

# The Impact of Leadership Styles on Teacher Motivation in the Mfantseman Municipality of Ghana

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## Abstract

This study examined the leadership styles of head teachers and how these leadership styles influence teacher motivation in the public basic schools in the Anomabo Education Circuit of the Mfantseman Municipality in the Central Region of Ghana. Quantitative approach of Cross-sectional survey design was adopted for the study. Purposive and random sampling techniques were used to select 115 respondents for the study. The respondents were made up of 14 head teachers and 101 teachers. The data for the study was obtained using Self-administered questionnaires. A test-re-test method was used to establish the reliability of the instrument, and correlation coefficient of 8.51 and 8.63 obtained for the questionnaires of the teachers and the head teachers respectively. The data obtained were analysed using mean and standard deviation. The results revealed that the most dominant leadership style used by the head teachers in the Anomabo in their administration is autocratic. Nevertheless, transformational leadership style is least employed by the headteacher in the Anomabo Education Circuit. Generally, teachers in the public schools in the circuit are motivated to perform their responsibilities to the best of their abilities and knowledge. However, the teachers are not highly motivated with regard to remuneration and conditions of Service. Based on the findings, it was recommended that the government should increase the salaries and offer other incentives to the teacher to motivate them to work well. Head teachers should also involve teachers when making decisions on issues that bother on the welfare of teachers. Furthermore, head teachers should be encouraged to enroll for professional development courses to keep abreast with the best leadership styles that will assist them to achieve the desired educational goals. The Ghana Education Service, through the Mfantseman Municipal Education Directorate should organize regular in-service training programmes for the head teachers to improve upon their leadership skills and administrative practices.

**Keywords:** Leadership Styles, Teacher Motivation, Transformational, Democratic, Autocratic Leadership, Ghana.

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## 1. Introduction

It is widely acknowledged that education is very instrumental and essential agent in the development of every nation. It is a fundamental tool to the development of modern society. As a result, improving the quality of education at all levels such as basic, secondary and tertiary has become the concern of all the nations in the world. In America, with the addition of President Obama's Race to the Top initiative, additional pressure has been placed on public school administrators and teachers to achieve more rigorous and challenging standards (Bird, Wang, Watson, & Murray, 2009). Prather-Jones (2011) opines that it is the aim of public schools in the United States that all children receive a quality education. The concern for quality has been at the core of the motivating force for reforms in education, and achieving quality in education has increasingly become crucial in strategic improvement plans of developing countries (Kotridge & Yunos, 2014). As a result, school administrators are continuously searching for ways to improve student learning outcomes so they can successfully meet the goals set forth by both federal and state requirements (Bevans, Bradshaw, Miech, & Leaf, 2007).

According to Day, Gu and Sammons (2016), results of the complexity and constantly evolving school settings and reforms have created school leadership which has developed great interest in international education as it is increasingly recognized as having a key role in improving student outcomes. Governments worldwide, have prioritized quality primary, secondary and tertiary education in their policy agendas with the adoption of the United Nations' Millennium Development Goals on education (MDG 2). While traditional methods of teaching result in the failure of schools, reform methods of schools can adapt to social and cultural changes fast enough since transformational leaders activate others to become postmodernist and strengthen the school culture with real changes (Jacobs, 2007). Not only but also, modern school management considers the school organisation as the focus of transformation. These reforms include Millennium Development Goals (MDG), Sustainable Development Goals (SDG), Education for All (EFA), and Education 2030 Agenda which reflects the fourth SDG (De Grauwe, 2016).

Gwaradzimba and Shuma, (2010) orate that achieving educational goals and providing quality basic education greatly depends on the significant role played by teachers in determining the nature of education received in

schools. School leadership stems from the belief that principals' leadership style can make a substantial difference to the quality of teaching and learning in their schools, and consequently student achievement, by improving the working conditions of their teachers, the climate and the school environment (Shatzer, Caldarella, Hallam & Brown, 2014). Vito and Higgins (2010) rant that leadership is a valued commodity in all types of organization, both public and private. Furthermore, policy makers have detected that one way to create educational change is to improve school leaders' skills (Leithwood, 2011). Even though leadership and leadership style have been considered as crucial in organizational effectiveness, defining these concepts have puzzled scholars over the decades.

In Ghana, educational policies and interventions such as fCUBE, Free SHS, the capitation grant, school feeding programme, learning programme, free exercise books, free sandals and uniforms have been implemented to ensure the realization of increased access and quality of education delivery. Besides, extrinsic motivational policies such as 15% retention premium on salaries of teachers, professional development allowance, study leave with pay, best teacher awards, and single spine salary structure which have been instituted to motivate teachers to work to ensure the attainment of government educational goals. From these policy initiatives, it is apparent that Ghana is committed to the provision of quality basic education to her citizenry (Mensah & Amponsah, 2016). Also, current intervention such as Radio Learning Program introduced by the government of Ghana and the United State Agency for International Development during the Covid-19 Pandemic is a clear indication that quality education is a top priority of the Government of Ghana. Nevertheless, the quality of education and the learning outcomes of the pupils in the basic schools in Ghana is very bad. As a result, the government and its development partners are doing everything possible to raise the standard of education at the basic, secondary and tertiary levels.

