



Influence of Head Teachers' Leadership Styles on Teachers' Commitment in the Ledzokuku Municipality

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Abstract: The study examines the influence of leadership styles on commitment in the Ledzokuku Municipality. A cross-sectional sample method was used in this research. A quantitative approach was used, and a sample size of 425 was chosen. The population size is 850, which comprises all head teachers and teachers currently teaching in public basic schools in the Ledzokuku Municipality. The findings revealed that, collectively, leadership styles significantly influence commitment. To ascertain the extent to which demographic factors (sex, age, academic qualification, marital status, and tenure) collectively affect commitment, the research hypothesis was formulated and tested. The findings disclosed that demographic factors do not significantly affect commitment. According to the study, head teachers who use the full range of leadership styles have more dedicated teachers. As a result, it is suggested that the Ministry of Education and the Ghana Education Service pay more attention to the complete spectrum of leadership styles when recruiting head teachers in order to enhance teacher engagement and retention in the Ledzokuku Municipality.

Keywords: teachers, head teachers, leadership styles, teachers' commitment, Ghana

1. INTRODUCTION

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 Valdiserri, G. A., & Wilson, J. L. (2019). Leadership makes the difference between developed and developing countries, buoyant and stagnant economies, successful and unsuccessful businesses or institutions Adair, J. (2020). Over the years, leadership has played a major role in the underdevelopment and development of nations. The growth of many developed nations today is because of good leadership Aydin, A., Sarier, Y., & Uysal, S. (2022). He further opines that Africa has not seen much development because of poor leadership it has had over the years. Bass, B. M., & Avolio, B. J. (2021). The numerous conflicts and endemic poverty in Africa can be blamed on poor leadership. In a related study, Adjei (2022) indicates that the issue of poor leadership on the African continent has been transmitted into many institutions including the educational sector. Chang'ach, J. K. (2015).



According to the National Conference on Teacher Education (2019, p.45) leadership has been identified as “second only to classroom teaching which has influences on pupil learning.” The National Conference on Teacher Education (2019) further explains that the impact of leadership on student outcomes is well documented in research findings in the United States and other parts of Europe and Africa. In Ghana, there are two main types of parallel education today, leading to education separateness. On the one hand, we have some modicum of quality education such as the elite private international schools at the primary and Junior Secondary School levels, where educational standards are relatively quite high, beyond the reach of most average Ghanaians. Tourish, D. (2021). On the other hand, we also have the mass ‘cyto’ or public primary and Junior Secondary Schools where in most cases, school buildings are dilapidated, school furniture is hardly found, teachers are inadequate, overworked, and relatively poorly remunerated. Instructional materials are scarcely supplied, and teachers in some cases, for most times, are doing sinecure jobs. Krueger, R. A. (2021). The two different categories of basic schools in Ghana have resulted in the difficulties the nation has had to deal with in the educational sector. It is a fact that students in the private schools perform far better than students in the public schools Mensah, D. K .D. & Dampson, D.G (2012).

In the opinion of Ming-Ten, Hung-Lin, T. & Yi-Chou, W. (2011), there is no one-way of leadership but multiple ways. He explains that leadership is a bond, which makes people work together. Hayward (2009) asserts that if leaders want to produce a positive influence on individuals, groups and organizations, then leadership should be broadened from one style to multiple of them depending on the situation. Modern leaders perfectly adopt attitudes that support employees, provide them a vision and encourage them to think innovatively Sosik, J. J. & Jung, D. I. (2019) contend that appropriate Behavioural pattern of leaders in organizations creates a strong morale in the staff and increases their commitment level.

2. MATERIAL AND METHODS

Research Design

A research design is a systematic strategy that outlines how a research project will be carried out, including operationalizing factors to be evaluated, choosing samples of interest, and the data collection process to address research questions and test hypotheses, and data interpretation (Creswell, 2008). As a result, study architecture acts as a model for a researcher's data collection, analysis, and interpretation. A cross-sectional sample method was used in this research. This architecture captures how things are at a certain point in time (Bryman, 2008), with no effort to regulate factors or manipulate variables (Kelley et al. 2003). Since it depends on big data from a random sample of a population to describe the essence of actual circumstances, the questionnaire design was chosen (Cohen et al. 2011).

