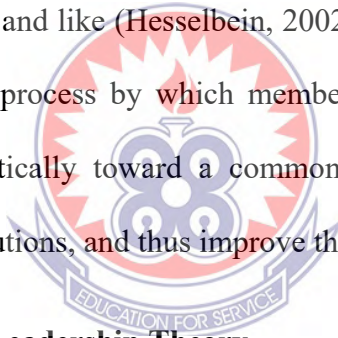
confidants. They engage all those who must make the project work and in some way, all who must live with the result. Every stakeholder becomes actively involved and an atmosphere of mutual respect and trust develops. In this environment, leadership becomes a true team effort. Enabling others to act requires people within the organization to have more discretion than authority and more information as well. In this respect, they are very likely to be energetic about predicting extraordinary result. By empowering others, the leader's influence actually increases, rather than decreases as increased leaders may be included to believe. This phenomenon is a result of the fact that power is not a fixed sum. In other words, giving power to others does not decrease the leader's power.

As Kouzes and Posner (2012) found in their research, extraordinary things are never accomplished by individuals alone. Instead, it always takes a team effort for this exceptional achievement in any endeavour. When leaders make it possible for others to do good work, these people gain power and ownership develops. Expectations increase along with productivity. When leaders establish an environment where people feel strong, capable, and committed, greater achievement is possible (Kouzes & Posner, 2012). The writers are of the view that grand dreams don't become significant realities through the actions of a single person. To them, leadership is a team effort.

Encouraging the heart is the leadership practice of celebrating the success of individuals within the group and those to the organization as a whole. Leaders encourage the hearts of their constituents to carry on. Genuine acts of caring uplift the spirit and draw people forward (Kouzes & Posner, 2012). Leaders promote people's heroic feelings through encouragement. This positive form of feedback keeps people within the organization engaged and focused on goals, even lofty goals

that require intense work to accomplish (Kouzes & Posner, 2012). It is extremely important for a leader to show appreciation for people's contribution and this leads to a culture of celebration. But it is important to note that celebrations of success have to be genuine. Ceremonies and recognitions are only important honours if the leader is sincere (Kouzes & Posner, 2012).

In basic terms, people believe that leaders make a difference and they want to understand why. As cited in Kouzes and Posner (2012), Alan Keith of Lucas Digital states that leadership is ultimately about creating a way for people to contribute to making something extraordinary happen. Even more to the point, Harry Truman once defined leadership as the art of getting people to do what they might otherwise not do, and like (Hesselbein, 2002). According to Astin and Leland (1999), leadership is a process by which members of a group are empowered to work together synergistically toward a common goal or vision that will create change, transform institutions, and thus improve the quality of life.



2.4 Transformational Leadership Theory

One of the theories that emphasize the most comprehensive change and leadership is associated with the theory of transformational leadership (relationship-oriented) and transactional (task-oriented) leadership (Bass, 1999). The initial idea of transformational and transactional leadership style was developed by James MacFregor Burns for application in the political context. These ideas continue to be introduced into the context of the organization by Benard Bass (Nasir & Sin, 2016). The theory of transformational leadership was conceptualised a process in which leaders and workers are interdependent on each other to improve morale and motivation to a higher level. Burn (1978) also relates that transformational leader are

individuals that ideal and have high moral values, especially in the aspect of justice and equality.

Hartog, Mugen and Koopman (1997) argue that leadership is a form of leadership that inspire his followers to do something beyond his abilities and capabilities are won't to do. Leithwood, Louis, Anderson and Wahlstrom (2004) also, through transformational leadership model is not a form of centralized leadership style of leadership but it is shared with workers. Transformational leadership style is also able to expand and increase the desire to learn or care, generate awareness and acceptance among teachers' vision and goals (Yammarino, Spangler & Bass, 1993). Burns (1978) understanding of transformational leadership has shown that this theory is fundamentally different from other theories of leadership by its orientation to long-term vision, by its focus on personal followers' development and thus transformation of the followers into leaders and moral agents. According to the theory, leadership is seen as a process through which a person engages with others and is able to connect with others, resulting in enlargement of morale and motivation of both, leaders and followers.

During the mutual interaction between transformational leaders and followers the level of morale and motivation of both is raised (Yukl, 2002). According to this concept, during the interaction of leaders and followers their ethical aspirations are improved which is a sign that a true leadership occurs. By describing the characteristics of transformational leadership using moral concepts, Burns actually defines this style of leadership as a moral leadership. Yukl (2002) stated that only those who appeal to the high ideals, moral values and higher-order needs of followers can be called transformational leaders.

Through idealized influence, the leader expresses his/her beliefs, takes up attitudes and appeals to followers on an emotional level through a clear system of values that is presented in any action as soon as he/she becomes a model for followers. Trust between leaders and follower is built in that way that stands on solid moral and ethical grounds. Simola, Barling and Turner (2012) define transformational leadership as a type of leadership in which interactions among interested parties are organized “around a collective purpose” in such a way that “transform, motivate and enhance the actions and ethical aspirations of followers. It can conclude that our behaviour is directed by the inherent system of moral values so that transformational leadership can be seen as a leadership style that leads to positive transformations and changes of the followers through the impact on the structure and strategy of the organization (Jovanovic & Ciric, 2016).