On October 24, 2019, the World Bank Board of Directors approved 150 million US dollars in financing to support the government of Ghana to improve the quality of Education for over two million children in low performing basic education schools and to strengthen Ghana's Education system. The Government of Ghana's Education Sector Plan (ESP) covering 2010-2020, aims to "increase equitable access to high quality second cycle education that prepares young adults for the various options available within tertiary education and the workplace." The Government strategy aims to rapidly expand both access and quality making it gradually universal and also progressively free. The Ghana Accountability for Learning Outcomes Project (GALOP) focuses on improving learning in basic education by strengthening teacher capacity, school support and resourcing, and accountability systems for improved decision-making. The learning interventions will target schools with the greatest challenges in terms of learning outcomes. The proposed project will include four components: (i) Strengthen teaching and learning through support and resources for teachers; (ii) Strengthen school support, management and resourcing; (iii) Strengthen accountability systems for improved decision-making; and (iv) Institutional strengthening, technical assistance, management and research (GES, 2019).

Twenty schools were selected from the Mfantseman Municipality under the Ghana Accountability for Learning Outcomes Project (GALOP). This is because the Mfantseman Municipality, where Anomabo Education Circuit is found, has witnessed poor academic performance among pupils in recent years. Records indicate that in the last decade, candidates presented for Basic Education Certificate Examination (BECE) in the Municipality have recorded high failure rate. The recent national summary of the BECE results released by the Basic Education Division of the Ghana Education Service revealed that in 2019, performance rates of the Mfantseman Municipality was 37.86% (GES, 2019).

The performance of pupils in public basic schools in the Anomabo Education Circuit has also been very poor since the last decade. Head teachers in the Anomabo Education Circuit, like those in the other circuits of the Mfantseman Municipality, are expected to ensure enhanced performance of teachers, improvement in pupils' academic performance, and generally, the achievement of schools and educational goals. However, it is not clear whether teacher motivation in the Anomabo Education Circuit is high since there is no empirical evidence on the relationship between head teachers' leadership styles and teacher motivation. Therefore, this study sought to examine the relationship between head teachers' leadership styles and motivation level of teachers to work to achieve educational goals in the Mfantseman Municipality and particularly, Anomabo Education Circuit of Ghana.

#### Research Questions

The following research questions were formulated to guide the study:

1. What leadership styles do head teachers of public basic schools in the Anomabo Education Circuit use in their administration?
2. What is the level of motivation of teachers in public basic schools in the Anomabo Education Circuit?

## 2. Review of Related Literature

This chapter reviews the related literature of leadership styles and teacher motivation from global perspectives. The aim of this chapter is to explore and make critical comparisons, critiques, contrasts and synthesizes views and opinions expressed by different authors on leadership styles and teacher motivation. This is aimed at getting theories and empirical evidence for the study. This section is organised along the following themes; theories on

leadership, the concept of leadership Styles, factors that influence leadership styles and teacher motivation and conceptual framework for the study.

## 2.1 Theories on leadership

### 2.1.1 Great-Man Theory

Carlyle claimed in his “great man theory” that leaders are born and that only those men who are endowed with heroic potentials could ever become leaders. He opined that great men are born, not made (Dobbins & Platz, 1986). Leaders are gifted with certain physical traits and temperament which extricate them from non-leaders. Conversely, ensuing events revealed that concept of Great-Man Theory is ethically defective. Leaders such as Hitler, Napoleon, and others demonstrated contrary actions and decisions, thereby challenging the reliability of the Great Man theory (MacGregor, 2003)

### 2.1.2 Trait Theory

Trait theory ignores the assumption that leadership is genetic or acquired. This theory rather accepts that inconsequential differences exist between followers and leaders. It focuses on individual characteristics of successful leaders who possess a set of traits, which make them distinct from followers. (Burns, 2003).

### 2.1.3 Contingency theory

Contingency theory indicates that the behaviour of a leader depends upon the characteristics or the situation that the leader is in. This implies that the conditions under which an employee is oriented will affect his or her productivity but the outputs of production oriented leadership will be more effective. The effectiveness of leadership depends on motivational style and favorableness of the situation (James Manktelow & Amy Carlson, 2015)

## 2.2 Leadership styles and Teacher Motivation

Empirical studies have shown that in order to improve performance, character traits and leadership styles play an important role. This is because there is a direct connection between leadership styles and employees performance. It is also established that, “a person does not become a leader merely by virtue of the possession of some combination of traits” (Samad, 2012). Teaching at ones best requires motivation, commitment, and emotional attachment, and this interaction has a central role in the program of teacher education and continuing professional development in all phases of teachers’ lives.