Cohen et al. (2011) propose the cross-sectional surveys use a variety of data collection methods, such as telephone interviews, face-to-face interviews, and questionnaires. Since one solution has drawbacks in offering full answers to questions, one design was chosen because it allows for the mixing of quantitative and qualitative results (Creswell, 2009). People's expectations inform leadership styles and engagement interpretations, and polls, as Atkinson and Muir (2003) point out, are effective tools for gathering vast amounts of knowledge about people's opinions and lifestyles.

Population and Target Population of the Study

The set of units from which a sample is taken is referred to as a population (Bryman, 2008). The population size is 850, which comprises of all head teachers and teachers currently teaching in public basic schools in



the Ledzokuku Municipality. Head teachers and teachers who had taught in their classrooms for at least one-year make up the target group. This group of participants is thought to have spent enough time together to be in a stronger place to provide evidence to address the study questions. This was made up of 50 head teachers and 800 teachers, making 850.

Sample and Sampling Procedure

A survey, according to Scheuren (2004) and Polit & Beck (2019), is a part of the population selected to represent the whole population. The goal of sampling is to obtain data from a smaller sample size, which improves productivity by allowing generalizations about the population to be drawn without having to analyze each person. The researchers used a multi-stage sampling approach that included stratified random, census, and convenience sampling. Stratified random sampling population is divided into subsets, or 'strata,' and then selects a random sample from each subgroup (Fink, 1995). This sampling strategy's core principle is to ensure that units from each segment of the population of interest are repeated in the survey. Roughly, proportional stratified random sampling, in which the same percentage of the population was used for each subgroup. The schools were divided into two groups: those led by male principals and those led by female principals.

Census sampling entails gathering data from each citizen who is of concern (Babbie, 1990). To gather everyone's perspective on their head teachers' leadership styles and instructor engagement, this sampling technique was used to pick all teachers who work with head teachers as selected in the stratified sampling. Since everyone's perspective matters when assessing leadership style and loyalty, this sampling technique was used. Participants in convenience sampling are those that are easily accessible and willing to engage in a sample. "Reliance on available subjects" is the principle that underpins this form of sample collection (Babbie, 1990, p. 99). For the interview, this approach was used to pick head teachers and teachers. To keep the schools' identities hidden, codes were used to represent them.

Sample Size

For the quantitative process of the analysis, a sample size of 425 was chosen. This was based on Borg and Gall's (2003) suggestion that a population be represented by at least 30% of the total population. The researcher desired a larger sample size than that recommended by Borg and Gall (2003). As a result, for the quantitative point, half of the target population was used. Creswell (2002) suggests 3-5 subjects for qualitative experiments, while Whitehead and Annells (2020) say that a typical sample size in qualitative analysis is between eight and fifteen participants. These suggestions are focused on the presumption that qualitative research surveys are usually limited and based on knowledge requirements (Polit & Beck, 2019). The interview included seven (7) people, including four (4) teachers and three (3) head teachers, to consider these ideas.

Data Collection Procedure

Data gathering is a necessary part of every empirical study. Survey research is one of the most prevalent methodologies in the human sciences. Creswell (2002) emphasizes that in research, respecting the study location and obtaining permission before entering it is extremely important. The author conducted personal contact with school principals and support staff to obtain authorization to administer the survey in their respective schools. The schools were visited twice. The researcher presented himself to the heads and teachers on the first visit in order to obtain their informed permission. The study's purpose was stated, as



well as instructions on how to complete the questionnaire. The questionnaires were handed out to the participants. Within two weeks, a second visit was made to collect completed surveys and undertake face-to-face discussions.