The transformational leadership theory underpins this study and has been linked to the success of many things in the school settings. The theory of transformation leadership found a receptive audience in the educational community during the 1990s as part of a general reaction against the top-down policy driven (Hallinger, 2010). The main argument convincing the educationalists were the fact that transformational leader motivates the teachers and students by raising their consciousness about the importance of organizational goals and by inspiring them to transcend their own self-interest for the sake of the organization (Marks & Printy, 2013). In their relationships with followers, this theory posits, transformational leaders exhibit at least one of these leadership factors: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Miller and Miller (2011) revealed that transformational leadership is best regarding ethical components in school settings. The theory of transformational

leadership is more potent and complex and occurs when one or more teachers engage with others in such way that administrators and teachers raise one another to higher levels of commitment and dedication, motivation and morality. Through the transforming process, the motives of the leader and follower merge (Jovanovic & Ciric, 2016). Jamilah (2016) explains that the higher transformational leadership practices prevailing among the leaders of schools, the higher the level of teacher quality can be produced. This clearly shows that transformational leadership practices assist in the formation of skills and increase the quality of teachers, and this makes learning process more effective and conducive. This finding coincides with the fact presented by Taylor, Psotka and Legre (2015) who found that a leader who adopts transformational leadership can improve the communication skills of employees thus increasing the quality of labour. These findings also support the findings of Politis (2002) who found transformational leadership affects the personality of workers, organizations and improve the quality of workers. Therefore, transformational leadership can be shown at the beginning of this training so that leaders can promote the process of better teamwork and encourage working towards achieving the goal of the team (Dionne, Yammarino, Atwater & Spangler, 2004).

2.5 School Headteachers' Transformational Leadership Practices

School headteachers are key for explaining differences in schools in terms of performance and improvement, especially in terms of teacher delivery and students' performance (Pina, Cabral, & Alves, 2015). Transformational leadership provides a framework through building relationships that allows headteachers to affect, teacher attitude, effort, and in role performance, including job satisfaction, commitment, and behaviour (Nguni, Slegers, & Denessen, 2006). The transformational approach to leadership focuses on emotions and values shared between headteachers and

teachers that help develop capacity and increase personal commitment (Leithwood & Jantzi, 2005).

Transformational leadership goes beyond the simple managerial tasks of day-to-day operations and focuses more on restructuring the school by improving social conditions (Stewart, 2006). Holstad, Korek, Rigotti and Mohr (2014) argue that by providing social support, transformational leaders may be able to reduce follower emotional strain. Improving social conditions of the school in turn creates an environment in which teacher psychological needs of autonomy, competence, and relatedness can be met, ultimately resulting in improved teacher motivation. Teacher motivation, satisfaction, and retention must be carefully balanced against the push for teacher improvement. Transformational school leaders understand the importance and power of relationships in motivating teachers and building effective schools (Tschannen-Moran & Hoy, 1998; Bryk & Schneider, 2002). Barnett and McCormick (2003) point out that, headteachers need to be aware that leadership in schools is mainly characterized by relationships with individuals. It is through the building of relationship that headteachers can establish leadership and encourage teachers to apply their abilities, skills, and efforts toward shared purposes (McCormick, 2003). Relationship-centred leadership has been recognized by researchers (Barnett, McCormick, & Connors, 2001; Barnett & McCormick, 2003) as important to fostering teacher commitment, gaining teacher buy-in to change, and developing teacher support of headteacher vision.

The emphasis placed on relationships by transformational leadership sets it apart from other forms of leadership. Teachers who understand the importance of teacher psychological needs and use this knowledge to support and encourage teachers in improving their practice create a climate in which teacher efficacy and

organizational citizenship behaviours thrive. Leithwood (1992) claims that transformational leadership is based on a radically different form of power that is ‘consensual’ and ‘facilitative’ in nature. He argues that teachers create this type of power when teachers are helped to find greater meaning in their work, to meet higher-level needs through their work, and to develop enhanced instructional capacities (Leithwood, 1992). Ross and Gray (2006) claim that, the essence of transformational leadership is dedication to fostering the growth of organizational members and enhancing their commitment by elevating their goals. By engaging teachers as partners in decision making, headteachers are able to use transformational leadership behaviours to provide direction while empowering and supporting teachers (Marks & Printy, 2013). In addition, transformational leaders are able to strengthen job involvement and teacher intrinsic motivation by encouraging critical thinking and supporting teachers who find new ways to approach their jobs (Walumba, Wang, Lawler, & Shi, 2004).

Leithwood and Jantzi (2002) describe transformational leadership in schools using the following seven dimensions: Developing structures to foster participating in school decisions, building school vision and establishing school goals, providing intellectual stimulation, creating a productive school culture, demonstrating high performance expectations and offering individualized support.

Drawing on the back of Bass and Avolio (1994), it was stated that through transformational leadership practices, headteachers show confidence and trust in the capabilities of the teachers (Kurt et al. 2012). Using Leithwood and Jantzi (2002) dimensions of transformational leadership, principals begin to build a foundation that creates a self-regulatory climate (Adams & Forsyth, 2014) in which teachers begin to feel the effects of trust and autonomy supportive structures that lay the

foundation for teachers to maximize their potential. There is evidence that, teachers identify themselves with the school and the headteacher in such a motivating and trusting environment (Kurt, Duyar, & Çalik, 2011).

Through the dimensions of transformational leadership, headteachers begin to create an environment which supports teacher psychological needs of autonomy, competence, and relatedness thus creating a culture, in which motivation, efficacy, and organizational citizenship thrive, headteacher transformational leadership behaviours create an environment where teachers are involved in the process of creating a shared vision, holding shared values, and making joint decisions (Nielson & Daniels, 2012). Feeling connected and valued in the important processes of a school serves to help teachers gain an understanding of the goals of the group and increases the meaningfulness of their daily work, thus serving to meet teacher psychological needs for autonomy, relatedness, and competence.

Many studies show that school headteacher leadership has a positive effect on student development despite predicted indirect results (Robinson, Lloyd, & Rowe, 1008; Day, Sammons, Leithwood, & Hopkins, 2011). Another important aspect is the influence of headteacher transformational leadership on students. School principals who support a transformational leadership style can be a better personality example among students. They typically have exceptional personal charm and are able to provide a solid moral example. Furthermore, effective leaders can provide role shaping, facilitate change and promotion of students' persistence, exemplify social values, and create innovative goals (Zhang, 2008), all of which encourages students to adopt modern qualities like their school head. School heads can also act as behavioural examples because they can inspire students to be open-minded and self-confident, to continually reflect on and improve

themselves, and can offer personalized care to individual students facing developmental difficulties (Wang & Tian, 2016). All these skills are beneficial to students' development of modern qualities.

