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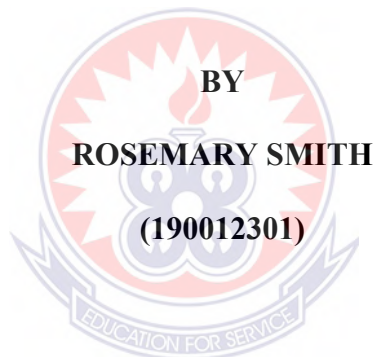
**ASSESSING THE INFLUENCE OF HEAD TEACHERS'
TRANSFORMATIONAL LEADERSHIP PRACTICES ON TEACHER JOB
COMMITMENT: A CASE STUDY OF KWADASO MUNICIPALITY**



2020

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**A Dissertation in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the School of Research and
Graduate Studies, University of Education, Winneba in partial fulfillment of the
requirement for the award of Master of Arts
(Educational Leadership) degree.**

DECEMBER, 2020

DECLARATION

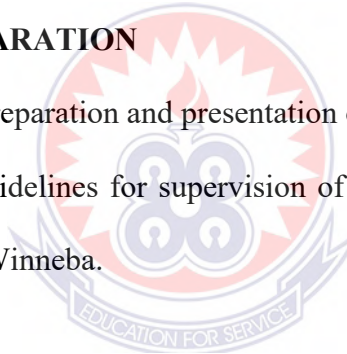
STUDENT'S DECLARATION

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

SIGNATURE: DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this dissertation was supervised in accordance with the guidelines for supervision of Dissertation as laid down by the University of Education, Winneba.



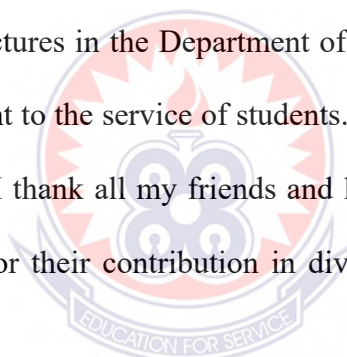
NAME OF SUPERVISOR: **DR. KOFI YEBOAH ASIAMAH**

SIGNATURE: DATE:

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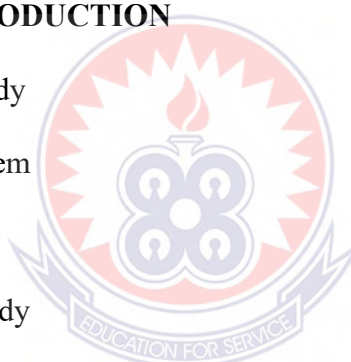
DEDICATION

I dedicate this project work to Mr. Ernest Ofori, Benaiah Ofori, Adowa Yeboah Ofori and Yannis Ernest Ofori Junior.



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ABSTRACT

Leadership is very necessary in an organization to shape the goals, coordinate efforts, motivate employees and monitor their performances. Therefore, this study assessed the influence of headteachers' transformational leadership practices on teacher organizational commitment. Descriptive survey design was used in this research. The target population for the study was all the teaching staff in all public basic schools in the Kwadaso circuit of the Kwadaso Municipality of which a sample size of 200 teachers and 4 head teachers was taken for the study. Descriptive statistics, percentages, tables, graphs were used to present the data analyzed from the field. The analysis of data collected revealed that teachers who perceived their headteachers as not able to meet their individual needs were also not intellectually stimulated. Head teachers who serve as role models also inspire and motivate their teachers. Headteachers' openness and sincerity in dealing with their subordinate teachers led to teachers accepting their vision of what could be achieved academically. When leaders are open and sincere, it also elicits trust from their followers. It was also revealed by the study that teachers placed higher premium on the social and economic benefits above personal satisfaction and loyalty values when inspired by their headteachers. The study further found weak but positive and statistically significant relationships between transformational leadership practices and teacher's affective, and continuance commitments in that, heads who serve as role models and inspire their teachers are somewhat positively related to teacher's emotional attachment or feeling towards their educational institutions. It was recommended among others that headteachers should do everything they can to arouse their teachers' emotions and identification with them so that they can mentor and coach them to meet the challenges of the profession. Head teachers must also, provide opportunities for teachers to interact and collaborate with each other to build strong professional ties that will promote high level of affective commitment among the teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Institutions can run successfully through effective leadership style, adequate managerial policies and technology to meet the increasing competition. Leadership is very necessary in an organization to shape the goals, coordinate efforts, motivate employees and monitor their performances (Tomczak, 2011). According to Barack & Greenstein (2012), the American moment of war is not over but a good leader must be responsible for their actions and protect his people. The concept of leadership evolved in the ancient times where people used to fight in civil wars, travel by ships, migrate from one place to another or rule a group of people with a common belief (Elsevier, 2009).

Leadership is crucial in any setting, be it religious, corporate, or education. According to Afful-Broni (2004), the relevance of leadership is its ability to guide and propel the organization towards its assigned goals and objectives. Many studies have come up with different definitions of leadership. Nevertheless, even today, there have not been a consensus on the definition of leadership (Fearon, 2011). Campion (2017) explained leaders are the individuals who are in charge at their work places, performing the activity of leading a group of people or an organization or the ability to do things and perform tasks. It all involves establishing a clear vision, sharing that vision with others so that they will follow willingly, providing the information, knowledge and methods to realize that vision, and coordinating and balancing the conflicting interests of all members and stakeholders. Ivancevich, Konopaske, and Matteson (2007) indicated that leadership is the discipline of deliberately exerting special influence within a group to move it toward goals of beneficial permanence that fulfill the group's real needs. History has shown, and experts have also confirmed, how on many occasions and in many ways,

the paths of communities and entire nations have been paved very much by their leaders. (Starrett, 1996; De Gaulle, 1968). The coming into being of many organisations was through the unique instrumentality of a particular leader (Jacckall, 1990). Leadership is a critical ingredient for success in human institutions because it acts as a catalyst without which other good things are unlikely to happen (Vroom & Jago, 2004).

Teaching is one of the greatest professions and one that is ever evolving. Over the past 20 years, the teaching profession has undergone many changes (Carver & Feiman-Nemser, 2008). School districts and specifically teachers are expected to provide a high-quality education to all students. The constantly changing field of education is very challenging. Teachers need support and guidance to assist them as they learn to be successful educators in the classroom (Billingsley, Israel, & Smith, 2011). Teaching enables individuals to perform better in the labour market, improve their overall health, promote active citizenship and contain violence (Oduro, Dachi, & Fertig, 2008; Organisation for Economic Co-operation and Development (OECD), 2010). Therefore, improving education produces long-term economic gains that are phenomenal.

According to OECD report, if Ghana is able to improve its basic skills for all its 15-year-olds, it would expand its current GDP by 38 times over the lifetime of the current youngsters (OECD, 2015). These basic skills are to be acquired through two years pre-school, six years primary and three years Junior High School managed by the Ministry of Education (MoE) through the Ghana Education Service (G.E.S). The Ghana Education Service has a vision and mission of providing relevant education to all Ghanaians at all levels to enable the students acquire skills that will assist them to develop their potential to be productive citizens, thereby promoting socio-economic growth and national development (MoE Report, 2014). Due to the enormous benefits derived from education, successive governments have sought to use it as a tool for implementing their policies

and programmes, culminating into the G.E.S been charged with the responsibility of ensuring smooth implementation of approved national policies and programmes relating to pre-tertiary education in the country.

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

The head teacher as the immediate leader of the school with the responsibility of running the day to day activities of the school has the tedious task of creating safe and orderly environment for effective teaching and learning, appraising and managing staff performance as well as developing a high performing team through effective, strategic and transformative leadership. The quality of leadership practiced by the head teacher has great influence on teacher's commitment and subsequently the achievement of the goals and objectives of the school. In other countries such as United States of America and Britain, the head teacher is trained to possess such qualities so as to drive the teachers and the rest of the staff to the realization of school goals (Yilmaz, 2008; Oduro, et al., 2008; Edwards & Aboagye, 2015). However, in Ghana head teachers are appointed by

the GES mostly without any form of leadership training leading to poor leadership and management of basic school, especially in deprived rural areas (Oduro, et al., 2008).

The connection between leadership and commitment bring to the forefront the importance of having good and effective managers and the need to examine their roles in enhancing employee commitment. The leader who serves the needs of employees develops the desire to bring out the best in them and this in turn helps to build a sense of affective attachment and belonging to the organisation. The issue of leadership in basic schools in the Kwadaso Municipality is no different from the case of Ghana as a whole. The quality of education and leadership provided in the public basic schools in the Municipality are not the best as students continue to fail immensely on yearly basis (Mensah, 2006). This study therefore sought to explore the influence of the head teacher's transformational practices on teacher's commitment in basic schools in the Kwadaso Municipality.

1.2 Statement of the Problem

According to Campion (2017), the world today is said to be facing leadership crisis in business, industry, government, labour, education, and even in churches. We may have many people filling administrative positions but the need is for true transformational leaders who are able to do the job more effectively. Ghanaian teachers have expressed a lot of displeasure about the lack of human resource development, poor working conditions, poor remuneration and poor human relations that exist in schools (Mensah, 2006). For this reason, some skip attending their classes, others absent themselves with no apparent reason, coupled with poor results in basic schools due to lack of commitment towards work (Morris & Bloom, 2002).

Afful-Broni, (2004) indicated that many public schools in Ghana are failing to achieve credible results at the basic levels. According to a Ministry of Education

commissioned report by Anamuah-Mensah and colleagues in 2004 (MoE Report, 2014) in 2014 Basic Education Certificate Examination (BECE) results some schools scored zero percent (0%) pass rate. The report mentioned that some public schools have pupils who cannot read and write at their age level, and some have “less than 20% of P3 and P6 pupils attained proficiency in mathematics. This is illustrated by the poor performance of Ghanaian pupils based on the National Education Assessment which measures the proficiency of P3 and P6 pupils in English and Math (Awaah, 2019). Some of these failures in school can also be attributed to school leadership. School leadership is supposed to deliver results, solve people’s issues in any given society, and run a system through multi-domains of competencies (Bush & Glover, 2014). The school leader, or the head teacher runs a busy schedule; he or she is supposed to demonstrate multi-leadership in the event of scarcity and space (Alston, 2002). Therefore, in an attempt to transform schools in Ghana, leaders ought to have certain leadership abilities such as be able to think strategically, become action-oriented, and get others to support any planned vision and mission in the school system. This calls for innovative strategies, focus, motivating teachers, staff, and stakeholder towards shared vision and mission. (Alston, 2002).

Many people have questioned the cause of the poor performance in the midst of the huge investment made in basic education in the country. Numerous studies have identified poor school leadership and low teacher commitment as a major contributing factor in such failures (Antwi, 2009; Asiedu, 2010; Edwards & Aboagye, 2015; Sowah, 2017). According to Edwards and Aboagye (2015), the problem emanates from GES’s inability to institute a national policy on school leadership, leading to head teacher’s inability to implement vital strategies that bring transformation and results. Transformational leadership behaviors have shown the strongest positive effects on

followers' attitudes and commitment to the leader, and the organization (Bass & Riggio, 2006) especially in countries where basic resources are woefully inadequate. Moreover, mounting evidence of studies links head teacher's transformational leadership practices to teachers organizational commitment (Koh, Steers & Terborg 1995; Amoroso, 2002; Nguni, Slegers, & Denessen, 2006; Price, 2012; Ling & Ibrahim, 2013), leading to academic excellent.

Therefore, the leadership practices of heads of basic schools in Ghana have become one area of concern requiring serious discussion by educators, researchers and other stakeholders. Their leadership practices have a lot of influence on teacher's commitment, which has been identified as one of the most critical factors for the future success of education and schools (Elliott & Crosswell, 2001; Day, 2004). Additionally, even though some studies have been done on the influence of leadership practices on commitment of teachers, many of the basic school teachers are still not satisfied with administrative governance of some school heads (Bogler, 2002). This situation calls for more studies in this area. Hence the need for this study.

1.3 Purpose of the Study

The main purpose of the study was to assess the influence of head teachers' transformational leadership practices on teachers' job commitment in the Kwadaso Municipality.

1.3.1 Objectives of the Study

To achieve the purpose of this study, the following specific objectives would guide the study:

1. To assess the level of head teacher's transformational leadership from the teacher's perspective in basic schools in the Kwadaso Municipality,

2. To measure the level of teacher's job commitment in basic schools in the Kwadaso Municipality,
3. To determine the relationship between head teacher's transformational leadership and teacher's job commitment in basic schools in the Kwadaso Municipality.

1.4 Research Questions

The study was guided by the following research questions:

1. What is the level of head teacher's transformational leadership practices from the teacher's perspective in basic schools in the Kwadaso Municipality?
2. What is the level of teacher's job commitment in basic schools in the Kwadaso Municipality?
3. What is the relationship between head teacher's transformational leadership and teacher's job commitment in basic schools in the Kwadaso Municipality?

1.5 Significance of the Study

Findings from the study will be useful in assisting head teachers to develop and implement leadership practices that are conducive to increase the likelihood of teacher's commitment to the school and the Ghana Education Service as a whole, thereby promoting academic excellence.

In addition, the study will be beneficial to Colleges of Education to incorporate effective school leadership content into their training programmes for future school leaders, to equip them with leadership skills and competencies that will help transform their schools by creating more stable, satisfied, and committed teaching staff.

Again, this study would help head teachers to embrace transformational leadership as it affects the level of teacher commitment. Lastly, the study findings may also influence further research by other students and scholars who may be interested in the field of leadership styles and organizational commitment.

1.6 Limitations of the Study

It was envisaged that, some of the respondents may exaggerate their responses whilst others may give defensive responses. This may affect the study being applicable to other Municipalities in the country. The busy schedule of head teachers and teachers disrupted them thus leaving very little time to look for requested data. To ensure that this does not affect the study, the researcher booked an appointment with the head teachers and teachers to avoid any disappointments.

1.7 Delimitations of the Study

This study assessed the influence of head teachers' transformational leadership practices on teachers' commitment. The study was delimited to basic schools in the Kwadaso Municipality of the Ashanti Region of Ghana and looks at the level of head teacher's transformational leadership from the teacher's perspective, measure the level of teacher's job commitment, and the relationship between head teacher's transformational leadership and teacher's job commitment.

