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RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP PRACTICES OF SENIOR HIGH SCHOOL HEADS AND THE MOTIVATION LEVELS OF TEACHERS: THE MEDIATING ROLE OF GENDER

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JUNE, 2021

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DECLARATION

STUDENT'S DECLARATION

I, VERONICA AFIA OSAAH, declare that this thesis, except for quotations and references contained in published works, which have all been identified and acknowledged, is entirely my 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 work were supervised under the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

NAME: PROF. FREDERICK KWAKU SARFO

SIGNATURE: …….

DATE: ……

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DEDICATION

To my brother Augustine Acheampong who has been my source of inspiration.

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ABSTRACT

The purpose of the study was to investigate the relationship between the transformational leadership practices of senior high school heads as perceived by teachers and the motivation levels of teachers in the Assin South. Additionally, the study explored the mediating role of gender differences in the relationship between transformational leadership practices of the school heads and the motivation levels of the teachers. Correlational Research Design was used for the study. The researcher used the stratified sampling technique to sample one hundred (100) senior high school teachers in the Assin South District. Data were obtained by means of a questionnaire. Pearson Product Moment Coefficient was carried out to determine the relationship between leadership practices of school heads and the self-assessed motivation levels of teachers whiles Baron and Kenny (1986)'s four-step regression method was used to determine the mediating role of teachers' gender in the relationship between the two variables. The results of the study showed that there is a significant positive relationship between leadership practices of school heads and the self-assessed motivation levels of teachers in the Assin South District and this suggests that leadership practices of school heads influence the motivation levels of teachers. The correlation was shown to be significant at 0.01 showing that the relationship was strong. Again, the results of the study showed that gender does not mediate the relationship between the leadership practices of school heads and teacher motivation levels. Therefore, it was recommended that schools heads should have mutual communication with teachers, help and support them, exhibit behaviours based on justice, equality and honesty, create a strong vision around common objectives, share school-related tasks with employees, and improve their skills and also school leaders/heads need to have adequate knowledge of the principles of transformational leadership and apply them in their daily practices to have the cooperation and support of all school staff.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, delimitations and limitations of the study as well as operational definition of key terms.

1.1 Background of the Study

Leadership is an important resource for all organisations in achieving set objectives and targets. While staff availability, knowledge and skills are essential in achieving organisational goals, they are not sufficient for ensuring good performance. Leadership is the key factor in directing all organisational components including its human resource towards the effective attainment of organisational goals (Armstrong, 2006). Leadership has been defined as the process of influencing the activities of a group of people in effort towards goal attainment (Hersey, Blanchard & Johnson, 1996). Yukl (2006) also defined leadership as "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (p.8). According to Bass (1985) leadership should be measured in terms of the influence a leader has on followers. The use of the word 'influence in describing leadership implies the way a leader affects followers or individuals within an organisation. Leaders through their actions and practices influence the behaviour, attitude and aspirations of group members and direct their efforts towards goal attainment.

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Leadership is carried out in a variety ways. However, scholars have categorised the many different leadership patterns carried out in organisational settings into two: transactional and transformational (Mester, Visser & Rodt, 2003). One is task oriented and the other is relationship oriented. Transactional leadership is a task-oriented leadership which focuses on getting the job done (Naidu & Van De Walt, 2005). Transactional leadership occurs when followers are moved to complete their roles as agreed with the leader in exchange for a reward. It is the type of leadership in which the leader promotes compliance of followers through both reward and punishment. Transformational leadership is a people-oriented kind of leadership that encourages subordinates to excel beyond normal performance levels for the sake of the organisation (Mester, Visser & Rodt, 2003).Transformational leaders seek to change employees' goals, needs, values, priorities and ambitions to boost their trust and confidence that will enable them to increase their performance and commitment to the organisation. In this leadership approach, the leader focuses on the satisfaction, motivation and the general well-being of the organisational members.

Scholars in organisational studies agree on motivation as a means to influence followers and spur them on to effective performance (Ingvarson, 2009; Ori& Roth, 2011). House, Hanges, Javiden, Dofman and Gupta (2004) see motivation as a key component of leadership. They state that leadership is the ability to motivate others toward the effectiveness and success of the group of which they are members (House et al., 2004). Gupta (2004) considers motivation as the process by which the effort of an individual or group is energised and sustained towards attaining a goal. The motivation factor is very necessary in organisations as it determines the attitude or commitment of individuals within an organisation. Hellriegel, Slocum and Woodman (2001) describe motivation as the force acting within an individual that causes him or

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her to act or behave in a goal-directed manner. In other words, motivation arises from within an individual; it is an inner drive that arouses behaviour (Ilies, Morgan &Nahrgang, 2005). This inner drive that lies within an individual has to be stimulated from outside to keep the individual energised to want to expend extra effort in accomplishing a given task (Deci, 1972; Story et al. 2009). Thus, scholars identify two types of motivation: intrinsic motivation and extrinsic motivation (Ryan & Deci, 2000). Intrinsic motivation is motivation that arises from within an individual (Porter, Riesenmy & Fields, 2016) Individuals are intrinsically motivated when they seek enjoyment, interest, satisfaction of curiosity, self-expression, or personal challenge in the work they do. Extrinsic motivation is motivation that comes from outside the individual. Individuals are extrinsically motivated when they are triggered externally to perform a task to attain an external reward or to avoid a punishment (Amabile 1993; Ryan &Deci, 2000). Job benefits, bigger salary, incentives and job promotion are some rewards that leads to extrinsic motivation. Amabile (1993) argues that employees can either be intrinsically or extrinsically motivated or even both. Porter, Riesenmy and Fields (2016) noted that when employees are motivated, they are likely to be dedicated, innovative and put in more effort to perform their jobs.

Chaudhary and Sharma (2012) supported this view stating that high levels of motivation among employees correlate to increase levels of contentment, dedication and enthusiasm for work. Alternatively, unmotivated employees are likely to spend less effort in their jobs and produce low quality work (Amabile, 1993; Manzoor, 2012). The study of motivation according to Pate (2002) is concerned basically with why people behave in a certain way. In other words, what stimulates people's actions and behaviour? Rabey (2001) states that circumstances and situations will determine the stimulus to personal motivation which will further generate responses on whether

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to drive forward or to reverse. Creating those circumstances or the environment in the organisation can be achieved by the leadership type in place (Steers et al., 1996).

Saefullah (2012) mentioned that a person may have different motivation levels, based on circumstance at the workplace. In other words, conditions created in the work environment determine employees' level of motivation. It is the responsibility of the leader to create stimulating and supportive working conditions to raise employees to high motivation levels and boost their morale to perform (Ryan & Deci, 2000; Scott & Davis, 2007). Carlisle and Murphy (1996) opined that in motivating others, a manager or a leader is required to have skills in organizing and fostering a motivating atmosphere within the organization, communicate effectively, drive creative ideas, direct practice, deal with questions from employees, plan action for the employees, drive employees to action, and give solution to cope with problems.

In the school setting, the key task for leadership is to influence student learning and achievement. School leaders improve teaching and learning indirectly through their influence on staff motivation (Leithwood, Louis, Anderson & Wahlstrom, 2004). Scholars have theorized much about the importance of teacher motivation in school and the role of heads of schools in motivating teachers (Ngobeni 2004; Pongoh 2008). These scholars (Blasé and Blasé, 1994; Johnson, 1986) have gone further to show how heads of schools can motivate teachers through the use of teacher – centred approach to educational leadership (Evans, 1998). This approach is only possible when the school head as an educational leader, over and above his/her management role, endeavours to meet as many individual needs as possible and leads the teachers with considerable care, and has positive attitude and interest in their welfare.

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Geijsel, Sleegers, Leithwood, and Jantzi's (2003) defined teacher motivation as the amount of "extra" effort teachers are willing to devote to school improvement efforts. In their 2003 study, Geijsel and colleagues examined the relationship between school leadership and teacher motivation and commitment. Using structural equation modelling, the researchers analyzed teacher survey data from close to 1,500 teachers teaching in Canada or the Netherlands, two countries that were in the midst of major school reform efforts. The study concluded that principals' ability to build a shared school vision and intellectually stimulate teachers was significantly related to the extra amount of effort teachers were willing to devote and their commitment to improvement initiatives. Scholars identified other factors such as willingness to involve teachers in decision-making, delegated task, the ability of the school head to communicate expectations and provide for teachers positive and supportive feedback, fair and equitable treatment, showing appreciation for good work done by teachers, among others as leaders related factors that enhance teacher motivation (Ere's 2011; Kocabas & Karakose, 2005; Jantzi & Leithwood, 2006). Demonstrating these leadership skills or abilities enable school leaders to keep teachers motivated (Eyal and Roth, 2011; Kocabas & Karakose, 2005). Hence, the need to find out whether heads of educational institutions demonstrate these leadership strategies in their daily practices and the extent to which teachers in their schools are motivated.

Rooney (2008) opined that leadership approach of principals or school heads is best interpreted and described from the perspectives of teachers who directly experience the day-to-day activities of their school heads. The manner in which teachers perceive the leadership practices of their heads greatly influence their motivation and attitude to work. As such, it is important to study and identify the leadership practices perceived by teachers as being essential to boosting their

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motivation levels (Eyal& Roth, 2011; Price, 2008). Leadership practices would be assessed in terms of the transformational leadership practices displayed by school heads in their capacity as educational leaders. According to Yukl (2006), transformational forms of leadership have become the subject of systematic empirical inquiry in the school context. Hoy & Miskel (2008) stated that since the introduction of transformational leadership in the mid-1980's a vast research literature about it has been developed and there are many studies conducted and research available on the topic of transformational leadership and the effect it has on teachers in many different areas of education. There have been proofs of a positive relationship between transformational leadership and teacher motivation (Bogler, 2001, Jantzi & Leithwood, 2006; Ori & Roth, 2011). A review by Othman and Wanlabeh (2012) found that there was a positive relationship between transformational leadership styles and teacher motivation. Similar findings were found in Eyal and Roth (2011)'s study which stated that the transformational leadership style of the school principals had a significant relationship with teacher motivation. This study was an attempt to investigate the transformational leadership practices of senior high school heads from the perspectives of teachers in the Assin South District and how the perceptions of these teachers regarding the leadership practices of school heads relate to the motivation levels of the teachers.

Studies have shown that demographic factors such as age, gender and work experience contribute to individual perceptions and motivation to work (Kinicki & Williams, 2008; Robbins, 2005). Gender as a variable has been included in previous studies that examined leadership effects on teacher motivation (Gupta, Pasrija and Bansal, 2012; Inayatullah and Jehangir , 2012) with the aim of assessing the gender differences in teacher perceptions of leadership practices on the one hand and the

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motivation levels on the other hand. This research explored how the demographic variable of teachers' gender mediated the relationship between teacher perceptions of the leadership practices of their school heads and the motivation levels of the teachers.

1.2 Statement of the Problem

Teacher motivation is a subject that has received significant attention in educational debates owing to the crucial role played by teachers in the teaching and learning process. Teacher motivation is perceived to be determined by several factors such as salary, promotion, working conditions, workload, and other environmental factors (Bennel & Acheampong, 2007). However, Ejimofor (2007) points out that in the school setting, the task of motivating teachers is principally the responsibility of the school head.

According to Terry (1987), leaders of schools, who are head teachers, have been charged with the responsibility of ensuring that teachers strive willingly towards school vision, mission, and objectives. Farrant (2004) postulates that teachers are the main resource in a school and so it is vital that head teachers create an environment in which they willingly give off their best. In line with this, school heads are charged with the responsibility to maintain a cordial relationship with teachers, respect their opinions and provide for teachers the necessary professional support to discharge their duties effectively (Lussier, 2013). Gilley (2008) noted that if school heads are able to create stimulating and supportive working environment in their schools, teachers will perform their jobs with high motivation and it will lead to improved teaching and learning. Failure by school heads to create an environment supportive of teacher motivation can lead to a downward spiral resulting in low teacher performance that hinders effective academic work (Emmanouil et al., 2014). In most senior high

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schools in Ghana, there is general apathy and low motivation among teachers which have often been blamed on the leadership practices displayed by school heads. What is evident in Assin South is that most teachers who do not attach much seriousness to their work and engage in uncooperative attitudes often blame their actions on the activities of their school heads. Minadzi and Nyame (2016) observed that the actions and in-action of principals or school heads in one way or the other influence teachers and how they performance their duties in the school. Davis (1997) indicated that leadership activities that lacked consideration for motivation made teachers less committed to school work. This study was mainly concerned about how senior high school heads in Ghana carry out their leadership practices and how such practices affect teachers in their school. The study focused on the motivation levels of teachers in relation to the transformational leadership practices activated by school heads.

Many studies have been done on leadership practices and teacher motivation both locally and internationally (Bogler, 2001; Eyal& Roth, 2011; Finnigan, 2010, Price, 2008). While studies abound in Ghana on the role of school heads in motivating teachers (Akuoko et al., 2012; Manu et al., 2013; Salifu & Seyram, 2013; Seniwoliba, 2013), there seem to be little knowledge on how teachers perceive the leadership practices of school heads and how teacher perceptions regarding the leadership practices of school heads relate to the motivation levels of the teachers. Thus, the aim of this study was to assess the relationship between the leadership practices of senior high school heads as perceived by teachers and the motivation levels of teachers in senior high schools in the Assin South District. By so doing the study examined teacher perceptions of the leadership practices of school heads as determinant of teacher motivation.

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1.2.1Knowledge gaps

The motivation of teachers has been of much interest to researchers in education owing to the crucial role teachers play in the teaching and learning process (Friedman, 1997; Kocabas & Karakose, 2005; Ryan and Deci, 2000). However, many studies conducted both locally and internationally focused on examining factors that affect teachers' motivation such as salary, promotion, working condition, students discipline, security, social respect, parental supports, incentives, rewards among others. But, there is minimal emphasis by scholars on the influence of school leadership as a factor to be considered in teachers' motivation though; the leadership practices exhibited by school heads have been found to have a direct correlation with teachers' motivation (Eyal& Roth, 2011; Thomas, 1997).

Besides, available literature indicates that studies that focused on leadership and teachers' motivation were carried out mostly in developed countries. There is therefore the need for similar literature in developing countries including Ghana.

Whiles there have been some attempts by researchers at investigating leadership factor and the motivation of teachers in Ghana, there still remains little knowledge about how teachers perceive the leadership practices of their school heads and how the perceived leadership practices relate to the motivation levels of the teachers. Thus, this research focused on the relationship between leadership practices of senior high school heads as perceived by teachers and the motivation level of the teachers. The decision by the researcher to conduct the study at the senior high school level is because the researcher discovered that although studies on teacher motivation abound in Ghana (Akuoko et al., 2012; Manu et al., 2013; Salifu & Seyram, 2013; Seniwoliba, 2013), a few of such studies were carried out at the senior high school

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level. Besides, the researcher discovered that no research related to the current topic has been conducted in the Assin South District, therefore, the need to fill the gap.

1.3 Purpose of the Study

The purpose of the study was to investigate the relationship between the transformational leadership practices of senior high school heads as perceived by teachers and the motivation levels of teachers in the Assin South District; with gender as mediating variable.

1.4 Objectives

The study was guided by the following objectives:

1. to examine the transformational leadership practices of school heads as perceived by senior high school teachers in the Assin South District
2. to determine the motivation levels of senior high school teachers in the Assin South District
3. to examine the relationship between the transformational leadership practices of school heads as perceived by teachers and the self-assessed motivation levels of senior high school teachers in the Assin South District.
4. to assess the mediating role of gender differences in the relationship between transformational leadership practices of school heads and motivational levels of teachers in the Senior high schools.

1.5 Research questions

1. What are senior high school teachers' perceptions of the transformational leadership practices of their school heads in the Assin South District?

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2. What is the level of motivation of senior high schools teachers in the Assin South District?
3. What is the relationship between the transformational leadership practices of school heads as perceived by teachers and the motivation of senior high schools' teachers in the Assin South District?
4. What is the mediating role of gender differences in the relationship between transformational leadership practices of school heads and motivational levels of teachers in the Senior high schools?

1.6 Significance of the study

A study that focuses on the leadership practices of senior high school heads and teachers' motivation is significant for several reasons:

First, it will provide valuable information to school heads about how teachers perceive their leadership practices. It will also help in identifying aspects of the leadership practices of school heads that positively impact teachers' motivation. Based on the findings, school leaders will be able to assess their leadership behaviours and implement effective practices that will improve teacher motivation levels in their schools.

Also, the study will provide useful information to the Ministry of Education; the Ghana Education Service and training institutions on the extent to which teachers are influenced by the leadership practices of school heads. They may use the findings of the study to identify intervention measures to undertake in preparing leadership courses for school heads with the view of enhancing teacher motivation. The findings will help in designing leadership programmes that will emphasise those leadership behaviours that enhance teacher motivation in our schools.

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In academia, the findings of the study will contribute to knowledge and literature in the subject under investigation. Besides, it will serve as a useful source of reference to researchers who hope to conduct similar studies in other districts and levels of education.

1.9 Delimitation of the study

The study was carried out in senior high schools in the Assin South District. The district has four senior high schools which are all public schools. Regarding its content scope, the study investigated the relationship between the leadership practices of senior high school heads as perceived by teachers and the motivation levels of senior high school teachers in the Assin South District. The six dimensions of Jantzi and Leithwood (1996)'s transformational leadership model (as illustrated on the Principal Leadership Questionnaire) constitute the leadership practices considered in this study. These six dimensions are: identifying and articulating a shared vision, providing an appropriate model, fostering the acceptance of group goals, providing individualised support, providing intellectual stimulation and holding high-performance expectation. Indicators of teacher motivation assessed in this study comprised aspects of school leadership practices that concentrate on building and maintaining positive relationship, supervision, adequate provision of instructional resources and materials, shared leadership and teacher empowerment, teacher professional growth and development, recognition or appreciating teachers for good work done. Finally, the demographic variable of gender was included in the study to ascertain how the gender differences of teachers mediated the relationship between teacher perceptions of the leadership practices of their school heads and the motivation levels of the teachers.

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1.10 Limitations of the study

A major limitation of this study was its inability to generalize findings to senior high schools in other districts of Ghana. Data collected for the study was peculiar to the Assin South District which is not notably different from many other districts in Ghana but the sheer number of senior high schools in Ghana makes the sample size statistically inadequate to make authoritative conclusions concerning teacher perceptions regarding leadership practices of school heads and the motivation levels of teachers.

The findings of this study were based on likert-type questions which do not allow respondents to construct their own responses or allow the researcher to probe for additional insight.

The study utilized self-reported data gathered from teacher responses to questionnaire items. The researcher had no means in which to verify the accuracy of the responses. Besides, self-reported surveys can lead to response bias, where participants will respond in a way that is socially desirable (Nederhof, 1985). However, social desirability was controlled by guaranteeing response confidentiality and anonymity.