School heads' idealized influence make members identify with their ability, and often produce a strong emotional attachment to the leadership and organization. Under this influence of leadership, the members regard their leader as an example, unswervingly execute the orders of the leaders, and are full of passion in their work or study (Zhang & Chen 2011). An important function of transformational leadership is to shape a school's climate and to help that school form an organizational culture and a structure of care, respect, and cooperation (Yu, Leithwood, & Jantzi, 2002). Studies also found that transformational leaders can create an equal and free organizational climate, which stimulates enthusiasm and promotes trust and cooperation among members (Li & Ling, 2008). In addition, they encourage teachers and students to join directly in the school decision making and establish a school organizational structure that develops participatory decision making and encourages teachers and students to make choices independently. The students can thus realize their own effect on the whole school and believe that they can inspire their school's vision.

Ekvall and Ryhammar (1999) found a strong relationship between transformational leadership and innovation climate. An important responsibility of a school headteachers who enacts transformational leadership is to shape a trustful, open, and protected environment for teachers and students (Wang & Tian, 2016). This forms the basis of school educational innovation, as teachers and students are free to reflect on their thought and behaviour patterns and to share new ideas (Zhang, 2008). Indeed, a key feature of transformational leadership is the creation of

an organizational environment and climate that encourages innovations and allows members to both succeed and fail (Bass & Avolio, 1990; Li & Ling, 2008). Thus, students can boldly explore and try new ways of carrying out tasks without fear of being punished for failure.

School transformational leaders attach importance to justice, ethics, and value issues and through sound moral example can have beneficial effects on members (Zhang, 2008). Thus, they create a just school climate that makes students feel fairly treated (Liu, Xia, Ma, & Wang, 2013). Using the headteachers of inclusive education, these leaders, moreover, respect the possibility and specificity of each child's development and treat each one as a unique individual undergoing vigorous development. Transformational leadership accepts each student and helps them overcome participative obstacles, reduce rejection, and for those in unfavourable situations develop physical and mental harmony with the help of teachers and other students (Zhu, Sosik, Riggio, & Yang, 2012).

2.6 Influence of Headteacher's Transformational Leadership on School Improvement

A study on the contribution of transformational approach to school leadership to continued improvement of education was carried out by Nedelcu (2013). Findings of the study was mainly dependent on the empirical review of studies conducted by scholars and discussing of existing models. It was deduced that principals transformational leadership influences teachers' perceptions of school conditions, their commitment to change, and the organisational learning. In the same time, a particularly noteworthy finding was the empirical link between headteacher transformational leadership and student achievements. transformational school leadership construction showed to have created a shared sense of purpose in schools,

helps in the development of a high expectations and school culture towards improvement of teaching and learning. Other influences of the headteacher transformation leadership in school improvement included shaping the reward structure of schools to reflect the goals set for staff and students, organization and provision of a wide range of activities aimed at intellectual stimulation and development for staff and being a visible presence in the school, modelling the values that are being fostered in schools.

Yang (2013) in using the case study design drew conclusions of improvement of headteacher leadership skills, by choosing two typical cases of the transformational leadership of headteachers in primary schools, rethinking the practice of school improvement profoundly. Findings unveiled that there has been three periods: embryonic stage, basically forming stage and mature stage. That discovering problems, understanding the relationship between the problems and finding solutions, are the major consideration in the process. The transformational leadership skills of headteachers can be seen in forming the ideas, building shared vision, power sharing, gaining credence and experiencing success.

Wang (2019) conducted a study to determine the mediating effects of school climate on the relationship between school headteachers' transformational leadership and students' modernity. Data were collected from 378 teachers from 42 middle and primary schools in five provinces in mainland China. Using the Structural equation modeling (SEM), the study deduced that school climates, including affiliation climate, innovation climate, and justice climate, were significantly affected by school headteachers' transformational leadership. All three school climates had positive effects on students' modernity, and partially mediated the relationship between school heads' transformational leadership and students'

modernity. Lee and Kuo (2019) in a study revealed that transformational leadership of elementary school headteachers is significant positively correlated with teachers motivation in Taiwan. The study showed the higher the intellectual stimulation and individualized considerations, the better teachers get motivated.

Arokiasamy, Abdullah and Zohir (2016) in a similar study determined the level of transformational leadership practices by school headteachers in the national primary schools in Malaysia. Transformational leadership was measured in four dimensions namely individual consideration, intellectual stimulation, inspirational motivation and idealized influence. The results showed that the practice of transformational leadership by school headteachers' was moderate and the job satisfaction of primary school teachers' was below satisfactory with a significant relationship between the level of transformational leadership and job satisfaction.

Imo and Ekpenyong (2018) examined the transformational leadership practices of secondary school headteachers and the extent to which they predict organizational commitment and value re-orientation of teachers in Nigeria. Survey design was adopted for the study. Seven hundred and ninety-nine respondents were drawn using stratified random sampling technique from a population of 5,339 teachers for the study. It was revealed that headteachers' transformational leadership practices were high, while there was a significant effect of principals' transformational leadership practices on organizational commitment and value reorientation of teachers.

Ndiga, Mumukha, Flora, Ngugi and Mwalwa (2014) conducted a study to explore teachers' and students' perceptions on the headteachers' transformational leadership in Nairobi County, Kenya and correlate these to student academic

achievement. A mixed method approach was adopted by the study where both naturalistic and descriptive survey designs were used. Qualitative approach was utilized to gather more in-depth information from the principals and other respondents. A total of 21 eligible public secondary schools were drawn from a sampling frame of 73 schools through stratified sampling method. The results of the study indicated that there was a moderate, negative correlation between student perception towards headteachers' transformational leadership and student improvement, which was statistically significant. There was also a strong positive correlation between teacher perception towards headteachers' transformational leadership and student achievement, which was statistically significant. The indication is that, teachers perceived headteachers as more transformational leaders as compared to students. This gives a clue to this study regarding the angle from which headteacher's transformational leadership would be measured.