Teacher motivation is fundamental to teaching and the learning process; however, many teachers are not motivated to put up their best performance. Scholars consider it imperative to gain insight into teacher motivation due to its close association with concepts such as quality of teaching, teacher adaptability, teacher attendance, teacher turnout, teacher retention, organizational health of the school, student attitudes, and learning outcomes (Crosswell, 2006). Some scholars argue that employee motivation has a positive influence on organizational success. Motivation, which has been defined in so many ways is referred to as the reasons or factors that encourage or make people behave in a particular way (Nelson & Quick, 2012). Motivation, is therefore, a driving force that induces an individual to take some actions to achieve set goals. Pinder (2014) describes motivation as the intrinsic and extrinsic elements that influence an individual to act in certain way or take certain actions in certain ways. Motivated workers are more dedicated to the organisation. they have job satisfaction and they work more productively (Osterloh, Bruno and Frost, 2001). Therefore, managers must motivate their employees to use their knowledge and skills to achieve organisational goals. School principals have to keep in mind that teachers who do not have job satisfaction and are demotivated may weaken educational programmes and for this purpose, they have to adopt different methodologies to motivate teachers (Lunenburg and Ornstein, 2004).

Herzberg (1987) asserts that Motivation Hygiene Theory are certain factors at the workplace that result in job satisfaction of the workforce. These are also referred to as motivators. Examples of motivators according to Herzberg are achievement, recognition, work itself, responsibility, advancement and growth. A separate set of factors known as hygiene factors, also cause dissatisfaction among workers. Examples of hygiene factors include policy, supervision, relationship, work conditions, salary, and security which must be satisfied if they are not to have negative influence on the employees. Malik and Usman (2010) claim that motivation significantly affect educational achievements and outcomes. This implies that objectives of educational institutions like any other organisation can be achieved when the employees are well motivated. Motivated teachers are therefore more satisfied and this brings about higher performance than those who are less motivated (Iwu et al., 2013).

Contemporary leadership theorists like Yukl (2006) call for a paradigm shift in leadership theory that adopts an integrative approach involving traits, behaviours, influence processes, situation variables, and outcomes all in the same design. Nonetheless, different employees may exhibit different behaviours under different types of leadership styles (Arshad, 2016). School principals’ overall actions, behaviours, and beliefs can be characterized as stemming from a democratic, laissez-faire, or an authoritarian leadership style. Teachers are motivated to enter the profession by both intrinsic motivation (e.g., desire to work with children and make a difference and personal and professional development) and extrinsic motivation (i.e., material benefits and job security). Within the

context of these different leadership styles, authoritarian leaders limit collaborative efforts with teachers and make unilateral decisions which are communicated through directives and monitored in a micromanagement-oriented manner (Northouse 2012).

According to Yukl (2010), leadership is a process of influencing others to understand and agree about what needs to be done and how to do it. It is the process of facilitating individual and collective efforts to accomplish shared objectives. Gratton (2007) argues that the new leadership agenda is based on enabling people to work skillfully and co-operatively within and across the boundaries of the company. Leaders must ignite energy and excitement through asking inspiring questions or creating a powerful vision of the future. Leadership is an intentional influence of a group of people working together to attain a common aim. Leadership style, on the other hand, is described as a kind of behaviour and ability which a leader possesses and which enables him to interact with subordinates to achieve set goals (Hesham, 2010). Jeremy, Melinde and Ciller (2012) assert that the relationships between the leader and employees are significantly influenced by the leadership style practiced by the leader. Lawal (2012) orates that leadership style is related with leaders' behaviour towards subordinates. Leadership style in an organization is one of the factors that play a significant role in enhancing or retarding the interest and commitment of the individuals in the organization. Leadership styles are therefore, the means by which leaders interact with employees (Obiwuru, Okwu, Akpa & Nwankwere, 2011). There are different leadership styles which are exhibited by leaders in an organization. These leadership styles include, autocratic, democratic and transformational.

#### 2.2.1 Transformational leadership style and teacher motivation

Transformational leadership style is about inspiration and charisma. This leadership style involves leaders coming up with a strategic, clear vision and communicating it effectively to their subordinates (Bass, 1985). Joo and Lim (2013) argue that employees have a higher level of career satisfaction when they perceive significant meaning, competence, self-determination, and idealized influence from their leaders. Leaders who practice transformational styles of leadership have better quality outcomes than those who demonstrate autocracy and democracy (Cummings, 2010). Transformational leaders have integrity, define clear goals, encourage clear steps to communication and expression. According to DuBrin (2010), transformational leadership focuses on what the leader accomplishes and yet still pays attention to the leader's personal characteristics to the group members. A transformational leader strives to make changes within the organization for the purpose of achieving the goals for which the organization is established. Bass (2000) opines that transformational leadership style enhances the effectiveness of leadership beyond the levels achieved with transactional leadership. This style of leadership encourages, motivates and supports employees, often involves recognizing and rewarding people for their good work. Transformational leaders raise the motivation and morality of both the follower and the leader. The leader inspires their team to work together towards a common target (House & Shamir, 1993). Transformational leadership is one style that has been advocated for success in school improvement process. Transformational leaders generally have staff members who are committed to a shared goal or vision and are more satisfied in their positions. This type of leadership has the potential to greatly impact the organizational climate of a school (Bass & Riggio, 2006). There is also the potential to affect student achievement, as intermediate outcomes, such as teacher job satisfaction, school and classroom climate have been found to impact the student outcomes required by federal and state guidelines (Brown, Anfara, & Roney, 2004). Even though transformational leaders have many positive characteristics, they are also condemned by certain writers that transformational leaders have the ability to abuse the power vested in them and even to show egotistic inclinations. Furthermore, the character traits of the followers can retort negatively towards transformational leadership (Stone, Russell and Patterson, 2003).