The study relied only on the perceptions of teachers. Researcher could use a sample of school heads to conduct paired sample surveys to explore the relationships between leadership practices of school heads and teacher motivation levels in different leader-follower dyads. Besides, perceptions of leadership practices depend on teachers' interpretations of what makes sense to them and others. Qualitative research methods, such as interviews, may be used to collect in-depth information to supplement quantitative research findings.

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Finally, the researcher employed short-term cross-sectional design to capture a single shot of study variables. The cross-sectional design did not allow for variables to be evaluated over any length of time. Conducting the study using a longitudinal study would have generated more accurate results on the teachers' perceptions regarding leadership practices of their school heads and their level of motivation.

1.11 Definition of terms

For the purpose of this study the following terminologies have been defined as follows:

Leadership: the ability of a person to influence the behaviour, thoughts and actions of other individuals and direct their efforts towards goal attainment.

Transformational leadership: refers to the leader's ability to engage with followers in ways that raise them to a higher level of motivation, morality or performance. Transformational leadership in the school context refers to the ability of the school leader or head to motivate teachers to willingly and enthusiastically commit themselves to the realisation of school goals.

Practices: the behaviours and actions that are demonstrated by a leader. Practices relate to what a leader does and how a leader operates (Leithwood, et al., 2008)

Leadership practices: the actions, behaviours, plans and strategies put in place by school heads to direct, influence and motivate teachers towards attaining school goals

Motivation: refers to the force within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action.

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Teacher motivation: refers to methods, strategies and activities used by school heads to induce teachers to perform their jobs with dedication, enthusiasm and high morale within the school environment.

Perception: is a process by which an individual organises and interprets a phenomenon to give a meaning. Perceptions teachers hold of the leadership practices of their school head determines the extent to which they can cooperate with him/her in achieving school goals.

1.12 Organisation of the study

Chapter One dealt with the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, delimitation/scope of the study, limitations of the study and definition of significant terms.

Chapter Two focused on the literature review. The review covered both theoretical and empirical literature on the topic under investigation. Chapter Three described the research methodology including the research design, population, the sample and sampling procedure, the research instrument, data collection procedure and the data analysis procedures. Chapter Four focused on analysis and presentation of data results. Chapter Five discussed the findings of the studying relation to literature while Chapter Six presented a summary of the study along with conclusions and recommendations as well as suggestions for further research.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of literature relevant to the study. The review of literature comprises four sections. In the first section, the researcher sheds light on the various definitions of leadership and outlines the way the concept evolved starting from trait theory till the emergence of transformational leadership. Transformational leadership is then discussed in detail in terms of a conceptual model as well as its evolvement in the field of education. In the second section, the concept of motivation is discussed together with the relevant theories. Also, the factors that influence teacher motivation are explored and the role of the school leader/head in motivating teachers discussed. The third section presents empirical review of works that have been carried out on the concept of leadership and teacher motivation whereas the last section is devoted to the theoretical and conceptual framework of the study.

2.1 The Concept of leadership

Leadership is a basic requirement for every organization. Yildiz and Simsek (2016) argue that leadership is critical for all organizations because of its effect on employee attitudes and actions as well as employee emotions and opinions. The word "leadership" has been integrated into the technical vocabulary of organizational studies without being precisely defined (Yukl, 1998). According to Stogdill (1974), there are almost as many different interpretations of leadership as there are persons who have attempted to define the concept. Northouse (2010) defined leadership as "a process whereby an individual influences a group of other individuals to achieve a common goal". Yukl (2006) also defined leadership as "the process of influencing

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others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (p.8). Piccolo and Colquitt (2006) explained it as the exercise of influence by one member of a group or organisation over other members to help the group or organisations achieve its goals. It is also described as "the art or process of influencing people so that they will strive willingly and enthusiastically toward the achievement of group goals" (Koontz &Weihrich, 2008, p.311). The numerous definitions rendered leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person (or group) over people (or group) to structure the activities and relationships in a group or organisation (Yukl, 1994 as cited in Leithwood & Dunke, 1999). Influence is central to leadership in getting things done by people to achieve common goals. Different approaches are available to explain how leaders influence followers in getting things done. Four main theoretical frameworks have dominated the study of leadership over the past years: the trait theories, the behavioural theories, the situational theories and the interactive/relational theories.

2.1.1 Evolution of leadership

From early 1900 to the early part of the 20th Century, the concept of leadership was studied in terms of leadership characteristics or traits (Creighton, 2005). This approach was based on the premise that people were born with certain characteristics or traits, such as extreme intelligence, a good memory, persuasiveness and an unlimited amount of energy (Amoroso, 2002). The presence of these traits or characteristics presumably led individuals to assume leadership positions. The most popular of these trait theories is the "Great Man Theory". This theory focused on

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specific traits of those believed to be natural leaders. These leaders were differentiated from others by their strong personalities, possession of a great number of desirable traits and/or their ability to employ a combination of their personality traits to influence others in achieving particular goals (Bingham, 1927; Bowden, 1926; Tedd, 1929). Support for Trait/ Great Man Theory was gained through researchers citing various failing organisations that appeared to have been saved by an extraordinary leader. However, following the work of Stogdill (1948) in 1940, researchers began to shift their focus from looking at leadership in terms of personality traits or characteristics.

Stogdill (1948) in his quest for great leaders reviewed many reports on leadership based on the assumption that great leaders are born leaders. Sashkin and Sashkin (2003) report that Sogdill found leaders were a bit more intelligent, outgoing, creative, assertive, responsible, taller and heavier than average people. However, Stogdill observed that differences in trait could not provide a solution to the search as the list was found to be statistically insignificant. Hundreds of trait studies were conducted but the research effort failed to link any special traits that guaranteed the success of leadership. (Sashkin&Sashkin, 2003) then concluded that a person does not become a leader because of a combination of traits since the impact of traits differs according to the situation. Hence, the characteristics of a situation should be considered before ascribing greatness to an individual as a leader.

When the trait approach did not bring any significant results to the study of leadership, researchers started to pay attention to what leaders do on the job. This gave birth to the behavioural theories in the 1940s. The behavioural approach denies the belief that leaders are born with specific traits but rather holds the belief leaders are effective leaders are made. This means that leadership capability can be learned

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and are not inherent. The focus here is on what leaders do and not on the quality of their thinking (Derue, Nahrgang, Wellman & Humphrey, 2011). This approach suggests that workers are more affected by a leader's behaviour than a leader's characteristics (Williams, 2004). Two major research studies were conducted by researchers from the University of Michigan and Ohio State which focused on observable leadership behaviours. Both studies yielded similar results.

The Ohio State study (Blake &Mouton, 1964) asked employees to report how often their leaders exhibited certain behaviours, of which two central leadership behaviours were identified: behaviour centered on structure and behaviour based on consideration. When these leadership behaviours were present, it was concluded that the leader provides a structure for his or her employees and the leader considers or cares for his or her employees. Yielding similar results, the University of Michigan (McGregor, 1966) identified two specific leadership behaviours that corresponded to the two behaviours identified in the Ohio State study: production-oriented behaviour and employee-oriented behaviour. Production oriented behaviour which corresponded to the structure behaviour in the Ohio State study, involved completion of a task. The second behaviour, employee-oriented, corresponds to the consideration-based behaviour in the Ohio State study. Leaders who demonstrated the employee orientation behaviour also exhibited human-relation oriented skills and positive relationship with their employees. These studies supported the notion that effective leaders had to be cognisant of both task and relationship orientations.

In the latter part of the 1960s, the focus of researchers shifted to situational variables and how they affect leadership in institutions. A new approach emerged known as the Situational Leadership Approach (Hersey-Blanchard, 1967). The situational approach takes into consideration the context that influences the leadership

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process: the characteristics of subordinates, the nature of the work, the type of an organisation and the external work environment. Tenets of this approach hold the view that every situation is different and requires leadership to evolve to fit the situation. The situational Leadership approach is illustrated in a model developed by Blanchard (1985) called the Situational Leadership Model. This model posits that the developmental levels of a leader's subordinates play the greatest role in determining which leadership style (leader behaviour) and socio-emotional support (relationship behaviour) a leader must provide given the situation and "level of maturity" of the followers.

Another theory that subscribed to the situational school of thought is the Contingency Theory developed by Fiedler in 1964(Fiedler, 1964). The Contingency Theory developed by Fiedler (1964) suggests that a leader's ability to lead is contingent on various situational factors including the leader's preferred leadership style, the capabilities and behaviour of followers and also various other situational factors. Fiedler categorised leadership as task motivated and relationship motivated. Task motivated leaders are concerned with reaching a goal, whereas relationship motivated leaders are concerned with developing close interpersonal relationships. Fiedler's contingency model was used to help determine a leader's level of leader-member relations, task structure and position power (Northouse, 2007). Another Contingency model was introduced by House and his colleagues in the 1970's known as the Path-goal Theory. The fundamental principle of this model is that leadership behaviour should be motivating and satisfying to the extent that it increases goal attainment by subordinates and clarifies the behaviour that will lead to these goals. Effective leaders, according to House and his colleagues (Evans, 1999) will help employees reach personal and organisational goals by pointing out paths they should

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follow and providing them with the means to do so. House described four leadership styles that leaders can adopt to facilitate employee goal attainment: directive leadership style, where the leader tells the subordinates what they should do and how to do it; supportive leadership style where the leader shows concern and support for subordinates; participative leadership style where the leader allows subordinates to participate in decision-making and achievement-oriented leadership style where the leader sets challenging goals for subordinates and emphasises the high level of job performance. Other contingency models are the Tannenbaum and Schmidt's Leadership Continuum and the Vroom-Yetton-Jago Normative Contingency Model. Tannenbaum and Schmidt's Leadership Continuum highlights two major ways by which a leader can influence his or her followers. According to this model, a leader can influence his followers by telling them what to do and how to do it or by involving them in planning and execution of the task (Hersey & Blanchard, 1988). The Vroom-Yetton-Jago Normative Contingency Model focuses on subordinates' involvement in decision-making. This model stipulates that in terms of decision-making within an organisation, a leader must know when to take charge and when to allow the group to take a decision (Vroom &Jago, 1988).

Studies in leadership evolved with the introduction of "Charismatic Leadership" (House, 1977). The term "charismatic" has its root in the word 'charisma'. This theory perceives charisma as the ability of a leader to exercise a profound influence on the beliefs, values, behaviour and performance of others through the behaviour and personal example of the leader, which makes followers attribute outstanding performance to the leader. Conger and Kanungo (1987) who published their attribution theory of charismatic leadership pointed out that follower attribution of charisma to a leader is determined by a combination of the leader's

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behaviour, skills and contextual factors. According to Conger and Kanungo (1987), the term charisma is more likely to be attributed to leaders who challenge the status quo with their vision, use unorthodox ways of achieving the vision, make self-sacrifices and take personal risks, demonstrate self-confidence and use persuasive appeals. They claim that followers are so enamoured with the leader that they are motivated to please and imitate the leader. A charismatic leader can move followers past surface-level acceptance of his or her values to internalising the same values, attitudes and beliefs to achieve organisational goals. Proponents of transformational leadership advocate that charismatic leaders have transforming effects on their followers. Hence building on this idea, Burns (1978) introduced a theory of transformational leadership which will be discussed in detail in the next section.

2.1.2 Transformational leadership

The theoretical model of transformational leadership was introduced by James McGregor Burns in 1978 in his seminal work "Leadership". Burns, working on organisational leadership researched the leadership styles of political leaders and corporate executives. He addressed the nature of leadership by first discussing the essence of power. He stated that effective leadership should be less about wielding power and gaining compliance and more focused on the relationship between people and a greater understanding of the individual's motives and purposes. He believed that power and authority should be used to enact a common purpose and not advance a personal agenda. He defined leadership as "leaders inducing followers to act for certain goals that represent the values and motivations - the wants and needs, the aspirations and expectations –of both leaders and followers" (Burns, 1978). He stressed that leadership should be a shared value and that leaders can augment

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performance by articulating a shared sense of purpose, goals and effort (Lowe et al. 1996). He described transformational leadership as an effort to satisfy followers' needs and to move followers to a higher level of work performance and organizational involvement by displaying respect and encouraging participation (Bass &Riggio, 2006). Burns' transformational leadership was derived from Maslow's Hierarchy of Needs because of its emphasis on recognising that human beings require a broad range of needs and the understanding that the performance of the follower in the work environment depends heavily on the extent to which their needs are met.

A major feature of Burns' theoretical framework was the distinction between transformational and transactional leadership. As Burns conceptualised transformational leadership, he contrasted it with transactional leadership. He suggested that the two are on opposite ends of a spectrum where the transformational leader focuses on intrinsic motivation and the transactional leader on extrinsic motivation. Burns described the transactional leader as one who makes contact with others to exchange valued things (Burns, 1978). The exchange, according to Burns (1978) could be for several reasons including economic, political or psychological. Once the transaction is over, as Burns (1978) indicated, both parties go their separate ways and there is no lasting relationship between the leader and the follower. Burns (1978) perceived transformational leadership as the polar opposite of transactional leadership. He observed that transformational leadership affects both the leader and the follower. He pointed out that leadership raises the leader and the follower to higher levels of motivation and morality. He reports that the transformational leader and the follower move both from separate points to a point of commonality and the result is that there is a raised level of conduct and ethical aspirations, which fosters a transforming effect on both. Both the transformational leader and the follower are

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intrinsically motivated and not extrinsically motivated as in transactional leadership. It was maintained that both transformational and transactional leadership provide results but the results from transactional leadership do not have lasting effects compared to that of transformational leadership.

Bass (1985) extended the work of Burns (1978) by examining the psychological characteristics associated with Burns' original model of transformational leadership. Bass focused on how transformational leadership could be measured and he provided insight into how leadership influences follower motivation and performance. He pointed out that transformational leadership should first be measured in terms of the influence that the leader has on the followers. According to him, transformational leader influences followers to put the needs of the organisation ahead of their self-interests by elevating "the followers' level of need on Maslow's (1943) hierarchy from lower-level concern for safety and security to higher level needs for achievement and self-actualisation" (Bass & Bass, 2008). In Bass' model, followers feel admiration, loyalty and respect for the transformational leader and the transformational leader motivates followers by promoting the feeling that the followers are working for something beyond personal gains and also by providing the followers with a sense of vision and mission that provides a deeper sense of self-identity (Bass, 1990). He observed that transformational and transactional leadership are distinct and not mutually exclusive. He argued that the qualities related to transformational and transactional leadership shape the effectiveness of the leader. He maintained that these leadership practices complement one another and work together to ensure that organisational needs are continually being met. By integrating the transformational and transactional leadership styles and recognising that both styles are focused on the achievement of desired goals, Bass espoused the viewpoint that

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transformational leadership is complementary to transactional leadership and therefore unlikely to be effective if there were a total absence of a transactional relationship between the leader and the follower (Bass, Avolio, & Goodheimm, 1987). The transactional leader may structure the nature of the task to maintain the dependence of the leader for proper problem-solving. On the other hand, a transformational leader could rely on the ability to provide a new strategy or vision as a means of influencing the follower's choice of a preferred solution while still maintaining a high level of subordinate sovereignty (Lowe, Kroeck & Sivasubramaniam, 1996).

Bass (1985) described the transformational leader as one who motivates others to do more than is originally expected of them. The leader, he indicated, could do this by: "(a) making followers more aware of the importance of task outcome (b) inducing them to transcend their self-interest for the sake of the organisation or team, and (c) activating their higher-order needs" (Yukl, 2010). Bass (1985) characterised his model of transformational leadership into four factors: idealised influence, inspirational motivation, individual consideration and intellectual stimulation, discussed as follows:

Idealised influence: Under idealised influence, the transformational leader presents himself as a role model to the group. Idealised influence encompasses behaviours that instil pride in followers for associating with the leader – often characterised as charisma (Bass &Riggio, 2006). It indicates that a leader will go beyond their self-interest for the greater good of the group and make personal sacrifices for the benefit of others. A transformational leader with idealised attributes displays a sense of power and can reassure others that they can overcome obstacles (Bass &Riggio, 2006). They tend to talk about their most important values or beliefs and the importance of trusting

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one another. They emphasise a collective mission and note the importance of having a strong sense of purpose. The members of an organisation often emulate leaders who possess idealised influence viewing the leader as a charismatic personification of the values and mission of that organisation (Bass &Riggio, 2006).

Inspirational motivation refers to the transformational leader's ability to inspire confidence, motivation and a sense of purpose in his followers. The transformational leader must articulate a clear vision for the future, communicate expectations to the group and demonstrate the commitment to the goals that have been laid out (Bass & Riggio, 2006). The leader inspires his followers with optimism and enthusiasm and creates the belief that goals are indeed attainable (Bass & Avolio, 1994). Such a leader has high expectations of the followers and provides followers with a sense of purpose by demonstrating to them the importance of tasks necessary to achieve goals.

Intellectual stimulation means motivating people to reflect and think critically. Transformational leaders seek to advance the innovative and creative behaviours of their followers by encouraging them to question basic assumptions and stimulating them to approach existing problems in new ways (Barbuto, 2005). Followers are integrated in decision-making processes and are encouraged to develop, try out or apply new problem-solving techniques. Mistakes made by followers and disagreements between leaders and followers are neither seen as problematic or publicly criticised (Bass & Riggio, 2006). Intellectual stimulation is thus a way to make followers think critically about problems, challenge basic assumptions, or widely held beliefs and come up with new ways of doing things. Empowering followers to seek new ways to solve complicated problems is the foundation of intellectual stimulation (Bass, 1999).

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Individualised consideration refers to the individual attention followers receive from their organisational leaders (Bass, 1985; Grandolfi, 2012). The transformational leader sees all followers as individuals with different needs and abilities (Steinle et al., 2008), and thus treats them accordingly (Bass &Riggio, 2006). An individually considerate leader is a good listener, recognises and accepts individual differences. The leader often interacts with followers on a personal level and makes the effort to know their strengths and weaknesses. Having identified the followers' limitations, he then focuses on each follower's need for achievement and growth. The key element of this component of transformational leadership is that customised (differentiated) learning opportunities are designed for each follower based on that person's unique needs and desires. These learning opportunities are usually delegated tasks that the leader assigns and monitors. Delegated tasks are monitored to determine whether followers need additional direction or support and to assess their progress; however, the followers do not realise that they are being checked or monitored (Bass &Riggio, 2006). The leader plays the role of a coach or a mentor and assists followers in their professional growth (Dussault, Payette, and Leroux 2008).

A major contribution to a deeper understanding of factors explaining transformational leadership was Bass and Avolio's development of the Multifactor Leadership Questionnaire (MLQ) within their full range leadership model. This is a survey instrument used to assess one's classification as a transactional or a transformational leader. The MLQ comprises nine factors reflecting three broad classes of behaviour: five distinct factors of transformational leadership (1. idealized influence - attributed; 2. idealized influence - behaviours; 3. inspirational motivation; 4. intellectual stimulation; 5. individualized consideration) three distinct factors of transactional leadership (1. contingent reward; 2. management-by-exception active; 3.

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management-by-exception passive) and laissez-faire leadership" (Antonakis& House, 2002).