Data Analysis Procedure

Data analysis is the process through which researchers turn a large amount of data into actionable information. Depending on the nature of research, there is a variety of data analysis methodologies. The analysis of data for this work proceeded in one stages quantitative. The data was cleansed before analysis, and inadequately filled surveys were removed. The information was put into SPSS and examined for missing values and outliers. The quantitative data was analyzed using descriptive and interpretive statistical methods. The demographic data was analyzed using descriptive statistics (mean and standard deviations). According to Borg and Gall (2003), descriptive statistics not only allow researchers to utilize numbers but also give them data that allows them to make judgments about the population and give recommendations for solving research questions.

3. RESULTS

Demographic Characteristics of Participants

At the end of the interview, twenty three (23) out of twenty five (25) questionnaires were retrieved from head teachers, which represents a response rate of ninety-two percentage (92%) and three hundred and sixty five (365) out of four hundred (400) questionnaires from teachers, representing a response rate of about ninety-one point twenty five percent (91.25%).

Distribution of Participants by Sex

The distribution of participants by sex is represented in figure 1.

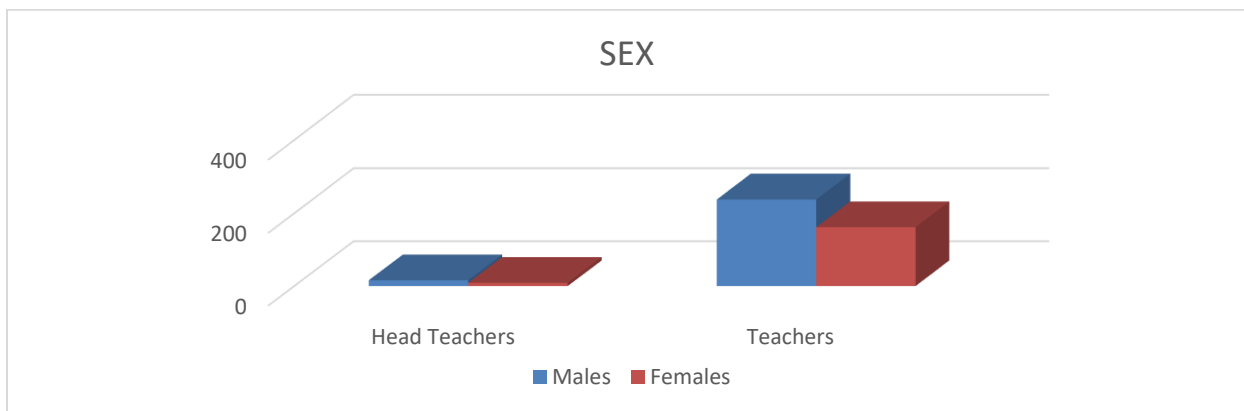


Figure 1 Distribution of Sex of Respondents

Figure 1 shows that more male (64%, N=16) than female head teachers (36%, N=10) were involved the study. Male teachers constituted a little bit above half of the total respondents (59.5%, N=239) which is more than female teachers who constituted a few figures lower than half of the respondents (40.5%, N=162) teachers sample. The sex distribution of the participants implies that the information obtained in the study



is not gender bias because both sexes were given equal opportunity to express on their views on the leadership styles of head teachers and the commitment of teachers.

Age Distribution of the Participants

The age distribution of the participants is presented in figure 2 overleaf.