1.8 Organization of the Study

The study was organized into five chapters as follows: Chapter One lay the foundation through the background of the study, background to the study area, statement of problem, purpose and objectives of the study, the research questions, significance of the study, limitations and the delimitations of the study and organisation of the study. Chapter Two provides an overview of related literature through the theoretical framework and review of existing scholarly works that are related to the topic under study. Chapter Three, which is titled "methodology", deals with research method and design used, the population under study, sample size and sampling procedure, data collection instrument and data collection procedure. It concludes by highlighting the method of data analysis. Chapter Four which is captioned "results and discussion" also

provides analysis of the research findings as well as implication of the results. Chapter Five highlights on the summary, conclusions and recommendations of the study.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

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

2.2. Theoretical Framework of the Study

There is a substantial body of evidence demonstrating the benefits to organisations of having a strongly committed workforce. Undeniably, this research demonstrates that employees who are committed to an organisation perform better and are highly likely to be in the organisation for a long time. However, the commitment levels of employees are dependent on the quality of leadership provided. In this pursuit, theories supporting leadership are reviewed. According to Campion (2017), early theories of leadership proposed that great leaders emerged because of an innate combination of ability and personal characteristics, thus a belief that leaders were 'born not made'. Subsequent models have questioned this assertion, arguing that leadership behaviours and competencies can be learnt and/or acquired over time.

The current popular view probably lies somewhere in between, to the extent that whilst many leadership qualities (such as communication skills, strategic thinking and self-awareness) can be developed, core personal characteristics (such as dominance and sociability) are less amenable to change and will influence the type of leadership style

adopted. In turn, the relative effectiveness of any of these styles will be determined by a whole host of situational and contextual factors. Campion (2017), further specified that the theories and models upon which these views are based, however, still tend to be understood in a very individualistic notion of leadership whereby it is conceived of as a property of the leader. Even though, there are a number of theories that underpins leadership, trait theory and Bass's transformational leadership theory lay the basis to support this research. These two leadership theories were chosen to offer an explanation to the value of leadership in schools. They are grounded in the leadership model, which explains the behaviour of people.

2.2.1 The Trait Theory

The trait theory originated from great man theory, which is based on the idea that leaders are born with innate leadership skills (Maritz, 2005). Leaders are raised by their followers on the ground of their inimitable qualities that others do not have. As a result, followers do not doubt their leader's judgments. Trait approach to the understanding of leadership perceives leadership as the core of organisation effectiveness, commitment and performance. Trait perspective assumes that great leaders are born with distinguished traits or characteristics that make them different from others. Sashkin and Sashkin (2003), in their research found that, leaders who had inherent characteristics were a bit more intelligent, outgoing, creative, assertive, responsible, taller and heavier than average people.

Similarly, Hoy and Miskel (2004) also detected some traits that are associated with effective leaders as self-confidence, stress tolerance, emotional maturity and integrity. Even though there is no list of traits that guarantees leadership effectiveness, a number of traits have been identified to contribute to leadership success as it recognizes the influence of both traits and situation. Whilst behavioural theories help managers

develop particular leadership behaviours, they give little guidance as to what constitutes effective leadership in different situations (McGregor, 2009).

2.2.2 Bass's Transformational Leadership Theory

The main purpose of this theory is the active promotion of societal and organizational change (Bass, 1985; Steinle, Eichenberg, & Stolberg, 2008). Bono & Judge (2004) described it as a process through which leaders and followers raise each other to higher levels of morality and motivation. Transformational leaders are attentive to the motives of followers, as well as their own, and create a change in followers' motivation base through gratification (Antonakis, Avolio, & Sivasubramaniam, 2003). Bass (1985) described a transformational leader as one who motivates others to do more than originally expected. This can be accomplished by (a) raising the level of awareness and consciousness about the value of designated outcomes and ways of reaching them, (b) getting others to transcend from their own self-interest for the sake of the team or organization, or (c) altering the Maslow's hierarchy need level of others or expanding their portfolio of needs and wants. According to Felfe et al (2004), transformational leadership includes the following broad dimensions: (a) Idealized Influence, (b) Inspirational Motivation, (c) Intellectual Stimulation, and (d) Individualized Consideration. These dimensions are explained in details.

2.2.2.1 Idealized influence

Idealized influence occurs when a leader acts in a manner that causes him or her to serve as a role model for the organization's followers. The leaders' will have an impact that develops followers' trust. When trust is not present, change must occur primarily through merit and perhaps becomes much more difficult. Antonakis, Avolio, and Sivasubramaniam, (2003) argued that transformational leaders who demonstrate integrity through their behaviors cultivate trust and loyalty. Displaying integrity by

serving as roles models for others was found to be an important part of good leadership (Bono & Judge, 2004). Transformational leaders model the appropriate behaviors by operating with high standards of ethical and moral conduct, conveying a vision, and sharing risks with followers (Hoy & Miskel, 2001; Yukl, 2006).

Such leaders are open and sincere in dealing with subordinates, set an example of courage and dedication, and make self-sacrifices that benefit followers of the unit. Yu, Leithwood, and Jantzi (2002) argued that, transformational leaders who demonstrate integrity through their behaviours cultivate trust and loyalty and that they model the appropriate behaviours by operating with high standards of ethical and moral conduct, conveying a vision, and sharing risks with followers. This is essential because employees are more likely to be motivated to pursue difficult tasks when they believe that they can accomplish what is being asked of them. Furthermore, such leaders are role models and are therefore admired, respected and trusted (Bass & Riggio, 2003).

2.2.2.2 Inspirational motivation

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

2.2.2.3 Intellectual stimulation

Bass (1998) labelled the third factor as intellectual stimulation. The basis of this practice involves leaders that question assumptions and beliefs and encourage followers to be innovative and creative, approaching old problems in new ways (Barbuto, 2005). They empower followers by persuading them to propose new and controversial ideas without fear and punishment or ridicule (Stone, 2003). They impose their own ideas judiciously and certainly not at any cost (Barbuto, 2005; Simic, 1998). Intellectual stimulation is fostered by questioning current strategies, posing problems from various perspectives, and supporting new procedures for work (Hoy & Miskel, 2005). The transformational leaders actively solicits and encourages ideas and solutions to problems, stimulates followers to be creative and to challenge their own beliefs and values as well as those of the leader and the organization (Northouse, 2004; Bass, 1998).

It involves leadership that provides meaning and challenge to the work of the followers (Bass, 1998). Individuals become more focused on the vision through the spirited appeals and images from the leader. Leaders work collaboratively with colleagues to develop a vision for the organization (Yukl, 2006). Appeals are based upon a mutually developed vision of the future. Leaders engaging in inspirational motivation use words to clearly articulate the vision; symbols and body language to inspire others; and they show the relationship between the vision and the processes of change (Bass, 1998; van Maurik, 2001).

2.2.2.4 Individualized consideration

Leaders who value this attribute act as coaches and mentors to help meet the needs of followers. There is a focus on the individual and his or her needs. The primary focus is to foster personal growth and development. Transformational leaders take the necessary time to know individual members rather than treat them as just another part of

the organization (Bass & Riggio, 2006). 'Individualized consideration' involves responding to the specific unique needs of followers to ensure they are included in the organizational transformation process (Simic, 1998). People are treated individually and differently on the basis of their talents and knowledge (Shin & Zhou, 2003) and with the intention of allowing them to reach higher levels of achievement than might otherwise have been achieved (Chekwa, 2001). Amoroso (2002) on the other hand considered 'individualized consideration' as a degree to which the leader is concerned with the individual need of followers. The leader responds to followers' needs for growth and development, elevating needs and abilities to higher levels when appropriate and delegating projects to stimulate individual learning experience. The 'individualized consideration' transformational leaders help followers and colleagues develop to successively higher levels of potential and to take responsibility for their own development (Bass & Avolio, 1994).

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

2.3 The Concept of Leadership

Leadership, like other complex human activity, is difficult to pin down, precisely define or accurately describe. This is because there is no approved definition of the concept of leadership (Leithwood et al, 1999; Yukl, 2002). The many abundant and disjointed sub-categories of leadership offer only limited explanations and incomplete analysis of the art and science of leadership. In support of this, Cuban (1988) argued that many definitions of leadership have no clear and unambiguous understanding as to what distinguishes leaders from non-leaders. Yet, given the widely accepted significance of leadership for school effectiveness and school improvement, it is important to establish at least a working definition of this complex concept to provide a useful frame of reference. Leadership can be referred to as a function of management which involves influencing followers to achieve stated organisational objectives (Cuban, 1988). It is about what leaders and followers do together for the collective good of the organization. In accordance with this Bennis & Nanus (1985) attempt a definition, as the ability to get all members of the organization to perform tasks required to achieve the organization's goals and objectives.

Owens (2001) contended that leadership is not something that one does to people, nor is it a manner of behaving toward people: it is working with and through other people to achieve organisational goals. In this sense, leadership is a result of an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes (Rost, 1991). The view of Cuban (1998) as an influence process where people bend the motivations and actions of others to achieve certain goals is not different from the above. The inference from these definitions is that leadership is a process of social influence of subordinates by the leader.

Campion (2018) mentioned that leadership is the process of influencing others to work willingly towards an organization's goals, and to the best of their capabilities. Good leaders are followed chiefly because people trust and respect them, rather than the skills they possess. The leaders of a group, team or organization are the individuals who influence others' behavior. Leader effectiveness is the extent to which a leader actually does help a group, team or organization to achieve its goals. Commenting on the subject of leadership, Northouse (2011) concluded that despite the abundance of writing on the topic, leadership has presented a major challenge to practitioners and researchers interested in understanding the nature of leadership. It is a highly valued phenomenon that is very complex.

Leadership is the discipline of intentionally exerting special influence within a group to move it toward goals of beneficial permanence that fulfill the group's real needs. Leadership is knowing what to do next; knowing why that is important; and knowing how to bring appropriate resources to bear on the need at hand (Stogdill, 2009). According to Ng'ethe, Namusonge, and Iravo (2012), leadership is the human factor that binds a group together and motivates it towards achieving goals and transforming the group's potential into reality. It is also a process whereby an individual is being persuaded or an individual persuades someone to do something that they might not want to do. Bratton, Grint and Nelson (2003) also describe leadership as a relationship that occurs by which one person is able to influence the behaviour of other people in which the leader is able to use their human influence to make people achieve a certain goal. Leadership is an attribute derived from the word leader, therefore a leader is a person who selects, equips, trains, and influences one or more followers who have diverse talents, abilities and skills and direct the followers to the organization's mission and objectives (Sims, 2009). According to Matei (2012), leadership is something about

listening to your people, articulating visions, embodying values, and creating the environment within which things can be accomplished.

Afful-Broni (2008) indicated that leadership is demonstrated when there is a concerted action of a person, emerging from proper coordination of activities, aimed at the survival, growth, and progress of an organization. These definitions above demonstrates that leadership is all about influencing people, empowering and persuading them to work willingly towards the achievement of goals that will bring a positive change in themselves as individuals and the group as a whole. Bush and Glover (2014) described school leadership as a domain that influences instructions, school culture, values, visions, management of resources, and several compositions of what constitute leadership in any social organization. In a broader sense, it can be concluded that, the results of leadership have effect on people, school culture, and educational attainments of children. Hence, school leadership is all about ‘people issues’, transformation, visionary ideas, and practical solutions in situations (Yukl, 2010; Moors, 2012).

2.4 Transformational Leadership Style

According Ahmed (2015), leadership style is the way a person uses power to lead other people. Leadership style is the combination of attitude and behaviour of a leader, which leads to certain patterns in dealing with the followers (Bommer, 2009). However, leadership style can be seen as a leader’s style of providing direction, motivating people and implementing plans (Davis, 1993). Leaders themselves determine leadership style application. If leadership style applied is good and can give a good direction to subordinates, then it creates confidence and work motivation to employees. Campion (2017) indicated that leadership style is the way in which process of leadership is carried out. Leaders' styles encompass how leaders relate to others within and outside the organization, how they view themselves and their position, and - to a very large extent -

whether or not they are successful as leaders. The style of an organization's leadership is reflected in both the nature of that organization and its relationships with the community. If a leader is suspicious and jealous of power, others in the organization are likely to behave similarly, in dealing with both colleagues and the community (Campion, 2017).

Johnson, (2018) indicated that if a leader is collaborative and open; this behaviour is likely to encourage the same attitudes among staff members, and to work collaboratively with other organizations. In many ways, the style of its leader defines an organization. If the organization is to be faithful to its philosophy and mission, its leader's style must be consistent with them. An autocratic leader in a democratic organization can create chaos. A leader concerned only with the bottom line in an organization built on the importance of human values may undermine the purpose of its work. For that reason, being conscious of both your own style as a leader and those of others you hire, as leaders can be crucial in keeping your organization on the right track (Campion, 2017). Johnson (2018) opined that hardly anyone actually sees or exercises leadership as inflexibly as laid out in many books. Most leaders combine some of the characteristics of two or more of the leadership styles, and have other characteristics that do not match any of the well-known leadership styles. But basically, there are three types of leadership styles, which are democratic, autocratic and laissez faire (Johnson, 2018).

Eze (2011) characterized leadership styles as the all-out example of a pioneer's activities, as saw by the leader's staff. The part further stated that leadership style is the trademark manner by which a leader relates with his staff and handles the assignments before the gathering, Adeyemi and Adu (2011). Leadership examinations have discovered that once the employees infer a specific measure of flawlessness in their doled-out errands, they attempt to adjust their disposition and conduct to the differed

necessities of their activity jobs (Huang et al., 2014). Employee performance is a significant structure square of an establishment and elements, which establish the framework researched by the organisation. Since each organisation cannot advance by a couple of person's endeavours, it is a joined effort of the considerable number of individuals from the organisation. Performance is a significant multidimensional idea intended to accomplish results and has a solid connect to key focuses of the organisation.