The concept of transformational leadership has emerged as one of the most widely researched leadership paradigms since transformational leadership continues to produce positive results on individual and organisational outcomes (Antonakis& House, 2002; Avolio, & Bass, 2004). A study conducted by Lunenburg and Orstein (2008) revealed that transformational leaders raise organisational members' levels of personal commitment to achieving organisational goals, resulting in greater productivity. Also, according to Hallinger (2007), had it that, transformational was the best leadership style for inspiring actual change in the behaviour of the organisation's members. Transformational leadership is distinguished from other theories of leadership by its call for long term visioning, selfless concern for followers' personal development and the transformation of followers into leaders and moral agents (Burns, 1978; Avolio& Bass, 2004).

In a well-known transformational theory, Kouzes and Posner (2002) listed and described the following as the five practices of exemplary leaders: "Model the way (interactive), Inspire a Shared Vision (visionary), Challenge the Process (creative), Enable others to Act (empowering) and Encourage the Hearts (passionate). Modelling the way refers to leading by example. In this practice, exemplary leaders motivate others by setting an example through their direct involvement in the organization's mission. Inspiring a shared vision refers to the ability to formulate, verbalize, and create enthusiasm for the vision of the future of the organization. Challenging the process refers to the practice where the leader encourages followers to contribute suggestions, point out inefficiencies and propose ways how they may be addressed, thus enhancing the effectiveness of the organisation. Enabling others to act requires

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the leader to build a safe, comfortable environment where those who are reluctant to contribute are actively incorporated into the organisation's vision, gradually feeling more capable and powerful. It refers to the leader's resilience in motivating and encouraging followers to contribute their best in realising organisational goals and visions.

2.1.3 Transformational leadership in education

From its inception, research work in transformational leadership was carried out in none-educational settings (political and corporate organisations). Kenneth Leithhwood and his colleagues were credited to have been the first to adapt the principles of transformational leadership in the school context. In 1992, Leithwood led a four-year study of schools undergoing structural change and found that transformational leadership was relevant for educational leaders because leadership is primarily manifested during the time of change, with the nature of change determining the type of leadership needed (Leithwood, 1993). Jantzi and Leithwood (1996) utilised results of the research on transformational leadership and adapted models such as Bass' (1985) which were created for non-school organisations to create a new conception of transformational leadership for schools. Their conception comprises six dimensions. These dimensions are:

Identifying and articulating a vision:

This refers to the ability of the school leader (principal/head) to identify new opportunities and collaboratively develop, articulate and inspire the school staff with a vision of the future (Jantzi & Leithwood, 1996). The leader uses all available opportunities to communicate and clarify the school's vision to the members of staff.

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This inspires the dedication of the school staff as they commit themselves to the realisation of the school's vision.

Providing an appropriate model:

The school leader sets an appropriate example for the staff to follow and is consistent with the values he/she (the leader) espouses (Jantzi and Leithwood, 1996). The school leader play an essential role in modelling appropriate behaviours, establishing a clear set of goals, and creating an instructional purpose (Schnuck, Pintrich, &Meece, 2008). The transformational school leader must demonstrate in attitude and behaviour what is expected of the teachers.

Fostering the acceptance of group goals:

School leaders focus the attention of staff members on what needs to be accomplished in the short term to move towards the school vision. Clear, challenging and feasible goals can increase the motivation of the school staff motivation to exert extra effort. Transformational school leaders elicit cooperation from the staff by motivating them and assisting them to work collaboratively toward common goals (Jantzi&Leithwood, 1996).

Providing individualised support:

This involves showing respect for individual members of staff and demonstrating a concern for the personal feelings and needs of the staff members (Jantzi&Leithwood, 1996). The school leader should be approachable and demonstrate empathy to build the confidence of the teachers and make them feel like their opinions are respected and the leader is ready to assist them when a problem arises. Although the leader may treat all the staff alike, he should go the extra mile to know individual teachers, make the effort to understand their strengths and weaknesses to identify potential training needs of the staff.

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Providing intellectual stimulation:

The transformational school leader challenges the staff to re-examine some of the assumptions about their work and to rethink how it can be performed; giving autonomy to the staff to have divergent thinking (Jantzi&Leithwood, 1996). The school leader provides information and that may reveal to the staff discrepancies between current and desired practices. Additionally, school leaders may organise workshops, seminars, or training programmes for the staff where they are equipped with innovative techniques to address challenging problems relating to their work.

Holding high-performance expectation:

School leadership is clear about its expectations for excellence, quality and high performance on the part of the school staff (Jantzi & Leithwood, 1996). Effective expression of expectations helps the staff to know what is required of them. Teachers know what they are up to and to what extent they fulfil the school's expectations.

These six factors were further developed into a survey instrument known as the **Principal Leadership Questionnaire (PLQ),** which consists of 24 items measuring specific principal (school leader's) transformational leader practices. The instrument has six dimensions. Within each dimension, Leithwood and Jantzi developed indicators to measure the principals' leadership practices: Identifying a Vision (5 items) Providing a Model (3 items) Fostering Goal (5 items) ; Providing Individualised Support(5 items); Providing Stimulation (3 items) and High Expectation (3 items). The internal consistency and reliability of the PLQ across several studies were found to be high. This instrument was adopted for the current study.

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Leithwood's conceptual model has yielded extensive empirical studies and investigations over the past decade that contributed significantly to the understanding of how leadership affects the school environment (Stewart, 2006). Empirical evidence exists concerning the effects of this model of transformational leadership on a wide array of school organisation and students' outcomes (Leithwood, Jantzi& Steinbach, 1999). Ross and Gray (2006) for instance, studied transformational leadership and its effect on teacher outcomes. Their research revealed that teachers in schools where the leader is transformational are more apt than other teachers to be happy and express satisfaction with their principal (Ross &Gray, 2006). As a result, teachers with transformational leaders tend to put in extra effort and are more committed to the organization (Ross & Gray, 2006). Ross and Gray (2006) and Griffith (2004) used survey data from a suburban school district in a large metropolitan area to examine the relationship of principal transformational leadership practices to staff job satisfaction, staff turnover, and school performance. The results of the study (Griffith, 2004) provided additional evidence that transformational leadership is an effective model of leadership as it pertains to the public-school setting. The study (Griffith, 2004) concluded that schools in which principals were perceived as transformational leaders had high levels of staff job satisfaction, less staff turnover, and greater achievement progress. In a synthesis of several studies that investigated the impact of the principal from a transformational perspective, Leithwood (1994) noted that people effects were the cornerstone of the transformational leadership model.

Leithwood and Riehl (2003) further explained that the transformational school leader pursues three fundamental goals: setting direction and maintaining a collaborative school culture; fostering teacher development; and redesigning the organisation. Kruger, Witzier and Sleegers (2007) observed that "transformational

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leadership has a positive impact on teacher motivation, professional growth and on a variety of organisational conditions, including school culture, contributing to educational change in schools". It is in light of this that the current research seeks to find out how the transformational leadership practices of school heads affect the motivation of teachers and influence their attitude to work in the school environment. The next section explores the factors of teacher motivation and how these factors can be influenced by the transformational leadership practices of their school heads.

2.2 The Concept of Motivation

Motivation is derived from the Latin word "movere", which means to move (Mifflin, 1995). "To be motivated means to be moved to do something" (Ryan, 2000, p.54). In other words, when an individual is moved or inspired to do something, he is considered to be motivated. There are many scholarly definitions of motivation. Griffin and Moorhead (2012) define motivation as "the set of forces that leads people to behave in particular ways" (p.90). Kim (2000) refers to motivation as inner striving conditions, such as wishes, desires, and urges, which stimulate the interest of a person in an activity. Motivation is therefore considered to be an inner state that stimulates and triggers behaviour. In the opinion of Gray and Starke (1997) "motivation is the result of processes, internal or external to the individual, that arouse enthusiasm and persistence to pursue a certain course of action". Motivation in this case is concerned with the factors (what) that make people behave in certain ways to accomplish goals. Ampofo (2012) equated motivation to enthusiasm when he pointed out that lack of motivation shows lack of enthusiasm and that where there is motivation, there is a strong desire and an enthusiasm to achieve.

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Psychologists believe that all behaviour is motivated. In other words, there is an underlying reason or internally generated factors that give impetus for a person's action or behaviour. Motivation is abstract and cannot be observed directly but can only be inferred from a person's behaviour (Kinicki & Williams, 2008; Lussier, 2008; Buah, 2000). Moreover, inferring motives from behaviour is often difficult since a person's behaviour may be as a result of varied reasons and the same reasons can be manifested in different kinds of behaviour (Buah, 2000). Motivation is often explained as something that moves a person into action (Mathias & Jackson, 2002; Dubin, 1970). The motivation of an individual lies in the strength of the person's motive. Motives are needs, wants, drives, or impulses within an individual that propel the person to take any action or behave in a particular direction. Motivation is described asa complex psychological phenomenon as it generates within a person and cannot easily be explained. According to Locke (1997) and Roseanne and Daniel (2006), motivation is determined by goal-directedness, human volition and perceived needs and desires, sustaining the action of individuals concerning themselves and their environment. Another important thing worth noting about motivation is that it is individual and subjective (Buah, 2000; Kinicki&Williams, 2008; Lussier, 2008). Individuals are heterogeneous in their expectations and differ in their perceptions and reactions; for that matter what motivates one person might not motivate the other and what motivates a person today may also not motivate him or her tomorrow. Although individuals are unique and may not be motivated the same way, scholars agree that there are certain common elements of motivation (Robbins, 2005).

2.2.1 Types of motivation

Scholars classify motivation into two major types, namely: intrinsic and extrinsic motivation. Intrinsic motivation refers to the satisfaction of a desire,

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expectation, or goal without being influenced to do so by another person, or by an external incentive or reward (Claeys, 2011). Intrinsic motivation refers to self-generated factors that influence people to behave in a particular way or to move in a particular direction (Bennell &Akyeampong, 2007). These factors include a sense of responsibility, feeling that the work is important and having control over one's resources, freedom to act, scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement (Armstrong, 2006). On the other hand, extrinsic motivation refers to a force to do something or act in a certain way because of external factors (Boddy, 2005). Extrinsic motivation is defined as the motivation to perform a task or an activity to achieve an external goal, typically to earn a reward or as a means of avoiding punishment. Extrinsic motivations include rewards such as increased pay, praise, or promotion, and punishments such as disciplinary action, withholding pay or criticism, (Armstrong, 2006). It is also influenced by external factors such as salary, providing better working and living conditions and opportunities for in-service training (Boddy, 2005).

The difference between intrinsic and extrinsic motivation is that intrinsic motivation is inherent in individuals and is self-regulated whereas extrinsic motivation has to be applied by someone other than that person being motivated. Extrinsic motivation can have an immediate and powerful effect but may not necessarily last for long. Intrinsic motivation has a deeper and long-term effect because it is inherent in individuals and not imposed from outside. Both intrinsic and extrinsic motivations are relevant among employees to spur them on towards organisational goals and objectives. Understanding what motivates employees is of the utmost importance to the organizational leader. The question of what motivates employees has been approached from many angles.

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2.2.2 Theories of motivation

Psychologists believe that all behaviours are motivated (Freud, 2010; Taylor, 2000). There are reasons why people do the things they do and that behaviour is oriented towards the achievement of certain goals and objectives. Different theories of motivation attempt to understand how and why employees are motivated. Theories of motivation used to explain the behaviour and attitude of employees are divided into two broad categories: Content Theories and Process Theories (Lussier, 2005)

2.2.3 Content theories

Content theories attempt to explain specific things that motivate individuals at work. These theories are concerned with identifying people's needs and their relative strength, and the goals they pursue to satisfy these needs. Content theories focus on people's basic needs to motivate behaviour. Maslow's Hierarchy of Needs Theory, Alderfer's ERG Theory, Herzberg's Motivation – Hygiene Theory and McClelland's Acquired – Needs Theory are all examples of Content theories.

Maslow's Hierarchy of Needs

One of the most popular and often quoted content theories of motivation is Maslow's Hierarchy of needs (Daft &Marcic, 2007). The basic assumption of this theory was that people are motivated by their quest to satisfy their needs, or deficiencies that occur in a specific hierarchy (Gomez-Mejia, Balkin&Cardy, 2008) where lower order needs have to be satisfied before those of a higher order nature (Griffin 2002). According to this theory, once each level has been met, an individual will be motivated by the desire to progress to satisfy the next higher level of need (Gomez-Mejia, Balkin&Cardy, 2008). Thus, people always pursue what they do not yet have and as a result, those needs that have already been satisfied, no longer provide

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motivation for action (Schultz & Schultz, 1998). Maslow (1954) identified five general types of motivational needs in order of ascendance. These needs include: Physiological Needs, Safety Needs, Belongingness Needs, Esteem Needs, and Self-actualization Needs (Gomez-Mejia, Balkin & Cardy, 2008). The needs are discussed as follows:

Physiological needs are related to basic survival needs and include food, air, water, clothing, shelter and other subsistence needs (Griffin, 2002). These needs must be met first before higher-level needs emerge. In the organisation settings, these needs may be addressed by providing a comfortable working environment, salaries sufficient to buy food, to provide clothing and shelter and so on.

Safety or security needs: Maslow (1954) observed that once individuals have had their basic needs met, safety or security needs emerge to direct behaviour. Safety needs are the need for a safe and secure physical and emotional environment (Pettinger, 2002). These include the need for a safe home environment, freedom from pain or physical threats, employment, financial security and access to quality healthcare. In the organisational setting, safety needs are reflected in safe working conditions, fair treatment and job security.

Love and belonging (Social needs) needs are the desire to be accepted by one's peers, have friendships and be part of a group; creating social contact and interaction, and getting various types of support from others (Griffin, 2002).In organisational settings, these needs are manifested in the social aspects of organizational life, such as friendly interactions, feeling valued and included in a team, and membership in different sub-groups at the workplace (Schnoor, 2012). Fulfilment of these social needs leads to the feeling of worth; adequacy and self-confidence resulting in commitment, proper dedication to duty and increased performance. After fulfilling the

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need for love and belonging, individuals are prepared to attempt to satisfy their higher-order needs

Esteem Needs also considered the first higher-order needs; esteem needs are related to the desire for a positive self-image, the need to receive attention, recognition, and appreciation from others (Griffin, 2002; Pettinger, 2002). In general, these needs involve a person's desire to be respected by others and by him/herself and include status, recognition, and positive regard (Griffin, 2002; Pettinger, 2002). In the organisational setting, esteem needs reflect a motivation for recognition, an increase in responsibility (delegation of duties), high status, and being acknowledged for contributions to the organization (Daft &Marcic, 2007).

Self-actualization Needs are the highest on the hierarchy. Self-actualisation needs are a person's needs for self-fulfilment or striving towards the full development of one's potential (Griffin, 2002). These needs include the desire for achievement, personal growth and development, and autonomy (Griffin, 2002; Pettinger, 2002). In the organizational setting, self-actualization needs include the desire for the opportunities to grow, the desire to be creative and the desire to acquire pieces of training for challenging assignments and advancement (Daft &Marcic, 2007).

Although Maslow's Hierarchy of Needs theory appears logical and theoretically appealing, it is often criticised by scholars who claim that human needs are unlimited and do not follow a logical sequence where one need emerges after a previous need has diminished. This led to the emergence of other content theories.

Alderfer's Existence-Relatedness-Growth (ERG) Theory

Clayton Alderfer (1969) reorganized Maslow's Need hierarchy into three levels of core needs: (1) Existence needs (2) Relatedness needs and (3) Growth needs -hence the label ERG Theory.

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The existence needs category combines Maslow's physiological needs and safety needs into one. It means that this first category of Alderfer's theory includes essential needs for survival and safety. These needs are air, food, water shelter, and safety-related needs such as secure employment, comfortable working conditions and quality healthcare.

Relatedness needs category corresponds with the social needs of Maslow's theory. These needs are satisfied by personal relationships and social interaction with others. In the organisational setting, it involves open communication and honest exchanges of thoughts and feelings with others, feeling valued or accepted in a group.

Growth needs category combines esteem needs and self-actualisation of Maslow's theory. They are the need to develop and grow and reach the full potential that a person is capable of reaching. These needs are fulfilled by strong personal involvement in the organisational environment and by accepting new opportunities and challenges.

The ERG theory differs from Maslow's theory by proposing that people may be motivated by more than one need at a time and that multiple needs can be operating as motivators at the same time. While Maslow proposes that in a hierarchy of needs, a person will satisfy the lower level needs before he moves up to the next level of needs and will stay at that need till it is satisfied, ERG theory suggests that if a person is frustrated in satisfying his needs at a given level, he will move back to lower-level needs. For instance, an employee frustrated in his effort to satisfy growth needs might be motivated to satisfy lower level relatedness needs.

Herzberg's Motivation – Hygiene Theory

Influenced by the work of Maslow, Herzberg together with his colleagues Mousner and Snyderman conducted an investigation to determine the causes of job

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satisfaction and dissatisfaction among engineers and accountants in Pittsburgh in the United States of America (Herzberg, Mousner&Snyderman 1959). His finding was published in his book *The Motivation to work* in 1959, which showed that the analysis of the responses had a consistent pattern, where extrinsic factors which were items related to the job context such as company policy, supervision, salary, interpersonal relations and working conditions triggered dissatisfaction and job content factors such as example responsibility, achievement, recognition and advancement were found to increase job satisfaction (Herzberg, 1959). Based on the findings, Herzberg proposed the famous two-factor theory of motivation. In this theory, he categorised motivational needs of individuals into two: hygiene factors and motivators.

Motivators

Motivators are associated directly with the content of the job itself (Maidani, 1991; Herzberg, Mausner, &Snyderman, 1959). These factors include achievement, recognition, advancement, the work itself, responsibility, growth etc. (Greenberg and Baron, 1995; Landy, 1989). The presence of motivators leads to satisfaction whereas the absence will prevent both satisfaction and motivation (Kreitner and Kinicki, 2001; Greenberg and Baron, 1995;Schwab, DeVitt, & Cummings, 1971). According to Herzberg's theory, only challenging jobs that have the opportunities for achievement, recognition, responsibility, advancement and growth will motivate personnel (Maidani, 1991; Herzberg, Mausner, &Snyderman, 1959).

Hygiene Factors include organisational policies, interpersonal relationships, career stability, status, salary, and general work conditions, all of which are external to the work (Herzberg, Mausner, &Snyderman, 1959; Kreitner and Kinicki, 2001). They are not intrinsic part of a job, but they are related to the conditions under which the job is performed. Hezberg discovered that the presence of hygiene factors will prevent

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dissatisfaction but do not increase satisfaction or motivation (Kreitner and Kinicki, 2001). He however noted that the absence of these factors will increase dissatisfaction with the job (Greenberg and Baron, 1995; Kreitner and Kinicki, 2001). Hygiene factors are needed to ensure that an employee is not dissatisfied whereas motivators are needed to motivate an employee to higher performance (Herzberg, Mausner, &Snyderman, 1959; Kreitner and Kinicki, 2001).

McClelland's Acquired Needs Theory.