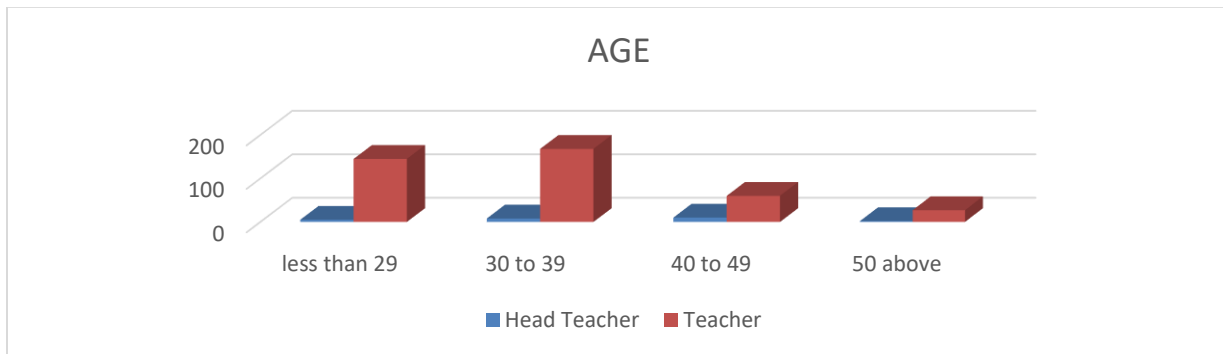


Figure 2 Age distribution of participants

Figure 2 shows that a small majority of head teachers are equal or below twenty-nine years (20%, N= 10) while another smaller portion of head teachers are above fifty years of age (8%, N=2), and about ninety-one percent (45%) of teachers are between the ages of 30-39. The ages of the head teachers indicate that they are matured, and therefore would give rich and factual information for the study. The ages of teachers shows that they were distributed across the various age groups and therefore would provide divergent views on the issues.

Distribution of Respondents' Academic Qualification

The distribution of respondents' academic qualification is shown in Figure 3.

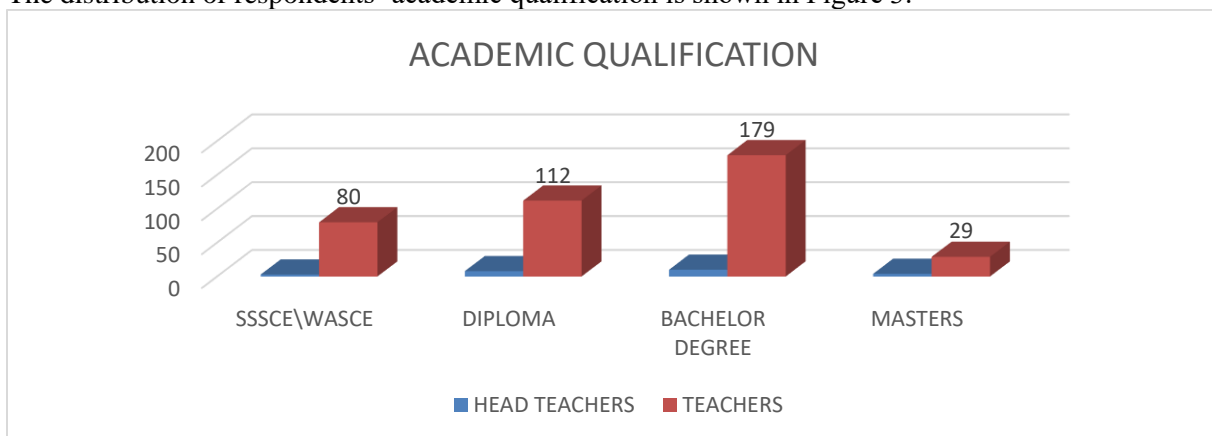


Figure 2 Distribution of participants by academic qualification

Reviewing figure 2 reveals that only four (4) head teachers, representing about 16% has gone on to complete their masters education. Greater majority of teachers who participate in the study have completed their



bachelor's degree (44.75%, N=179) while the number of teachers to have their secondary level education were (20%, N=80). The educational backgrounds of the participants suggest that majority of them are professional and will be able to describe the leadership style of head teachers and the commitment of teachers vividly.