According to Burns (2018) Transformational Leaders are to ensure that followers are consciously aware of the importance of sharing organisational goals and values. They also find ways to ensure that followers know how to achieve these goals. Burns (2018) further states that Transformational Leaders motivate their followers to go beyond their own self-interests and give effort on behalf of the organisation by appealing to the higher order needs of followers. Yukl (2009) defined Transformational Leadership as the process of influencing major changes in attitudes and assumptions of organisational members and building commitment for the organisational mission and objectives. Transformational Leaders are said to appeal to higher ideals and moral values of followers, heighten their expectations and spur them to greater effort and performance on behalf of the organisation (Bass & Avolio, 2010). Transformational Leaders inspire followers with a vision of what can be accomplished through extra personal effort, thus motivating followers to achieve more than they thought they would achieve. (Bass & Avolio, 2010),

The relationship between a Transformational Leader and followers is characterised by pride and respect (Bass & Avolio, 2010). The employees often develop a high level of trust and confidence in such a leader. The employees are proud to identify themselves with the leader and develop a strong sense of loyalty to them. Transformational Leaders encourage problem solving in followers rather than constantly

providing solutions and directions and a greater pool of knowledge (Buhler, 2015). Bass and Avolio (2014) suggest that a consequence of this behaviour is that followers develop the capacity to solve future problems which might be unforeseen by the leader. Dubinsky, Francis, Yammarino, Jolson and William (2015) also suggest that leaders who are intellectually stimulating often possess a high level of risk-taking because of their capability to trust the abilities of their followers. Individuals who work for transformational leaders may willingly expand their job descriptions as they develop a greater conception of the organisation as a whole (Avolio, et al., 2011).

Avolio, Bass and Jung, (2015; 2009), Bass, 2015) have identified five factors which represent behavioural components of transformational leadership: 1) Idealised Influence (Attributes); 2) Idealised Influence (Behaviour); 3) Inspirational Motivation; 4) Intellectual Stimulation and 5) Individualised Consideration. Idealised Influence Attributes occur when followers identify with and emulate those leaders who are trusted and seen as having an attainable mission and vision. Idealised Influence Behaviour refers to leader behaviour which results in followers identifying with leaders and wanting to emulate them. Leaders Demonstrating Idealised Influence or Charisma instil pride in their subordinates and command respect (Bass & Avolio, 2010).

Employees have a high level of trust and confidence in such leaders, tend to adopt their vision, seek to identify with them and develop a strong sense of loyalty to them. A charismatic leader does not derive authority from rules, position or tradition, but from the followers' faith and trust (Bass, 2010) Idealised Influence is coupled with an emotional attachment of the followers to identify with the leader. Inspirational Motivation implies that leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers' tasks. Avolio, Waldman & Yammarino, (2011) postulate that antecedent, such as past personal accomplishments,

the development of communication skills and the role modelling of other leaders, create the potential to inspire others. This potential is realised in part by the interplay with individualised consideration and intellectual stimulation when the person is in a leadership role. Such behaviour strengthens the leader's inspirational appeal; because it make followers feel valued, self-confident and assured that, their leader can overcome obstacles and help the group to meet new challenges and opportunities.

A leader's level of Inspirational Motivation is further strengthened, if a vision, of where the group is heading, is shared by co-workers. As other means of generating excitement and confidence, Inspirational Leaders often set an example of hard work, remain optimistic in times of crises and search to reduce an employee's duties and workloads by using creative work methods (Graen & Uhl-Bien, 2015).

Intellectual Stimulation occurs when leaders encourage their followers to be innovative and creative by questioning assumptions, reframing problems and approaching old situations in new ways. Intellectual Stimulation also occurs when the leader prompts the followers to provide alternative solutions to the problems and challenges. Avolio *et al.*, (2011) argue that the most important benefit of Transformational Leadership is that followers do not resist self-development and frequently demonstrate an enhanced commitment to their job, co-workers and the organisation. Individual consideration occurs when leaders relate to followers on a one-to-one basis in order to elevate goals and develop skills. Leaders who display individual consideration treat each employee as an individual and are attentive to the unique needs, capabilities and concerns of each individual (Bass, 2015).

Leaders who demonstrate individual consideration often coach, mentor and counsel their subordinates. Leaders manifesting inspirational motivation articulate high expectation to subordinates (Bass, 2015). They communicate important issues very

simply and use various symbols to focus their efforts. They also demonstrate self-determination and commitment to attaining objectives and present an optimistic and achievable view of the future. A Transformational Leader provides intellectual stimulation to employees by encouraging them to try out new approaches in solving problems (Bass, 2015). They challenge the status quo and encourage employees to explore new ways of achieving organisational goals and objectives. Subordinates under such leadership are not hesitant to offer their ideas, become critical in their problem solving and tend to have enhanced thought processes. An Intellectually Stimulating Leader helps people to think about 'old' problems in new ways and to use reasoning and evidence to solve problems (Bass, 2015). Intellectual Stimulation is also helpful when the leader is attempting to maintain excitement and a high level of motivation among an educated workforce that prefers to have their opinions at least considered by the leader (Graen & Uhl-Bien, 2015).

The leader is able to expand the follower's portfolio of needs. As a result, the follower is not only concerned with the basic needs (such as physiological, safety (security) and social needs) according to Maslow's Hierarchy, but is also concerned with higher order needs such as esteem and self-actualisation. The leader builds confidence in the followers through employing the five components of the Transformational Leadership Style, which along with the increased portfolio of needs, changes the culture of the organisation. As opposed to the purely transactional approach, followers now have a heightened view of the probability of success and value the designated outcomes to a greater extent. The followers' heightened motivation to achieve the designated outcomes leads to performance which is often beyond expectations, as followers exhibit what Bass (2010) calls extra effort.

2.5 Teacher Commitment

Commitment is basically the loyalty and attachment to the organization (Bello, 2012). In the school context, it is the extent to which the teachers identify with their institution and desires to continue working or promoting the vision of the school. Teacher commitment can be directly linked to the research done in the 1970's into organizational commitment, (Kanter, 1974, Mowday, Steers and Porter 1979). According to Allen and Meyer (1996), organizational commitment is a psychological link between the employee and his or her organization that makes it less likely that the employee will voluntarily leave the organization. Mowday, Porter, and Steers (1982) also described employee commitment as an attitude which includes: (a) strong belief in and acceptance of an organization's goals and values, (b) willingness to exert significant effort on behalf of the organization, and (c) a strong desire to maintain membership in the organization. Angle and Perry (as cited by Nguni, Slegers, & Denessen, 2006) however measured organizational commitment as a broad concept which includes the distinct components of value commitment and commitment to stay with the organization. In all, researchers agree that commitment is a psychological state that glue an employee to a course of action relevant to achieving the goals of an organization and its absence leads to increased absenteeism, intention to quit and poor job performance (Yousef, 2000; Meyer, Becker, & Dick, 2006; Meyer & Maltin, 2010). The distinguishing factor is the nature of the psychological state being described (Meyer & Allen, 1997).

Teachers are thought to have commitments to the social context in which they work, or to what Kanter (1974) described as the 'social system'. However, the overarching assumption is that teacher commitment is not one dimensional, but has many layers and dimensions (Day, 2000, 2005; Meyer, Becker, & van Dick., 2006). Therefore, Crosswell (2003) conceptualized teacher commitment to be the willingness to engage

with the school and the school's community. To the author, teachers have a professional responsibility that reaches out beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school (Crosswell, 2003). Committed teachers, according to Lokman and Rozita (as cited in Raman et al. 2011) do not only complete their tasks diligently but are willing to sacrifice their time and personal agenda, whenever they are needed" for school programmes. Committed teachers are internally motivated and they have strong ties to their schools, the students, school programmes and the subjects they teach. Commitment therefore arises when individuals experience responsibility for the outcome of their work. It has been observed by Akpan (2015) that most teachers are not committed to their primary responsibilities. They show laissez faire attitude to school activities. They are involved in other businesses, and some of them trade during official hours, while most of them combine their regular teaching jobs with full-time graduate programmes in universities. It is in this regard that Hallinger and Heck (1996) cautioned that failure to achieve teachers' commitment to duty would create severe consequences for school administration and leaders.

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

2.5.1 Affective Commitment and Continuance Commitment

Affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization. Affective committed teachers are happy and proud to be members of their organisations, and even feel as if the organization's problems are their personal problems. Moreover, they feel like 'part of a

family' and are therefore willing to continue employment with the organization because they want to do so (Bogler & Somech, 2004). Such teachers put satisfaction above economic and social gains.

2.5.2 Continuance Commitment

Continuance commitment is defined as the perceived costs associated with leaving the organization. It is the willingness to remain in the organization because of the 'non-transferable investment' already committed such as retirement benefits, relationships with other employees, unique benefits from the organization among others. Commitment has been shown to lead to increased job satisfaction, performance (Mathieu & Zajac, 1990), decreased employee turnover (Cohen, 1991), decreased intention to leave (Balfour & Wechsler, 1996), decreased intention to search for alternative jobs (Cohen, 1991), and decreased absenteeism (Barber et al. 1999).

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

2.5.3 Normative Commitment

Normative commitment is the extent to which employees believed on organization and the willingness to make considerable efforts for the benefit of the organization (Cohen, 1991). Normative commitment reflects a feeling of obligation to continue employment. Normative committed employee simply believes in loyalty to his/her organization and therefore feels a sense of moral obligation to remain (Allen &

Meyer, 1990). Teachers with a high level of normative commitment feel the need to stay, even if they have a better offer somewhere they will remain with the educational institution (Dee, Henkin, & Singleton, 2006).

2.6 Factors Influencing Employee Commitment

Employee commitment is important because high levels of commitment lead to several favourable organisational outcomes. It reflects the extent to which employee's identify with the organisation. However, commitment is highly influenced by several factors such as employment opportunities, organisational structure, job related factors, personal characteristics and management style (Eisenbach, Watson & Pillai, 2009). First, the existence of employment opportunities influences people to be committed. Harris & Ogbonna (2009) also support the view that the existence of employment opportunities can affect organisational commitment.

According to Griffin (2009), individuals who have a strong perception that they stand a chance of finding another job may become less committed to an organisation as they ponder on such desirable alternatives. Where there is lack of other employment opportunities, there is a tendency of high level of organisational commitment (Hayward, 2005). As a result, membership in the organisation is based on continuance commitment, where employees are continuously calculating the risks of remaining and leaving (Meyer & Allen, 2008). Organisational structure plays an important role in organisational commitment and bureaucratic structures tend to have a negative effect on organisational commitment (Likert, 2009). Yukl (2004) also indicates that "the removal of bureaucratic barriers and the creation of more flexible structure are more likely to contribute to the enhancement of employee commitment both in terms of their loyalty and attachment to the organisation." The management can increase the level of commitment by providing the employees with greater direction and influence (Walumbwa & Lawler, 2005).

Organisational commitment is an important job-related outcome at the individual level, which may have an impact on other job-related outcomes such as turnover, absenteeism, job effort, job role and performance (Yielder & Codling, 2004).

The job role that is ambiguous may lead to lack of commitment to the organisation and promotional opportunities can enhance or diminish organisational commitment (McGregor, 2009). Organisational commitment can also be affected by the employee's personal characteristics such as age, years of service and gender (Meyer & Allen, 2008). Hennessey (2009) indicated that older employees, those with tenure or seniority, and those who are satisfied with their own levels of work performance tend to report higher levels of organisational commitment than others." This implies that older people are seen to be more committed to the organisation than other age groups. Another personal characteristic that may affect organisational commitment is associated with gender (Meyer & Allen, 2008). However, it is argued that gender differences in commitment are due to different work characteristics and experience that are linked to gender (Temple, 2002). A management style that encourages employee involvement can help to satisfy employee's desire for empowerment and demand for a commitment to organisational goals. Maritz (2005) argues that more flexible and participatory management styles can strongly and positively enhance organisational commitment. Organisations need to ensure that their management strategies are aimed at improving employee commitment rather than compliance (Mullins, 2003). Other job factors that could have an impact on commitment are the level of responsibility and autonomy (Jones & George, 2009). They identified that the higher the level of responsibility and autonomy connected with a given job, the lesser repetitive and more interesting it is, and the higher the level of commitment expressed by the person who fill it.

2.7 Transformational Leadership and Teachers' Commitment

Transformational leadership and commitment have been widely researched by scholars over the past twenty years in both educational institutions and non-educational settings. Evidence from literature suggests that transformational leadership style increases organizational commitment of subordinates (followers). Sergiorani (2007) research showed that transformational leadership seeks to inspire and empower members of the organization to focus on a common vision and collaborative approach, which builds a strong school culture and commitment of staff. Transformational leadership elicits commitment rather than compliance. It creates a community in which each person has a sense that he/she is a stakeholder in the organization's mission (Martin, Crossland & Johnson, 2001). A research by Pepper (2010) also indicated that transformational heads are capable of transforming the people and culture within the organization. In another study, Tahir, Abdullah, Ali & David (2014) observed that transformational leadership practices of delegating tasks and showing visions and values are among the major determinants of managerial commitment of teachers.

Studies on the influence of leadership style and organization commitment reveal a positive significant relationship (Rehman, et al 2012; Saeed, 2013). The level of impacts varies with the type of leadership style and component of commitment. Studies in the educational sector in Pakistan indicated that transformational leadership have a positive influence on commitment (Rehman, et al, 2012). Day et al (2000) proposed six core characteristics of effective school leaders as; having a clear personal vision of targets, being in the thick of things, working alongside their colleagues and respect teachers' autonomy and protecting them from extraneous demands. Long range, anticipate change and prepare the team so that they are surprised or disempowered by changes, pragmatic and able to resonate with realities in society and communicate clear

sets of personal and educational values. These factors are cross-cutting and would be applicable to any leadership scenario of a school setting. Further analysis of these factors reveals that they fall within the values and characteristics of transformational leadership.