The Acquired Needs Theory was developed by David McClellan (1966) who believed that the specific needs of the individual are acquired over a while and get moulded by one's experience of life. McClelland's needs theory also known as Achievement motivation theory is based on the assumption that achievement-oriented people share three major needs which are not innate but acquired through learning and experience (Daft & Marcic, 2007). These three needs include The Need for Achievement, Affiliation and Power and together with his colleagues, McClelland performed considerable research on these basic needs.

The need for achievement (nAch)

McClelland found that some people have an intense desire to achieve. People who have a high need for achievement strive to excel concerning set standards, they take up responsibilities willingly, undertake challenging activities and work hard to find solutions to problems. They are goal-oriented people, they are always focused on getting things done and do not relent till they reach the ultimate goal.

The need for power (nPower)

The need for power is concerned with making an impact on others; the desire to influence others, the urge to change people and the desire to make a difference in life. People who have a high need for power are those people who like to be in control

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of people and events. They derive pleasure and satisfaction where they find themselves in positions of influence and exercise control over other people.

The need for affiliation with others (nAff)

The need for affiliation refers to the desire to establish and maintain friendly relations with other people. This is similar to Maslow's social needs. People with a high need for affiliation have a strong desire for being loved and accepted by others. They like to interact and maintain a harmonious relationship with others. Within an organisation, such people are motivated by jobs or tasks that allow for interaction with other colleagues and they look at the organisation as an opportunity for new and fulfilling relationships.

2.2.4 Process theories

While content theories deal with identifying the motivational needs of individuals, process theories are concerned with the actual process of motivation. Process theories attempt to identify the relationship between the dynamic variables, which make up motivation. These theories are more concerned with how behaviour is initiated, directed and sustained. Process theories of motivation include Victor Vroom's Expectancy Theory as found in Vroom (1964). Stacey Adam's Equity Theory as according to Adams (1963). Porter and Lawler (1968), and Locke and Latham (1990) also proposed Goal-Setting Theory.

Expectancy theory

The Expectancy Theory developed by Victor Vroom and his colleagues is a cognitive process theory of motivation. The theory is founded on the assumption that people will be motivated to exert a high level of effort when they believe that there is a relationship between the effort they put forth, the performance they achieve and the

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outcomes or rewards they receive. The key constructs of the theory are Expectancy, Valency and Instrumentality. Expectancy is the belief that the more efforts you put in, the better will be the result or performance; Valence is the priority (value) one gives to the expected outcome or result and, Instrumentality is the notion that if you perform well, a desirable result will be received. The Expectancy theory shows that "people are motivated to work when they expect to achieve things they want from their jobs" (Hellriegel, et al. 1998). Thus, a person engages in a rational process of choosing those behaviours that lead to desired outcomes and likewise, avoids any behaviour that is believed to lead to undesired outcomes.

Porter and Lawler Model

Porter and Lawler (1968) used Vroom's Expectancy Theory as a foundation and developed their own expectancy model. They agree just like Vroom that effort leads to performance (Miner, 2005). However, in their view, the amount of performance is determined by the amount of labour and ability as well as role perception of the employee (Juuti, 1989: Miner, 2005). They further argued that the satisfaction an employee may derive from a performance depends on the amount of reward one achieves; which indicates that if the amount of perceived reward exceeds perceived equitable reward, the employee will feel satisfied (Miner, 2005). They found different relationships of intrinsic rewards and extrinsic rewards with performance and ultimate satisfaction (Leiviska, 2011). Porter and Lawler's model resides in effort-reward linkage, the value of rewards (as it corresponds with performance) and role perception in deriving satisfaction (Leiviska, 2011; Miner, 2005). They suggested that effort-performance-reward-satisfaction should be integral to the entire system of managing an organisation (Miner, 2005). Thus, in educational

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institutions, leaders should ensure that the staffs receive rewards commensurate with their efforts.

Equity theory

The Equity theory was developed by Stacey Adams, an American psychologist in 1965. Adam's theory states that people are motivated by fair treatment. The theory calls for a fair balance to be struck between an employee's input (hard work, skill level, experience, enthusiasm, and so on) and an employee's output (pay, recognition, promotion, prestige, fringe benefits, and so on). According to this theory, people make judgments or comparisons between their inputs at work (e.g. their qualifications, experience and effort) and the outcomes they receive (such as pay and fringe benefits, status and working conditions).

Where people perceive their inputs to be commensurate with the desired outcomes, then a situation of equity prevails and they are motivated to continue with their work (Baron et al., 2002; Schultz & Schultz, 1998). On the other hand, where people see that their efforts are not proportional to expected outcomes, a state of inequity prevails and this may lead to tension (Baron et al., 2002). The theory states that individuals form perceptions of what constitutes fair balance by comparing their situation with that of colleagues, friends and neighbours (which Adam's refers to as relevant others) in establishing a benchmark that becomes their reference point. In other words, these individuals compare their job inputs and outcomes with those of others and then respond to eliminate any inequalities. According to the equity theory, perceptions and not facts influence motivation (Steyn, 2002). The higher an individual's perception of equity (fairness), the more motivated they will be. However, if an individual perceives unfair treatment, they will be demotivated. Employees who feel they are being treated inequitably may put less effort into their

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jobs, they may ask for better treatment, find ways to make their work seem better by comparison or they may ask for a transfer or quit their jobs.

Goal theory

Goal-setting theory was proposed by Edwin Locke in 1968 (Baron, Henley, McGibbon, & McCarthy, 2002). The major assumption of the theory is that people's behaviour is motivated by their internal intentions, objectives or goals, or by what people consciously want to achieve (Spector, 2003).This theory rests on the notion that motivation and performance are higher when individuals are set specific goals, also when the goals are difficult but acceptable, and when there is feedback on performance. According to Beardwell, Holden and Claydon (2004) there are four key components of goal setting theory. These are goal specificity, goal difficulty, goal acceptance, and feedback. Goal specificity refers to the degree to which goals are concrete and clear. Goal difficulty shows that harder goals are more motivating than easy ones. Easy goals provide little challenge for employees and do not require them to increase their output. Highly ambitious but achievable goals ask people to stretch their abilities. Goal acceptance refers to employees' willingness to "buy into" the goals and be committed to them. Involving people in setting goals is a good way to increase acceptance and commitment. Feedback refers to providing employees with information about how well they are doing in progressing toward goal achievement. Managers must provide performance feedback on a regular, ongoing basis. The theory holds the assumption that feedback increases an employee's feeling of achievement; increases the sense of personal responsibility for the work; reduces uncertainty; and refines performance (Beardwell, Holden &Claydon, 2004).

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Based on these theoretical perspectives, it is clear that individuals have needs and the processes adopted in meeting those needs serve as an impetus to encourage desirable behaviours geared towards realising organisational goals. Motivation has to do with the identification of individual needs and the processes adopted by organisational leaders in meeting those needs. School leaders must have a thorough understanding of their role in motivating teachers.

The question is what motivates teachers in the school setting?

2.2.5 Teacher Motivation

The effective functioning of every educational institution depends on the effort and dedication of the teaching staff (O'Reilly, 2014; Richardson & Watts, 2016). Teachers play a significant role in the teaching and learning process and if teachers are not well motivated then the desired educational goals cannot be achieved. That is why there is the need to have teachers who have a high level of morale and are motivated towards their work.

Teacher motivation has to do with the psychological and social factors (Bennell & Akyeampong, 2007) that inspire teachers to do what they do in the school environment. According to Asemah (2010), teacher motivation is a general term that applies to the entire class of drives, desires, needs, wishes and forces initiated for teachers to induce them to act in a desirable academically productive manner. Bennell (2004) referred to teacher motivation as all the psychological processes of stimulating teachers to an action to achieve desired educational goals. In the view of Peretomode (1991), teacher motivation involves methods, strategies and activities used by the school management to provide a climate that is conducive to the satisfaction of the various needs of teachers, so that they may become satisfied, dedicated and effective

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in performing their work. From the definitions, it is possible to extract that motivating teachers refer to various strategies, processes and structures put in place in the school context to stimulate teachers' action to contribute effectively to achieve desired educational goals.

Different authors identify various factors that affect teacher motivation. Cook (1979) for instance discussed five major areas that affect teacher motivation. First of all, he talks of administrative leadership: positive motivation is reached when teachers feel their administrator is competent. Next, he refers to administrative concern: which deals with the teachers' need to feel appreciated. His third point is personal interaction which is the need for individuals to communicate and have support from other teachers and the administrators. The fourth is opportunity for input: this describes the teachers' need to be a part of decisions affecting them. Finally, he talks of professional growth which deals with teachers' needs to continue their education or professional development.

Wentworth (1990) also listed the following as essential factors that determine teacher motivation. -Input in decision making that directly affects curriculum, instruction and school climate. -Recognition and appreciation of teacher and students' achievement, good communication, opportunities for meaningful professional growth, clear, shared goals, strong supportive leadership, quality time for collegial interaction, well maintained physical environment, good human relations, encouragement and reward for risk-taking, attention to professional needs such as salary benefits, etc. and attention to personal needs such as stress management, good health and social interaction.

In general, scholars classify factors affecting teacher motivation as intrinsic and extrinsic (Salifu & Agbenyega, 2013; Bennel & Akyeampong, 2004). The

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extrinsic factors that affect teachers' motivation include attractive remuneration, student discipline, good working conditions, favourable educational policies and high occupational status (Chiresha & Shumba, 2010; Dolton & Marcenaro-Gutierrez, 2011; Salifu & Agbenyega, 2013). Intrinsic motivators, for teachers, are those factors that relate to the internal desires for personal and professional development and retain teachers to work in educational settings (Claeys, 2011). An intrinsically motivated teacher undertakes a task for its own sake, for the satisfaction it provides, or for the feelings of accomplishment (Covington, 2000; Ryan &Deci, 2000). Intrinsic factors, according to Burton (2012), that tend to make tasks more interesting, enjoyable and psychologically rewarding to teachers can be classified as (1) achievement, (2) recognition, (3) work itself, (4) responsibility, (5) advancement, (6) possibility of growth, and (7) status. Focusing on what drives and incite teachers' passion in the school setting, Dweik&Awajian (2013), Gangwani (2012) and Gultekin and Acar (2014) extracted internal desire to teach, meaningful, varied and challenging work, achievement (or accomplishment), responsibility, task autonomy, participatory decision making, learning opportunities, and opportunities for advancement as intrinsic factors.

Ellis (1984) carried out a study on "motivating teachers for excellence'' and concluded that teachers were primarily motivated within the school system by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment, praise and commendations. A study conducted by Pastor and Erlandson (1982) on "What motivates teachers'' also revealed that high internal motivation by school administrators have shown that teachers were motivated more by intrinsic than extrinsic rewards. Their result revealed that teachers perceived their needs and measured their job satisfaction by factors such as participation in decision-making,

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use of valued skills, freedom and independence, the challenge of expression of creativity and opportunity for learning, which directly motivate them for greater performance.

Motivated teachers have a high sense of morale and are committed to their work (Ngirwa, 2006). Griffins (1956) noted the following as characteristics of teachers with high motivation: they look forward to going to work in the morning and not in a hurry to leave in the evening, exhibit concern for the direction in which school program is moving, actively participate in school functions, committees and organizations, willingly perform various tasks above and beyond stated duties, show satisfaction from being a member of the school system and teaching profession, support school goals and philosophy and actively engage in improving school-community relations. On the other hand, teachers who are not motivated according to Jackson (1997) manifest the following characteristics: unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, the occurrence of hold-ups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues. The challenge for school leaders is to develop highly motivated teachers who are actively engaged in teaching and learning and are committed to students' learning and progress. School leaders must have the necessary understandings of what motivates teachers and how to stimulate their motivation to enhance teachers' energy to facilitate the achievement of school goals and objectives (Adair, 2002; Eyal& Roth, 2011). Since school leaders control school outcomes, it is their responsibility to build a climate where teachers feel motivated to go about their duties (Bennell, Bulwani & Musikanga, 2003; Ofoegbu,

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2004). A careful assessment of teachers' expectations from school leaders by researchers (Adesina, 1982; Bennell & Acheampong 2007; Obi, 1997; Ofoegbu, 2004; Peretomode, 1991) reveals the following as some of the leadership strategies that motivate teachers:

Building and maintaining a positive relationship

Creating a positive leader- teacher relationship and interaction is an essential quality of educational leadership that a school leader can implement to motivate teachers to improve their effectiveness in the teaching and learning process. The school leader must have a good rapport with teachers. According to Bennel (2007), the leader must strive to know teachers on a more personal level beyond their job titles and functions. He must keep an open line of communication and be receptive to teachers' ideas. Wallace (2010) mentioned that school leadership should include some emotional dimension. He indicated that teachers want a leader who cares. The school leader has to show concern for the welfare of teachers; he must empathise and be willing to help teachers solve their problems. He must deal fairly with every teacher on his staff and be effective in resolving teacher-to-teacher conflict. The school head must show concern and give attention to the teacher's personal needs such as stress management, good health and social interaction. Hoy and Miskel (1996) described an effective school leader as one who is capable of continuously giving personal and emotional support to teachers, promoting self-confidence and holding teachers in high esteem. When school leaders show concern and care for teachers' wellbeing, the teachers tend to feel respected, valued and appreciated and are likely to contribute their best to realising the school goals and mission (Sergiovanni, 2004; Doyle &Rice, 2002).

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The school leader aside building a positive relationship must also encourage collaboration among teachers as that allows teachers to share ideas that will improve their teaching skills thereby improving their sense of competency and confidence in teaching (Bogler, 2001: Luissier, 2013). Additionally, school leaders must intervene in teacher to teacher misunderstandings, resolve conflicts and deal with disciplinary issues before they escalate (Griffin & Moorhead, 2013). This way, the school leader is able to build a climate of trust, unity and cooperation to enhance effective academic work (George & Jones, 2012).

Visible leadership and supervision

The responsibility of a school leader among other things includes being visible, being aware of all school issues, influencing the school tone and promoting a positive school climate. According to Huber (1997), teachers recognize it highly motivating when their school head is involved in the daily routine. The school leader, showing dedicated interest in what happens in class, is much appreciated. School teachers find it highly motivating when the school leader provides a variety of support, including practical assistance and encouragement (Murphy, 1989). This involves frequent movement through the school, class visits as well as some informal exchange with the teaching staff (Teddlie et al., 1989). McEwan (2003) points out that, by this, the school head can obtain a great deal of information and insight into the actual instructional practice of teachers in the classroom and this enables the school head to support the teachers. One of the many ways of encouraging teachers, he indicated is through post-conferencing where the school head discusses with teachers' effective strategies of improved instructional practice. Blase and Blase (2004) also revealed that communicating with teachers during and after visiting their classrooms is very important. Such communicating includes making suggestions,

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giving feedback, modelling the school's goals and vision, inquiry, soliciting advice and opinion and giving praise instead of criticism. Such actions encourage teachers to become aware of and critically reflect on their learning and professional practice. Thus, by helping them to develop basic competencies, to experience challenges in teaching, to receive feedback about their importance, to get support for their own professional growth, their proficiency grows (Blase & Blase, 2000; Hallinger, 2001). This constitutes the instructional leadership role of the school head (Blase & Blase, 2000; Hallinger, 2003; Sergiovanni, 1991).

Mobilising and supplying adequate instructional resources and materials

Adequate teaching and learning resources are needed for effective teaching and learning in the classroom. Thus, the needs of each teacher in terms of instructional resources should be identified and provided for by school heads. Abdo (2001), points out that the school head must supply teachers with resources to keep them focused on learners and the instruction. According to Kwinda (2003), school leaders can mobilise and manage resources to motivate teachers. The school head must ensure that teachers are furnished with the necessary instructional materials/resources and are well equipped to effectively deliver their lessons.

Shared leadership and teacher empowerment

Teachers like every other group of employees need to be supported and empowered in their professional practice. To deliver successfully on the school objectives, the school heads must put in place some clear shared leadership strategies. The involves giving direction, spelling out what to be done on a routine basis by teachers and allowing teachers the autonomy to enable them to make a meaningful contribution to the school. Osibwoga (2007) made an observation that works that have spelled out tasks and allows collaborative decision making was motivating. Teachers

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will feel motivated and part of the success in a school, if the head teacher involves them in decision making and shares out responsibilities with them. School heads who subscribe to distributive leadership support the ideas of shared planning and decision-making and attempt to share power by delegating some of their duties to teachers and encouraging them to accept responsibilities for the educational and organisational planning of the school. Ejimofor (2007) did a study on principals' transformational leadership skills and their teacher job satisfaction in Nigeria and found that principals' transformational leadership skills significantly impacted teacher's job satisfaction.

The study revealed that participation in decision-making depicts recognition of intellectual power and when teachers' intellectual power or ability is acknowledged, they become more participative, creative and satisfied. In this way, teachers become empowered because they are offered the opportunity to exercise autonomy, responsibility, choice and authority (Ozaralli, 2003). Ejimofor (2007) recommended that secondary school principals demonstrate fundamental respect for teachers' ingenuity, ideas, decisions, knowledge and growth and develop skills for building and maintaining friendship and collegiality. According to DeVaneyandShen (2003), teacher empowerment is a source of motivation for teachers. They consider that the more they share in decision making the greater their job satisfaction will be hence their job performance, quality of work and the higher their self-esteem will be, the more teachers see that they have a choice in how they complete their working environment. Literature identifies such factors as spelling out to teachers what is expected of them, allowing them some level of autonomy on the job, involving them in decision-making processes and delegating to teacher's special responsibilities as ways of empowering teachers which enhance their motivation in their workplace.

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Providing professional teacher development and growth

The school head must have an interest in the development of the teaching staff. Ejiogu (1990) defines staff development as all the programmes designed for the continuing education of the school personnel which enhances both the efficiency and effectiveness of all those involved in the teaching-learning process and influences their performance by enabling them to contribute their very best within the school programme. It entails broadening teachers' outlooks, heightening their professionalism and improving their effectiveness. Nakpodice (2001) said that the quality of any educational system depends to a greater extent on the quality of the teachers in terms of academic and professional qualification and experience as well as the level of competence and dedication to their primary functions. This can only be achieved when seminar, course and in-service training are guaranteed to improve their quality. Teachers should be provided with an enabling environment that will enable them to learn different procedures of the job as well as experiencing some growth through promotion and further training (Okumbe, 1992). Further training enhances the teachers' competencies and brightens their chance of being promoted to a higher position. When teachers are offered in-service training, given the chance to attend conferences, seminars and refresher courses, it tends to increase their growth and morale to give off their best. Ochan (2010) in a study on the effects of head teacher's motivational practices on teacher performance, Koibatek District, found that the majority of teachers perceived recommendation by headteachers to attend seminars and workshops enhanced their motivational levels. Staff development programmes help to increase teachers' intellectual and professional background; produce knowledgeable, competent and effective teachers capable of inspiring students to learn; produce academically and professionally sound and highly motivated,

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conscientious and dynamic breed of teachers; and enhance teachers' commitment to the job. School heads must recognize the importance of staff training in a school and support in-service education and training of teachers; reach out for opportunities for staff development and encourage the teacher to go for further studies.