Distribution of Participants by Marital Status

The distribution of participants by marital status is represented in figure 4

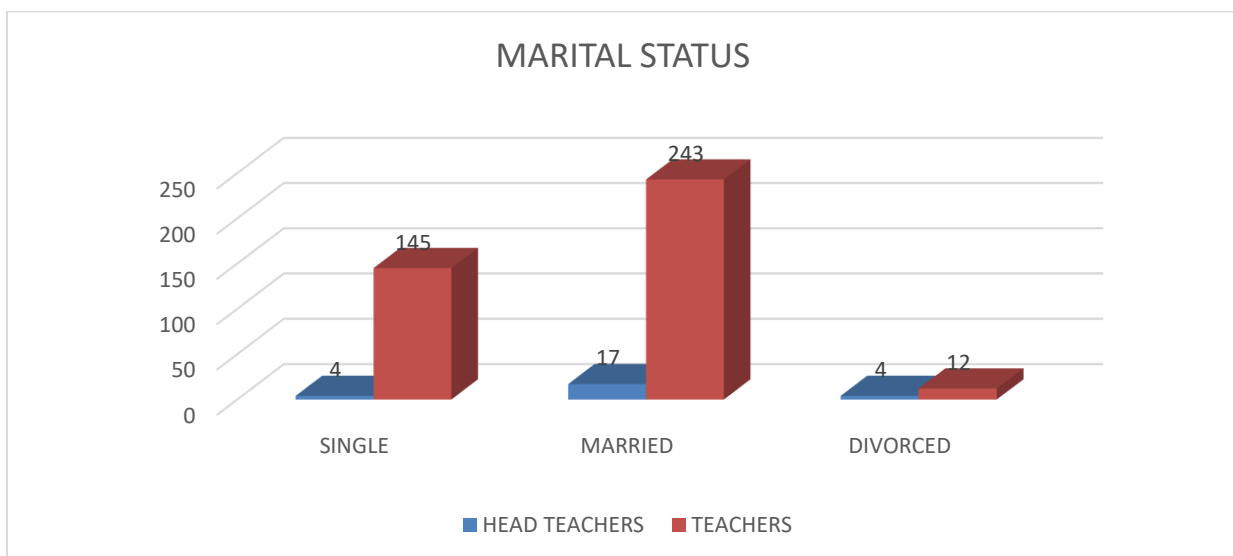


Figure 4 Distribution of Participants by Marital Status

Figure 4 shows that a larger portion of head teachers reported of being married (68%, N=17) as compared to those who are single (4%, N=4) and divorced (4%, N=4) respectively. A substantial number of teachers are single (36.25%, N=144), more than half of teachers are married (60.75%, N=243) and those who are divorced (3%, N=12). The distribution of participants by marital status indicate that the information provided is mixture of responses and represents views of diverse marital backgrounds of participants.

Distribution of Head Teachers' Tenure

Frequent distribution of head teachers' tenure is shown in figure 5.