Transformational leadership qualities are vital in enhancing the level of member commitment to the organization. Hamzah, Yakop, Nardin and Radhman (2011) conducted a study using 285 teachers to find out their perception of the perceived levels of transformational leadership by using descriptive statistics to compare the means of the different dimensions of transformational leadership. The findings of the study indicated that principals exhibited high levels of transformational leadership with a mean score of 3.75 on a scale of 0 to 5. Using inferential statistics of Pearson Product Correlation Analysis to find the relationship between factors of transformational leadership and the use of practices that fostered a strong learning environment, findings showed that each aspect of transformational leadership had a moderately strong positive correlation with the use of these practices at a significant level of 0.05. Ross and Gray (2006), using a sample of 218 elementary school teachers, examined the effects of collective teacher efficacy upon the constructs of teacher commitment, as well as the effects of traditional leadership upon teacher commitment through collective teacher efficacy. The study found that transformational leadership had direct effects on teacher commitment. Another study by Dankwa (2013) found that principals in colleges of education demonstrated the transformational leadership traits. However, of all the four leadership attributes, idealized influence was the least practiced by principals with a mean of 3.11; inspirational motivation had a mean of 3.53; intellectual stimulation had the highest mean of 3.78, and individual consideration had a mean of 3.47. Similarly, in a recent study by Noraazian and Khalip (2016) on impact of transformational leadership on teacher

commitment in Malaysian public schools, it was found that the four transformational leadership factors had significant relationship with teachers' commitment

A related study conducted by Raman et al. (2015), on the relationship between principals' transformational leadership style and secondary school teachers' commitment using a sample of 235 showed a positive significant relationship between principals' transformational leadership and teachers' commitment in secondary schools in the Southern Zone of Sungai Petan District. The findings indicated that high principals' transformational leadership practice resulted in high teachers' commitment. The four dimensions of principals' transformational leadership showed averagely strong relationships with teachers' commitment in the schools studied. A similar study by Joo, Yoon and Jeung (2012) on the impact of supervisors' transformational leadership on workers commitment showed a positive significant relationship between supervisors' transformational leadership and workers' commitment. A study by Su-Than (2011) noted that transformational leadership style was most appropriate in an academic institution. Oredian (2006) in a study found that transformational leadership and school climate had significant effect on the institutional commitment of teachers. The findings suggested that the quality of work and learning in the secondary school system depended to a large extent on principals' capabilities, leadership styles and organizational climate. Furthermore, the study showed that transformational leadership had more effect on institutional commitment of teachers to their school than school climate.

Transformational leadership is the favoured leadership practice as it produces results beyond expectations through committed and satisfied followers (Marzano et al., 2005; Bass & Riggio, 2006). The writers believe transformational leaders are able to motivate followers to exceed expected or intended performance by setting expectations that are more challenging, empowering their followers, and paying attention to their

individual needs and personal development. Ross and Gray (2006) argued that transformational leadership skills are necessary skills for heads if they are to meet the challenges of the 21st century. Studies completed by various scholars in the field have indicated that administrators who demonstrated transformational leadership behaviours promoted higher levels of organizational commitment, and less staff turnover (Yu, Leithwood, & Jantzi, 2002; Griffith, 2004; Ross & Gray, 2006).

A Study by Horn-Turpin (2009) that examined the effects of transformational leadership behaviours on the factors of teaching efficacy, job satisfaction and administrative commitment as Perceived by Special Education Teachers revealed that a significant relationship existed between transformational leadership behaviours and organizational commitment. Correlation analysis conducted on the two variables resulted in a high significant correlation, ($r=.629$, $p<.01$). To the author, the significance of the relationship suggests that the more teachers perceive their administrator as supportive, the higher their levels of commitment to their organization. The study further discovered that approximately 40% of the variability in teachers' level of organizational commitment is related to their perceptions of administrative support, suggestive of a strong effect size for the relationship between these two variables (Horn-Turpin, 2009).

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

Balakrishnan, (2011); and Brown, (2003) found similar results. They agreed that leadership behaviours which involved building trust, inspiring a shared vision, encouraging creativity, emphasizing development and recognizing accomplishments is positively related to how employee feel about wanting to stay to the current organisation they are working with. The researchers found strong correlation between the headmaster's transformational leadership and teacher's normative commitment. The studies further identified that normative commitment of the teacher, which is the sense of obligation to stay in the current school, has a significant correlation with the transformational leadership of the headmaster. Brown (2003) by contrast, in her research found different score between the affective commitment and the normative commitment, with the first scored higher than the second. Other researchers found low correlation between transformational leadership and normative commitment (Kent & Chelladurai, 2001). According to the authors, it is an indication that the teachers felt obligated to remain in the school and felt obligated to the people in it. Meyer and Allen (1996) also discovered in their study that employees with strong continuance commitment stay with the organisation because they do not want to lose the amount of time, money or effort invested or because they think, they have no employment alternatives. Research evidence also provided the picture of a consistent and strong association between organisational tenure and intentions to turnover, this mean the longer someone works there the less likely he or she are to leave (Labatmediene et al., 2007; Wei-Kong, 2005).

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

practices affect teachers' commitment, necessitating leadership development of school leaders to acquire transformational leadership qualities that are crucial in changing teachers' attitude and improving their commitment level.

However, Brown (2003) concluded different result. In her study, she was unable to find any statistically significant correlation among any of the transformational leadership behaviours and continuance commitment. The leadership behaviours may not related to how employees feel about having to stay in the current organisation. Rather, continuance commitment is more likely related to transferability of skills and alternative employment opportunities. A study in Tanzania, Mkumbo (2012) and Nigeria, Lawal (2012) revealed devastatingly low teacher commitment as only a handful of teachers reporting that they wanted to join the teaching profession in the first place. They found that the poor teachers' commitment to educational institutions and the teaching profession is attributable to poor working conditions in schools, and the low status the community and government accord the teaching profession, irrespective of the head teachers' leadership practices.

2.8 Conceptual Framework of the Study

According to Mugenda (2016), a conceptual framework is a hypothesized model indicating the relationship between the dependent and independent variables. Figure 1 was developed from the theoretical framework and the literature review.

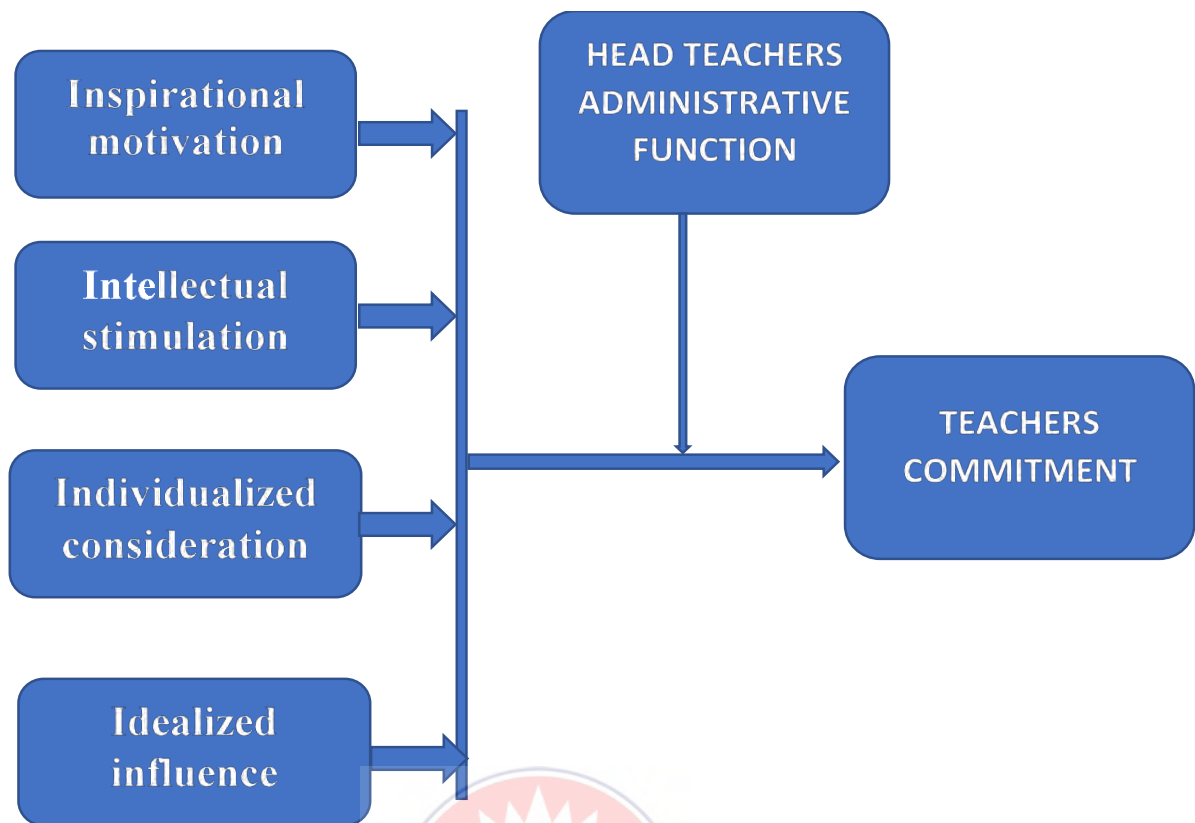


Figure 1: The Conceptual Framework for the Research Study

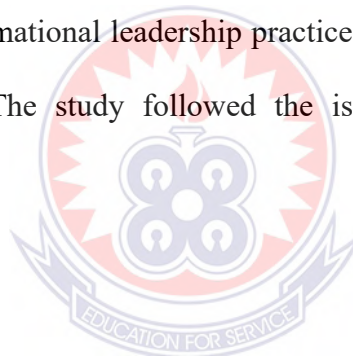
Source: Researcher's Construct, 2020

The conceptual framework indicates that the transformative leadership style employed by the head teachers which about building a unified common interest between himself and the teachers is characterized by idealized influence, individualized consideration, intellectual stimulation and inspirational motivation and the connection to the teachers' job commitment. There are variables that come into play that influence teachers job commitment in school. There are also intervening variables such as the head teacher's administrative function that influence teachers' job commitment. The researcher is of the view that these leadership practices of the head master are a summary of leadership behaviours in leading people with a focus, creating value, vision and mission, taking risks, and collaborating with others in a team spirit, and making sure that people are encourage to put in their best. According to Balogun and Hailey (2008), transformational leaders needs strategic thinking, sustainable resourcing, and personal

competencies based on leadership skills. These skills are demonstrated in good judgments and analytical approaches as depicted by the framework. The framework also shows that exemplary leaders are identified with certain common practices that have traits in their abilities to get extraordinary things done.

2.9 Summary of Literature Review

The review of literature tried to explain the theoretical framework, concept of leadership, transformational leadership styles, teacher commitment, and factors influencing employee commitment transformational leadership and teachers' commitment and conceptual framework of the study. The areas discussed in the literature are related to this study because the purpose of the present study was to assess the influence of head teachers' transformational leadership practices on teacher's commitment in the Kwadaso Municipality. The study followed the issues, which emerged, from the literature reviewed.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

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

3.1 Research Design

The descriptive survey design was used in the research. Descriptive research is a research which specifies the nature of a given phenomenon. It determines and reports the way things are. Its main purpose is to study, depict, and document portions of a situation as it naturally happens. Its aim is to gather data in order to test hypothesis or answer questions pertaining to the contemporary status of the subjects under study (Avoke, 2005).

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

Creswell (2007) added that survey designs provide a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that

population from which generalizations or claims are made. This design is appropriate as it helps to collect a large amount of data from sizeable population in a relatively short period of time, to determine how they feel about a particular issue (Saunders, Lewis & Thornhill, 2007; Burke and Larry, 2012). It further allows the researcher to collect quantitative data and analyze it using descriptive and inferential statistics. This design was used because the researcher was interested in observing and documenting the influence of head teachers' transformational leadership practices on teachers' job commitment.

3.2 Population of the Study

According to Kusi (2012), population is the large group to which the researcher wants to generalize the sample. Gravetter and Forzano (2006) further explained population as the large group of interest to the researcher. The population was made up of teachers and headteachers from the basic schools in the study area. In order to obtain the appropriate population frame for the study, an updated list of all the teachers was obtained from the Kwadaso Municipal Director of Education. The target population of the study consisted of all teachers and headteachers in the Kwadaso circuit, comprising of two-hundred (200) teachers and eighteen headteachers (nine primary heads and nine junior high heads) in nine (9) public basic schools in the Kwadaso circuit of the Kwadaso Municipality.

3.3 Sample Size and Sampling Procedure

The process of selecting a portion of the population to represent the entire population is known as sampling (Kusi, 2012). Sampling techniques refer to the methods used to select sample from the target population. Purposive sampling procedure was used to select teachers from the nine (9) public basic schools in the Kwadaso circuit of the

Kwadaso Municipality. Avoke (2005) sees purposive sampling as hand picking the cases to be included in the sample on the basis of their judgments of the typicality of the issue identified for study. Purposive sampling includes whoever happens to have rich information and available for the study.

All the two-hundred (200) teachers and four (4) headteachers in the nine (9) public basic schools were purposively selected as sample for the study. Therefore, the sample size (204) for the study formed 94% of the total target population of the teaching staff in all the public basic schools in the Kwadaso circuit of the Kwadaso Municipality. The researcher believed this will yield the most accurate assessment of the head teachers' leadership practices. To Amoroso (2002), gathering data from teachers working with a head teacher on daily basis was determined to be the best source of information for any study involving a teacher's assessment of the head teacher.

Table 3.1: Sample Size of Teacher-Respondent for the Study

Name of School	No. of Teachers	No. Selected	Percentage (%)
Prempeh 'A'	24	24	12
Prempeh 'B'	26	26	13
Prempeh 'C'	21	21	10.5
Forces Services	20	20	10
4BN	22	22	11
2 Brigade	23	23	11.5
Nyankyereniase Methodist	20	20	10
Kwadaso M/A	23	23	11
Apatrapa R/C	21	21	10
Total	200	200	100

Source: Researcher's Field Survey, 2020

3.4 Data Collection Instrument

In the study, various data collection instruments such as questionnaire and interview guides were used. These instruments were used to ensure a thorough

examination and understanding of the phenomenon and dynamics of head teacher's transformational leadership practices and their organizational commitment.

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

The MLQ was revised to eliminate two types of transactional behaviours: contingency reward and passive management by exception. Twenty (20) items were used to measure the four (4) leadership practices of the head teachers, with five (5) items measuring each of the five (5) leadership constructs as perceived by the respondent teachers.

The Model of Organisational Commitment was also modified to fifteen (15) items with five (5) items measuring each of the three (3) commitment constructs. The questionnaire had three sections - A, B and C. In section A, demographic information was requested from each participant on questions associated with gender, age group, teaching experience as well as experience with head teacher.

Section B focused on transformational leadership practices of the head teacher as perceived by his/her subordinate teachers. It elicited respondents' opinion on their head teachers' transformational leadership practices: idealized influence, inspirational motivation, intellectual stimulation and individual consideration. It had twenty perception statements. Each of the four leadership practices had five perception

statements to measure the level of the head teachers' leadership practices and respondents were asked to respond to these perception statements using a 5-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree). On this scale, a high score indicated a positive perception and a low score represented a negative perception.