Transformational leadership is grouped into idealised influence, inspirational motivation, intellectual stimulation and individualized consideration. Leaders with idealized Influence exhibit heightened concerns and cognizance of followers' needs and generate a sense of shared risk-taking (Jung, 2001). Idealized influence is the behaviour that arouses strong follower emotions and identification with the leader (Yukl, 2006). It occurs when leaders set an example by encouraging, dedicating and making self-sacrifices to benefit followers. Leaders act as role models and influence employees to put the good of the organization above their self-interest (Arshad, 2016). Northouse (2013) admits that this type of leadership has a strong role model for the followers. Inspirational motivation involves leaders who are able to inspire and also motivate followers to behave appropriately (Arshad, 2016). Leaders with inspiring motivation tend to behave in ways that motivate and inspire people around them by providing meaning and challenge to their followers' work (Bass & Riggio, 2006). Bass and Riggio (2006) further stress that to achieve goals and growth, leaders need to act as coach and mentor by giving attention to each individual followers' needs. In other words, the individualised consideration leader treats employees as individuals rather than as members of a group and pays special attention to their needs for development by acting as a coach or mentor. Intellectual stimulation leaders allow employees to be creative and innovative in their work activities (Avolio & Bass, 2004). Employees are allowed to use their imaginative ways in solving problems and are being encouraged to try new ways of doing things, though it differs from the leaders' views (Avolio & Bass, 1991). The leader stimulates employees to be innovative and creative by questioning assumptions and approaching old

situations in new ways (Bass & Riggio, 2006).

In Israel, Eyal and Roth (2011) conducted a research to examine the relationship between the educational leadership styles of head teachers and the motivation level of elementary school teachers. They found a significant and positive relationship between administrators' transformational leadership style and teachers' autonomous motivation.

In their study, Finnigan and Stewart (2009) discovered that transformational leadership behaviours were most persistently palpable in high performing schools, lending credence to the belief that transformational leadership is the most effective form of leadership.

A research was conducted by Mills (2008) on leadership style. The study established that a positive relationship exists between transformational leadership and school achievement.

A study conducted by Ross and Gray (2006) disclosed that schools that have higher levels of transformational leadership have higher collective teacher efficacy, greater teacher commitment to school mission, school community, and school-community partnerships, and higher student achievement.

On the contrary, Robinson, Lloyd and Rowe (2008) conducted a study and determined that leadership, particularly transformational leadership, has no direct influence on student achievement. It is rather important that a leader builds trust with teachers and treats them as professionals so as to enable teachers excel in the campus environment and have the opportunity to use their expertise to provide exceptional instruction to all students to perform well.

**H1: There is a significant positive relationship between transformational leadership style and teacher motivation.**

#### 2.2.2 Democratic leadership style and teacher motivation

Democratic leadership style also called the participative leadership values the input of team members and peers. However, the responsibility of making the final decision rests with the participative leader. Democratic leadership style helps to boost morale the morale of employess because employees make contributions to the decision making process. It makes subordinates to feel that their opinions matter in the management of the organization (Lorber & Treven, 2016). Adeyemi (2010) orates that in democratic style of leadership, emphasis is placed on group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultative and communicate with various people in the organization. there is high degree of staff morale in this style of leadership (Mba, 2004).

According to Hamilton (2010), since the democratic leadership style makes room for the suggestion of followers in decision making and allows followers the opportunity to be well educated to enable them make meaningful input during decision making. This makes the followers to be more committed towards working to achieve the organizational goals.

Okoroma (2000) asserts that democratic leader acknowledges the wishes and suggestions of the followers in decision making processes. The leader advocates that all members of the organization are important and must be given the opportunity to contribute to decision-making. Rounds and Segner (2011) postulate that followers of democratic leaders mostly lack ample information needed to participate effectively in decision making and are often dependent on the views of all other members thereby making decision making clumsy. It also makes leaders to come upon hard-hitting challenges in achieving their targets. Discipline within the organization and among the followers is most likely to be compromised under democratic leadership style.

In Nigeria a study conducted by Adeyemi (2010) to determine the principal leadership styles and teacher job performance in senior secondary schools in Ondo State. 240 principals and 1800 teachers were randomly selected from 1240 senior secondary schools. The study revealed that democratic leadership style was the most commonly used leadership style among principals in senior secondary schools in the state.