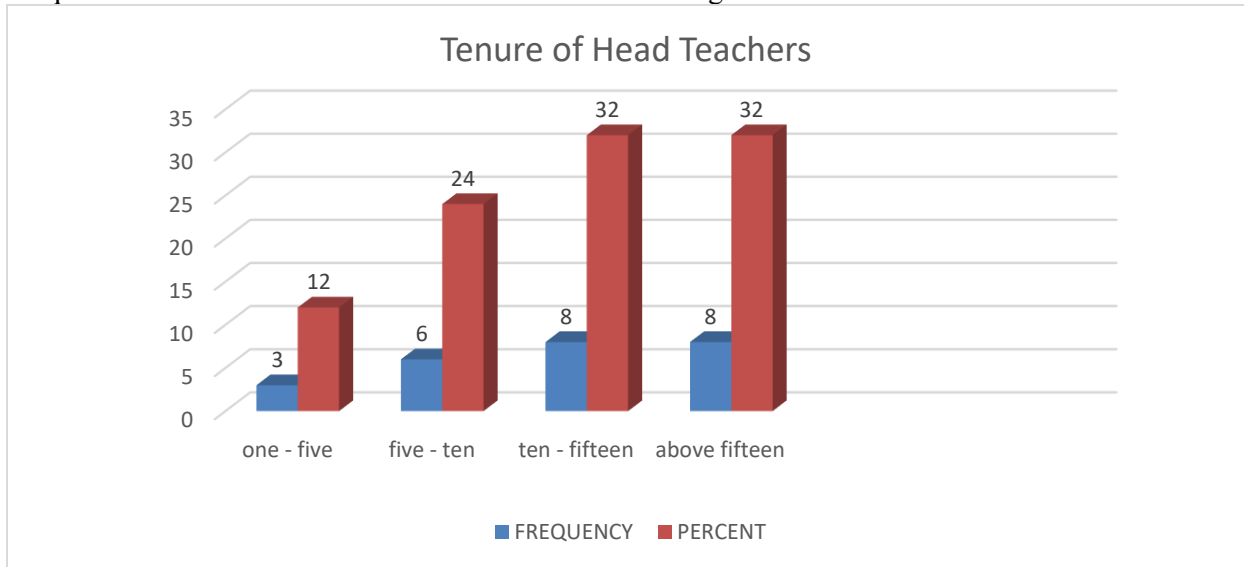


Figure 5 Distribution of Head Teachers by Tenure

Figure 5 shows that 32% (N=8) of head teachers have been at post for between 10 -15 and 15 years above respectively. The distribution of teachers by tenure is presented in figure 6.

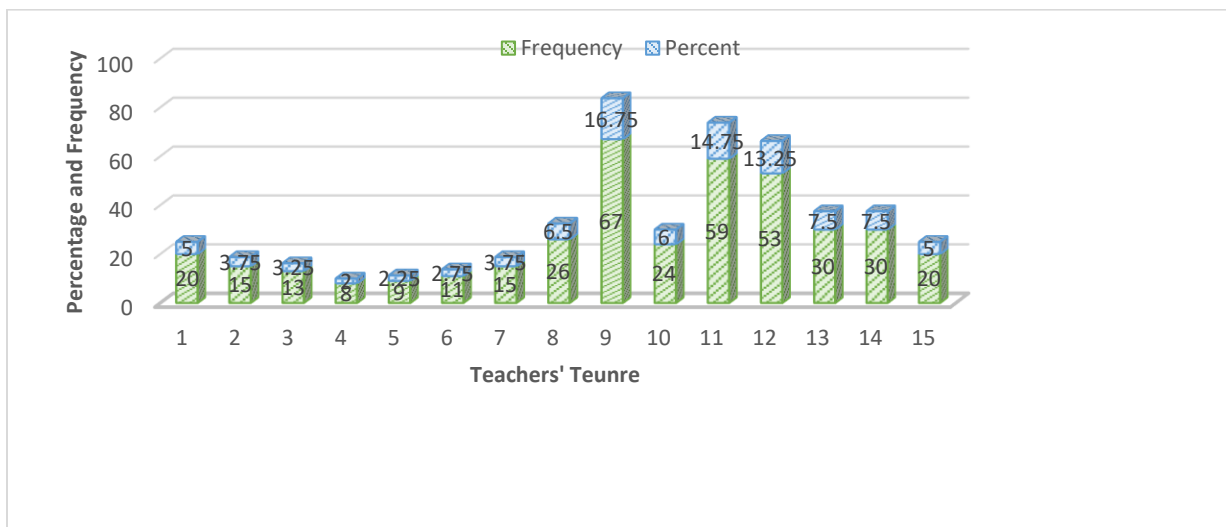


Figure 6 Distribution of Teachers by Tenure

Figure 6 shows that majority of teachers' tenure ranged between 9, 11, and 12 years (44.75%, N=179). A bigger portion of them reported tenure from year one to seven (22.75%, N= 91). The tenure of participants implies that they have quite a number of working experiences in their schools and have worked under



various head teachers. This suggests that they could provide vivid information to the phenomena under study.

Influence of Head Teachers' Leadership Styles on Teachers' Commitment

The influence of head teachers' leadership styles on teachers' commitment. First, test of multicollinearity was conducted and the results revealed that the independent variables do not violate the assumption of multicollinearity. The multiple regression was used and the results are presented in Table 1.

