

**TRANSFORMATIONAL LEADERSHIP AND TEACHER JOB  
SATISFACTION: A COMPARATIVE STUDY OF PRIVATE AND  
PUBLIC TERTIARY INSTITUTIONS IN GHANA.**

**COLETTE AMA HUKPATI**

Towards fulfillment of the Master Degree in Educational Science and Technology  
Educational Management, Evaluation and Assessment  
Faculty of Behavioural Science  
University of Twente

Under the Supervision of Dr. M.C.M. Ehren and co-mentored by drs. M. Hendriks

**August, 2009**

## **ACKNOWLEDGEMENTS**

I wish to express my profound gratitude to my mentor Dr. M.C.M. Ehren for the guidance, expertise, and instruction that guided me to complete this work. I am deeply appreciative of her support. And drs Maria Hendriks my second mentor, who read through my scripts and offered suggestions. My sincere thanks also go to my husband, Francis and children, Kelvin, Kenneth and Karen for their understanding, encouragement and support throughout my studies. Finally, my heartfelt thanks and appreciation also go to all those who in diverse ways assisted me to complete this work.

## **ABSTRACT**

This study investigated the relationship between transformational leadership style of the heads of departments and employee job satisfaction in tertiary institutions in Ghana. The study sought to examine the relationship between transformational leadership style of heads of departments and the job satisfaction of lecturers in private and public tertiary institutions in Ghana. Questionnaires and case studies were administered to 74 lecturers and 12 heads of departments from private and public institutions respectively. The Multifactor Leadership Questionnaire (MLQ) and the Minnesota Satisfaction Questionnaire (MSQ) were used by lecturers to assess their heads of departments in relation to the satisfaction they derive from their jobs. While Heads of departments in identified departments were interviewed to assess their transformational leadership strategies. Both quantitative and qualitative analyses were executed to establish the transformational leadership practices of heads of departments and the relationship between transformational leadership and the job satisfaction of lecturers. Regression tests were used to analyze the data taking into consideration the descriptive statistics of mean and standard deviations. The results showed a positive correlation between transformational leadership and employee job satisfaction. It further revealed no differences in transformational leadership and job satisfaction of lecturers in both private and public institutions. The results of the survey show that heads of departments do not differ in their transformational leadership practices in both types of institutions. Finally, the study recommended that policy makers and boards of institutions should integrate programmes such as seminars, workshops and updates on school administration and leadership in order to sharpen the skills of institutional leaders on the job.

## TABLE OF CONTENTS

ACKNOWLEDGEMENTS .....	ii
ABSTRACT.....	iii
LIST OF TABLES .....	i
APPENDICES.....	i
LIST OF CHARTS.....	i
LIST OF ABBREVIATIONS .....	i
Chapter 1: Introduction.....	1
1.1    Background to the study.....	1
1.2    Overview of remaining chapters .....	2
Chapter 2: Description of the context.....	4
2.1    Introduction .....	4
2.2    Tertiary education in Ghana .....	4
2.3    Public tertiary education.....	5
2.4    Private tertiary education.....	6
2.5    Summary on study context .....	7
Chapter 3: Review of related literature.....	8
3.1    Introduction .....	8
3.2    Leadership .....	8
3.2.1    Transformational leadership.....	9
3.2.2    Theory of Transformational leadership .....	11
3.3    The concept of job satisfaction .....	13
3.4    Empirical Framework.....	16
3.4.1    Leadership and job satisfaction .....	16
3.4.2    Transformational leadership and job satisfaction.....	17
3.4.3    Transformational leadership and job satisfaction in private and public institutions .....	19
3.4.4    Transformational leadership and job satisfaction in Africa .....	20
3.5    Summary of empirical frameworks.....	20
Chapter 4: Methodology .....	23
4.1    Introduction .....	23
4.2    Research Design.....	23
4.2    Population.....	24