**H2: There is a significant positive relationship between democratic leadership style and teacher motivation.**

#### 2.2.3 Autocratic leadership style and Teacher Motivation

The autocratic leadership style allows managers to make decisions alone without the input of others. Managers possess total authority and impose their will on employees. No one challenges the decisions of autocratic leaders. This is commonly referred to as dictatorship. It is best described as leadership through force because the leader's decisions are imposed on the organization or the subordinates. The leader gets the subordinates to do things by giving them little scope to influence their decisions. This is because the leader takes primary responsibility for the group by controlling, managing, directing and interacting with the members of the organizations (Okoroma 2000). Teachers under autocratic leadership feel latched up and always rejoice at the absence of the leader. High performance is only obtained during the presence of the leader but disappeared as soon as the leader moves away (Okumbe, 1998).

Okoroma (2000) further notes that the advantage of this style is that decisions can be made speedily since the leader does not necessarily have to obtain the approval of his followers. He added that its disadvantage is lack of support from the followers as they could not make impart and consequently may hamper the implementation. Countries such as Cuba and North Korea operate under the autocratic leadership style.

Yukl (1994) argues that there are five main features that can be exhibited by the autocratic leader. These five characteristics encompassed; leaders not consulting followers' opinions during decision making process, the policy formulation or the decision making processes are exclusively the reserve of the leader, the how, when and what aspects of the policy are wholly determined by the leader, he/she also specifies duties and the leader defines the standards for appraising performance. Ghuman (2010) asserts that the autocratic leadership style promotes improper planning and bad decision making because the leader annex all powers to himself/ herself and also demand that the subordinates follow only what he dictates. In his assertion Mayer (2008) claims that autocratic leaders do not inspire followers to work happily because the level of subordinations is much to be appreciated by the followers.

**H3: There is a significant positive relationship between autocratic leadership style and teacher motivation.**

### 2.3 Level of teacher motivation

Motivation is referred to as the reasons or factors that encourage or make people behave in a particular way (Nelson and Quick, 2012). The motivation of human beings is closely related to all the objects that the person establishes relations with (Bingol, 2006). In addition, personal traits, physical conditions, previous experiences and environmental conditions are related to motivation. The levels of satisfaction of teachers echo their motivation levels. The level of staff turnover may reduce to some extent if the staff are motivated to perform their tasks (Nahavandi et al., 2014). Teacher motivation is considered a crucial issue because teachers are expected to impart knowledge and skills to learners (Mertler, 2002). As a result, the impact of motivation on teacher performance and commitment has been discussed severally among organisational behaviour experts and researchers. Although, motivation, is closely related to job satisfaction, it can be said to be complex, and affected by many factors. Motivation can be measured to determine if employees are motivated or demotivated by finding out whether they are satisfied with factors such as interpersonal relationship, opportunities for promotion, work environment, social recognition, and remuneration and conditions of service (Garudzo-Kusereka, 2009).

A study was conducted by Mustafa and Othman (2010). The finding of the study revealed that a positive relationship exists between motivation and teacher performance

A study conducted by Garudzo-Kusereka (2009) revealed that, generally, teachers in Zimbabwean Secondary Schools have low levels of motivation and were not satisfied with their level of motivation considering work condition, organizational practices, opportunities for positional advancement, participation in professional development programmes, and autonomy in performing their duties as teachers and therefore affect the performance of their work. However, the findings from the study further indicated that teachers in Zimbabwean secondary schools were satisfied with their motivation in terms of interpersonal relationship among teachers.

Mertler (2002) on the other hand discovered in a study conducted in United States that generally teachers are satisfied and motivated to perform their duties. The study indicated that 77% of respondents contacted for the survey were generally satisfied and motivated to execute their duties as teachers without interference by their head teachers.

In Tanzania, Yemen, and Pakistan, studies conducted consistently disclosed that leadership styles impact on commitment and motivation of employees (Raja, 2012). Hellriegel and Slocum (2009) claim that a positive correlation exists between strong employee motivation and low absenteeism, low turnover, and individual and organizational performance.

Similarly, Victor (2009) conducted a study to determine principal's leadership style for private schools' improvement in Singapore. The study concluded that an effective principal establishes trust, create trustee that promote principal-teacher communication and maintain a high level of moral values and motivation among teachers.

Also, Munyengabe et al. (2017) discovered in a study that the level of motivation of lecturers in Chinese University was satisfactory. Dorji (2014) also concluded from a study that teachers in government and middle secondary schools in Thimphu were moderately motivated to perform their duties to the best of their knowledge. Onyambu (2014) conducted a survey and found out that teachers in Masaba South District of Kenya were highly motivated with recognition given them, potential for professional growth, and internal relationship with colleague teachers.