Recognition of teachers' performance

According to Pink (2009), leaders need to give recognition. Recognition of performance is an important responsibility of school heads. Recognition in the form of praise and constructive feedback from the school leader has a positive impact on teachers' motivation, self-esteem, confidence and sense of security (Blasé & Blasé 2004). From this, they develop a habit of reflection which can inform their behaviour. Pink (2009) indicated that when principals or school leaders fail to accentuate the positive, teachers may not be aware that they are meeting expectations. Rath (2004) maintained that lack of recognition by school leadership is one reason why staff members are disengaged. Recognition may come as a simple word of thank you, trophies given to teachers on speech and prize-giving day, verbal or written note of thank you, a letter of appreciation, or token/bonuses (Cole, 2002). Frase (1992) points out that recognition is an important motivator for teachers as it directs the teachers on the path towards professional growth and improvement.

The leader related factors discussed above are among the myriad of factors that motivate teachers within the school environment. School leaders are required to identify the motivational needs of teachers and implement appropriate strategies to motivate the teaching staff in their schools. Studies in the field of education show that the more the leader is attentive and answers the needs of the followers the higher their motivation at work will be and this encourages them to solve the problems that arise and increases their participation (Avolio et al., 2004).

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2.3 Empirical Review

In this section, the researcher sought to present a review of past studies in the field of leadership and teacher motivation.

2.3.1 Empirical studies related to leadership practices of school heads

Leadership has been the focus of considerable organisational research over the years. In the field of education, leadership has been studied with variables like job satisfaction, staff morale, motivation and work commitment to establish how leadership affects various aspects of school life and student performance.

Salfi (2011) studied successful leadership practices of head teachers for school improvements. The study was conducted on a sample of 351 secondary school head teachers, 702 elementary and secondary school teachers working in the government secondary schools. The findings of the study revealed that the majority of the head teachers of successful schools developed a common and shared school vision and promoted a culture of collaboration, support and trust. They empowered others to lead and distributed leadership responsibilities throughout the school; involved different stakeholders in the process of decision making; developed and maintained good relationships among different personnel of the school community. They emphasised the professional development of teachers as well as themselves, and involved parents and community in the process of school improvement.

Another study was conducted by Cheung (2012) on the leadership practices in effective schools located in economically disadvantaged areas. The study was conducted in five successful schools selected based on student outcomes on province-wide standardized exams, as well as on some risk factors such as rural area, low socioeconomic level, and proportion of Francophone. Results showed that leadership

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practices ineffective schools can be grouped around five dimensions: establishing goals and expectations; strategic resourcing; curriculum planning, coordination, and evaluation; promoting and participating in teacher supervision and development; ensuring order and support.

Finally,in this section, Bimpeh (2012) studied Factors Influencing Leadership and Teacher Performance in the Senior High Schools. In particular, it examines heads perceptions of those issues that affect the effective leadership of their schools. A total sample of 312 teachers and 10 heads and assistant heads were selected as participants. They were selected from three schools representing SHS in the Ho Municipality. The key findings of the study identify a range of factors that influence leadership in schools. These included interpersonal and communication factors, intellectual and work management factors, people and work management factors, purposeful, inclusion and values-driven factor and gender factor.

2.3.2 Empirical studies related to teacher motivation

The motivation of teachers has been of much interest to researchers in education owing to the crucial role teachers play in the teaching and learning process (Friedman, 1997; Kocanas & Karakose, 2005; Ryan & Deci, 2000). According to Aacha (2010), teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. Aacha (2010) investigated the effects of motivation on the performance of primary school teachers in Kimaanya-Kyabakuza division, Masaka district. The study sought to find out whether motivation of teachers had any effect on their morale to perform and then explore the effect of intrinsic and extrinsic motivation on the performance of teachers. Findings of the study revealed that the majority of the teachers performed their activities with high morale as evidenced in reporting early at school, regular testing and examination of

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pupils and high turn-up of teachers in staff meetings and school occasions among others. A significant positive relationship between intrinsic motivation and performance of teachers as well as a positive relationship between extrinsic motivation and performance of teachers were found to exist in primary schools in Kimaanya-Kabakuza division, Masaka district implying that extrinsic motivation affected the performance of teachers in Kimaanya-Kyabakuza division. The study recommended an increase in salary, provision of accommodation; effective supervision and reward, among others as measures to improve teacher motivation and performance at work.

Salifu and Seyram (2013) also explored the factors that affect teacher motivation in selected senior high schools in the Cape Coast Metropolis. Their major findings demonstrated that wages and salaries, recognition for good work done, participation in decision making and conducive working environment were the major factors that affect teacher motivation. In ranking the factors in order of importance, the teachers rated wages and salaries as their most important motivational factors. The study recommended that teacher wages and salaries be given much priority in the educational sector (Adjei & Musah, 2013) to motivate them to deliver effectively.

In another study, Akuoko, Dwumah, and Babah (2012) examined the relationship between teacher motivation and delivery of quality education in public basic schools in the Tamale Metropolis. A stratified random sampling method was used to select 20 public basic schools from the urban and peri-urban areas and 216 respondents were selected from the schools through the simple random sampling method. Self-administered questionnaires and simple observation were the methods employed for data collection. Relevant data obtained were analysed using quantitative methods. Results from a chi-square test showed a significant relationship between

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teacher motivation and quality education delivery and there was no significant difference in terms of motivation between urban and peri-urban teachers in the metropolis. The majority of the teachers joined the service because of the interest they had in teaching but the level of motivation was too low. It was recommended that the living and working conditions of teachers should be improved and the opportunity for career advancement should be simplified for teachers to upgrade their professional knowledge and skills.

The study by Seniwoliba (2013) sought to contribute to the sketchy knowledge about the underlying factors that are important to teachers, those that motivate and satisfy them and those that cause them to leave the teaching profession. A sample size of 178 respondents from seven (7) Public Senior High Schools in the Tamale Metropolis were interviewed using self-administered questionnaires reaching 143 males and 35 female teachers. The main finding of the study was that salary, working conditions, incentives, medical allowance, security, recognition, achievement, growth, pupils' discipline, school policy and status were found to be the ten most important factors of motivation to teachers that could enhance, retain or cause them to leave. There was also the general perception of inequity among teachers when they compare themselves with their colleagues with the same qualifications, experience and responsibilities in nonteaching organizations and therefore feel unfairly treated as professional teachers. They were equally dissatisfied with their pay compared to their inputs (skills, ability, and workload) as espoused by Adams' equity theory of motivation. The paper recommends that participatory management decision-making processes should be adopted to help resolve the issues emanating from the research particularly relating to the "intrinsic" de-motivating factors which could be addressed by the top management of most Senior High schools. It is important then to explore

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how school heads who occupy top management and leadership positions in our educational institutions use their position to address the motivational needs of teachers. It is worth noting that although studies on teacher motivation abound in Ghana, there is minimal research on teacher motivation factors driven by school leadership. The current study examines how the leadership practices of school heads relate to the motivation of teachers in senior high schools in the Assin South District.

2.3.3 Relationship between leadership and teacher motivation

Many researchers have explored the relationship between school leadership and teachers' motivation. Most of these research studies showed a positive relationship between the leadership practices of school heads (principals) and teacher motivation. For instance, Thomas (1997) performed a meta-analysis probing into leadership, leadership theory, leadership style, the effect of principal leadership and its relationship with teacher motivation. The findings supported that the principals' leadership style affected teacher motivation. According to Thomas (1997), the collaborative leadership style had the most impact on teacher motivation.

Nguni, Sleegers, and Devessen (2006) studied the effects of transactional and transformational leadership on teacher motivation. They found transformational leadership traits to have a positive correlation to teacher motivation while transactional leadership traits did not. Unlike transactional leadership, transformational leadership motivates followers beyond the exchange level to the level of self-actualisation.

Similarly, Ori and Roth (2011) investigated the relationship between teacher motivation and educational leadership. With the application of the two theories, Ori and Roth discovered that transformational leadership was ideal in establishing

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autonomous motivation among teachers while controlled motivation generates transactional leadership.

Price (2008) developed a new instrument to measure teachers' perceptions of principal leadership entitled Self-Reported Motivation and Teacher's Perceptions of Principal's Leadership Style. In all, there were 202 surveys completed and returned in the study. Price found a statistical significance at the $p < 0.001$ level with a correlation analysis for the level of teacher motivation with authoritative ($r = -.374$) and democratic ($r = 0.750$) principal behaviours. The correlation to democratic behaviours was positively correlated, thus the greater the democratic behaviours the higher the level of motivation. Conversely, the correlation for authoritative behaviours was negatively correlated; therefore, there was an inverse relationship between authoritative behaviours and teacher motivation. Price found no statistical significance between teacher motivation and laissez-faire leadership behaviours. Price's (2008) study was conducted in schools within the context of the NCLB legislation.

Prasad (2012) conducted a study in the government high schools of Lalitpur District, Nepal which revealed that the head teacher's leadership style has a great role to play on teachers' motivation. Many factors were found to have an important impact on the leadership style and their impact in turn on teacher motivation. A significant positive correlation was found between leadership styles and motivation. The research concluded that leadership styles are determinant factors for teachers' motivation.

However, Hunter-Boykin and Evans (1995) in their investigation of the relationship between high school principals' leadership and teacher motivation found a low positive correlation between the principal's leadership style and teacher motivation. That notwithstanding, there is much evidence in the literature that points to the significant effects of the school leader's practices on teachers' motivation. It is

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in the light of this that the current research explored the leadership practices of school heads in Ghana to determine their effects on teachers' motivation to work owing to limited research studies on the two variables in the Ghanaian context. Unlike previous research studies that explored the relationship between different leadership styles and teachers' motivation, this research focused only on transformational leadership to allow for in-depth study of the leadership practices of school heads and the extent to which they influence the teachers' motivation to work. Transformational leadership was a preferred leadership style as it has its core values to raise workers to a high level of motivation and performance.

2.3.4 Mediating role of Gender differences

Motivation is described as a complex phenomenon since individuals differ in their expectations, needs and values (Kinicki and Williams, 2008; Lussier, 2008; Buah, 2000). What motivates an individual may not necessarily motivate the other and this is often influenced by gender, age, education and other personal characteristics. The current study focuses on how the demographic variable of gender mediates the relationship between teacher perceptions of the leadership practices of school heads and the motivation levels of teachers.

The study by Inayatullah and Jehangir (2012) about teachers' job performance: the role of Motivation in Peshawar city found that there was a difference in the motivation of teachers based on gender which showed that the level of motivation among female teachers was higher than that of male teachers in schools. Mustapha and Norasmah (2010) revealed that job performance based on gender indicates that female teachers' work motivation is higher.

However, there are inconsistencies among findings on what motivates teachers in relation to their gender and other demographic factors. For instance, Saeed and

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Muneer (2012), Gupta, Pasrija and Bansal (2012) reported that female teachers were found to be more motivated to their work than male teachers. To the opposite, Kaur and Sidana (2011) asserted that level of work motivation of male teachers was greater than their female counterparts. To the contrary, Gupta and Gehlawat (2013) reported the absence of significant difference in the work motivation of male and female teachers.

A number of studies that examined leadership effect on the motivation of individuals considered gender differences of motivation levels based on leadership. . In earlier studies, it was found that males had motivational levels based on leadership than females (Dweck & Gilliard, 1975) but many of the more recent studies show the contrary. Lupert, Cannon, and Telfer (2004) focused on a population of males and females in Canada and found that more females had the motivation in the institution due to leadership than males. In all the research there is a shift in the gender differences. This shift could be a reflection of the cultural changes over the last decades as females have higher social status today.

Another study by Agezo (2010) on female leadership and school effectiveness, collected data from, five principals, in various junior and senior high schools in Ghana. The study found that the schools had shared visions and missions that were well articulated by the principals and other stakeholders. The principals created a work environment that encouraged creative thinking; designed and implemented new and cutting-edge programs; and challenged the status quo. It was also found that, apart from all these leadership activities, gender did not affect the actual motivation of the teachers. However, gender rather directed the leadership style as well as the leadership behaviour of the respondents.

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Finally, in this section, Triyanto (2016) studied Teacher motivation based on gender, tenure and level of education. Data was collected with the use of questionnaires of 135 Indonesian teacher respondents, in-depth interviews, and observations. The research showed that male teachers are more motivated than female teachers. Junior teachers have higher motivation than senior teachers. Teachers with a bachelor's degree are more motivated than teachers with a master's degree. Thus, the first aspect of the results showed that gender played a part in how motivated or demotivated a teacher could be.

2.4. Theoretical Framework

Motivation is an important component of leadership and every school leader should be able to motivate teachers to good works to enhance effective school performance. The theoretical basis for the study focused on transformational leadership theory. Transformational leadership was the preferred leadership as it has been shown to have a significantly higher positive effect on employee motivation and performance. Burns (1978) described transformational leaders as those who involve themselves with others in a certain way that both leaders and subordinates can increase motivation and working spirit to achieve the optimum outcome. Transformational leadership is associated with effective leadership and the ability to change the perceptions of subordinates to strive for organisational goals and excellence (Leithwood& Sun, 2012). Transformational leaders are enthusiastic by nature and capable of making followers believe that they can deliver up to their potentials. They act as role models to followers, exercising regular and constant communication and giving them the encouragement and means of reaching organisational goals. Transformational leaders are considerate of the personal and

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professional needs of followers and motivate them (followers) to work hard, making them aware of the importance of their job performance to the wellbeing of the organisation as well as their own needs for growth and career advancement. Maintaining motivation through transformational leadership is a careful balance of building relationships, developing people, and developing a shared vision (Barnett & McCormick, 2003; Leithwood and Sun, 2012). The practice of building relationships, meeting the needs of employees, and providing a sense of purpose has a positive effect on teacher motivation.

Transformational leadership has been found to influence the motivation of teachers and their classroom practices (Jantzi & Leithwood, 2006). Transformational leadership in the school refers to the ability of the school leader to motivate teachers to willingly and enthusiastically commit themselves to the realisation of school goals. Studies that have been conducted on transformational conducted on the topic of transformational leadership and the motivation of teachers showed mostly positive results (Finnigan, 2011; Jantzi & Leithwood, 2006; Balyer, 2012). Review by Othman and Wanlabeh (2012) found that there was a positive relationship between transformational leadership styles with teacher motivation. Similarly Eyal and Roth (2011) found that the transformational leadership style of school principals had a significant relationship with teacher motivation. The results of Balyer's (2012) research also showed a positive impact of transformational leadership on the motivation of teachers

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2.4. 1 Conceptual Framework

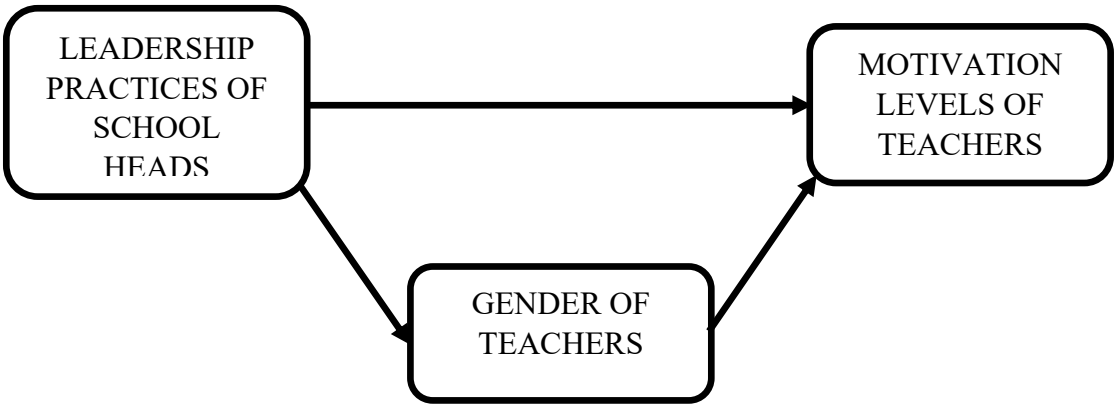

Figure 2.1: Conceptual Framework of the Study (Researcher's Conceptualisation, 2019)

The Figure 2.1 shows the relationship between the independent and dependent variables of this study. This study investigated the relationship between the leadership practices of senior high school heads as perceived by teachers and the motivation level of teachers in senior high schools in the Assin South District. The independent variable in this study was the leadership practices of school heads and teacher motivation levels constituted the dependent variable.

The six dimensions of Jantzi and Leithwood (1996) transformational leadership model (as illustrated on the Principal Leadership Questionnaire) constitute the leadership practices considered in this study. These six dimensions are: identifying and articulating a shared vision, providing an appropriate model, fostering the acceptance of group goals, providing individualised support, providing intellectual stimulation and holding high-performance expectation. Indicators of teacher motivation assessed in this study comprised aspects of school leadership practices that concentrate on building and maintaining positive relationship, supervision, adequate provision of

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instructional resources and materials, shared leadership and teacher empowerment, teacher professional growth and development, recognising or appreciating teachers for good work done.

The demographic variable of gender constituted the mediating variable. The demographic variable of gender was included in the study to ascertain how the gender differences of teachers mediated the relationship between teacher perceptions of the leadership practices of their school heads and the motivation levels of the teachers.

2.4.1.1 Perceptions of leadership practices of school heads and motivational levels of teachers

Based on the opinion of Messick and Kramer (2004) that the degree to which an individual exhibits leadership depends on the characteristics and personal abilities, characteristics of the location and environment in which he finds himself. Furthermore, Messick and Kramer (2004) explained that since human beings could become members of an organization to achieve certain personal objectives, the extent to which they are active members depends on how they are convinced that their membership will enable them to achieve their predetermined objectives.

Agboli and Chikwendu (2006) stated that transactional leaders care about the subordinates following orders and getting the job done. As such, these school leaders use rewards and punishments to set expectations for their organization. Hersey and Blanchard (1996) defined situational leadership as the interaction among the dimensions of task behaviour and relationship behaviour, as well as follower readiness/maturity for performing a certain task. Transformational leaders, however, see people as being motivated through a shared vision and commitment to organizational goals, because of their commitment to relationship building; they focus

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on cultivating trust, respect, and empowerment within the organization (Agboli & Chikwendu, 2006).

2.4.1.2 Mediating role of Gender in the relationship between transformational leadership practice of school heads and motivation level of teachers

Although the use of gender as a mediating variable has been disputed in literature, it has been used a number of times with good results (Schuh et al., 2014; Walumbwa, Wu &Ojode, 2004). According to MacKinnon (2012) a mediator is normally or preferably a continuous variable, but if it is categorical data, nominal level (gender), then it should not be more than 2 groups. Otherwise, dummy coding should be done. In testing mediation effects, according to Baron and Kenny's (1986), in the 2nd step, researcher should regress the suggested mediator on the IV, so if the mediator is categorical with 3 or more groups, this will not be accepted. It will violate the assumptions of linearity and normality. Thus, this makes gender a good variable for mediation even without dummy coding because it has just 2 groups (male, female).