4.3	Sample.....	24
4.3.1	Institutions of study .....	25
4.3.2	Profile of respondents.....	26
4.4	Instrumentation .....	28
4.4.1	Pilot test of instruments .....	29
4.5	Techniques for analyzing data .....	29
Chapter 5: Results .....		31
5.1	Introduction .....	31
5.2	Reliability analysis of Transformational Leadership, its attributes, Job Satisfaction and its facets. 31	
5.3	Results on the questionnaire (Quantitative analysis).....	32
5.3.1	Description of Transformational leadership and job satisfaction .....	32
5.4	Differences among public and private institutions on transformational leadership, its attributes and job satisfaction and its facets. ....	36
5.5	Relationships and associations between the transformational leadership traits and job satisfaction .....	38
5.5.1	Effects of attributes of Transformational Leadership on Job Satisfaction and its facet autonomy39	
5.6	Results of Case Studies (Qualitative analysis).....	42
5.6.1	Description of interviewed cases .....	42
5.7	Summary of study responses .....	52
5.8	Summary of case descriptions .....	54
5.8	Summary of major findings on quantitative and qualitative analysis. ....	56
Chapter 6: Conclusion and Discussion .....		58
6.1	Introduction .....	58
6.2	Background, Research Questions and Method .....	58
6.3	Conclusions .....	58
6.4	Discussions .....	59
6.5	Limitations of the study.....	63
6.6	Implications of the study .....	64
6.7	Recommendations of the study.....	64
REFERENCES.....		66
APPENDICES.....		73

## LIST OF TABLES

Table 1: Analysis of population and sample of the study .....	25
Table 2: Profile of respondents/interviewees .....	27
Table 3: Reliability analysis of scale on the dimensional constructs of the variables transformational leadership, its attributes and job satisfaction and its facets, using Cronbach's Alpha .....	32
Table 4: Summary of means and standard deviations for transformational leadership and traits by public and private institutions.....	33
Table 5: Summary of means and standard deviations for job satisfaction indicators for both public and private universities .....	35
Table 6: Independent t-test comparing public and private universities on transformational leadership, its attributes; job satisfaction and its facets .....	37
Table 7: Correlation matrix of transformational leadership traits, transformational leadership, job satisfaction and its facet autonomy .....	39
Table 8: Relation between transformational leadership and job satisfaction.....	40
Table 9: Relation between attributes of transformational leadership and facet of job satisfaction .....	41
Table 10: Relation between attributes of transformational leadership and facet of job satisfaction using bivariate regression.....	42
Table 11: Summary of responses from heads of departments from private and public tertiary institutions .....	53

## **APPENDICES**

Appendix A: Research Questionnaire .....	73
Appendix B; Interview guide for heads of Departments .....	77
Appendix C: Regression of transformational Leadership on Job satisfaction and its facet, autonomy for private and public institutions .....	79
Appendix D; Relation between attributes of transformational leadership and facet of job satisfaction using multivariate regressions .....	79

## LIST OF CHARTS

Figure 1: A conceptual model for studying the relationship between transformational leadership practices and teacher job satisfaction..... 21

Figure 2: Box plot showing the levels of transformational leadership in private and public universities .. 34

Figure 3: Box plot showing the levels of job satisfaction for private and public universities ..... 36



## **LIST OF ABBREVIATIONS**

ACCT	Accounting
B/F	Banking and Finance
B/M	Business Management
ECONS	Economics
HOD	Head of Department
HND	Higher National Diploma
HRM	Human Resource Management
IT	Information Technology
JB	Job satisfaction
KNUST	Kwame Nkrumah University of Science and Technology
MKT	Marketing
MUCG	Methodist University College of Ghana
NAB	National Accreditation Board
NCTE	National Council of Tertiary Education
PRIV	Private
PRIV 1	PUCG
PRIV 2	MUCG
PUB	Public
PUCG	Pentecost University College of Ghana
RUCST	Regent University College of Science and Technology
TL	Transformational Leadership
UCC	University of Cape Coast
UDS	University of Development Studies
UEW	University of Education
UG	University of Ghana