In Ghana, Asare (2015) determined from teachers' perceptions how the conduct of headteachers is related to transformational leadership. Findings of the study were based on the qualitative research. The findings indicated that while teachers largely perceived their head teachers as transformational leaders, more than the influence of headteachers is required to motivate teachers to give of themselves to improve education outcomes. In a similar study, Dankwa (2013) looked at the leadership attributes of principals of the colleges of education in Ghana from the tutors' perspective measured through a descriptive survey. Data was collected from 253 colleges of education tutors from 15 public colleges of education in Ghana by using an adapted version of Avolio and Bass's Multifactor Leadership Questionnaire (MLQ). The results from the study showed that generally principals in colleges of education demonstrated the transformational leadership trait. However, on the

attribute of idealized influence, respondents indicated that their principals practiced it the least.

Adarkwah and Zeyuan (2020) also examined the paradoxical relationship between headteachers' transformational leadership styles and teachers' motivation in Ghana with focus on basic schools in the Eastern Region. Findings revealed that although headteachers self-reported higher transformational leadership style, it had no significant relationship with teacher motivation. Three of the four dimensions of transformational leadership were found to have negatively correlated with teacher motivation (idealized influence, inspirational motivation, and intellectual stimulation).

2.7 Research Framework

The framework developed for the study below is based on the objectives of the study and the literature review. It is theorized that headteacher transformational leadership has an influence on school improvement/development. The framework relates the variables in the study to each other.

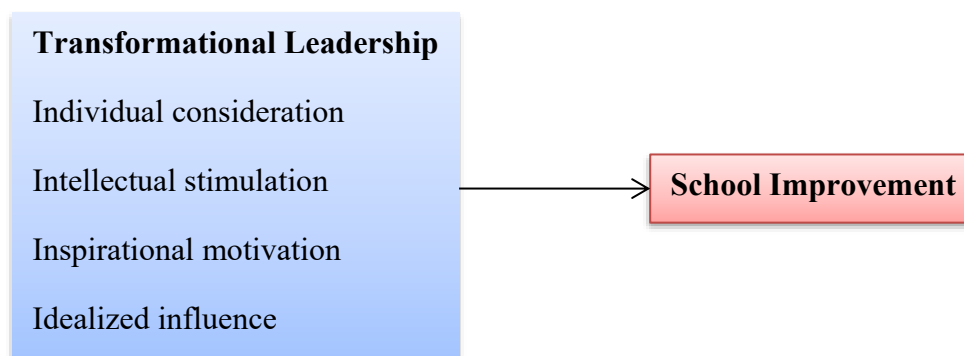


Figure 2.1 Research Framework

1. **Individualized Consideration** – the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. The leader gives empathy and support, keeps communication open and places challenges before the followers. This also encompasses the need for respect and celebrates the individual contribution that each follower can make to the team. The followers have a will and aspirations for self development and have intrinsic motivation for their tasks.
2. **Intellectual Stimulation** – the degree to which the leader challenges assumptions, takes risks and solicits followers' ideas. Leaders with this style stimulate and encourage creativity in their followers. They nurture and develop people who think independently. For such a leader, learning is a value and unexpected situations are seen as opportunities to learn. The followers ask questions, think deeply about things and figure out better ways to execute their tasks.
3. **Inspirational Motivation** – the degree to which the leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Followers need to have a strong sense of purpose if they are to be motivated to act. Purpose and meaning provide the energy that drives a group forward. The visionary aspects of leadership are supported by communication skills that make the vision understandable, precise, powerful and engaging. The followers are willing to invest more effort in their tasks, they are encouraged and optimistic about the future and believe in their abilities.

4. **Idealized Influence** – Provides a role model for high ethical behaviour, instils pride, gains respect and trust. As a development tool, transformational leadership has spread already in all sectors of western societies, including governmental organizations.

2.8 Summary of Literature Review

The literature highlighted on the concept and meaning of leadership. A leader is clearly defined as someone who have the interest of a group at heart, influence, motivate and inspire their followers. The literature is then streamlined to transformational leadership with respect to headteachers. It delves into the perspective of how transformational leadership is used by headteachers in the administration of schools for improvement.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter of the research explains practically the various procedures, methodology, and strategies used to gather data select sample respondents, and analyze data gathered from the respondents. The chapter also delves into the description of the design of the appropriate data collection instrument and the techniques employed in the analysis of the data. The chapter is therefore circled around the following sub-headings; research design, population, sampling techniques, instrumentation, data collection procedure, and data analysis techniques.

3.1 Research Design

The research purpose and objectives determine the type of research design employed. This study employed the descriptive-correlational survey design. With descriptive correlational study research, the researcher is aware of the nature of the problem but further wish to develop a relationship between the variables (headteachers transformational leadership and school improvement) that explain the problem under study.

This method was considered appropriate for this study because there is an awareness of some issues regarding the leadership style deployed by headteachers and the improvement of schools in the district. The study attempted to ascertain the problems surrounding the concepts headteacher transformational leadership and school improvement, and how they are interrelated, thus correlational in nature. The aim of descriptive correlational research is to project an accurate profile of persons, events or situations and explain relationship between variables (Robson, 1965 cited

in Saunders, Lewis & Thornhill, 2007). The descriptive nature of the study is also to describe the practice of transformational leadership among headteachers.

This study technique was also employed to accomplish the correlational design, just as depicted in the research framework in Figure 2.1. Since the study cannot cover entirely number of school principals in the district, the survey method was deployed. By this method, only a proportion of headteachers were covered upon which inferences can be made.

The descriptive correlational nature of the study informed by the objectives also induces the use of the quantitative research approach. Quantitative approach to research means testing for objective theories by examining the relationship among variables; which this study set out to achieve. These variables in turn, can be measured on instruments, so that numerical/quantitative data can be analyzed using statistical procedures (Creswell, 2008). Since quantitative research uses systematic empirical investigation of quantitative properties of phenomena and their relationships, and also employ mathematical models, theories and/or hypotheses pertaining to phenomena, it would allow the researcher to draw more comprehensive findings and conclusions.