Section C focused on the respondent's commitment to the Ghana Education Service. It elicited respondents' opinion on the three areas of teacher commitment: affective, continuance and normative commitments. It also had fifteen perception statements. Each of the three areas of commitment had five perception statements to measure the level of the respondent's commitment to the Ghana Education Service. The respondents were asked to respond to these perception statements using a 5-point Likert-type scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree). On the scale, a high score indicated a positive perception and a low score represented a negative perception.

Also, interview was employed as the data collection instrument for the sampled head teachers. According to Agyedu, Donkor and Obeng (2011, p. 122) interview is "a face to face meeting between a questioner and a respondent". This is the direct verbal interaction between individuals where one seeks to pull off some answers from the other. Saunders, Lewis and Thornhill (2002) mention that interview tends to be one of the best approaches of data gathering because it allows the researcher to obtain in-depth and detailed data. Structured interviewing approach – referred to as a formal interview with the help of an interview guide was adopted. Interview guide was used to ensure depth and lengthy explanations of the subject areas that were covered in this study. The weakness of this instrument was that not all the students were engaged.

3.5 Pilot Testing

Pilot test was conducted prior to the actual research where two basic schools from Tanoso Anglican Cluster of schools were involved; these two schools were not included in the sample study and were randomly selected from the neighbouring Municipality which has similar characteristic of schools as those in Kwadaso Municipality. The purpose of the piloting was to enable the researcher to make the necessary changes to items which may be inappropriate and also determine the level of ambiguity of the questions for corrections. Ambiguous items were changed and inappropriate items were modified.

3.5.1 Validity of Research Instrument

According to Mugenda and Mugenda (2003), validity has to do with how accurately the data obtained in the study represent the variables of the study. Construct validity is the degree to which a test measures what it claims to measure, that is giving a legitimate operationalization in a study in relation to the theoretical constructs. To ensure validity, expert judgment was sought where the researcher availed the instrument to the supervisor to analyse. Based on the advice given, modification and removal of ambiguous or unclear items were done to attract appropriate responses from the respondents

3.5.2 Reliability of Instrument

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

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

Table 3.2: Cronbach's coefficient alpha reliability of instrument

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

Source: Researcher's Field Survey, 2020

From Table 3.2, the instrument had a Cronbach's Coefficient Alpha of .868. Though the median Cronbach Coefficient Alpha reliabilities for Idealized Influence Scale (.672), Inspirational Motivation Scale (.689), Continuance Commitment Scale (.494) and Normative Commitment Scale (.412) were low, factor analytic evidence has been confirmed through exploratory and confirmatory analysis (Allen and Meyer, 1996; Bass & Avolio, 1996). Exploratory factor analysis is used when the constructs are unknown; whereas, confirmatory factor analysis is used when the constructs have been previously identified and the items are specifically developed to measure the constructs intended to be measured (Field, 2000). In a study, Brown (2003) observed that instruments which originate from Western countries may not produce equal results in rural areas as respondents tend to have difficulties in understanding the meaning of the questions and become de-motivated in reading lengthy-questions, resulting in low Cronbach's Coefficient Alpha reliability index.

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

3.6 Data Collection Procedures

After the pilot study had been carried out and reliability had been determined, data collection started with seeking permission from the head masters of the nine (9) schools. An introductory letter was obtained from the University, which sought to introduce the researcher to the heads of the schools and sought permission to carry out the administration of questionnaire. The researcher also sought consent of the Kwadaso Municipal Director of Education and the circuit supervisor so as to carry out the study in the Municipal. The letter spelt out the purpose of the study and ethical issues were identified. The researcher distributed and collected all the questionnaires in all the selected schools to assess the teachers' organizational commitment vis-a-vis the head teachers' transformational leadership practices. Personal interaction was also established between the researcher and the head teachers in soliciting their views concerning transformational leadership practices and organisational commitment. The head teachers were interviewed orally. Teachers on the other hand, were interviewed during the break period for four consecutive days. The researcher used two weeks to collect data for the study.

3.7 Data Analysis

Questionnaire items were coded after data collection. Data were imported into Statistical Package for Social Sciences (S.P.S.S, Version 16). Data were analyzed through the use of the SPSS. Thus, the data were analyzed and presented using basic quantitative techniques such as frequencies and percentages. Spearman (r) correlation analysis was conducted to establish whether or not there were relationship between the transformational leadership practices of the head teacher and the teachers' organisational commitment. According to Howell (2007), the Pearson's correlation coefficient is done by dividing the covariance by the standard deviation. Coefficients range on a point scale ranging between -1 and 1. The closer the coefficient is to the one on either of these limits, the stronger the relationship between the two variables.

3.8 Ethical Consideration

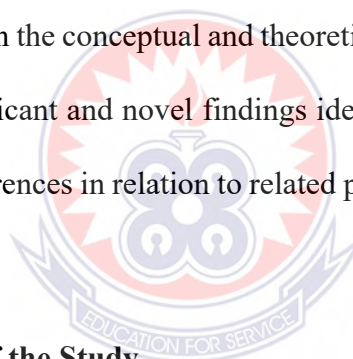
One important component of field research is ethical requirement on the part of the researcher. The respondents have the right to decide whether to respond to questionnaire or not. As a result, declaration of the purpose was made, and the consent of the respondents was sought. To ensure confidentiality as well as anonymity of responses, names and identity of respondents were not disclosed. The researcher tried as much as possible to report every subjective view of the respondents without imposing personal biases in the interpretation of the data.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The chapter concern itself with data presentation, interpretation and discussion of results which included: Responses from teachers on their head teachers' transformational leadership practices, Responses from teachers on their commitment to the Ghana Education Service basic schools, and the relationship between head teachers' transformational leadership practices and teachers' organisational commitment. Data gathered through head teacher interview were presented by integrating the interview data to corroborate evidence from the questionnaire. The discussion was done based on the research questions and both the conceptual and theoretical frameworks. This chapter also brings to bare some significant and novel findings identified from the research work. It also attempts to make inferences in relation to related previous studies as reviewed in the literature.



4.2 Demographic Data of the Study

In this section, the researcher provides data on the demographic characteristics of the respondents. The respondents' background help generate confidence in the reliability of data collected and eventually in the findings of the study. The study collected demographic data on the two separate groups of respondents i.e. the teachers and the head teachers. With regards to the teachers, variables such as gender, age, academic qualification, years' experience and period of knowing head teacher were presented whiles with the head teachers' variables such as gender, age, academic qualification and years' experience were analysed in this section.

4.2.1 Gender of the Respondents

The first demographic survey question asked participants to indicate their gender by selecting one of two gender groups. Responses registered by the respondents have been presented in the figures below.

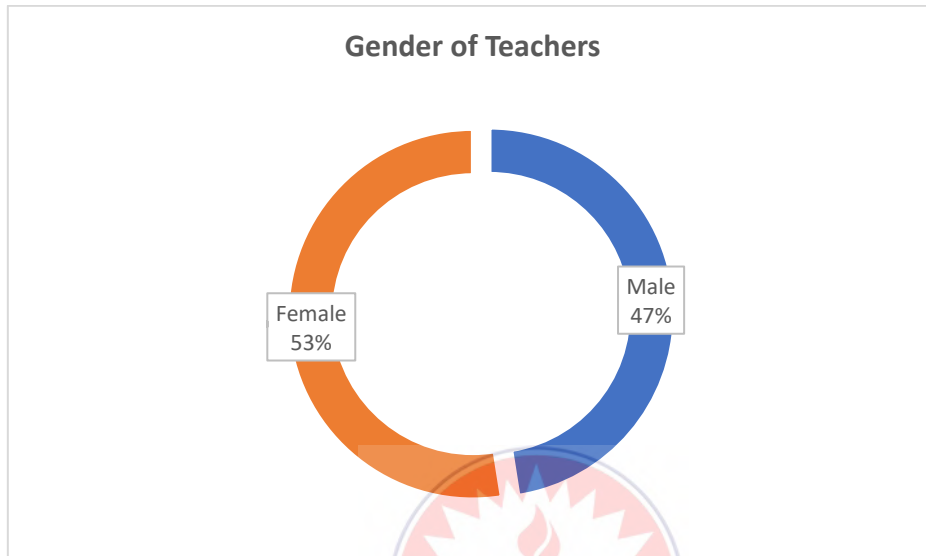


Figure 4.1: Gender of Teacher Respondents

Source: Field data (2020)

The responses as shown in Figure 4.1 reveal that out of the 200 teacher respondents, more than half (53%) of the basic school teachers in the district were female and the rest (47%) were males, indicating the gender disparity that exists among the basic school teacher population in the district. This result is not surprising because the Ghana Statistical Service (GSS, 2012) puts the population of women ahead of their male counterparts with a 51/49 margin.

The headteachers involved in the study indicated their gender. The distribution of the headteacher respondents by their gender is highlighted in Figure 4.2.

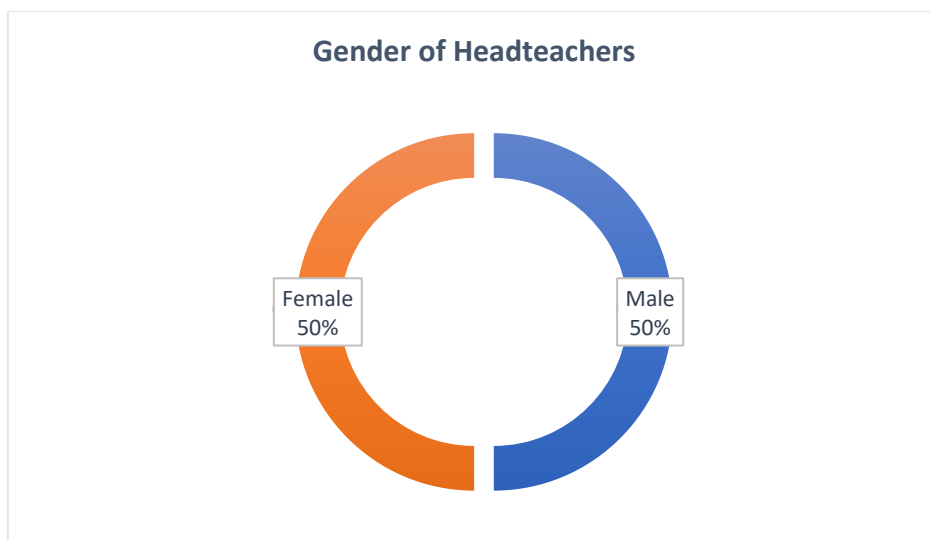


Figure 4.2: Gender of Headteacher Respondents

Source: Field data (2020)

Out of the total number of headteacher respondents interviewed, 2 (50%) were male whilst the other 2 headteachers (50%) represented that of female as indicated in the Figure 4.2.

4.2.2 Age Distribution of the Respondents

The second demographic survey question sought to know the age bracket of the respondents. The age of the respondents was categorized in ten years-intervals in order to isolate the particular age range that produced the majority of the respondents as shown in Table 4.1.

Table 4.1: Age of Respondents

Respondent	Age Group	Frequency	Percentage (%)
Teacher	20years and below	1	0.5
	21-30	104	52.0
	31-40	66	33.0
	41-50	17	8.5
	51-60	12	6.0
Headteacher	41-50	2	50.0
	51-60	2	50.0

Source: Field data (2020)

Based on their responses as shown in Table 4.1, out of the 200 teacher respondents, the largest percentage of teachers (52%) fell within the 21 to 30 year age range, and the second highest percentage (33%) fell within the 31 to 40 age bracket. The 20 years and below age group had the least teacher respondents. Table 4.1 further revealed that, out of the 200 teachers who took part in the survey, majority (85.5%) were forty years and below, indicating youthful teacher population in basic education system in the district. With regards to age of the headteachers, 2 (50%) respondents were between the ages of 41 to 50 years and 2 (50%) headteachers were between the ages of 51 to 60 years.

4.2.3 Respondents' Work Experience

The next demographic survey item asked participants to choose a range that corresponds with number of years of active teaching. Responses registered by the respondents have been presented in Figure 4.3 and 4.4.

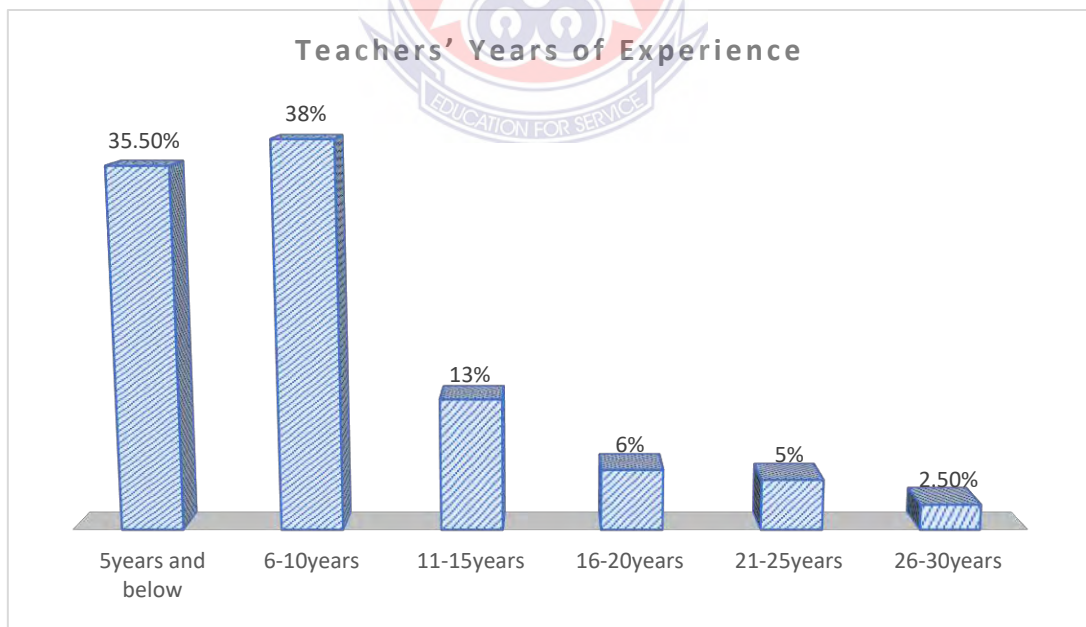


Figure 4.3: Teachers' Years of Experience

Source: Field data (2020)

From Table 4.3, out of the 200 teachers' responses, the majority (38%) of them had teaching experience in the range of 6 to 10 years. The second highest percentage (35.5%) of teacher respondents indicated their experience of teaching to be 5 years and below, with 26 to 30 years' experience of teaching respondents corresponding with 2.5 percent of the total response. No teacher respondent reported to have over 30 years teaching experience. Figure 4.3 further revealed that, majority of the teachers (73%) had taught for 10 years and below. Only few teachers (7.5%) had over 20 years teaching experience.