2.5. Conclusion

This chapter presented both theoretical and empirical literature of the variables of the study. The concept of leadership was explored and how it evolved over the years discussed. Again, transformational leadership theory which forms the basis of the study was discussed in detail. Also, the concept of motivation together with its relevant theories which highlight the motivational needs of individuals and the processes of motivating people were explored. This was then narrowed down to the motivation of teachers where teacher motivation factors were identified and school leader's teacher motivation strategies (such as shared leadership, acknowledging good

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work done by teachers, concern for teacher professional growth and advancement) discussed.

There was also an empirical review of previous studies relating to leadership practices and teacher's motivation with all studies showing a positive significant relationship between the leadership practices of school heads and teachers' motivation. Furthermore, the theoretical and conceptual frameworks that form the basis of the study were explained. The research design and procedure for conducting the study would be discussed in detail in the next chapter.

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CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents a description of the research methodology which was used in carrying out the study. It mainly covers the research design, the study population, sample and sampling procedure, data collection instrument, the research procedure as well as data analysis techniques.

3.1 Research design

According to Orodho (2003) a research design can be defined as a format, scheme format or plan that is used to generate answers or propose solutions to problems that the research seeks to solve. The research design is normally written to make sure that the evidence obtained enables the study to effectively address the research problems logically and unambiguously as possible. Since the study sought to explore the relationship between the independent variable – the transformational leadership practices of school heads and the dependent variable - teacher motivation levels, Correlational Research Design was deemed appropriate for the study. A Correlational Research Design is used for exploring relationships between independent and dependent variables (Creswell, 2008). Ary, Jacobs, Razahieh and Sorensen (2006) described correlational design as both quantitative and bivariate. A bivariate correlation helps to examine the strength and direction of the relationship between two variables which is measured and interpreted through statistical analysis (Cooper & Schindler, 2014). The study involved measuring the perceptions of teacher participants without researcher-imposed treatments (Simon, 2011) to determine the relationship between the two variables; leadership practices and teacher motivation.

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The study was also a cross sectional study rather than a longitudinal one. A cross sectional study is a study that has its information collected at a particular time for instance a particular day or a particular period in time but must be one off (Creswell, 2003). A longitudinal study on the other hand is one that is collected at different times before a conclusion is finally made.

3.2 Population

The population of the study comprised all senior high schools teachers in the Assin South District. The district has four senior high schools which are all public schools. This study targeted all teachers in the four senior high schools. Records obtained from the district education office showed a total teacher population of 349 with the breakdown as follows:

Table 3.1: Population distribution of the Study

Institution	Population
AssinManso SHS	118
Nyankumase-Ahenkro SHS	90
Adankwaman SHS	73
AssinNsutaAgric College	68
Total	349

Field study (2019)

3.2.1 Sample and Sampling Technique

Sampling is the process of selecting a subset of cases in order to draw conclusions about the entire set (Orodho, 2004). The sample of this study comprised four senior high schools selected by means of census as all senior high schools in the Assin South District which are public schools were included in the study. Then,

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proportionate sampling and simple random techniques were used to select a total of 100 teachers from the four schools for the study.

Proportional sampling is a method of sampling in which the investigator divides a finite population into subpopulations and then applies random sampling techniques to each subpopulation. Proportional sampling is similar to proportional allocation in finite population sampling, but in a different context, it also refers to other survey sampling situations. For a finite population with population size N, the population is divided into H strata (subpopulations) according to certain attributes (Ary, Jacobs, Razahieh & Sorensen, 2006). Proportionate sampling method was used to select the required number of teachers from each of the four public senior high schools according to the number of teachers in the schools. The proportionate sampling technique was used to ensure that teachers in each school were given adequate representation within the sample population. The formula below was used to select a total of 100 teachers from the total teacher population of 349:

Number of teachers selected from each school = $\frac{\text{No. of trs in a sch}}{\text{Total Population}}$ x Sample Size

The breakdown for each of the schools is calculated as follows:

AssinManso SHS: 118 = $\frac{118}{349} \times 100 = 34$

Nyankumase-Ahenkro SHS: 90 = $\frac{90}{349} \times 100 = 26$

Adankwaman SHS: 73 = $\frac{73}{349} \times 100 = 20$

AssinNsutaAgric College: 68 = $\frac{68}{349} \times 100 = 20$

Total sample size = 34 + 26 + 20 + 20 = 100

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Having obtained the sample size, the researcher used simple random selection through paper folds to obtain the required number of participants from each school. Paper folds equal to the number needed in each school were written "yes" and the rest left blank. The papers were then placed in a basket and thoroughly mixed. Teachers gathered in the staff common room of each school were asked to pick the paper fold randomly. Teachers who picked folds written "yes" were then briefed on the study.

3.3 Data Collection Instrument

The study was a survey and thus a questionnaire was used in the collection of data from respondents. Orodho (2004) points out that a questionnaire has the ability to collect large amount of information in a reasonably quick space of time and the response can be easily analysed. This study was in favour of questionnaire because it can be administered easily to respondents within a short time and can also be analysed easily particularly the close ended questions. The questionnaire also assured respondents of confidentiality in that they did not need to write their names or that of their institutions.

The questionnaire was a five-point Likert scale and had three sections namely, the demographic section for collecting data on the personal information of the respondents and two other sections on transformational leadership and teacher motivation. The transformational leadership and teacher motivation scales are discussed below.

The second section of the questionnaire was a five-point Transformational Leadership scale adapted from the Principal Leadership Questionnaire (PLQ) designed by Jantzi and Leithwood (1996) to assess the leadership practices of school heads from the point of view of teachers. The Principal Leadership Questionnaire

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(PLQ) was developed by Jantzi and Leithwood (1996) to assess the extent to which school principals or heads exhibit transformational leadership skills. The PLQ was composed of 24 Likert-type questions with response options ranging from 'strongly disagree' to 'strongly agree'. This instrument measures transformational leadership practices in six dimensions: Identifying Vision, Providing a Model, Fostering Goal, Providing Support, Providing Stimulation and High Expectation. Within each dimension, Jantziand Leithwood (1996) developed indicators to measure the principal's practices. Table 3.2 below illustrates each of the six PLQ dimensions along with the number of items per each dimension:

Table 3.2 Transformational Leadership Scale: PLQ

No.	Dimensions	Number of items
1.	Identifying and articulating a vision	(5 items) - 1, 2, 3, 4, 5
2.	Providing an appropriate model	(3 items) - 6, 7, 8
3.	Fostering the acceptance of group goals	(5 items) - 9, 10, 11, 12, 13
4.	Providing individualized support	(5 items) - 14, 15, 16, 17, 18
5.	Providing intellectual stimulation	(3 items) - 19, 20, 21
6.	Holding high-performance expectations	(3 items) - 22, 23, 24

The internal consistency and reliability of the PLQ across several studies were found to be high. Jantzi and Leithwood (1996) administered the PLQ to 423 teachers in 147 elementary and secondary schools in Canada and reported alpha reliabilities ranging from 0.73 to 0.91 for different scales. In another study, Jantzi and Leithwood (1996) administered the PLQ to 2,290 teachers from 655 primary schools and reported alpha reliabilities that range from 0.81 to 0. 85. Also, Valentine and Prater (2011)

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administrated the PLQ to a sample of 443 teachers from 131 high schools in Missouri and reported alpha reliabilities ranging from 0.73 to 0.88. The PLQ has been used in several studies that relate to transformational leadership to test the effects of transformational leadership on teachers (motivation, capacities and work settings) and their classroom practices. Hence, it was considered worthwhile to use this instrument in this study. In this research, items on the PLQ were subjected to slight modifications by the researcher to suit the context of the study. For instance, the word 'principal' had to be changed to 'school head' and the response options were modified to include 'neutral' as one of the options.

The third section of the questionnaire comprised a **Self-Assessment Motivation Scale** and this was developed by the researcher based on a review of literature particularly previous studies that focused on leadership and teacher motivation such as that of Price (2008). The self-assessment motivation scale was a five-point Likert scale that was used to measure teacher motivation based on their perception of the leadership practices of school heads. The response options ranged from **Highly Demotivated, Demotivated, Indifferent, Motivated to Highly Motivated.** Teacher motivation was analysed based on the following aspects of school leadership: school leader's interpersonal relationship with teachers; visible leadership/supervision; provision of adequate teaching/learning resources; shared leadership/teacher empowerment; teacher professional development; recognition. The content validity of the Self-assessment Motivation scale was checked by the project supervisor and its internal consistency of reliability tested during the pilot study.

3.4 Validity

The validity of an item or instrument expresses the extent to which it "measures or describes what it is supposed to measure or describe" (Bell, 2010,

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p.119). Validity is a way of ascertaining the accuracy of a research instrument by establishing whether the instrument focuses on the information that it purports to measure. Academic researchers recognise many types of validity. However, Borg and Gall (1989) point out that there are four main types of validity that is, content validity, predictive validity, concurrent validity and construct validity.

For this research, only the content and face validity of the instrument were assessed. Content validity is the degree to which the sample of an instrument represents the content that the instrument is designed to measure. Content validity was ensured through a systematic examination of the items in the questionnaire to ensure that all the variables were well addressed. Connaway and Powell (2010) recommend that when the first draft of a questionnaire has been finalised, and before its application, it should be assessed by one or more expert observers. The researcher sought expert advice and assistance from the supervisor and other individuals familiar with the topic to help improve content validity of the instrument. It was found that the questionnaire covered the relevant areas; however, based on the comments and recommendations of these individuals, some alterations were made to some questionnaire items.

Again, to conduct the face validity of the instrument, the researcher sought the expertise of the supervisor and individuals knowledgeable in the topic to assess how the questionnaire items appeared at face value and to ensure whether the instructions were clear. A pilot study was then carried out in a senior high school that was excluded from the sampled schools. The pilot data was analysed and the results used to modify and improve the questionnaire before rolling it out to the sampled population.

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3.5 Piloting the Instrument

Piloting means testing the effectiveness and efficiency of an instrument in measuring intended constructs, and determining whether participants will easily understand the questions (Simkhada, Bhatta & van Teijlingen, 2006; Feeley, Cossette, Côté, Héon, Stremler, Martorella & Purden, 2009). Before commencing the main study, a pilot study to validate and improve the instrument was conducted in one senior high school, Assin State College, located outside the study area. Improvement was made on the questionnaire regarding the accuracy in measurement, appropriate terminology used, and the structure of sentence used to avoid confusion. A total of 30 senior high school teachers were selected to respond to questions on the Transformational Leadership Scale and the Self-assessment Motivation Scale. These teachers had the same socio-demographic characteristics as the actual research sample but they did not participate as respondents in the actual study. In addition to filling the questionnaire, the teachers were invited to comment on the items that were not clear for them. Then the collected data were analysed and the commented items were identified. Comments from the pilot testing on the Self-reported Motivation Scale were used to revise or replace vague or unclear items with other similar items, to rephrase and replace items that have similar concepts or ideas by other items, and to delete items that were considered as irrelevant.

Concerning the Transformational Leadership Scale, the comments collected during the pilot study were used as a basis for giving explanations during the actual data collection on items that were considered as not clear by pilot study participants. Cronbach's alpha was carried out to check the reliability of the instrument.

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3.6 Reliability

According to Mugenda and Mugenda (2003) reliability is a measure of the degree to which a research instrument yields consistent results. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same result under the same condition over a period of time.

Piloting enabled the researcher to test the reliability of the instrument. The reliability of each section of the questionnaire was determined by using the SPSS program to calculate Cronbach's alpha. The values of the coefficient were 0.94 for the transformational leadership scale and 0.9 for the self-assessed motivation scale whereas the overall cronbach's alpha value of the instrument was 0.96.

Table 3.2: Cronbach's Alpha of respective Construct

Constructs	Number of Items	Cronbach's Alpha
Composite	40	0.962
Leadership Practices	24	0.940
Self-assessment Motivation scale	16	0.916

According to Mugenda and Mugenda (2003) a co efficient of 0.70 or more shows that there is high reliability of data and may be used to determine the reliability of the instrument.

The researcher conducted a measure of reliability using Cronbach's alpha reliability measure. Reliability measures that are above 0.70 are said to be good measures. Thus, it can be seen that the composite measure of reliability, as well as the various measures of reliability of the items, were all above the required 0.70 meaning that the items have a high level of reliability with respect to Cronbach's Alpha.

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3.7 Data Collection Procedure

Data for the study was collected from teachers in all four public senior high schools in the Assin South District. Before the collection of data, the researcher acquired a letter of introduction from the Department of Educational Leadership at the University of Education Winneba, College of Technology Education – Kumasi. The researcher then visited the schools, introduced herself to the school heads and obtained permission from them before proceeding to meet the teachers.

With the help of the staff secretaries of each school, the researcher had the chance to meet the teachers and explained the purpose of the study to them. The teachers were informed that their participation was voluntary. The researcher then presented the questionnaires to the teachers taking the time to explain to them the content of the questionnaire. The questionnaires were collected three days after they were delivered to allow the participants ample time to respond to the items on the questionnaire.

To ensure confidentiality, the teachers were asked not to write their names on the questionnaire. The staff secretary of each school was provided with an envelope for collecting the questionnaire. The teachers placed the questionnaires in the envelope that had been made available. The secretary then sealed the envelope before returning the data directly to the researcher. In all, 100 questionnaires were collected representative of the four schools in the district.

3.8 Data Analysis

Data collected from respondents were entered into SPSS to establish descriptive and inferential statistics. To explore the first and second research questions, descriptive statistics were used to determine the means and standard

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deviations of the main variables of the study. The results provided general information about teacher perceptions of the leadership practices of school heads and teacher motivation.

To explore the third research question, inferential statistics in the form of Pearson's Product Moment Correlation Coefficient (r) was used to determine the relationship between the two variables: the leadership practices of school heads and teacher motivation levels. In this study, Pearson's Correlation Coefficient was used rather than Spearman's rank correlation because the variables are normally distributed (follow a bivariate normal distribution). Pearson Correlation is used to evaluate the linear relationship between two normally distributed variables. A relationship is said to be linear when a change in one variable is associated with a proportional change in the other variable. Also, Pearson was preferred because the study used Likert-type data which involves nominal continuous variables rather than ordinal variables as used in Spearman's correlation (Gall et al., 2007). Pearson correlation coefficient is the appropriate way to describe the relationship between the variables because according to Anastasi (1990), this statistical technique bears a very small error than other bivariate correlation techniques. Besides, Pearson's Correlation (r) has gained popularity in educational research (Leedy & Ormrod, 2010) as it has been employed in several research studies that involved correlation. Thus, it was considered worthwhile to use Pearson Correlation in this study.

Lastly, to explore the mediation effect of teachers' gender, Baron and Kenny (1986)'s four-step regression method was used. Baron and Kenny (1986) proposed a four-step approach in which several regression analyses are conducted and the significance of the coefficients is examined at each step as depicted below:

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A simple regression analysis with X (IV) predicting Y (DV) to test for path **c**alone,

$Y = \alpha + \beta X + \varepsilon$

A simple regression analysis with X predicting M to test for path **a**, $M = \alpha + \beta X + \varepsilon$

A simple regression analysis with M Predicting Y to test the significance of path **b** alone, $Y = \alpha + \beta 1M + \varepsilon$

A multiple regression analysis with X and M Predicting Y to test paths h and g respectively, $Y = \alpha + \beta 1X + \beta 2M + \varepsilon$

To test a mediation effect, regression models on all the previously described paths need to be estimated. The size of the coefficients and their significance levels will determine if indeed there is a mediating effect.

3.9 Ethical Consideration

One significant constituent of field research is ethical requirements on the part of the researcher. The respondents have the right to decide whether to respond to the questionnaire or not. As a result, a declaration of the purpose was made, and the consent of the respondents was sought. To ensure confidentiality as well as the anonymity of respondents, their names and identity were not disclosed. The researcher tried as much as possible to report every personal view of the respondents without imposing subjective biases in the interpretation of the data. The questionnaire items were simplified in tables to make them so 'friendly' to answer. This was done to ensure that respondents spent less time to respond to them.

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CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

The purpose of the study was to investigate the relationship between the transformational leadership practices of senior high school heads as perceived by teachers and the motivation levels of teachers in the Assin South. Additionally, the study explored the mediating role of gender differences in the relationship between transformational leadership practices of the school heads and the motivation levels of the teachers. This chapter presents analysis of data obtained from the study. The chapter begins with a description of the demographic data of respondents, followed by a detailed presentation of results related to each research question.

4.1 Demographic Information of Respondents

In this section of the study, the researcher presents the data on the demographic information of respondents. The researcher collected data on respondents' gender, age range, educational qualification and teaching experience. Table 4.1 below shows a summary of the responses.

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Table 4.1: Demographic Information of Respondents

Item	Response	Frequency	Percentage (%)
Gender	Male	65	65.0
	Female	35	35.0
Age range	Below 25 years	4	4.0
	26 to 30 years	31	31.0
	31 to 35 years	15	15.0
	36 to 40 years	27	27.0
	41 to 45	19	19.0
	46 years and above	4	4.0
Educational qualification	Bachelor's Degree	75	75.0
	Master's Degree	24	24.0
	PhD	1	1.0
Teaching experience	Below 5 years	41	41.0
	5 to 10 years	26	26.0
	11 to 15 years	15	15.0
	15 to 20 years	15	15.0
	20 to 25 years	3	3.0

Source: Field data (2019)

With regards to gender, the study revealed that 65% (n=65) of the respondent were male and the remaining 35% (n=35) were females. Data on the age ranges showed that4.0% (n=4) of the respondent are below 25 years, 31% (n=31) were between the age bracket of 26 to 30 years, 15% (n=15) were between the age bracket of 31 to 35 years, 27% (n=27)were between the age bracket of 36 to 40 years, 19% (n=19) were between the age bracket of 41 to 45 years and the remaining 4% (n=4) were between the age bracket of 46years and above. With respects to educational qualification, the study showed that 75% (n=75) of the respondent had bachelor's degrees, 24% (n=24) had master's degrees and 1% (n=1) had a doctorate. Finally, the study revealed that 41% (n=41) of the respondent have taught below 5 years, 26% (n=26) have taught for between 5 to 10 years, 15% (n=15) each have taught for between 11 to 15 years and 15 to 20 years respectively, and 3% (n=3) have taught for between 20 and 25 years.

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4.2 Research Question 1: What are senior high school teachers' perceptions of the transformational leadership practices of their school heads in the Assin South District?