Table 1: Model Summary of Multiple Regression Results for Leadership Styles and Commitment

Model	R	R ²	Adjusted R square	Std. Error of the Estimate	R Square change	Change Statistics			
						F change	df1	df2	Sig. F change
1	.464 ^a	.22	.21	.70	.22	22.23	3	243	.00

Table 1 Model Summary of Multiple Regression Results for Leadership Styles and Commitment

- a. Predictors: (Constant), Laissez-faire leadership style, Transactional leadership style, Transformational leadership style.

The multiple regression results in Table 1 reveal that the model, which included laissez-faire, transactional, and transformational leadership styles, explained 22% of the variance in the dependent variable (Overall Teacher Commitment). Indeed, the model performed quite well on explaining teachers' commitment in the population with only 1% (22-21) shrinkage.

Table 2: Standardized and Unstandardized Coefficients^a of Independent Factors

Model	Unstandardized coefficients		standardized coefficients		t	Sig.	Part Correlation
	B	Std. Error	Beta				
(Constant)	-.24	.40			-.61	.54	
Transformational Leadership Style	.33	.11	.23		3.07	.00	.17
Transactional Leadership Style	.54	.15	.27		3.70	.00	.21
Laissez-faire Leadership Style	.12	.06	.13		2.07	.04	.12

Table 2 Standardized and Unstandardized Coefficients^a of Independent Factors

- a. Dependent Variable: Overall Teacher Commitment

The multiple regression results in Table 2 reveal that transactional leadership style made the highest and statistically significant unique contribution to the prediction of the dependent variable ($\beta=.27, p=.00$) than transformational ($\beta=.23, p=.00$) and laissez-faire ($\beta=.13, p=.04$) leadership styles. Furthermore, for only the unique contribution of each variable with any overlap or shared variance partialled out, transactional leadership style contributes more (4%) than transformational (3%) and laissez-faire (1%) leadership styles. This result also indicates that there is 14% shared variance in the model.



Test of Hypotheses

The first hypothesis formulated in this study sought to investigate if collectively teachers' demographic factors (sex, age, academic qualification, marital status, tenure) significantly affect their commitment. Results of multicollinearity test indicate that the assumption of multicollinearity was not violated.

Table 3: Model Summary of Multiple Regression Results for Demographic Variables and Teacher Commitment

Model	R	R ²	Adjusted R square	Std. Error of the Estimate	R Square change	Change Statistics			
						F change	df1	df2	Sig. F change
1	.171 ^a	.03	.01	.76	.03	1.57	4	210	.18

Table 3. Model Summary of Multiple Regression Results for Demographic Variables and Teacher Commitment

a. Predictors: (Constant), Tenure, Academic Qualification, Sex, Marital Status, Age

The multiple regression results in Table 3 point out that the demographic variables contribute 3% variance in the dependent variable (teacher commitment). Besides, the model has 2% (3%-1%) reduction in explaining teachers' commitment in population.

Table 4: Model Summary of Multiple Regression Results for Demographic Variables and Leadership Styles

Model	R	Rsquare	Adjusted R square	Std. Error of the Estimate	R Square change	Change Statistics			
						F change	df1	df2	Sig. F change
1	.149 ^a	.02	-.17	.29	.02	1.2	5	26	.99

Table 4. Model Summary of Multiple Regression Results for Demographic

The multiple regression results in Table 3 reveal that head teachers' demographic variables (sex, age, academic qualification, marital status, tenure) contribute 2% variance in the dependent variable (leadership Style).

4. DISCUSSION

The study examine the influence of leadership styles on commitment. The findings revealed that collectively, leadership styles influence significantly on commitment. This result is in consonance with findings of previous studies (Limsili & Ogunlana, 2008; Saeed, 2011; Raja, 2012). Furthermore, the findings pointed out that transactional leadership style influenced commitment more than transformational and laissez-faire leadership styles. This finding is incongruent with a study by Delden (2008) where he concluded that transformational leadership style more positively influenced employee's commitment than transactional leadership. To ascertain the extent to which demographic factors (sex, age, academic qualification, marital status, and tenure) collectively affect commitment, the research hypothesis was formulated and tested. The findings disclosed that the demographic factors do not significantly affect commitment. This conclusion is consistent with previous studies (Wiedmer, 2006; Du, et al., 2019). Similarly, it was found that demographic factors (sex, age, academic qualification, marital status, tenure) do not significantly affect the practice of leadership styles.