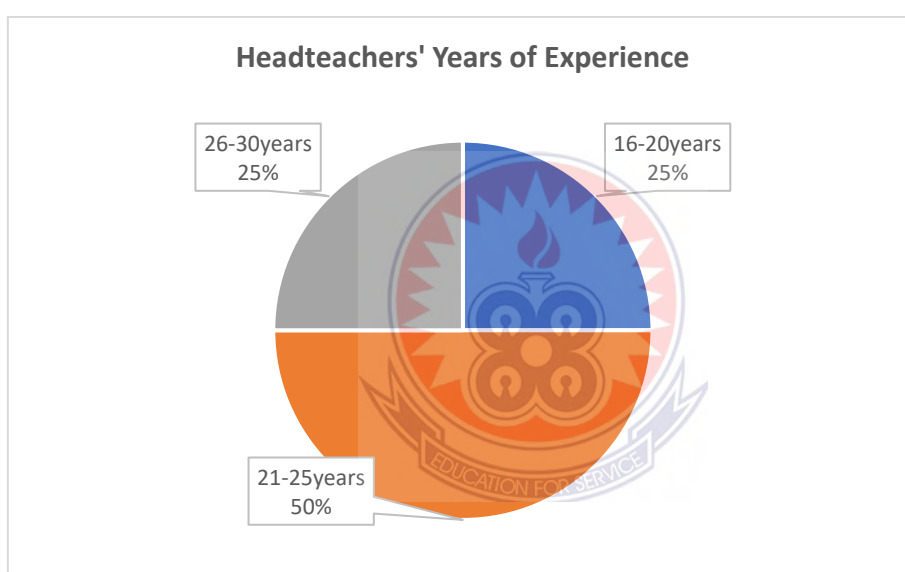


Figure 4.4: Headteachers' Years of Experience

Source: Field data (2020)

With regards to years of experience of headteachers presented in Figure 4.4, it was observed that 2 (50%) headteachers interviewed had taught between 21 and 25 years. Also, 1 (25%) headteacher had worked between 26 and 30 years while the other (25%) had worked for between 16 and 20 years. The data presented in Figure 4.3 and 4.4 implies respondent have extensive number of years as teacher and hence have accrued a lot of experience with regards to the transformational leadership practices and teachers' organisational commitment in the basic schools.

4.2.3 Period of knowing Headteacher

The second to last demographic survey question asked participants to indicate the number of years spent teaching under the headship of current headteacher. The data is presented in Table 4.2.

Table 4.2: Period of knowing Headteacher

Period (years)	Frequency	Percentage (%)
0-2years	28	14.0
3-4years	117	58.5
5-6years	53	26.5
7-8years	2	1.0
Total	200	100

Source: Field data (2020)

The data, as indicated in Table 4.1 revealed that out of the 200 responses retrieved, over half (58%) of the study's participants had served for 3 to 4 years under their current headteacher, while, only one percent had served for 7 or 8 years under their headteachers. None of the respondents had indicated to have served for nine years and above under the current headteacher.

4.2.4 Respondents' Educational Level

The educational status describes the educational background of respondents in the study area. The outcome of the analysis of the respondents' educational attainment is presented in Figure 4.5 and 4.6.

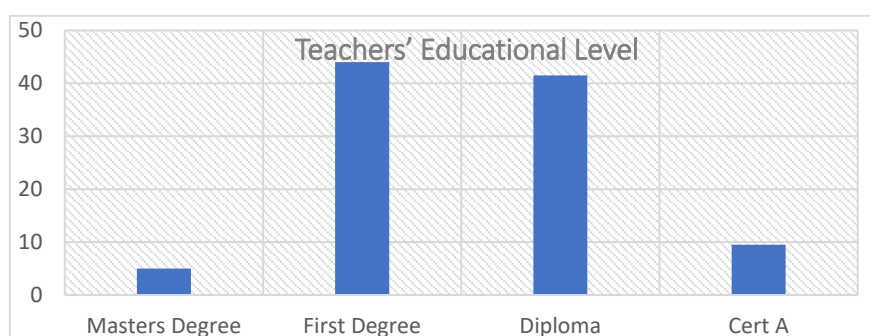


Figure 4.5: Distribution of Teachers by Highest Level of Education

Source: Field data (2020)

The ultimate demographic survey question seeks teachers' highest educational or professional qualification attained. As depicted in Figure 4.5, out of the 200 respondents, the percentage of teachers holding either a bachelor or diploma was nearly equal. Bachelor's degree had the highest percentage of respondents (44%) and the second highest group held diploma (41.5%). With just a few (5%) attaining a Master's degree, the rest were Teacher Certificate A holders (9.5%). Generally, the academic qualification portrays a generally compelling teacher expertise in teaching which bachelors' degree is.

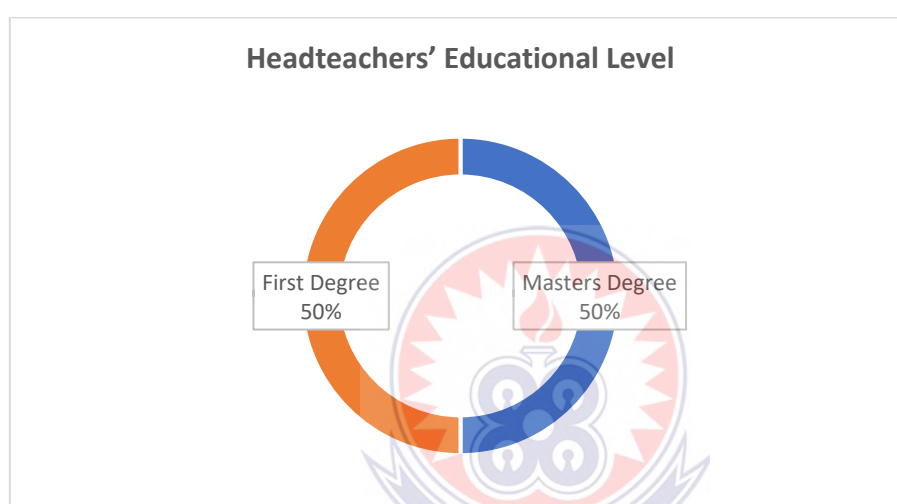


Figure 4.6: Distribution of Headteachers by Highest Level of Education

Source: Field data (2020)

With regards to educational qualification of headteachers presented in Figure 4.6, 2 (50%) headteacher respondents had Bachelor's degree in education whilst the other 2 (50%) had Master's degree. Respondents interviewed for the purpose of this study, were all qualified and certified with varied professional degrees.

4.3 1. What is the level of head teacher's transformational leadership practices from the teacher's perspective in basic schools in the Kwadaso Municipality?

The research explored the transformational leadership practices of Headteachers and the responses from respondents of the selected schools were retrieved, analyzed and

presented here. The subsequent subheadings carefully reported on the various practices of a transformational leader.

4.3.1 Descriptive statistics on Idealized influence

The descriptive in Table 4.3 gives teacher perception on statements that relates to how leadership practices of leaders arouse teachers' emotions and identification with their leaders.

Table 4.3: Headteacher's Idealized Influence

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

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

Source: Field data (2020)

From Table 4.3, perception statement 'my headteacher is open and sincere in dealing with me' had the highest mean score ($m=3.68$, $SD=1.23$) and 'I have complete trust in my headteacher' had the lowest mean score ($m=3.36$, $SD=1.34$). Both have very high standard deviation value that indicated the variations in the responses from the mean. This is an indication that being open and sincere as a leader does not necessarily lead to trust among subordinates, because the individual perceives situations differently. Table 4.3 further revealed that, all five items were scored slightly above average. The practice of 'idealized influence' with a mean and standard deviation values (score $m=3.54$, $SD=1.31$), an indication that regardless of the variations in responses, teachers perceived a fairly high level of 'idealized influence' from headteachers and recognized the impact of 'idealized influence' in enhancing teacher commitment. It evident that, headteachers were acting in a manner that caused them to serve as a role model for their

subordinate teachers. All of the headteachers interviewed confirmed to this finding. Some of the critical statements are: *“I have worked with many teachers but this current teachers under my leadership are very humble and respectful. I support and respect them also because respect is reciprocal. My teaching staff is very important, without their support, I cannot run the day to day activities of this school effectively. Therefore, I treat each and every one of them fairly and also appreciate their efforts openly.”*

This revelation is in line with a previous study that ‘idealized influence’ as a transformational leadership practice instill pride in and respect for the leader as well as make him/her a trustworthy and an energetic role model for the followers (Rowold & Heinitz, 2007). It is also similar to a previous study that suggested that, ‘idealized influence’ from a leader functions to transform followers by creating changes in their goals, values, needs, beliefs, and aspirations (Rowold & Heinitz, 2007; Yukl, 2002). Finally, it is again consistent with a study by Bass and Avolio (1994) that ‘idealized influence’ builds trust and respect in followers and provides the basis for accepting radical and fundamental changes in the ways individuals and organizations do their work. It can be concluded that headteachers were open and sincere in dealing with teachers, setting an example of courage and dedication, and made self-sacrifices that benefited the teachers of their schools.

4.3.2 Descriptive statistics on Inspirational Motivation

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

Table 4.4: Headteacher's Inspirational Motivation

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

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

Source: Field data (2020)

Table 4.4 shows that teachers scored their headteachers inspirational motivation slightly above average ($m=3.54$, $SD=1.23$) except that the standard deviation value depicted that there was a great variation in the responses of the respondents. All five inspirational motivation items were scored above average. Perception statement ‘my headteacher expresses with few words what we could achieve academically’ had the highest score ($m=3.68$, $SD=1.16$) while the statement ‘my headteacher encourages me to re-examine some basic assumptions I have about my work’ had the weakest score ($m=3.37$, $SD=1.27$) and a standard deviation pointing that there were outliers and clear disparity in the responses. Finally, it can be deduced from Table 4.4 that, headteachers communicated an appealing vision to focus teacher’s effort. This means teachers become more focused on the vision through the spirited appeals and images from the headteacher. Teachers also reported that, their headteachers complimented their efforts. Such practices definitely must inspire and motivate subordinates to give out their best.

These findings were similar to the views expressed by the headteachers. One headteacher mentioned that: *“Every institution has its goals, which can be achieved only when there is a proper resource management and a crystal-clear objective. In this school, the work environment is a cooperative one, and all teachers are directed by their objectives and only when school’s objectives can be reached if cooperation and*

coordination are fulfilled at once through motivation. I always give job descriptions to teachers and make constructive suggestions about ways to achieve our objectives for the academic year. Additionally, as changes are made, I find a way to inspire my staff to work as a team to implement those changes as quickly and efficiently as possible. When teachers know and understand the task at hand, they begin to glisten as everyone is doing their best to fulfill their task.”

This finding is consistent with a previous study that ‘inspirational motivation’ practice inspires team spirit and consequently leads to greater motivation and enhanced productivity (Yukl, 2002) as well as that of Griffith (2004) that transformational leadership is effective in schools by fostering higher levels of commitment, extra effort and motivation. Transformational leaders motivate their followers to transcend their own self-interest for the good of the team, organization, or community.

4.3.3 Descriptive statistics on Intellectual Stimulation

Leaders’ ability to create new viewpoints of current conditions by reviewing strategies using various perspectives was key in determining extent of intellectual stimulation. Table 4.5, represents the descriptive on statements that bother on intellectual stimulation of headteachers.

Table 4.5: Headteacher's Intellectual Stimulation

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

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

Source: Field data, 2020

From Table 4.5, perception statement ‘my headteacher facilitate opportunities for staff to learn from each other’ had the highest score ($m=3.43$, $SD=1.28$) whereas the statement ‘my headteacher helps me to rethink ideas that I had never questioned before’ had the weakest score ($m=2.94$, $SD=1.29$). Four out of five items; “My head teacher encourages me to pursue professional learning”, “My head teacher facilitates opportunities for staff to learn from each other”, “My head teacher helps me think of old problems in new ways” and, “My head teacher encourages me to think about what I am doing for my students” were scored above average while one item “My head teacher helps me to rethink ideas that I had never questioned before” was rated below average. It was also evident from the responses that, there was a wide disparity in the responses as shown by the respective standard deviation values. It can be deduced from Table 4.5 that, teachers rated their head teachers’ intellectual stimulation practice slightly above average ($m=3.23$, $SD=1.29$), an indication that teachers perceived a moderate level of ‘intellectual stimulation’ from the head teachers as influencing their commitment. This suggests that head teachers were able to create opportunities for teachers to learn from each other through in-service trainings, lesson collaborations, amongst others. They were found to slightly question assumptions, help teachers find new ways of looking at problems, and create new viewpoints on current conditions to intellectually stimulate their teachers; though they were quite unable to help them rethink ideas they had never questioned before.

An interview with one of the headteachers supports this finding by sharing that: *“I don’t down play teachers’ professional development but in here, there is lack of teacher training and development opportunities. This should be facilitated by Ministry of Education in conjunction with Ghana Education Service (GES). So, I normally adopt collaborative strategy among teachers to learn from themselves. This strategy also builds*

a trusting, encouraging atmosphere in which their entire ability communicates, collaborates, and shares with each other. Sometimes, I give challenging task to teachers to test them to create new viewpoints for current conditions. On many occasions, I interact with teachers privately on measures to improve students' participation and teachers' classroom effectiveness. This always encourages the teachers to handle the students better and give the teachers opportunity to become better equipped and competent."

This supported a previous study by Hoy and Miskel (2001) which concluded that intellectual stimulation is fostered by questioning current strategies, posing problems from various perspectives, and supporting new procedures for work. It is also consistent with a study by Northouse (2004) that 'intellectual stimulation' includes leadership that stimulates followers to be creative and to challenge their own beliefs and values as well as those of the leader and the organization; as well as one study undertaken by Bono and Judge (2004) that 'intellectual stimulation' involves arousing and changing followers' awareness of problems and their capacity to solve those problems.

4.3.4 Descriptive statistics on Individual consideration

The last factor considered under transformational leadership was individual considerations. By this, head teachers are expected to spend time to understand the individuality of their followers so as to deliver, mentoring and coaching that meets their individual needs and expectations. Table 4.6, provides an insight into how the respondents rated their head teachers on their ability to pay attention to individuals and to foster individual growth.