3.2 Population of the Study

The population of this study comprises all teachers of Basic and Secondary schools with female headteachers in the Jasikan school district. The district comprised of 72 basic schools including Junior High Schools and 4 Senior High Schools. Out of this, 14 of the schools are managed by female headteachers; hence, the teachers of the 14 schools were the target population of the study. Though the concern of the study is to examine female headteachers transformational leadership,

the actual leadership traits shown by the female headteachers can be well revealed by their followers (teachers). Therefore, teachers constituted the target population of the study to provide information on the transformational leadership of their female headteachers and the improvement of their schools.

3.3 Sampling Technique and Sample Size

Sampling may be defined as the selection of some part of an aggregate or totality on the basis of which a judgment or inference about the aggregate or totality is made (Zamboni, 2017). In other words, it is the process of obtaining information about an entire population by examining only a part of it (Kothari, 2004 cited in Zamboni, 2017). The study adopted the convenience sampling method to select participants from whom data was collected. Convenient sampling method is a method of drawing representative data by selecting people because of the ease of their volunteering or selecting units because of their availability or easy access (Kothari, 2004). The advantages of this type of sampling are the availability and the quickness with which data could be gathered. This method was used in selecting respondents to solicit vital information on the study.

By this technique, 10 out of the 14 basic and secondary schools in the Jasikan school district with female headteachers were selected for the study based on convenience. The study further used the same method of sampling to select 6 teachers from each of the 10 selected schools to provide the needed information on the study. By this, the total sample size for the study is estimated at 60 participants.

3.4 Instrumentation

With regards to the objectives of the study which largely informs the use of the quantitative research design, the questionnaire was required as an instrument to

collect data on the study. The questionnaire is considered appropriate to solicit information that can be quantified and also analysed quantitatively. Questions included in this questionnaire were coded based on the scale developed in measuring various variables captured in the study to generate quantitative data. The questionnaire was based on close-ended questions; thereby allowing participants to choose from options provided to them.

The first section (Part 1) of the questionnaire captured the personal profile or demographic information of participants (teachers) and that of female headteachers. These include gender (measured on categorical scale), educational level (measured on ordinal scale), age (measured on ordinal scale) and working duration in the school (measured on ordinal scale).

Part 2 of the questionnaire measured female headteacher transformational leadership. Transformational leadership was measured on four (4) dimensions namely individual consideration, intellectual stimulation, and inspirational motivation and idealized influence. Each of these dimensions were measured on 4-items scaled by Likert scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree). The questionnaire was adapted Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (2004) and validated by Dankwa (2013), Ekpoh and Ekpenyong (2018) and Novitasari (2020).

Part 3, the final section of the questionnaire captured school improvement, measured with items based on issues of communication, school environment, academic delivery and performance. School improvement was measured with 8-items scaled on a Likert scale (1=No improvement 2=little improvement,

3=moderately improved, 4=improved, 5=highly improved). These items were deduced from the study of Davies and Ellison (2007).

3.6 Data Collection Procedure

The data was collected personally by the researcher. In other words, the questionnaires were self-administered to participants. Since the researcher is very familiar with the study area, there was an ease in making contact with participants and to tell them the purpose of the study for which their responses were needed. For an ease in the collection of data, the computerised method was applied, where the questionnaire was created in google forms. Upon contact with a participant (school teachers), arrangement was made with her as to which medium (email or WhatsApp) is preferable for which a link to the questionnaire be sent for completion electronically. However, participants without electronic devices like smart phones, tablets and computers for an ease in accessing the questionnaire were approached with the questionnaire in person by the researcher. In this case, some of the questionnaires were self-administered.

In complying with ethics in research, an introductory letter was obtained from the head of the department of the University as an instrument for soliciting permission from the management of the District Education Office before the questionnaire was administered. A foreword, introducing the purpose of the study and ensuring the confidentiality of the information to be provided was also captured on the questionnaire. Questions capturing various variables were made simple, readable and easily understandable, and non-offensive to the participants.

3.7 Validity and Reliability of the Instrument

Validity is the precision of a research or the degree to which what is to be measured has been measured by the researcher (Golafshan, 2003). To ensure that valid information was obtained on the study, the questionnaire was designed to minimize errors in the respondents. The researcher takes into consideration precision of questions, avoidance of winding and ambiguous questions, integration of follow up questions to serve as checks, keeping questions as brief as possible and also ensuring timely retrieval of questionnaire. Reliability, on the other hand, is the repeatability of a research finding (Golafshan, 2003). Invariably, the reliability of a research is the likelihood of getting the same findings when it is repeated many times. Furthermore, in ensuring a good reliability of the instrument, the Cronbach Alpha statistics was employed. Cronbach alpha are widely used to ensure reliability of a test and measurements (Kistner & Muller, 2004). A high alpha indicates that the factors have a high reliability and vice versa. According to guidelines by Sekaran (2003), a coefficient of below 0.6 is considered to be poor, 0.7 is acceptable, and over 0.8 is good.

Table 3.1: Reliability Statistics of Variables

Variable	Cronbach's Alpha	N Of Items
Individualised Consideration	0.96	4
Intellectual Stimulation	0.93	4
Inspirational Motivation	0.93	4
Idealised Influence	0.94	4
School Development	0.92	7
Overall	0.94	23

Source: Field Survey, 2022

Table 3.1 shows the reliability statistics of the variables measured in the study using Cronbach's Alpha. The results are based on the items used to measure each variable. Per the thumb rule provided by Sekaran (2013), the Cronbach's Alpha recorded for all the variables is greater than 0.90. This shows very high levels of reliability of the measuring instrument deployed in this study. The overall Cronbach's Alpha coefficient (0.94) for all 23 items depicts high internal consistency in the set of scaled items used in measuring the various dimensions/practice of transformational leadership and school improvement.

3.8 Data Analysis Technique

The data collected from the participants was captured into SPSS software and the variables coded with regards to the scales along which they are measured. This is in a bid to quantify the information for the application of statistical techniques for analysis. Tables depicting frequency, percentage, and descriptive statistics (mean and standard deviation) will be employed in the analysis. Inferential statistical analysis was also conducted for a hypothetical test. This included the application of the Analysis of Variance, Pearson correlation and regression analysis method. Table 3.2 gives specific techniques that were used for analysis.