The influence of head teachers' leadership styles on teachers' commitment in the Ledzokuku Municipality is a topic of significant importance in the field of education. The leadership style adopted by head teachers can have a profound impact on the level of commitment displayed by teachers within their respective schools.

Firstly, head teachers who exhibit transformational leadership styles tend to have a positive influence on teachers' commitment. Transformational leaders inspire and motivate their staff by setting high expectations, providing support, and encouraging innovation. In the context of education, this style of leadership can create a sense of purpose and a shared vision among teachers, leading to higher levels of commitment to their work and the overall goals of the school. On the other hand, head teachers who demonstrate transactional leadership styles may also influence teachers' commitment, but in a different way. Transactional leaders rely on a system of rewards and punishments to motivate their staff. While this style can elicit compliance from teachers, it may not necessarily foster a deep sense of commitment or intrinsic motivation. Teachers may be more focused on meeting specific targets or avoiding negative consequences rather than being fully engaged in their work.

Furthermore, the head teachers' laissez-faire leadership style can have a negative impact on teachers' commitment. Laissez-faire leaders are characterized by their hands-off approach, often delegating responsibilities without providing adequate guidance or support. This lack of direction and involvement can result in teachers feeling unsupported and disengaged, leading to lower levels of commitment to their role and the school.

It is worth noting that the impact of leadership styles on teachers' commitment can also be influenced by other factors such as the school's culture, resources, and the overall working environment. However, the leadership style of head teachers plays a crucial role in shaping the attitudes and commitment levels of teachers within the Ledzokuku Municipality. The leadership styles adopted by head teachers in the Ledzokuku Municipality can significantly influence teachers' commitment. Transformational leadership styles tend to foster higher levels of commitment by inspiring and motivating teachers, while transactional leadership styles may lead to compliance but not necessarily deep commitment. Conversely, laissez-faire leadership styles can have a negative impact on teachers' commitment. Recognizing the importance of leadership styles and promoting effective leadership practices can contribute to enhancing teachers' commitment and ultimately improving the overall educational outcomes in the municipality.

5. CONCLUSION AND RECOMMENDATIONS

The study discovered that a strong leadership style boosts teacher commitment. Furthermore, transactional leadership generates more commitment than transformational or laissez-faire leadership. This means that when head teachers reward teachers, monitor and forecast potential issues in their work, and take remedial action, their commitment rises. Negative leadership styles like laissez-faire and management-by-exception-passive have nothing to do with dedication. The study revealed that the leadership style of head teachers had a substantial impact on teacher commitment. Again, transactional leadership had a greater impact on commitment than transformational or laissez-faire leadership. Finally, demographic characteristics such as gender, age, academic qualifications, marital status, and tenure have little bearing on teachers' dedication. Teachers' normative commitment (moral responsibility) is lower than their emotional commitment,



according to the study. It is crucial for head teachers in the Ledzokuku Municipality to recognize the influence of their leadership styles on teachers' commitment. By adopting transformational and transactional leadership approaches, they can create a positive and supportive work environment that encourages commitment and fosters professional growth. Professional development programs and training can also assist head teachers in developing effective leadership skills that promote teacher commitment.

In conclusion, the leadership styles of head teachers significantly influence teachers' commitment in the Ledzokuku Municipality. By emphasizing transformational and transactional leadership approaches, head teachers can create a positive work environment and motivate teachers to remain committed to their profession. This study highlights the importance of effective leadership in educational institutions and provides insights for further research and improvement of leadership practices in the future. As a result, it is suggested that the Ministry of Education and the Ghana Education Service invest in teachers in order to increase their normative commitment level and obligate them to stay in schools in the Ledzokuku Municipality.

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Data Availability

Data used for this research is available upon request from the corresponding author.

Notes

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