Table 4.6: Headteacher's Individual Consideration

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

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

Source: Field data (2020)

From Table 4.6, head teachers individualized consideration practice was scored slightly above average ($m=3.20$, $SD=1.32$). Four out of five items; “My head teacher lets me know of what he/she thinks of my performance as a teacher”, “My head teacher gives me personal attention when I need help and support”, “My opinion is considered by my headteacher when initiating actions that affect my work”, “My headteacher makes me feel appreciated for my contribution to the school” were scored above average while one “My head teacher provides resources to support my professional development” was scored below average. All the mean scores recorded high standard deviation values too. From Table 4.6, the statement ‘my head teacher gives me personal attention when I need help and support’ had the highest mean score ($m=3.36$, $SD=1.29$) whereas the statement ‘my head teacher provides resources to support my professional development’ had the weakest mean score ($m=2.96$, $SD=1.32$). It could be deduced from Table 4.6 that, teachers perceived slightly above average level of ‘individualized consideration’ from their headteachers in enhancing their commitment, an indication that headteachers regarded ‘individualized consideration’ quality as moderately important asset in gaining teacher commitment. This they practiced by acting in manners that made their teachers feel appreciated and given personal attention though they received low resources in their

professional development. These findings were similar to the views expressed by the headteachers. Some of the critical statements are: *“In my school, there is an open door policy which welcomes views and opinions of every teacher under my headship as there is a saying that ‘two heads are better than one’. There are facilities in the school but some are small and ill equipped to appropriately serve the purposes for which they were built, hence, I routinely observe and evaluate a teacher’s classroom to identify areas of need and weakness. These evaluations drive the school’s plan of the resources, suggestions, and professional development that is required to improve individual teacher quality.”*

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

4.3.5 General Overview of Head Teachers Transformational Leadership Practices

This subsection presents the results of the general overview of head teacher’s transformational leadership practices in the municipality. Data is presented in Figure 4.7.

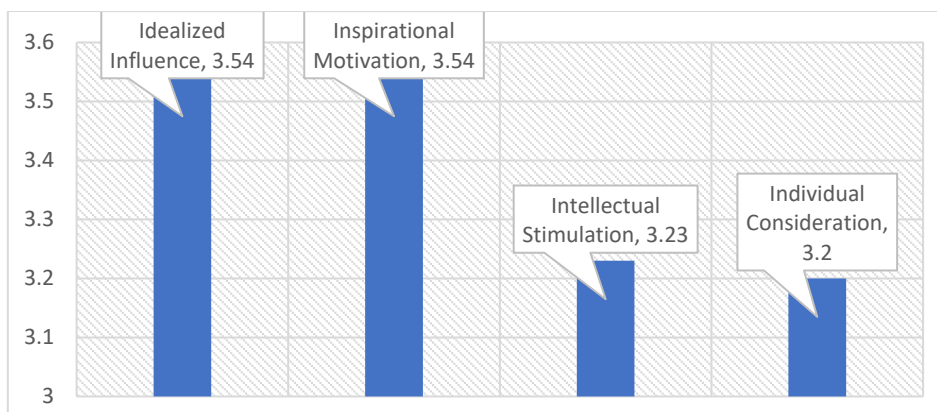


Figure 4.7: General Overview of Head Teacher's Transformational Leadership Practices in the Municipality

Source: Field data (2020)

From Figure 4.7, it can be deduced that head teachers practiced idealized influence and inspirational motivation most in their transformational leadership. Head teacher's openness and sincerity in dealing with their subordinate teachers led to teachers accepting their vision of what could be achieved academically. When leaders are open and sincere, it also elicits trust from their followers. It can be concluded that headteachers who serve as role models also inspire and motivate their teachers. This supported the previous research that 'inspirational motivation' is descriptive of leaders who communicate high expectations to followers, inspiring them through motivation to become committed to and a part of the shared vision in the organization (Northouse, 2004). Transformational leaders use symbols and emotional appeals to focus group members' efforts to achieve more than they would in their own self-interest. Team spirit is enhanced by this type of leadership (Northouse, 2004).

Also, individualized consideration and intellectual stimulation were the least practiced transformational leadership behaviour. Individualized consideration been the least practiced was an indication that head teachers scarcely regarded it as an important asset in gaining teacher commitment. It is however an essential transformational

leadership practice that is required to elicit teacher's commitment in order to achieve maximum results from them. This study revealed that teachers who perceived their headteachers as not able to meet their individual needs were also not intellectually stimulated. Teacher's perception of their head teachers' inability to provide resources to support their professional development led to their inability to also help them rethink of ideas that they had never questioned before. Professional development is very important in enhancing teacher efficacy, which enables teachers to discharge their duties with ease. Therefore, helping teachers to develop their professional competencies is crucial in enhancing their commitment as it boosts their morale in the discharge of their duties. Head teachers must endeavour to provide the requisite resources to enhance their teachers professional development so that they can rethink of ideas they have never questioned before and also think of old problems in new ways.

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

4.4 1. What is the level of teacher's job commitment in basic schools in the Kwadaso Municipality?

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

4.4.1 Descriptive Statistics on Teachers Affective Commitment

The descriptive statistics in Table 4.7, lends themselves to the level of emotional attachment of Teachers to their respective management. Five statements on Teacher affective commitment was assessed and reported.

Table 4.7: Teacher’s Affective Commitment

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

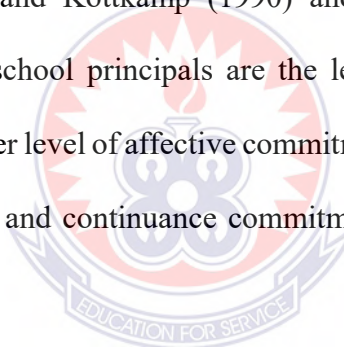
Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, N=200

Source: Field data (2020)

From Table 4.7 teachers rated their affective commitment slightly below average ($m=2.86$, $SD=1.37$) and with a high level of disagreements to the mean response as depicted by the standard deviation value. Perception statement ‘I am very happy to be a member of this organization’ was the highest scored ($m=3.01$, $SD=1.38$) while the statement ‘I enjoy discussing about my organization with people outside it’ was the lowest score ($m=2.79$, $SD=1.30$). Four out of five statements; “I enjoy discussing this organization with people outside it”, “I feel as if the organizations’ problems are mine”, “I feel like 'part of a family' at this organization” and “I feel emotionally attached to this organization” were scored slightly below average while the statement “I'm happy to be a member of this organization” was rated slightly above average. Teachers had slightly weak overall emotional attachment and identification with the Ghana Education Service though they were happy to be members of the organisation. Clearly, they were not satisfied employees. They remain members of these organisations for other reasons,

possibly economic. This may mean that teachers' affective commitment may be related more to the feeling of freedom and autonomy. Thus, affectively committed teachers may not need motivation or direction of the leader. These findings were similar to the views expressed by the headteachers. Some of the critical statements are: "*We are like a family here and I am the father. Sometimes, individual backgrounds and differences make my job a bit challenging but the teachers are professionals and are committed to their jobs. The teachers are happy and proud to be members of this institution.*"

This is consistent with the findings of Mkumbo (2012) and Lawal (2012) in which majority of the respondents expressed dissatisfaction as members of their educational institutions due to the poor conditions in the institutions. It however contradicted the position of Tarter, Hoy, and Kottkamp (1990) and Meyer and Allen (1991) who respectively opined that, school principals are the leading factor to teacher affective commitment and that, higher level of affective commitment are better for the organisation as compared to normative and continuance commitment, which is not the case in this study.



4.4.2 Descriptive Statistics on Teachers Continuance Commitment

It was necessary to assess whether the commitment of Teachers was related to their awareness of the cost that may be associated with leaving the service. To this far, teachers perception on five statements relating to continuance commitment was assessed, and the summary of the descriptive statistics was reported as depicted in Table 4.8.

Table 4.8: Teacher's Continuance Commitment

Statement	Mean	SD
My life will be disrupted if I was not a member of this organization	2.60	1.27
I'm loyal to this organization because I have invested emotionally, socially and economically in it	3.10	1.38
I worry about what I have to lose leaving this organization	2.49	1.31
Sometimes I worry about what might happen to this organization	2.56	1.34
I'm dedicated to this organization because of what I would lose	2.73	1.32
Continuance Commitment	2.70	1.32

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

Source: Field data (2020)

Even though teachers reported a high level of variations in the responses, Table 4.8 revealed that, they scored continuance commitment slightly below average ($m=2.70$, $SD=1.32$). Perception statement 'I worry about what I have to lose leaving this organization' had the weakest mean score value ($m=2.49$, $SD=1.31$) while the statement 'I am loyal to this organization because I have invested emotionally, socially, and economically in it' had the highest mean score and the highest standard deviation value ($m=3.10$, $SD=1.38$). Four statements; "My life will be disrupted if I was not a member of this organization", "I worry about what I have to lose leaving this organization", "Sometimes I worry about what might happen to this organization", and "I'm dedicated to this organization because of what I would lose" were scored below average and one statement "I'm loyal to this organization because I have invested emotionally, socially and economically in it" was scored above average.

From Table 4.8, it could be deduced that teachers did not feel any sense of costs associated with leaving the GES or the School Management despite their emotional, social, and economical investments in these organisations. To gain further insight about teachers' continuance commitment, one headmaster revealed that: "*Teachers feel very proud of their institution when conditions are conducive and friendly to better their*

standard of living and work life. Therefore, in order to keep them happy and stay in this profession, the provision of these working conditions should be adequate to enlist higher commitment and subsequently more efforts that strive for good work. ”

A revelation that resonates with Meyer and Allen (1991) position that posited that, higher level of affective commitment is better for the organisation as compared to normative and continuance commitment as affective committed employees give off their best due to their own feeling and sense of belonging and is not due to the obligation or alternatives and consequences related to it. This finding affirmed a study by Yousef (2000) in which most of the teachers scored below 3.0 for both continuance and normative commitment. According to the researcher, the lowest score may be because the teachers felt the action of staying or leaving the school is not only because of the sense of obligation to the people in the school but more to other obligations as well. This finding suggested that, teachers with strong continuance commitment stay with the educational organisation because they do not want to lose the emotional, economic or social investment or because they think they have no employment alternatives. Whenever teachers feel less continually committed to an educational institution, they are more likely to leave that institution.

4.4.3 Descriptive Statistics on Teachers Normative Commitment

Teacher normative commitment was necessary in order to determine respondents feeling of obligation to continue to serve as teachers or remain employed with their respective management units. In Table 4.9, the descriptive statistics of the responses on the five statements captured under normative commitment was reported.

Table 4.9: Teacher's Normative Commitment

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

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

Source: Field data (2020)

As seen in Table 4.9, all scores had standard deviations above 1.0. Specifically, teachers scored their normative commitment slightly below average ($m=2.96$, $SD=1.39$). NC1 with the perception statement 'I believe that a person must always be loyal to his or her organization' had the highest mean score ($m=3.26$, $SD=1.46$) while NC5 with the statement 'To be organization man or woman is still sensible' had the weakest score ($m=2.55$, $SD=1.29$). Three out of five statements were scored slightly above average; "I believe that a person must always be loyal to his or her organization", "I believe loyalty is important and feel a sense of obligation", "If I get a better job offer, I will leave this organization" while two statements; "I believe in the value of been loyal to one organization" and "To be 'organization man or woman' is still sensible" were scored below average. From Table 4.9, teachers did not feel any sense of obligation to continue working for the GES or the School Management contradicting Allen and Mayer (1990) assertion that continuance and normative commitment stem from an obligation for staying in the organization. This obligation may come from economic or social causes.

The finding was rather consistent with a study by Yavuz (2008) in which teachers' continuance commitment levels were higher than affective and normative commitment, affirming the suggestion that, teachers give more importance to economic

earnings than personal satisfaction. Though quite number of studies revealed that, teaching is a very stressful and tiring job (Austin, Shah, & Muncer, 2005; Capel, 1991; Dick & Wagner, 2001; Tsiakkiros & Pashiardis, 2006) and also teachers are easily criticized by the community (Hoy, Tarter, & Kottkamp, 1991), which may result in low affective and normative commitments of teachers.

4.5 1. What is the relationship between head teacher's transformational leadership and teacher's job commitment in basic schools in the Kwadaso Municipality?

A Spearman correlation coefficient was computed to assess the relationship between Head teacher's transformational leadership practices (independent variable) and Teacher's organisational commitment (dependent variable). Table 4.10 summarizes the results. Overall, there was positively weak, but statistically significant correlation between Head teacher's transformational leadership practices and Teacher's organisational commitment. Even though, a weak correlation existed between the variables, any effort geared at enhancing Head teachers' transformational leadership practices will correlated with increases in Teacher's organizational commitment. The specifics of the correlation analysis results were subsequently discussed.

Table 4.9: The Relationship between Head Teacher's Transformation Leadership Practices and Teacher Organizational Commitment

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

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

Source: Field data (2018) N=200

Overall, Table 4.10 shows that there was statistically significant association between headteacher's transformational leadership practices and teacher's organisational commitment as correlation co-efficient (r) ranged from $r=.073$ to $r=.283$.

Compared with other mean score values in Table 4.10, continuance commitment had the strongest association with head teacher's transformational leadership practices (Idealized influence =.196, inspirational motivation =.283, Intellectual stimulation =.264 and Individual consideration =.209). The relatively positive higher level of continuance commitment is an indication that the teachers placed higher premium on the social and economic benefits above personal satisfaction and loyalty values. This study points out that teacher's continuance commitment is positively and significantly correlated with the headteacher's transformational leadership practices. Continuance commitment mostly deal with the question of the teacher's intention to stay or to leave the educational institution based on the investment made in that institution and the possible consequences and alternatives receive outside the institution. This finding was in line with Meyer and Allen's (1991), who believed that employees who have a strong continuance commitment stay with the organization, because they do not want to lose the amount of time, money or effort invested or because they think they have no employment alternatives. Research evidence also provided the picture of a consistent and strong association between

organisational tenure and intentions to turnover. This means the longer someone works for an organisation, the less likely he or she will leave (Labatmediene *et al.*, 2007; Mathieu & Zajac, 1990; Wei-Kong, 2005). Other researchers, (Nyengane, 2007; Ekeland, 2005) found the same result although the correlation gained was relatively higher than that proven by this study. Their major agreement was that, leadership behaviours which involved building trust, inspiring a shared vision, encouraging creativity, emphasizing development and recognizing accomplishments is positively and significantly related to how employees feel about wanting to stay with the organisations they currently work with. Brown (2003) however concluded different result as compared with this finding. In her study, she was unable to find any statistically significant correlation among any of the transformational leadership behaviours and continuance commitment. To her, the leadership behaviours may not be related to how employees feel about having to stay in a current organisation; but is rather likely related to transferability of skills and alternative employment opportunities.