Table 3.2: Data Analysis Methods

Research objectives	Method of Analysis
To evaluate the level of transformational leadership practices among female headteachers in the Jasikan school district	Descriptive statistics (mean, standard deviation)
To examine significant differences in the practice of transformational leadership among female headteachers	Analysis of variance (Anova)

in the Jasikan school district by level of education

To determine the influence of female headteacher
transformational leadership on school improvement in
the Jasikan school district

Pearson correlation
and regression
analysis



CHAPTER FOUR

RESULTS AND ANALYSIS

4.1 Introduction

In this chapter of the study, the data collected from the survey is presented and analysed. The analysis is based on the research objectives, hence helps to address the research questions. The descriptive statistics was deployed as a preliminary analysis technique to describe the variables. A further analysis was performed using inferential statistics to make inferences and generalizations on the study.

4.2 Demographic Profile of Participants

This section of chapter four provides some details on the demographic profile of the participants covered in the study. These include gender, educational level, age and the duration of work in the school. It also includes the educational level of female principals of the respective schools. This is because the study also seeks to examine whether the transformational leadership style female principals depend on their level of educational attainment. The results are shown in Table 4.1 – 4.3.

Table 4.1: Gender of Participants

Gender	Frequency	Percentage
Female	34	56.7
Male	26	43.3
Total	60	100

Source: Field Survey, 2022

Table 4.1 observed that out of the 60 participants covered in the study, 34 of them representing 56.7% were male teachers while the remaining 26 (43.3%)

constituted female teachers. The study therefore covered teachers of both genders, hence findings about the transformational leadership of school female headteachers can be attributed to the view of both male and female teachers.

Table 4.2: Age of Participants

Gender	Frequency	Percentage
18-30yrs	19	31.7
31-40yrs	33	55.1
41-50yrs	8	13.2
Total	60	100

Source: Field Survey, 2022

Table 4.2 shows that participants were mostly in the ages of 31 – 40 years (55.2%) and 18 – 30 years (31.7%).

Table 4.3: Educational Background on Participants

Educational Background	Frequency	Percentage
Diploma	44	73.3
Bachelor's Degree	16	26.7
Total	60	100

Source: Field Survey, 2022

With regards to educational level, 73.3% of the participants were teachers with diploma in education whiles 26.7% attained their bachelor's degree.

Table 4.4: Educational Background of Headteachers

Educational Background	Frequency	Percentage
Diploma	22	37.7
Bachelor's Degree	31	51.7
Master's Degree	7	11.7
Total	60	100

Source: Field Survey, 2022

The result in Table 4.4 also shows that majority of the schools' female headteacher have attained their bachelor's degree, as shown by 51.7% of the participants. About 37% also indicated their female headteacher attained diploma whiles very few of them have Master's degree.

4.3 Research Question 1: Level of Transformational Leadership Practice among Female School Headteachers

The first specific objective of this study was to ascertain the level of transformational leadership practice among female headteachers, before examining its connection with the improvement of schools. Theoretically, the practice of transformational leadership has four dimensions, hence all these dimensions were considered by the study as shown in the results. The main research question upon which these results were presented as stated as:

Table 4.5: Descriptive Statistics on Headteacher Transformational Leadership Practice

Variables	N	Mean	Std. Dev
Individualized Consideration	60	3.54	0.855
Intellectual Stimulation	60	3.31	1.001
Inspiration Motivation	60	3.52	0.839
Idealized Influence	60	3.40	0.878
Principal Transformational Leadership	60	3.44	0.796

Source: Field Survey, 2022

The result shows that participants agree to the 4-items used to measure transformational leadership in terms of individualised consideration. This is supported by the mean response (Mean = 3.54, SD = 0.855). It indicates high level of practicing individualised consideration among female headteachers in the Jasikan district schools. The practice of individualised consideration means that most headteachers in the district understand the value of prioritizing their time in order to build a personal connection with their followers. This is also an indication that female headteachers mostly attempt to treat their followers as individuals rather than groups and help develop their strengths. By this practice, the teacher workforce will have a strong desire for psychological and physical safety in good and challenging times.

The result further discloses high level of transformational leadership in terms of inspirational motivation (Mean = 3.52, SD = 0.839) and idealised influence (Mean = 3.40, SD = 0.879). These are indications that female headteachers are enthusiastic about what needs to be accomplished for the good of their schools and workers. Inspirationally, they also motivate their followers, providing them with the

confidence to be optimistic about the future. The practice of idealised influence however is not high among female headteachers as compared to individualised consideration and inspirational motivation. Nonetheless, it is reflective that most of the female headteachers in the district behave in ways that result in them being role models for their followers. They are admired, trusted and respected.

On the contrary, the results demonstrate that female headteachers practice of transformational leadership regarding intellectual stimulation is moderate (Mean = 3.31, SD = 1.001). This shows female headteachers are not putting in much effort to challenge assumptions, take risk and solicit ideas from their followers. In this case, the headteachers are not doing enough to encourage innovation, adaption and change in the “status quo”. This however may be a result of the rules, regulations and educational standards in the Ghanaian education system, where it is difficult to make changes at the school level without authority from above. Generally, the practice of transformational leadership among female headteachers is high (Mean = 3.44, SD = 0.796). The mean (3.44) is however indication that the practice of transformational leadership is “not that effective” and require improvement.

4.4 Research Question 2: Difference in the Practice of Transformational Leadership among Female Headteachers by Educational Level

The second research question addressed is addressed in this section of the chapter. The question was posed as

1. Is there any significant difference in the practice of transformational leadership among female headteacher by educational level in the Jasikan School District?

The purpose here was to examine the difference in the practice of transformational leadership among female headteachers with respect to their level of

educational attainment. This also means an attempt to determine whether the practice of transformational leadership among female headteachers is dependent on their educational qualification. Here the study utilised the Analysis of Variance (ANOVA) technique independent variable (educational level) is categorical and more than two. Results are presented in Table 4.6.