Similarly, a study conducted by Dorji (2014) disclosed that the top four factors of motivation indicated by teachers in government and middle secondary schools in Thimphu were professional growth, professional development, clear feedback from principals, salary, recognition and appreciation of their work.

In conclusion, it can therefore be said that several attempts have been made to boost the motivation level of teachers so as to attain educational goals. Schools in the improvement process often examine the various leadership factors that play a substantial role in school effectiveness (Bruggencate, Luyten, Scheerens, & Slegers, 2012). Results of empirical research demonstrates that a principal's leadership style and skills impact a variety of teacher characteristics, from job satisfaction and efficacy to engagement levels and academic emphasis (Bird et al., 2009).

## 2.4 Conceptual Framework for the Study

The figure illustrates the relationship between leadership styles of head teachers and factors that influence teacher motivation. A careful analysis of the review of the literature suggests that the motivational level of teachers is influenced by internal, situational, and social factors. Based on the literature review, the researcher conceptually identified and selected the leadership styles that have been revealed to be important predictors of the motivational level of teachers. These are autocratic, democratic and transformational leadership style.

The conceptual framework for this study is therefore based on these factors as illustrated in Figure 1.

### Independent variables

### Dependent variable

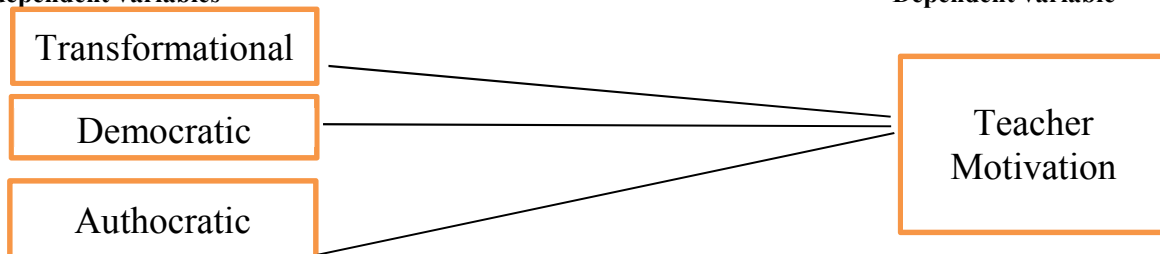


Figure 1: A conceptual framework illustrating the relationship between leadership styles and teacher motivation

**Source: Author's construct, 2019**

The conceptual framework, as shown by Figure 1, demonstrates the influence that the explanatory variables of this study have on the dependent variable. Studies have proven that these explanatory variables (autocratic, democratic and transformational leadership style) influence the motivational level of teachers to work hard. Some of those empirical studies are Mustafa and Othman, 2010; Onyambu, 2014; Dorji, 2014; Bruggencate, Luyten, Scheerens, & Slegers, 2012. It was therefore deemed prudent for these explanatory variables to be chosen as the variables of interest to test whether they equally affect the level of teacher motivation in the Mfantseman Municipality.

## 3. Research Methodology

This chapter discusses the procedures that were followed in conducting the study. Thus the research design, the target population, sample size and sampling techniques, research instrument, data collection and analysis of the data.

### 3.1 Research Design

The study employed descriptive cross sectional survey design. This is because it helps to obtain information about the occurrence, distribution, and interrelations of variables within a population where data are usually gathered through self-reporting (Polit and Beck, 2010). This was in line with the purpose of the study which sought to describe the leadership styles of head teachers, teacher motivation, and the relationship between the two variables. Quantitative approach involves statistical analysis and relies on numerical evidence to examine relationships between variables and draw conclusions (Burns & Grove, 2011).

### 3.2 The study Area

The study was conducted in the Anomabo Education Circuit of the Mfantseman Municipality of Ghana. Mfantseman Municipality is one of the 22 district assemblies in the Central Region of Ghana. The municipality is bounded on the South by the Atlantic Ocean, west by Cape Coast Metropolis, east by Ekumfi District and north by Ajumako District. It is geographically located between latitude 50 south to 5.120 north and longitude 10 east and 1.40 west. The total land area covered by the municipality is 533 kilometers square. It is the smallest metropolis in Ghana. The capital, Saltpond, used to be the ancient commerce hub of the Gold Coast, currently, Ghana. The inhabitants are mainly engaged in farming, fishing and trading. The Mfantseman Municipality can boast of numerous basic and secondary schools.

### 3.3 Population

The population for the study consisted of all head teachers and teachers in public basic schools in the Anomabo Education Circuit of the Mfantseman Municipality. The target population was made up of head teachers and teachers who had worked in their present schools for at least two years.

### 3.4 Sampling Procedure

A sample size of 115 participants (14 head teachers and 101 teachers) was deemed appropriate for the study. This is because it is suggested that a sample size of 10% to 30% of the target population is representative in quantitative studies (Asamoah-Gyimah & Duodu, 2007). Purposive sampling technique was employed to select the sample

size for the study. Fourteen (14) head teachers and 101 teachers (who had spent at least two years at their present school) were purposively sampled for the study because the study sought to examine the leadership styles of head teachers and the motivation level of teachers. Therefore, their opinions were essential in gaining an understanding of the variables of study. Two sets of self-administered questionnaires (one each for head teachers and teachers) were used to obtain the data since questionnaires are appropriate in gathering data on perceptions, attitudes, knowledge and experiences of people (Orodho, 2009).