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

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

The correlation coefficient for affective commitment ($r=.193$), continuance commitment ($r=.196$) and normative commitment ($r=.073$) were rather weak but among them is affective commitment with the highest Spearman correlation coefficient value ($r=.106$, $p<.01$). The results as indicated in Table 4.10 further revealed that there was weak but statistically significant relationship existing between the independent and

dependent variables except the normative commitment as all but normative commitment had p-values less than .01.

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

Inspirational motivation from head teachers are supposed to deliver an impact in the commitment of subordinates. The results in Table 4.10, reported weak but positive correlation between all the three dependent variables assessed. The correlation coefficient for affective commitment ($r=.206$), continuance commitment ($r=.283$) and normative commitment ($r=.112$) depicted a rather higher value for all the dependent variables if compared with the correlation coefficient for correlation between idealized influence and affective, continuance and affective commitments.

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

When intellectual stimulation was correlated with the dependent variables of affective commitment, continuance commitment and normative commitment, a positively weak but significant correlation for both affective and continuance commitments was revealed. However, a positively weak but insignificant correlation for normative commitment was revealed. As seen in Table 4.10, affective commitment, continuance commitment scored a correlation coefficient values of $r=.230$ and $r=.264$ respectively while that of normative commitment was lower ($r=.107$).

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

The correlation coefficient for affective commitment ($r=.183$, $p<.01$), continuance commitment ($r=.209$, $p<.01$) and normative commitment ($r=.08$, $p>.05$) as shown in Table 4.10, were rather weak but statistically significant for both affective and

continuance commitments, since the p-values were less than .01. However, normative commitment was not significantly correlated with individualized consideration as its p-value was more than .05.

The next section considered the general inferences and implications of the results as depicted by the correlation computed and reported in Table 4.10.

4.5.5 Additional Inferences from the Correlation Analysis

Affective commitment refers to an employee's emotional attachment to, identification with, and involvement in the organization. Affective committed teachers were expected to be happy and proud to be members of their organisations, and even feel as if the organization's problems were their personal problems. As seen in Table 4.10, affective commitment had the second highest correlation, though weakly correlated to the headteachers' transformational leadership practices variables (Idealized influence: $r=.193$, $p<.01$; inspirational motivation $r=.206$, $p<.01$; Intellectual stimulation: $r=.230$, $p<.01$ and Individualized consideration: $r=.183$, $p<.01$). In line with Meyer and Allen (1996) position, higher levels of affective commitment is better for any the organisation as compared to normative commitment and continuance commitment, as it can easily be linked to the feeling of closeness to the organizations' members and giving others' the well-being.

The result also revealed that, head teachers who inspires his or her follower's motivations, intellectually stimulates them and positively influences them is somewhat positively related to teacher's personal attachment or feeling towards the school. They most likely are happy to work in the school and have a sense of belonging to the school. This finding was consistent with that of other studies (Nyengane, 2007; Ekeland, 2005) although the correlation gained was relatively lower than that of this study. Nyengane (2007) and Ekeland (2005) discovered that modeling the way, inspiring a shared vision,

and motivating followers positively affect how employee feel about wanting to stay to the current organisation they are working with. In the case of Brown (2003); she found different scores between the affective commitment and the normative commitment, with the first scoring higher than the second. The correlation score was higher for affective commitment and a little bit lower for normative commitment which is consistent with findings of this study.

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

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

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

Table 4.10 further revealed that head teachers' inspirational motivation practice (affective commitment: $r=.206$, $p<.01$, continuance commitment: $r=.283$, $p<.01$, normative commitment: $r=.172$, $p>.05$) and intellectual stimulation practice (affective commitment: $r=.230$, $p<.01$, continuance commitment: $r=.264$, $p<.01$, normative commitment: $r=.172$, $p>.05$) elicited the highest teacher organisational commitment while idealized influence practice (affective commitment: $r=.193$, $p<.01$, continuance commitment: $r=.196$, $p<.01$, normative commitment: $r=.073$, $p>.05$) and individualized consideration (affective commitment: $r=.183$, $p<.01$, continuance commitment: $r=.209$, $p<.01$, normative commitment: $r=.08$, $p>.05$) elicited the lowest teacher organisational commitment. The result revealed that heads who inspire their teachers also stimulate them intellectually. When head teachers provide meaning and challenge to the work of their subordinate teachers, they will question current strategies and supporting new procedures for work (Hoy & Miskel, 2005). Inspired teachers most likely will support and implement innovations in the GES or School management. Some researchers found the same result although the correlation gained was relatively lower than that proven by this study (Nyengane, 2007; Ekeland, 2005; Brown, 2003). Most of the researchers agreed that leadership behaviours which involving inspiring a shared vision, encouraging creativity, emphasizing development and recognizing accomplishments is positively related to how employee feel about wanting to be creative and to challenge their own beliefs and values as well as those of the leader and the organization.

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

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers the summary of key findings, challenges encountered during the study, conclusions and recommendations in relation to the topic ‘Assessing the Influence of Headteachers’ Transformational Leadership Practices on Teacher Organisational Commitment.

5.2 Summary of Findings

The main purpose of the study was to assess the relationship between headteachers transformational leadership practices and teacher's organisational commitment in basic schools in the in the Kwadaso Municipality. The perceptions of teachers on their headteachers' transformational leadership practices and their organisational commitment were examined. To achieve the purpose of the study, the following questions were answered: What is the level of head teacher's transformational leadership practices from the teacher's perspective? What is the level of teacher's organisational commitment? and the significant relationship between head teachers’ transformational leadership and teacher's organizational commitment? The findings have been presented based on the research objectives.

5.2.1 Level of Head Teachers’ Transformational Leadership Practices

Teachers perceived their head teachers to practice transformational leadership slightly above average with inspirational motivation been the most practiced variable and individualized consideration been the least practiced variable. Head teachers who serve as role models also inspire and motivate their teachers. Head teachers’ openness and sincerity in dealing with their subordinate teachers led to teachers accepting their vision

of what could be achieved academically. When leaders are open and sincere, it also elicits trust from their followers.

The study also revealed that teachers who perceived their head teachers as not able to meet their individual needs were also not intellectually stimulated. Teacher's perception of their headteachers' inability to provide resources to support their professional development led to their inability to also help them rethink of ideas that they had never questioned before.

5.2.2 Level of Teacher's Organizational Commitment

Teachers had slightly weak commitment to the Ghana Education Service, with continuance commitment having the highest commitment score. Teachers placed higher premium on the social and economic benefits above personal satisfaction and loyalty values. The result revealed that headteachers who inspires' his or her follower's motivations, intellectually stimulates them and positively influences them is somewhat positively related to teacher's personal attachment or feeling towards the school. However, heads who serve as role models do not always make teachers loyal to organisation. The teachers did not believe in loyalty to their organizations and therefore did not feel any sense of moral obligation to remain in it.

The correlation score was higher for affective commitment and a little bit lower for normative commitment. Therefore, the culture of this country may be the primary cause of a lower normative commitment among the teachers.

However, normative commitment had the weakest association (score of $r=0.04$, $p=0.33$) reflecting a weak feeling of obligation to remain in the GES or the private educational institutions the teachers work for. Idealized influence and intellectual stimulation elicited the weakest normative commitment.

Though the teachers expressed low loyalty, they felt the need to stay even if they have a better offer elsewhere. A clear sign of positive commitment was revealed by the responses of the teachers, as almost half of them agreed that they feel obligated to remain in GES and felt obligated to the people in it. This was a clear indicator that connection to and passion for the school children was a strong driving force and communicated that the teachers felt responsible to the pupils and, the teachers can be described as having good morals.

5.2.3 The Relationship between Head teachers' Transformational Leadership Practices and Teachers' Organisational Commitment

The study found weak but positive and statistically significant relationships between transformational leadership practices and teacher's affective, and continuance commitments. It further found positively weak but insignificant relationships between transformational leadership practices and teacher's normative commitment. Head teachers' idealized influence and inspirational motivation practices elicited the highest teacher organizational commitment while intellectual stimulation and individual consideration elicited the lowest teacher organizational commitment. The result revealed that, heads who serve as role models and inspire their teachers are somewhat positively related to teacher's emotional attachment or feeling towards their educational institutions.

5.3 Conclusions

The study contributes to our understanding of the conditions under which the transformational leadership of the headteacher may be more effective in eliciting teacher's organizational commitment. This study found that the transformational leadership practices were positively related with teacher's organizational commitment. The headteacher's transformational leadership practices which involves idealized influence, inspirational motivation, intellectual stimulation and individual consideration

do determine and explain how a teacher feels about wanting to, needing to or feeling obligated to stay with the organization. The more the headteacher exhibits these leadership practices, the more teachers may feel emotionally attached, want to, need to, or feel obligated to stay with the Ghana Education Service.

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

5.4 Recommendations

Based on the findings and conclusions of the study, the following recommendations are drawn:

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

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

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

5.5 Suggestions for Future Research

Future studies may examine the commitment of head teachers to the school using other research methods such as interview or document analysis to gather data. Further research can be done to determine the factors that affect teachers' or headteachers' commitment. In that instance, head teachers' role for developing commitment of school members and creating a more healthy school setting might be analyzed. The researcher

further recommends a replication of this study, especially in a second cycle level as well as tertiary educational institutions.

5.6 Challenges Encountered during the Study

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

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

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

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



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APPENDICES

APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI CAMPUS

DEPARTMENT OF EDUCATIONAL LEADERSHIP

TEACHER'S QUESTIONNAIRE

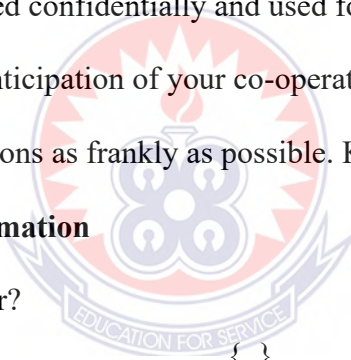
Dear Teacher,

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

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

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

SECTION A—Basic Information

- 
1. What is your gender?
 - a. Male { }
 - b. Female { }
 2. What is your age group?
 - a. 20 years and below { }
 - b. 21 – 30 { }
 - c. 31 – 40 { }
 - d. 41 – 50 { }
 - e. 51 – 60 { }
 3. How long have you worked as a teacher?
 - a. 5 years and below { }
 - b. 6 – 10 { }
 - c. 11 – 15 { }
 - d. 16 – 20 { }

- e. 21 – 25 { }
- f. 26 – 30 { }
- g. 30 years and above

4. How many years have you served under your current head teacher?

- a. 0 - 2 years { }
- b. 3 - 4 years { }
- c. 5 - 6 years { }
- d. 7 - 8 years { }
- e. 9 years and above { }

5. What is your highest educational qualification?

- a. Masters Degree or higher { }
- b. First degree { }
- c. Diploma { }
- d. Teachers' Cert 'A' { }
- e. SSSCE/WASSCE { }



SECTION B

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

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Idealised influence</i>					
6. My head teacher is open and sincere in dealing with me	1	2	3	4	5
7. My head teacher makes me feel good to be around him/her	1	2	3	4	5
8. I have complete trust in my headteacher	1	2	3	4	5
9. I am proud to be associated with my headteacher	1	2	3	4	5
10. My head teacher sets a respectful tone for interaction with me	1	2	3	4	5
<i>Inspirational motivation</i>					
11. My head teacher expresses with few simple words what we could achieve academically	1	2	3	4	5
12. My head teacher paints a good picture about what we can achieve academically	1	2	3	4	5
13. My head teacher helps me find my work more meaningful and important	1	2	3	4	5
14. My head teacher compliments my effort	1	2	3	4	5
15. My head teacher encourages me to re-examine some basic assumptions I have about my work	1	2	3	4	5

<i>Intellectual stimulation</i>					
16. My head teacher encourages me to pursue professional learning	1	2	3	4	5
17. My head teacher facilitate opportunities for staff to learn from each other	1	2	3	4	5
18. My head teacher helps me think of old problems in new ways	1	2	3	4	5
19. My head teacher helps me to rethink ideas that I had never questioned before	1	2	3	4	5
20. My head teacher encourages me to think about what I am doing for my students	1	2	3	4	5
<i>Individualized consideration</i>					
21. My head teacher provides resources to support my professional development	1	2	3	4	5
22. My head teacher lets me know of what he/she thinks of my performance as a teacher	1	2	3	4	5
23. My head teacher gives me personal attention when I need help and support	1	2	3	4	5
24. My opinion is considered by my headteacher when initiating actions that affect my work	1	2	3	4	5
25. My head teacher makes me feel appreciated for my contribution to the school	1	2	3	4	5

SECTION C

The following provides a description of your commitment to the Ghana Education Service. Please respond by circling [O] the appropriate number for your response.

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

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

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



APPENDIX B

Interview Protocol for Headteachers

I am Rosemary Smith, a student at the University of Education, Winneba, and pursuing a master's degree. I am conducting a research on the influence of head teachers' transformational leadership practices on teachers' job commitment in the Kwadaso Municipality. Please assist me by answering the questions. The research is purely for academic purpose therefore your participation will be greatly appreciated and your contribution will be treated with greater confidentiality.

Sex: Male [] Female [] **Age:**

Status: **Years of Experience:**

1. How would you describe the kind of leadership practices in your school?
2. How do your leadership practices arouse teachers' emotions and identification with your leadership?
3. How do your leadership practices provide meaning and challenge to the teacher?
4. How do you stimulate the intellectual abilities of teachers to create new viewpoints of current conditions?
5. How do you pay attention to individuals and foster individual professional growth?
6. What has been the level of emotional attachment of teachers to their management?
7. What is the commitment level of the teachers?
8. Do you have any idea on teachers' awareness of the cost that may be associated with leaving the service?

APPENDIX C**Cronbach's Coefficient Alpha Reliability of Instrument**

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