In this section, the researcher sought to examine the leadership practices of school heads as perceived by senior high school (SHS) teachers in the Assin South District (ASD). The responses were rated on a five-point Likert scale where: 1 - Strongly Disagree; 2 – Disagree; 3 – Neutral; 4- Agree; and 5- Strongly Agree. The means and standard deviations were calculated and are illustrated in Table 4.2 below:

Table 4:2 Transformational Leadership Practices of School Heads as Perceived by Senior High School Teachers in the Assin South District

Item	Min	Max	Mean	Std. Dev
My school head has both the capacity and the judgment to overcome most obstacles.	1.00	5.00	3.370	1.079
My school head commands respect from everyone on the faculty	1.00	5.00	3.730	1.278
My school head excites faculty with visions of what we may be able to accomplish if we work together as a team	1.00	5.00	3.720	1.215
My school head makes faculty members feel and act asleaders.	1.00	5.00	3.370	1.276
My school head gives the faculty a sense of overall purpose for its leadership role	1.00	5.00	3.440	1.038
My school head leads by "doing" rather than simply by "telling"	1.00	5.00	3.620	1.213
My school head symbolizes success and accomplishment within the profession of education	1.00	5.00	3.850	0.936
My school head provides good models for faculty members to follow	1.00	5.00	3.790	1.038
My school head provides for our participation in the process of developing school goals	1.00	5.00	3.710	1.066
My school head encourages faculty members to work toward the same goals	1.00	5.00	3.730	1.081
My school head uses problem-solving with the faculty to generate school goals	1.00	5.00	3.570	1.130
My school head works toward whole faculty consensus in establishing priorities for school goals	1.00	5.00	3.370	1.203
My school head regularly encourages faculty members toevaluate our progress toward the achievement ofschool goals.	1.00	5.00	3.750	1.234
My school head provides for extended training to develop my knowledge and skills relevant to being a member of the school faculty	1.00	5.00	3.140	1.181

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My school head provides the necessary resources to support my implementation of the school's program	1.00	5.00	3.330	1.231
My school head treats me as an individual with unique needs and expertise	1.00	5.00	3.550	1.192
My school head considers my opinion when initiating actions that affect my work	1.00	5.00	3.310	1.398
My school head behaves in a manner thoughtful of my personal needs	1.00	5.00	3.200	1.163
My school head challenges me to re-examine some basic assumptions I have about my work in the school	1.00	5.00	3.110	1.163
My school head stimulates me to think about what I am doing for the school's students	1.00	5.00	3.630	1.060
My school head provides information that helps me think of ways to implement the school's program	1.00	5.00	3.710	1.131
My school head insists on only the best performance from the school's faculty	1.00	5.00	3.770	0.941
My school head shows us that there are high expectations for the school's faculty as professionals	1.00	5.00	3.590	1.296
My school head does not settle for second best in the performance of our work as the school's faculty	1.00	5.00	3.450	0.947
Grand Mean			**3.39**	

Source:Field data (2019) N = 100

In Table 4.2, the respondents indicated the extent to which they agree or otherwise with the leadership practices of school heads in the Assin South district. The respondents were in agreement with each of the following items namely; the school head commands respect from everyone on the faculty (M=3.73; SD=1.278), the school head excites faculty with visions of what we may be able to accomplish if we work together as a team (M=3.72; SD=1.215), the school head leads by "doing" rather than simply by "telling" (M=3.62; SD=1.213), the school head symbolizes success and accomplishment within the profession of education (M=3.85; SD= 0.936), the school head provides good models for faculty members to follow (M=3.79; SD=1.038), the school head provides for our participation in the process of developing school goals (M=3.71; SD=1.066), the school head encourages faculty members to work toward the same goals (M=3.73; SD=1.081), the school head works toward whole faculty consensus in establishing priorities for school goals (M=3.37; SD=1.203), the school head regularly encourages faculty members to evaluate our progress toward

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achievement of school goals (M=3.75; SD=1.234), the school head treats me as an individual with unique needs and expertise (M=3.55; SD=1.192), the school head stimulates me to think about what I am doing for the school's students (M=3.63; SD=1.060), the school head provides information that helps me think of ways to implement the school's program (M=3.71; SD=1.131), the school head insists on only the best performance from the school's faculty (M=3.77; SD=0.941) and the school head shows us that there are high expectations for the school's faculty as professionals respectively (M=3.59; SD=1.296).

The respondent were neutral to each of the following items namely; the school head has both the capacity and the judgment to overcome most obstacles (M=3.37; SD=1.079), the school head makes faculty members feel and act like leaders (M=3.37; SD=1.276), the school head gives the faculty a sense of overall purpose for its leadership role (M=3.44; SD=1.038), the school head works toward whole faculty consensus in establishing priorities for school goals (M=3.37; SD=1.203), the school head provides for extended training to develop my knowledge and skills relevant to being a member of the school faculty (M=3.14; SD=1.181), the school head provides the necessary resources to support my implementation of the school's program (M=3.33; SD=1.231), the school head takes my opinion into consideration when initiating actions that affect my work (M=3.31; SD=1.398), the school head behaves in a manner thoughtful of my personal needs (M=3.20; SD=1.163), the school head challenges me to re-examine some basic assumptions I have about my work in the school (M=3.11; SD=1.163) and the school head does not settle for second best in the performance of our work as the school's faculty (M=3.45; SD=0.947).

Thus, in conclusion, upon checking the grand mean, it was found that most of the respondents were neutral to the leadership practices of their school heads. This is

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confirmed by the grand mean of 3.39 which shows neutral. The respondents also showed that the highest-ranking item is that, the school head provides the right models for the teachers to follow (M=3.790; SD=0.947).

4.3 Research Question 2: What is the level of motivation of senior high school teachers in the Assin South District?

In this section, the researcher sought to determine the extent to which senior high school (SHS) teachers are motivated in the Assin South District (ASD). A 5 –point scale was employed, measuring "1 – Highly Demotivated"; "2 – Demotivated"; "3 – Indifferent"; "4 – Motivated" and "5 – Highly Motivated". The results obtained from this analysis are shown below in Table 4.3.

Table 4.3: Motivation levels of senior high school teachers in the Assin South District

Item	Min	Max	Mean	StdDev
The extent to which your school head interacts socially with teachers in your school	1.00	5.00	4.070	1.075
The willingness of your school head in addressing the personal needs/concern of teachers	1.00	5.00	3.520	1.275
The extent to which the school head encourages collegial interaction and positive relationship among teachers	1.00	5.00	3.840	0.940
The school head furnishing you with adequate teaching-learning materials	1.00	5.00	3.250	1.029
School head giving you direction and telling you what is expected of you	1.00	5.00	3.970	1.000
The extent to the school head allows you to make adequate decisions related to your work	1.00	5.00	3.320	1.118
The procedures used by the school head in delegating special responsibilities	1.00	5.00	3.420	0.987
The extent to which you are involved with decision-making processes in your school	1.00	5.00	3.210	1.266
The way your views are taken by your school head	1.00	5.00	3.190	1.285
The supervisory process employed by your school head to evaluate your work	2.00	5.00	3.790	0.902
The nature of the feedback you receive for your work	1.00	5.00	3.720	1.016
The information availed to you by the school leader/head on available training opportunities	1.00	5.00	3.300	1.040

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The encouragement and assistance you receive from your school head to participate in in-service courses and seminars related to your teaching subject	1.00	5.00	3.330	1.248
The extent to which teachers in your school are recommended for further training and in-service courses (seminar/workshop)	1.00	5.00	3.330	1.146
The willingness of the school head to assist you to acquire study leave	1.00	5.00	3.110	1.063
The way your job performance is acknowledged in the school	1.00	5.00	3.520	1.039
Grand Mean			**3.493**	

Source: Field data (2019) N = 100

In Table 4.3, the respondents indicated the extent to which they were motivated or otherwise. From Table 4.3, the respondents were motivated with each of the following items namely; the extent to which your school head interacts socially with teachers in your school (M=4.07; SD=1.075), the willingness of your school head in addressing the personal needs/concern of teachers (M=3.52; SD=1.275), the extent to which the school head encourages collegial interaction and positive relationship among teachers (M=3.84; SD=0.940), the school head giving you direction and telling you what is expected of you (M=3.97; SD=1.000), the supervisory process employed by your school head to evaluate your work (M=3.79; SD=0.902), the nature of the feedback you receive for your work (M=3.72; SD=1.016) and the way your job performance is acknowledged in the school (M=3.52; SD=1.039).

The respondent were indifferent to each of the following items namely; the school head furnishing you with adequate teaching-learning materials (M=3.25; SD=1.029), the extent the school head allows you to make adequate decisions related to your work (M=3.32; SD=1.118), the procedures used by the school head in delegating special responsibilities (M=3.42; SD=0.987), the extent to which you are involved with decision-making processes in your school (M=3.21; SD=1.266), the way your views are taken by your school head (M=3.19; SD=1.285), the information

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availed to you by the school head-on available training opportunities (M=3.30; SD=1.040), the encouragement and assistance you receive from your school head to participate in-service courses and seminars related to your teaching subject (M=3.33; SD=1.248), the extent to which teachers in your school are recommended for further training and in-service courses (seminar/workshop) (M=3.33; SD=1.146) and the willingness of the school head to assist you acquire study leave (M=3.11; SD=1.063).

In general, the results also show that the senior high school teachers of Assin South district were motivated. This can be seen from the grand mean of 3.49 which skews towards the highly motivated side of the scale. The results also showed that the most highly rated item on the scale was the extent to which the school heads interact socially with the teachers in the institution.

4.4 Research Question 3: What is the relationship between the transformational leadership practices of school heads as perceived by teachers and the motivation levels of senior high schools teachers in the Assin South District?

Here, the researcher sought to determine the relationship between Transformational leadership practices of school heads and self-assessed motivation levels of teachers in Assin South district. This relationship was analysed through the use of the Pearson Correlation table and this is shown in Table 4.4.

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Table 4.4: Relationship between Transformational leadership practices of school heads and self-assessed motivation levels of teachers in Assin South district

		Leadership practices of school heads	Motivation levels of SHS teachers
Leadership practices of school heads	Pearson Correlation	1.00	.713**
	Sig. (2-tailed)		.000
	N	100	100
Motivation levels of SHS teachers	Pearson Correlation	.713**	1.00
	Sig. (2-tailed)	.000	
	N	100	100

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

From the analysis, there is a positive significant association between leadership practices of school heads and the self-assessed motivation levels of SHS teachers in the ASD as shown in Table 4.4, suggesting that leadership practices of school heads affect the motivation levels of teachers in the ASD(r=0.713; sig=.000). Given the magnitude of the correlation coefficients, this relationship is strong.

4.5 Research Question 4: What is the mediating role of gender differences in the relationship between transformational leadership practices of school heads and motivational levels of teachers in the Senior high schools?

Mediation analysis was done to determine whether the causal effect between motivation levels of teachers and leadership practices of school heads is mediated by gender. Leadership practices of school heads as an independent variable ($\beta = 0.713$, $p = 0.000$) is significantly related to the dependent variable which is the motivation levels of teachers.

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Mediating analysis was done to determine whether the causal effect between motivation levels of teachers and leadership practices of school heads is operated through gender. In this case, leadership practices of school headsarethe independent variable (X), motivation levels of teachers arethe dependent variable (Y) and gender is the mediator variable (M). If there is a positive relationship between the leadership practices of school heads and the motivation levels of teachers, then we determine the causal model as shown below.

Leadership practices of school heads ⟶ Gender ⟶ Motivation levels of teachers

Testing whether the effect of leadership practices of school heads on motivation levels of teachers is due to the gender of a teacher which is also associated with higher motivation levels. Baron and Kenny (1986) method of mediation was adopted for analysis and the causal relationships determine below in path A and B of figure 2.

Path A

Path B

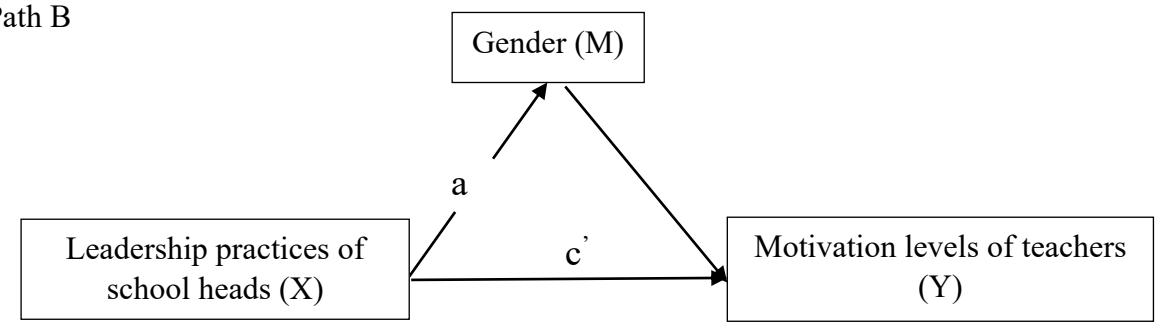

Figure 2. Path A: Illustration of a direct effect X affects Y. Path B: Illustration of a mediation design X affects Y indirectly through M

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The result of the mediation analysis is shown below in Table 4.5.

Table 4.5: Direct and total effects

	Coeff	Std. Error	t	Sig
b(YX)	.680	.068	10.063	.000
b(MX)	-.026	.059	-.441	.660
b(YM.X)	.024	.116	.205	.838
b(YX.M)	.680	.068	10.012	.000

As can be gleaned from Table 4.5, leadership practices of school heads as an independent variable (b = 0.680, p = .000) is positive significantly related to the dependent variable which is motivation levels of teachers and therefore step 1 is satisfied. In step 2, there is a non-significant relationship between leadership practices of school heads and gender (b = -0.026, p = 0.660), thus not satisfying the requirements for mediation at this stage of the analysis. In step 3, gender did not have a significant relationship with the motivation levels of teachers (b = 0.024, p = 0.838) controlling for leadership practices of school heads. Therefore, the requirements of step 3 werenot satisfied. In step 4, leadership practices of school heads arepositively significantly related to the motivation levels of teachers (b = 0.680, p = .000) controlling for gender and hence the presence of partial mediation.

The Sobel test is used to show the test for significance of the total effect of leadership practices of school heads on motivation levels of teachers upon the addition of gender as a mediator to the model. The indirect effect and significance using normal distribution are shown below.

	Value	**Std. Error**	**LL 95% CI**	**UL 95% CI**	**Z**	**Sig (two)**

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Sobel	-0.0006	0.0076	-0.11376	0.11251	-0.187	0.851

The Sobel test suggests no mediation ($z = -0.187$, $p > 0.05$). Hence it can be concluded that gender does not mediate the relationship between leadership practices of school heads and motivation levels of teachers.

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CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 Introduction

The purpose of the study was to investigate the relationship between the transformational leadership practices of senior high school heads as perceived by teachers and the motivation levels of teachers in the Assin South. Additionally, the study explored the mediating role of gender differences in the relationship between transformational leadership practices of the school heads and the motivation levels of the teachers. This chapter presents a discussion of the results of data analysis and research findings concerning the following research questions:

1. What are senior high school teachers' perceptions of the leadership practices of their school heads in the Assin South District?
2. What is the level of motivation of senior high school teachers in the Assin South District?
3. What is the relationship between the leadership practices of school heads as perceived by teachers and the motivation of senior high schools teachers in the Assin South District?
4. What is the mediating role of gender differences in the relationship between leadership practices of school heads and motivational levels of teachers in the Senior high schools?

Each research question will be examined in terms of the results of the study, taking into account how these results relate to previous literature.

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5.1 Research Question 1: What are senior high school teachers' perceptions of the transformational leadership practices of their school heads in the Assin South District?

The main purpose of this research question was to describe the leadership practices of school heads as perceived by teachers in senior high schools in the Assin South District. A 5-point scale was employed, measuring"1 - Strongly Disagree"; "2 – Disagree"; "3 – Neutral"; "4- Agree"; and "5- Strongly Agree". It was found that the means were between 3.37 and 3.770. The grand mean was 3.39 which showed that most of the respondents were neutral in their perceptions about the leadership practices of their school heads.

This result is in contrast with findings of other research works (Eyal & Roth, 2011; Nguni et al., 2006; Brown et al. 2005) that assessed leadership practices from the perspectives of teachers and obtained higher mean scores for transformational leadership. Ori and Roth (2011) in their study on Principal Leadership and Teachers' Motivation (Self-Determination Analysis) found that the mean of transformational leadership score (3.49) was a little more than half a standard deviation higher than a neutral score (on the five-point scales) whereas the transactional mean (2.73) was about one-quarter of a standard deviation lower than the neutral score. Also in Brown (2005)'s study on Teacher Perceptions of African-American Principal Leadership, the total mean score for Nature of Leadership of 4.20 (SD = .75) compared against a neutral value of 3 (on the 5 point scale) indicating that teachers do perceive the leadership characteristics of African-American Principals to be transformational. Again, the mean score of 4.18 (SD = .69) (which was close to that obtained for transformational leadership) compared to the neutral value of 3 (on a 5-point scale) indicate that the teachers perceived their principals as using transactional skills.

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The difference between the findings of the current study and the findings of other studies such as those cited above is that this study assessed leadership of school heads based on the transformational leadership theory whereas the previous studies employed transformational leadership coupled with other leadership models to assess the leadership practices of school heads /principals. In this study, the neutral score obtained from the analysis implies that the respondents were not able to show precisely whether their school heads were high or low in transformational leadership skills. Leadership is said to be influenced by several factors (Guthrie & Reed, 1991). The leadership positions of various managers or heads could differ based on the personality or the management style of employees among others. Thus, some leadership styles may be evident and some quite hard to establish (Awan, Mahmood & Idrees, 2014). Thus, it is quite normal for respondents to be neutral on their perception of the leadership style of the heads. This is further pointed out by Cummings et. al., (2014) who state that factors related to leadership style are divided between those focused on the leader and those focused on the context in which the leader performs. For example, leadership can be considered as simply an attribute of a person's innate characteristics and his/her position in the hierarchy, or else it can be thought of as a function distributed amongst various professionals in a group. Self-perception of leadership style can also be determined by a person's values, job satisfaction, gender, profession and management experience. Therefore, the suggestion here is that leadership may not be easily identified and the leadership practices may not be easily perceived as good or bad by the teachers rather each may have their basis on which they decide as to whether the practice is suitable or not (Al-Mailam, 2004).

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From the findings, the highest-rated item on the leadership scale was that the principal provides the right models for teachers to follow. According to Kouzes and Posner (2002), leaders are required to communicate expectations and demonstrate the right behaviours for followers to emulate and the senior high school heads in Assin South District were shown to demonstrate this skill. In the opinion of Fullelan (2001), providing the right model provides the school staff with the motivation to support the leader.

5.2 Research Question 2: What is the level of motivation of senior high school teachers in the Assin South District?

Here the researcher measured the motivational levels of the teachers on a five-point scale ranging from "1–Highly Demotivated"; "2–Demotivated"; "3–Indifferent"; 4–Motivated and "5–Highly Motivated". The results of the study showed that the senior high school teachers of Assin South district were highly motivated. This can be seen from the grand mean of 3.49 which skews towards the highly motivated side of the scale. The results also showed that the most highly rated item on the scale was the extent to which the school heads interact socially with the teachers in the institution.