### 3.5 Data Collection Instruments

Structured questionnaire was used for the collection of the data. Respondents were required to tick only one option to reflect their perception. Kusi (2012) relates advantages of using questionnaire such as quick analysis, research participants feeling more comfortable in responding to pre-determined responses than items that require them to express their opinions, and anonymity of data collected.

### 3.6 Data Collection Procedure

The study used a self-developed questionnaire titled, “Head teachers’ Leadership Styles and Motivation of Teachers Questionnaire” (HLSMTQ). HLSMTQ was divided into three sections, namely; Section A and B. Section A elicited information relating to head teachers’ leadership styles while section B dealt with teacher motivation. The questionnaire items were designed on a five-point rating scale with strongly agree as the highest (5-point), agree (4-points), (3-somewhat agree), disagree (2-points), and strongly disagree as the lowest (1-point). The questionnaires were pretested in three randomly selected public basic schools in the Dominase Education Circuit through the test-retest (with four weeks interval) approach. Pearson coefficient was calculated to compare the two sets of data for the questionnaires. The resultant coefficients were 8.51 for head teachers’ questionnaire and 8.61 for teachers’ questionnaire. These coefficients suggested that the items in the questionnaire were reliable since a good reliability is indicated by a coefficient greater than 0.8 (Jones & Rattray, 2010).

## 4. Results and Discussion

This chapter examines the data collected from the field and discusses the principal findings of the study. The first section of this chapter presents and reports on the empirical analysis of head teachers’ leadership styles and teacher motivation in the Anomabo Education Circuit in the Mfantseman Municipality of Ghana. The second part of this section presents information on the level of teacher motivation in the Anomabo Education Circuit. In analysing the data, mean and standard deviation were used.

### 4.1 Leadership styles Exhibited by Head teachers of Public Basic Schools in Anomabo Education Circuit.

The first research question was to determine the leadership style of head teachers of public basic schools in the Anomabo Education Circuit. In analysing this research question, means were used to determine the levels of leadership styles of the head teachers. These levels were: 0.1 -1.0 (strongly disagree); 1.1-2.0 (disagree); 2.1-3.0 (somewhat agree); 3.1-4.0 (agree); and 4.1-5.0 (strongly agree). Data in Table 1 explains the leadership styles used by the head teachers.

**Table-1. Descriptive Statistics of Leadership styles of Head teachers**

Leadership styles	N	Mean	Std Deviation
Autocratic	115	3.75	0.62
Democratic	115	3.68	0.56
Transformational	115	3.44	0.55

#### Source; Survey data, 2019

The data in Table 1 shows that head teachers of public basic schools in the Anomabo Education Circuit often exhibited autocratic leadership style. This stems from the mean of 3.75 obtained for the autocratic instructional leadership style adopted for the study. A 5-point Likert scale was used to collect the data on the leadership styles of head teachers. There was a mean (average) score of 3.62. The inference is that head teachers’ leadership styles used in their administration was above average. The result revealed that autocratic leadership style was dominant among the head teachers followed by democratic leadership style while transformational leadership was least employed by the head teachers in their schools. This result corroborates the finding of Okoroma (2000). Okoroma (2000) opines that in autocratic leadership decisions are speedily taken without necessarily obtaining approval from followers. with the findings of Northouse (2012) that a school leader with a democratic style shares decision-making power, fosters collaboration, and values input from others which, in turn, can lead to teachers who are more motivated, satisfied, committed, and creative. This result is also supported by the findings of Adeyemi (2010) and Mba (2004) that the democratic leadership style encourages group and leader participation in policy making as it increases high degree of staff morale. The result of this study is however, inconsistent with the finding of Eyal and Roth (2011) that in Israel, a research conducted to examine the relationship between the educational leadership styles of head teachers and the motivation level of elementary school teachers found transformational leadership



style as the dominant autonomous motivational booster.

#### 4.2 Motivation Level of Teachers in the Anomabo Education Circuit.

The second research question was aimed at determining the level of motivation of teachers in public basic schools in the Anomabo Education Circuit in relation to remuneration and conditions of service, work environment, interpersonal relationship, opportunities for promotion and social recognition. Interpretation of the means as proposed by Jamil (2012) was adopted for the interpretation of levels of teacher motivation in the Anomabo Education Circuit. The numerical mean values and their interpretations are shown in Table 2.

**Table 2:** Mean Ranges and Interpretations for Teacher Motivation

Mean Range	Interpretation
1.00-1.80	Very Low
2.61-3.40	Moderate
3.41-4.20	High
4.21-5.00	Very High

**Source: Jamil, 2012**

The results of the level of motivation of teachers in public basic schools in the Anomabo Education Circuit are presented in Table 3.