Table 4.6: Analysis of Variance

Educational level	Mean	F	Sig.
Diploma	3.32	1.155	0.322
Bachelor's degree	3.50		
Master's degree	3.51		
Total	3.44		

Source: Field Survey, 2022

Results demonstrate that female headteachers who have attained diploma in education have moderate levels of transformational leadership practice (Mean = 3.32). female headteachers with educational qualifications of bachelor's degree and master's degree score high mean values (Mean = 3.50, 3.51) respectively. This shows that the practice of transformational leadership among female headteachers with degree qualifications is high as compared to those with diploma. However, the Anova test shows no significant differences in the mean scores in reference to educational level ($F = 1.155, p > 0.05$). It is inferred that there are no significant differences in female headteacher transformational leadership by level of education. The practice of transformational leadership among female headteachers is the same across various levels of educational attainment. In other words, female transformational leadership is independent of educational attainment of the headteacher.

4.5 Research Question 3: The Influence of Female Headteacher Transformational Leadership Practice on School Improvement

In this section, the study satisfies the last objective, seeking to examine how the practice of transformational leadership among female headteachers helps to improve schools. Deploying the regression model, school improvement constituted the dependent variable while the various dimensions of transformational leaders formed the independent variables. The research question addressed is stated as follows:

2. What influence does female headteacher transformational leadership practice on school improvement in the Jasikan School District?

Table 4.7: Model Evaluation

R	R Square	Adjusted R Square	Std. Error
0.903	0.815	0.801	0.339

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	27.847	4	6.962	60.549	0.000
Residual	6.324	55	0.115		
Total	34.171	59			

Source: Field Survey, 2022

From results in Table 4.7, the regression coefficient ($R = 0.903$) shows that, there is a strong positive significant relationship between female headteachers transformational leadership and school improvement. This also shows that, improvement in the schools in the Jasikan school district is very highly related to the

practice of transformational leadership among female headteachers. The coefficient of determination ($R^2 = 0.815$) also indicates that 81.5% of the variation in school improvement has been accounted for by changes in female headteachers transformational leadership practice. It is reflective that, 81% of the time, the improvement of schools at the Jasikan school district depends on the transformational leadership practice of the female headteacher, regardless of other factors. This shows how critical transformational leadership required to transform schools towards meeting their development goals and objectives.

Table 4.8: Regression Model

	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
(Constant)	0.574	0.213	2.692	0.009
Individualized consideration	0.518	0.097	5.309	0.000
Intellectual Stimulation	-0.019	0.073	-0.260	0.796
Inspiration Motivation	0.333	0.109	3.067	0.003
Idealized Influence	0.029	0.093	0.307	0.760

Dependent Variable: school improvement

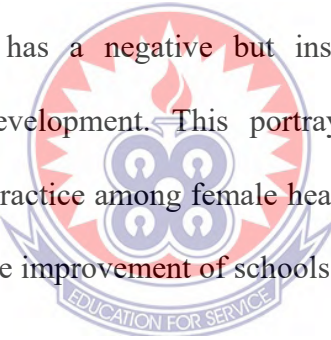
Source: Field Survey, 2022

The constant of 0.574 significant at $p < 0.05$ shows the level of school improvement will be very low if headteachers do not bring on board their transformational leadership skills into practice. The improvement of schools will be retarded without effective and efficient practice of transformational leadership among female headteachers. It is also shown that transformational leadership in terms of individualised consideration has a positive significant ($r = 0.518, p < 0.05$)

influence on school improvement. This means that, for any unit increase in female headteachers' practice of individualised consideration, there will be an increase in the development of schools by 0.518, and a decrease in individualised consideration will decrease school improvement by 0.518.

Similarly, transformational leadership in terms of inspirational motivation also has a positive significant ($r = 0.33$, $p < 0.05$) influence on school improvement. A unit change increase or decrease will therefore lead to a corresponding change in school improvement. Idealised influence also has a positive ($r = 0.029$) influence on school improvement, but this is insignificant at $p > 0.05$.

Transformational leadership practice among female headteachers in terms of intellectual stimulation has a negative but insignificant ($r = -0.019$, $p < 0.05$) influence on school development. This portrays that the moderate levels of intellectual stimulation practice among female headteachers is not adequate enough, hence does not help in the improvement of schools.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This is the last chapter of the study which provides conclusions on the based on the findings of the study. It also includes recommendations for practical implementation, decision making and for future research.

5.2 Summary of the Study

This study attempted to examine the influence of female transformational leadership practice for school improvement. The objectives of the study were to evaluate the level of transformational leadership practice among female school headteachers in the Jasikan School District, to examine significant differences in the practice of transformational leadership among female headteachers by educational level and to determine the influence of female headteachers transformational leadership practice on school improvement in the district. This is to help develop and strengthened the transformational leadership traits among female headteachers in the district to play their leadership effectively for the transformation and improvement in educational delivery.

The descriptive correlational survey was deployed as a research design and the quantitative research methods. Data was collected from 60 teachers from 10 out of 14 basic schools and senior high schools with female headteachers and the data collected with the use of questionnaires. Teachers captured by the study to provide information based on the questionnaire were selected through the application of the convenience sampling method. A reliability analysis conducted on the constructs (variables) measured by the questionnaire yielded Cronbach Alpha of 0.94, revealing high level of reliability of the questionnaire.

5.3 Summary of Findings

Level of transformational leadership among female headteachers in the Jasikan School District

Findings revealed that there are somewhat high levels of transformational leadership among female headteachers in the district. Transformational leadership in terms of individualised consideration, intellectual stimulation, inspirational motivation and idealised influenced were all averagely at play by female headteachers in the district. Female headteachers in the district try to give some priority to time and ensure the establishment of personal connections with their teachers. Averagely, female headteachers are able to inspire teachers and get them motivated to delivery their tasks.