This result is supported by Oko (2014),who posits that a teacher that is provided for both physically and emotionally is very motivated. He points out that, a well-motivated teacher, who is provided with working incentives, good working conditions and adequate remuneration is bound to be dedicated to his/ her teaching responsibilities to bring about the needed learning among learners. This is buttressed by Archibong (2013) who argued that quality education does not just occur miraculously but can be achieved through continuous and improved efforts by the

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stakeholders in the education enterprise, especially by enhancing teachers 'motivation through several welfare packages. If the aforesaid welfare packages are well harnessed, teachers would be motivated to prepare adequately for their lessons, go to school regularly and punctually, attend classes as scheduled, teach the students well and carry out the necessary academic performance assessments both within and outside their respective schools.

The results of the study further showed that the respondents were motivated or highly motivated by items such as social interaction between head and teachers, head addressing personal problems, encouragement of cordial relationship between teachers, heads giving teachers direction and so on. These factors are not in the category of financial rewards but as the study shows these factors are quite important to the respondents. Their importance shows their satisfaction. Praver and Oga-Baldwin (2008) provided a list of direct motivating factors (intrinsic motivation and extrinsic motivation) and indirect motivating factors (autonomy, working relationships, self-realization and institutional support). They believed that these factors heavily influenced the maintenance of teacher motivation over their career. As intrinsic motivation has been considered as a significant factor for pre-service teachers to make a career choice, extrinsic influences especially financial benefits such as salary, pension and insurance, etc. were often mentioned as extrinsic factors motivating in-service teachers.

Also, a study conducted by Pastor and Erlandson (1982) on "What motivate teachers'' revealed that high internal motivation by school administrators or heads, have shown that teachers were motivated more by intrinsic than extrinsic rewards. Their result revealed that teachers perceived their need and measured their job satisfaction by factors such as participation in decision-making, use of valued skills, freedom and

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independence, challenge of expression of creativity and opportunity for learning, which directly motivate them for greater performance.

5.3 Research Question 3: What is the relationship between the transformational leadership practices of school heads as perceived by teachers and the motivation of senior high schools teachers in the Assin South District?

The study sought to find the relationship between leadership practices and the motivation of the SHS teachers. Here, the researcher analysed the data by using Pearson's correlation. The results of the study showed that there is a positive significant association between leadership practices of school heads as perceived by teachers and the self-assessed motivation levels of SHS teachers in the Assin South District and this suggests that leadership practices of school heads affect the motivation levels of teachers in the Assin South District. With a coefficient of 0.713, the correlation was shown to be significant at 0.01 showing that the relationship was strong.

This result is supported by Eyal and Roth (2011) who pointed out that leadership styles among school principals play a significant role in teachers' motivation and well-being. They further showed that transformational leadership would predict autonomous motivation among teachers, whereas transactional leadership would predict controlled motivation; which is supported by the fact that the activities of the various principals and the school heads affect both the teachers and the students. Thus, it is likely that the more centered a principal is on the affairs of the teachers, the more motivated these teachers are. Lezotte and McKee (2006)stated, "Leaders contribute to student learning most significantly in an indirect way. Specifically, leaders exert a positive or negative influence on individuals who, in turn,

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directly influence student learning (teachers) and on the relevant features of their organizations (schools)".

Another study that agrees with this result is the work of Eres (2011). He points out that the school leader should always make his teacher feel comfortable to encourage them. Teachers feel motivated by the trust that the school head shows in them. Educational goals are easily accomplished when all the participants feel involved. He continues to show that, when principals effectively use governance strategies and participating management, teachers feel energized and motivated, and their sense of ownership and empowerment increases. Well implemented school improvement plans can increase collegiality and give teachers the satisfaction to commit themselves to school improvement goals.

Also, a study by Ofoegbu (2004) showed an interesting correlation. A significant correlation was found between the principal's styles of leadership and the teacher's perception of the teaching profession as positive. A significant correlation was found between the teacher's willingness to actively devote himself and the teacher's initiatives related to teaching. Also, a significant positive correlation was found between the teacher's perceptions of the profession as being positive and between the teacher's initiatives relating to teaching. All these correlations showed that there was a relationship between the leadership styles of the principals and the activities of the teachers. This even affected their day to day activities.

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5.4 Research Question 4: What is the mediating role of gender differences in the relationship between transformational leadership practices of school heads and motivational levels of teachers in the Senior high schools?

Here, the researcher sought to answer the question, what is the mediating role of gender differences in the relationship between leadership practices of school heads and motivational levels of teachers in the Senior high schools? The analysis showed thatleadership practices of school heads as an independent variable ($\beta = 0.713$, $p = 0.000$) was significantly related to the dependent variable which is the motivation levels of teachers. There was however a non-significant relationship observed between leadership practices of school heads and gender ($\beta = -0.045$, $p = 0.660$), thus not satisfying the requirements for mediation at this stage of the analysis. Also, gender did not have a significant relationship with motivation levels of teachers ($\beta = 0.015$, $p = 0.838$). Therefore, it can be concluded that gender does not mediate the relationship between the leadership practices of school heads and the motivation levels of teachers.

There have been a few studies that have found that gender mediates the relationship between leadership practices and motivational levels. One such study is by Schuhet al., (2014) states that women consistently reported lower power motivation than men. This in turn mediated the link between gender and leadership role occupancy. However, another study by Lupert, Cannon, and Telfer (2004) focused on a population of males and females in Canada and found that more females had the motivation in the institution due to leadership than males. There was therefore no significant mediation of gender in the relationship between leadership practices and motivational levels. This shift could be a reflection of the cultural changes over the last decades as females have higher social status today.

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Most studies revealed that, males have been viewed to be more motivated than females thus there exists a mediating relationship. However, Ogunleye and Osekita (2016) noted that many of the characteristics that were associated with being male or females reflect cultural beliefs and practices rather than fundamental differences. They noted that people were taught gender roles at the early stage of their lives, and these roles reflect the status of the position that they are expected to play. This assertion was supported by a study conducted by DeHart Davis, Marlowe and Pandey (2006) and found that male and female workers do not differ significantly in their vocational orientation within the realistic, investigative, enterprising, and conforming vocational group.

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CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

6.0 Introduction

This chapter presents a summary of the study, along with conclusions and recommendations. The chapter is divided into the following major sections: summary of the research process, key findings, conclusions, recommendations and suggestions for further research.

6.1 Summary of the study

The purpose of the study was to investigate the relationship between the transformational leadership practices of senior high school heads as perceived by teachers and the motivation levels of teachers in the Assin South. Additionally, the study explored the mediating role of gender differences in the relationship between transformational leadership practices of the school heads and the motivation levels of the teachers. The study was guided by four objectives which are; to examine the leadership practices of school heads as perceived by senior high school teachers in the Assin South District, to determine the extent to which senior high school teachers are motivated in the Assin South District, to examine the relationship between the leadership practices of school heads as perceived by teachers and the self-assessed motivation levels of senior high school teachers in the Assin South District and to assess the mediating role of gender differences in the relationship between leadership practices of school heads and motivational levels of teachers in the Senior high schools.

Correlational Research Design was used for this study. This design is used for exploring relationships between independent and dependent variables. The study was

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also a cross-sectional rather than a longitudinal one. The researcher used proportionate sampling method to select hundred (100) teachers in the Assin South District. Having obtained the sample size, the researcher used simple random selection through paper folds to obtain the required number of participants from each school. The study was a survey and thus used a questionnaire in the collection of data from respondents. The items of the questionnaire had a composite Cronbach's alpha value of 0.962.

Below are the main findings of the study:

- Leadership practices of school heads measured by the Transformational Leadership Scale yielded an average mean of 3.39, indicating a neutral score. Thus, senior high school teachers in the Assin South District were reported to be neutral in their perceptions about the leadership practices of their school heads. The results also showed that the highest-ranked item was; the principal provides the right models for teachers to follow, which recorded a mean score of 3.79.
- Teacher motivation levels assessed from the Self-Assessment Motivation Scale recorded a grand mean of 3.49, showing that the level of motivation of the teachers was moderate to high. The result also showed that the most highly rated item on the scale was the extent to which the school heads interact socially with the teachers in the institution.
- The results showed a positive significant association/relationship between leadership practices of school heads as perceived by teachers and the self-assessed motivation levels of SHS teachers in the Assin South District and this suggests that leadership practices of school heads influence the motivation levels of teachers in the Assin South District. The correlation was shown to be significant at 0.01 and that the relationship was strong.

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- The results showed that gender does not mediate the relationship between leadership practices of school heads and the motivation levels of teachers. The Sobel test suggested no mediation ($z = -0.187$, $p > 0.05$).

6.3 Conclusion

It emerged from the findings that SHS teachers in the Assin South District were neutral in their perceptions about the leadership practices of their school heads. Neutral denotes uncertainty, a lack of precision, or inexactness. This implies that the teachers were unable to show precisely in their opinions whether their school heads are high or low in transformational leadership skills. Also, being neutral in their perceptions could mean that either the teachers are not clear about transformational leadership practices of their school heads or the school heads do not exhibit transformational leadership skills. Based on the findings of the study, it can be concluded that the perception of leadership is a hard thing to do. Literature has shown that leadership positions of various managers or heads could differ based on the personality or the management style of employees among others (Awan, Mahmood & Idrees, 2014). Thus, the perception of leadership is not a straightforward decision.

Although the teachers were neutral in their perceptions about the leadership practices of their school heads, they were found to be motivated. Teacher motivation level may be high due to a plethora of reasons including positive school climate, clear areas of responsibility, job characteristics, etc. (Friedman, 2004; Millet &Gagné, 2008). In this current study, the most motivational factor for the respondents were the more intrinsic factors such as social acceptance and attention to needs and it seemed that, the principals in question put much effort into the social development of the teachers thus it translated into the motivation of the teachers. Thus, the relationship between leadership and motivation of teachers was positive.

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The study found a significant positive relationship between the transformational leadership practices of school heads and the self-assessed motivation levels of senior high school teachers in the Assin South District. This is indicative of the importance of leadership process in the motivation of teachers. School heads are therefore required to develop the best practices to respond to the motivational needs of teachers.

While scholars recognise demographic factors such as gender as contributing to a person's perception and their motivation to work, this study did not find a significant relationship between the perception of teachers regarding the transformational leadership practices of school heads and the motivation levels of the teachers. Therefore, the study concludes that gender does not mediate the relationship between leadership practices of school heads and the motivation levels of teachers.

6.4 Recommendations

Based on the above conclusions, the following recommendations are made to concerned bodies to help improve the system of leadership and its effects on the level of motivation for teachers. The recommendations are stated below:

- The results of the study showed that majority of the teacher respondents were neutral in their perceptions regarding the transformational leadership practices of their school heads. This implies the teachers were unable to show precisely in their opinions whether their school heads are high or low in transformational leadership skills. This study recommends that the Ministry of Education through the Ghana Education Service and the Assin South District Directorate should organise training programmes to equip the school heads

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with relevant knowledge and skills in transformational leadership. Teachers also need to be exposed to the principles of transformational leadership in workshops and seminars as that will make them adequately informed to offer to school heads the support and cooperation that is needed.

- The result of the study showed that the respondents were motivated mostly by intrinsic factors (such as social acceptance and attention to needs). This study recommends that in terms motivating teachers, the senior high school heads in Assin South should focus more attention on the intrinsic motivational needs of the teachers. This involves maintaining cordial relationship with the teachers, spelling out to teachers what is expected of them, allowing them some level of autonomy on the job, involving them in decision-making processes, delegating to teachers special responsibilities and making sure that they are well equipped in terms of instructional resources to enable them deliver their lessons effectively.

- The results of the study showed a positive significant relationship between the transformational leadership practices and the motivation levels of teachers. This shows the importance of the leadership process in motivating teachers. Therefore the study recommends that training programmes organized for school heads in the Assin South District should emphasise aspects of transformational leadership practices to use to improve teacher motivation.

- The results of the study also showed that gender did not mediate the relationship between the transformational leadership practices of school heads and the motivation levels of teachers in the Assin South District. The study recommends that the senior high school heads should make the effort to form a school culture where there is equality, fairness, healthy communication and

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flexibility. This way, teachers will enjoy their work and perform their jobs with high motivation.

6.5 Suggestions for Further Research

This study investigated the relationship between the leadership practices of school heads as perceived by teachers and the motivation levels of senior high school teachers in the Assin South District. Since the study was geographically limited to the Assin South District, a similar study could be conducted in other districts of Ghana for comparison purposes and generalisation.

Also, the study was carried out only in senior high schools which have distinct features from basic schools or universities. This implies that there is the need to replicate this study in a different level of education to see if similar results could be found.

More so, this study could be expanded to include a larger sample size (drawn from both public and private schools) as that would offer a broader understanding of the relationship between leadership practices of school heads and the motivation levels of teachers.

This study used the transformational leadership model as a theoretical basis for determining the relationship between the leadership practices of school heads as perceived by teachers and the motivation levels of teachers. Future research could use a different leadership model as its theoretical basis, which could then be used to compare the results of the two studies.

Also, this research used an adapted version of the Principal Leadership Questionnaire to measure teacher perceptions of leadership practices of school heads

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while a self-assessed motivation scale (developed by the researcher) was used to assess the motivation levels of teachers. It might be useful to replicate the study using different survey instruments to compare the results of two studies that measured the same variables.

In this study, the researcher looked at gender as a mediating variable. However, in further studies, other demographic variables such as age, level of education, or teaching experience could be used as mediating variables.

The study could be replicated to include a qualitative component. Teacher interviews may provide additional information regarding perceptions and practices. The qualitative aspect could help unfold the reasons why the teachers responded to the questions the way they did. It would bring to light the way and manner the leadership practices activated by school heads influence the teachers' motivation to work. It is necessary to include a qualitative component since survey studies by their nature have content validity problems and the findings of the study may not depict the current situation in the existing public senior high schools concerning leadership practices and teacher motivation in that the content of the questionnaire may not necessarily reflect the thinking of the teachers regarding the aspects of teacher motivation and the leadership practices of school heads.

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APPENDIX

INSTRUMENT

QUESTIONNAIRE

TRANSFORMATIONAL LEADERSHIP AND SELF-ASSESSMENT MOTIVATION SCALE FOR TEACHERS

Kindly answer all the questions as honestly as possible. Put a tick (√) in the spaces provide.

SECTION A: Demographic information.

1. What is your age gender? Male [ ] female [ ]
2. What is your age bracket? Below 25 [ ] 26-30 [ ] 31-35 [ ]36 – 40 [ ] 41-45 [ ] above 46 [ ]
3. What is your educational qualification? Bachelor of education [ ] Masters [ ]PHD []Any other (specify)……
4. How many years of teaching experience?

   Below 5 years [ ] 5 – 10 [ ] 11 – 15 [ ] 15 – 20 [ ] 20 – 25 [ ] 26 and above [ ]

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SECTION B: Transformational Leadership Scale

Please respond by considering how well each statement applies to your principal.

Please use the following scale:

1=Strongly Disagree 2=Disagree 3=Neutral 4= Agree 5=Strongly Agree

SN	ITEMS	RESPONSE				
1	My school head has both the capacity and the judgment to overcome most obstacles.	1	2	3	4	5
2	My school head commands respect from everyone on the faculty	1	2	3	4	5
3	My school head excites faculty with visions of what we may be able to accomplish if we work together as a team	1	2	3	4	5
4	My school head makes faculty members feel and act like leaders.	1	2	3	4	5
5	My school head gives the faculty a sense of overall purpose for its leadership role.	1	2	3	4	5
6	My school head leads by "doing" rather than simply by "telling".	1	2	3	4	5
7	My school head symbolizes success and accomplishment within the profession of education.	1	2	3	4	5
8	My school head provides good models for faculty members to follow	1	2	3	4	5
9	My school head provides for our participation in the process of developing school goals.	1	2	3	4	5
10	My school head encourages faculty members to work toward the same goals.	1	2	3	4	5
11	My school head uses problem solving with the faculty to generate school goals.	1	2	3	4	5
12	My school head works toward whole faculty consensus in establishing priorities for school goals.	1	2	3	4	5

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13	My school head regularly encourages faculty members to evaluate our progress toward achievement of school goals.	1	2	3	4	5
14	My school head provides for extended training to develop my knowledge and skills relevant to being a member of the school faculty.	1	2	3	4	5
15	My school head provides the necessary resources to support my implementation of the school's program.	1	2	3	4	5
16	My school head treats me as an individual with unique needs and expertise.	1	2	3	4	5
17	My school head takes my opinion into consideration when initiating actions that affect my work	1	2	3	4	5
18	My school head behaves in a manner thoughtful of my personal needs.	1	2	3	4	5
19	My school head challenges me to re-examine some basic assumptions I have about my work in the school.	1	2	3	4	5
20	My school head stimulates me to think about what I am doing for the school's students.	1	2	3	4	5
21	My school head provides information that helps me think of ways to implement the school's program	1	2	3	4	5
22	My school head insists on only the best performance from the school's faculty	1	2	3	4	5
23	My school head shows us that there are high expectations for the school's faculty as professionals	1	2	3	4	5
24	My school head does not settle for second best in the performance of our work as the school's faculty	1	2	3	4	5

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SECTION C: Self-assessment Motivation scale

You are requested to indicate your degree of motivation in relation to each of the given items on the 5- point scale. Please indicate your opinion about each of the statements below using the scale below. Your answers are confidential.

1 = Highly Demotivated 2 = Demotivated 3 = Indifferent 4 = Motivated 5 = Highly Motivated

Indicate to what extent are you motivated by the following aspects:					
ITEMS	**RESPONSE**				
1. The extent to which your school head interacts socially with teachers in your school	**1**	**2**	**3**	**4**	**5**
2. The willingness of your school head in addressing the personal needs/concern of teachers	**1**	**2**	**3**	**4**	**5**
3. The extent to which the school head encourages collegial interaction and positive relationship among teachers	**1**	**2**	**3**	**4**	**5**
4. The school head furnishing you with adequate teaching learning materials	**1**	**2**	**3**	**4**	**5**
5. School head giving you direction and telling you what is expected of you	**1**	**2**	**3**	**4**	**5**
6. The extent the school head allows you to make adequate decisions related to your work.	**1**	**2**	**3**	**4**	**5**
7. The procedures used by the school head in delegating special responsibilities	**1**	**2**	**3**	**4**	**5**
8. The extent to which you are involved with decision-making processes in your school	**1**	**2**	**3**	**4**	**5**

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9. The way your views are taken by your school head	**1**	**2**	**3**	**4**	**5**
10. The supervisory process employed by your school head to evaluate your work	**1**	**2**	**3**	**4**	**5**
11. The nature of feedback you receive for your work	**1**	**2**	**3**	**4**	**5**
12. The information availed to you by the school leader/head on available training opportunities	**1**	**2**	**3**	**4**	**5**
13. The encouragement and assistance you receive from your school head to participate in-service courses and seminars related to your teaching subject	**1**	**2**	**3**	**4**	**5**
14. The extent to which teachers in your school are recommended for further training and in-service courses (seminar/workshop)	**1**	**2**	**3**	**4**	**5**
15. The willingness of the school head to assist you acquire study leave	**1**	**2**	**3**	**4**	**5**
16. The way your job performance is acknowledged in the school	**1**	**2**	**3**	**4**	**5**