**Table-3.** Descriptive Statistics of Levels of Teacher Motivation

Components of Motivation	Mean	Std Deviation
Interpersonal Relationship	4.67	0.71
Opportunities for Professional Growth	4.46	0.82
Work Environment	3.65	0.73
Recognition of Effort	3.77	0.64
Remuneration and Conditions of Service	2.35	0.77
Overall Teacher Motivation	3.78	0.55

**Source: Survey Data, 2019**

The results in Table 3 show that teachers in public basic schools in the Anomabo Education Circuit have a very high motivation with interpersonal relationship ( $M=4.67$ ,  $SD=0.71$ ), and opportunities for professional growth ( $M=4.46$ ,  $SD=0.82$ ). They are also highly motivated with work environment ( $M=3.65$ ,  $SD=0.73$ ), and recognition of effort ( $M=3.77$ ,  $SD=0.64$ ). Nonetheless, they have a low motivation with remuneration and conditions of service ( $M=2.35$ ,  $SD=0.77$ ). The results also show that largely, teachers in public basic schools in the Anomabo Education Circuit are highly motivated. This is seen from an overall mean of 3.78 and a standard deviation of 0.55. The result confirms the finding of Mertler (2002) that 77% of teachers in the United States were generally satisfied and motivated by performing their duties. However, the result contradicts the findings of Garudzo-Kusereka (2009) that generally, teachers in Zimbabwean secondary schools have low level of motivation.

## 5. Conclusions and Recommendations

This study investigated the leadership styles of head teachers and how they relate with teacher motivation in the Anomabo Education Circuit in the Mfantsiman Municipality. The findings disclosed that head teachers made use of all the leadership styles identified in the study, and that their demonstration of the leadership styles was above average. The head teachers' use of transformational and democratic leadership styles in public basic schools in Anomabo Education Circuit greatly contribute to the motivation level of teachers. However, autocratic leadership style was predominantly practiced while democratic leadership style was the least exercised.

In as much as, the head teachers often made use of all the leadership styles, and were found to be using them above average is a good indication that they were aware of leadership skills they had to carry out to ensure effective teaching and learning in their various schools. It was established that the teachers had a very high motivation in relation to interpersonal relationship, and opportunities for professional growth. They were also highly motivated with work environment, and recognition of effort, but experienced a low motivation with remuneration and conditions of service. It is however intriguing that even though the head teachers performed above average in terms of their leadership skills, and with highly motivated teachers, academic performance of the pupils in the Anomabo Education Circuit was not promising.

It is therefore imperative to find out if other factors account for such poor performance in the Education Circuit. Furthermore, other strategies could be employed to ensure effective teaching and learning and excellent academic performance of student. Study leave with pay, extensive maternity leave, staff welfare, regular workshops and other conditions of service should be initiated. Head teachers of public basic schools in the Anomabo Education Circuit should therefore demonstrate their leadership skills with cooperation and collaboration of their teachers. It is therefore important for head teachers to keenly execute leadership skills that would influence teachers to be motivated to do their work. It is therefore recommended that, the government should

increase the salaries and offer additional incentives to teacher in Ghana as a whole. Head teachers should be encouraged to enroll for professional development courses to keep abreast with the best leadership styles that will assist them to achieve the desired educational goals. The Mfantseman Municipal Education Directorate should organize regular workshops for the head teachers of public basic schools in the Anomabo Education Circuit to equip them with them with the leadership styles and administrative skills that are most likely to assist them increase teacher motivation. The Mfantseman Municipal Education Directorate of GES should also take care of the welfare, physical work environment, training and other needs of the teachers so that regardless of their age, gender, academic qualification, and experience, they will be well motivated to do their work. Head teachers should share decision-making power with teachers and provide teachers with opportunities for choice and self-direction. Head teachers should also Solicit feedback from teachers, implement changes based on reasonable and valid suggestions and foster open and collaborative communication among teachers.

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## Appendix

**Table-1.** Descriptive Statistics of Leadership styles of Head teachers

Leadership styles	N	Mean	Std Deviation
Autocratic	115	3.75	0.62
Democratic	115	3.44	0.55
Transformational	115	3.68	0.56

**Source; Survey data, 2019**

**Table 2:** Mean Ranges and Interpretations for Teacher Motivation

Mean Range	Interpretation
1.00-1.80	Very Low
2.61-3.40	Moderate
3.41-4.20	High
4.21-5.00	Very High

**Source: Jamil, 2012**

**Table-3.** Descriptive Statistics of Levels of Teacher Motivation

Components of Motivation	Mean	Std Deviation
Interpersonal Relationship	4.67	0.71
Opportunities for Professional Growth	4.46	0.82
Work Environment	3.65	0.73
Recognition of Effort	3.77	0.64
Remuneration and Conditions of Service	2.35	0.77
Overall Teacher Motivation	3.78	0.55

**Source: Survey Data, 2019**