Difference in the practice of transformational leadership among female headteachers by educational level

The study revealed that the practice of transformational leadership among female headteachers in the Jasikan School District does not differ by their level of education. Putting into play, the traits of transformational leadership by female headteachers in the district is independent of the educational attainment of the headteacher. The female headteachers in the district whether with diploma, bachelor's degree or master's degree all have the same (moderate) level of practicing transformational leadership.

The influence of female headteacher transformational leadership on school improvement in the Jasikan School District

At 95% confidence level, findings revealed that there is strong positive relationship between the practice of transformational leadership school development. It was also revealed that female principal transformational leadership

in terms of individualised consideration and inspirational motivation positively influence school improvement. The influence of female headteacher transformational leadership in terms of Intellectual stimulation and idealised influence on the improvement of schools in the district, however, was insignificant. It is important to improve on the leadership qualities of female principals in the district to very high levels that will highly improve the development of schools.

5.4 Conclusions

Principal transformational leadership is an important concept of leadership which when operationalised in schools helps to promote psychological needs of teachers and improvement of schools entirely. This study provides knowledge and evidence on the importance of transformational leadership and its practice among female headteachers in Ghana, connecting it to its influence on the improvement of schools.

The study concludes that the practice of transformational leadership among female headteachers in basic and secondary schools is somewhat high. Specifically, the practice of female individualised consideration, inspirational motivational and idealised forms transformational leadership are somewhat high. However, these practices do not reach higher levels as expected. Female headteachers to some extents are able to deal with teachers individually on their issues and create personal connections with them. They are more focused on teachers as individuals rather than as a group. Female headteachers by their transformational leadership qualities to some extent provide future directions to their followers (teachers) and motivate them in the delivery of their jobs.

The study also concludes that the practice of transformational leadership among female headteachers significantly does not depend on academic qualification of the headteacher. It is further inferred that there is a strong positive relationship between female headteachers transformational leadership and school improvement. The ability of female headteachers to coordinate, prioritise and solve individually the concerns of teachers improves their psychological being, hence leading to improvement of the schools. The inspiration and development offered to teachers by female principals in their line of duty also helps improve schools.

5.5 Recommendations

1. Despite the study disclosing some high level of transformational leadership practice among female headteachers, it is important that authorities deduce strategies to train and improve the transformational leadership qualities of female principals in general. The district directorate of education can organize periodic seminars and workshops to headteachers on how best to utilise transformational leadership attributes to foster the improvement of schools.
2. Female headteachers in the Jasikan School District at all levels of educational attainment should be given equal attention in terms of equipping them well with regards to being transformational leaders. Female headteachers at all level's education should also be allowed to undertake special leadership courses and programs to enhance their leadership qualities.
3. Attention should be paid most especially to intellectual stimulation form of transformational leadership which was found to have a negative insignificant influence on school improvement in the district. There should be focus on creating a positive school climate for all participants in educational process

which would make the school a “better place for living and learning” and that can be achieved by the practice of transformational leadership style.

Transformational leadership is very substantial for schools to move forward.

5.6 Suggestions for Further Studies

A further study can be conducted on the topic by expanding the scope to include other districts and also include private basic and secondary schools. Studies should also focus on how the relationship between transformational leadership and school improvement is mediated by the commitment of teachers.



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APPENDICES

Appendix 1: Questionnaire

Dear Respondent,

This questionnaire seeks to solicit your information on research entitled “**assessing female principal transformational leadership practice for school improvement: the case of Jasikan district.**” I would be grateful if you could please take time off your busy schedule to provide the necessary information needed by the study. You are assured of confidentiality and anonymity that the information provided shall be solely for academic purposes.

Thank you.

Instruction: Please put a check/mark (√/ ●/○) on the space provided for your answer.

PART I: RESPONDENT’S AND HEADTEACHERS PROFILE

1. What is your gender?

Male ()

Female ()

2. What is your highest level of education?

Diploma ()

Bachelors degree ()

Masters degree ()

3. What is your headteachers highest educational level?

Diploma ()

Bachelors degree ()

Masters degree ()

PhD ()

4. Please indicate your age category

18 – 30yrs ()

31 – 40yrs ()

41 – 50yrs ()

51 – 60yrs ()

PART 2: Principal Transformational Leadership

Indicate your level of agreement with regard to the core areas of leadership attributes of your headteacher. Use the scale provided below:

1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

	1	2	3	4	5
Individual Consideration					
1. My headteacher treats us as individuals rather than just as members of a group					
2. My headteacher helps others develop their strengths					
3. My headteacher seeks different perspectives when solving problems that relate to the school					
4. My headteacher encourages use of teams to plan and implement school					
Intellectual Stimulation					
1. My headteacher re-examines critical assumptions to question whether they are appropriate					
2. My headteacher get others to look at problems from many different angles					
3. My headteacher allows workers to have considerable autonomy and discretion to plan curriculum and organize instruction within an overall framework					
4. My headteacher has regular meetings with staff to discuss issues arising					

Inspirational Motivation					
1. My headteacher works enthusiastically about what needs to be accomplished for the good of the school and workers					
2. My headteacher expresses confidence that goals will be achieved by teachers/workers					
3. My headteacher talks optimistically about the future					
4. My headteacher articulates a compelling vision for the future					
Idealized Influence					
1. My headteacher instills pride in those who associate with her					
2. My headteacher goes beyond self-interest for the good of the group					
3. My headteacher makes personal sacrifices for others benefit					
4. My headteacher acts in ways that build others respect for me					

PART 3: School Improvement

Indicate your position with regard to improvement in the following areas in your school. Use the scale provided below:

1 = No improvement 2 = little improvement, 3 = moderately improved, 4 = improved,
5 = highly improved

	1	2	3	4	5
1. Teacher/employees delivery on the job					
2. Academic performance of students					
3. Communication among staff and management of your school					
4. Provision of sufficient information to teachers/employees, students and parents					
5. Availability of facilities (classroom blocks, library, washrooms, chairs, tables, boards etc.)					
6. Availability of teaching equipment's and materials (textbooks, markers, laboratory apparatus etc.)					
7. Workload management					
8. Assignment of responsibilities					