UMaT University of Mines and Technology

WASSCE West African Senior Secondary Certificate of Education

# Chapter 1

## Introduction

### 1.1 Background to the study

Leadership is a fundamental aspect of management because it has an important bearing on a range of activities that can lead to the attainment of organizational outcomes. For this reason scholars and practitioners in leadership propose effective leadership in organizations in order to propel the wheel of change in ensuring institutional outcomes (Bass, 1985a; Bennis & Nanus, 1985; Conger & Kanungo, 1990) and employee outcomes (Arnold & Feldman, 1982; Breugh, 1981). This proposition essentially, has become indispensable against an increasingly pressurized and changing environment with demands from all sectors of society for organizations to be accountable for their continual existence. Universities as organizations have not been exempted from such pressures. Transformational leadership behaviours represent the most effective leadership style and principal contributors for the realization of outcomes in colleges and universities (Rouche, Baker & Rose, 1989). This is because transformational leadership is characterized as the formal collegial model of leadership to higher educational institutions (Bush, 2003).

Transformational leadership stimulates and inspires followers to achieve beyond expectation and in the process developing their own capacities (Bass, 1985). With an aim of building shared vision the transformational leader responds to followers' need through empowerment and aligning the objectives and goals of the organization with that of followers. In doing so, high levels of follower satisfaction are attained affirmed that transformational leadership behaviours were positively related with higher performance, greater organizational commitment and higher job satisfaction among employees (Bass, 1985, 1998a). Several studies affirmed that transformational leadership behaviours were positively related with higher performance, greater organizational commitment and higher job satisfaction among employees (Avolio & Bass, 1988; Bass, Avolio & Goodheim, 1987; Seltzer & Bass, 1990). In view of this, institutions need transformational leaders to motivate teachers to high levels of job satisfaction and learning in school systems (Podsakoff, MacKenzie, & Bommer, 1996; Silins & Mulford, 2002; Yammarino & Bass, 1990).

The subject of teacher job satisfaction (Wyllie cited by Barne (1991) and the leadership challenge in Ghanaian institutions (Zame & Hope, 2008) has been a long-standing concern. Lack of access to higher education, in the recent past, led to the privatization of higher education delivery as a response to the increasing demand. In spite of government efforts to improve tertiary education, much was not achieved on the teacher satisfaction. This brought in its wake a litany of industrial actions and agitations concerning the work conditions of public university lecturers leading to disrupted academic work (UTAG, 2003; POTAG, 2005; TEWU, 2006). Faced with the challenge of attracting customers in private institutions and enhancing job satisfaction among teachers in both public and private universities, a plausible panacea could be leadership that is transformational in character for proper management in institutions. Because studies have revealed high level of teacher satisfaction and learning in school systems where transformational leadership is implemented (Silins & Mulford, 2002). Earlier studies by Herzberg (1966), Locke (1969; 1976; 1979), Maslow (1954), McGregor (1960) and more recently Bryman (1992) have all shown the importance of transformational leadership to job satisfaction, management styles and performance. Therefore, transformational leadership and contented staff remain key issues for private colleges and universities with limited financial and academic resources if they wish to remain academically competitive and financially viable. Regardless of the promising results obtained with studies of transformational leadership and effect on employee outcomes, there is a lack of research within public institutions and private education providers (Kest, 2007). The few studies conducted are

predominantly focused on primary and secondary levels, also mostly confined to the western world (Bass, 1997; Geijsel, Slegers, Leithwood, & Jantzi, 2003; Nguni, Slegers, & Denessen, 2006) as noted by Kuchinke (1999) that “although the positive effects of transformational leadership are relatively well researched in the North American context, very little is known about its effect abroad” (p. 152). Additionally, very little has been researched and publicly documented on leadership studies in Ghana (Zame & Hope, 2008). Given the views above, the question of whether transformational leaders in tertiary education really impact on job satisfaction of lecturers is certainly a grey area that warrants investigation. It is for a better understanding of the effects of transformational leadership, particularly at private and public tertiary level institutions and its impact on job satisfaction of teachers that the study was undertaken. Thus, the purpose of this study is to establish the relationship between leadership practice at the academic department of tertiary institutions and lecturer job satisfaction within the framework of transformational leadership model advanced by Bass & Avolio (1994). More specifically, the study seeks to address the following:

- examine the influence of transformational leadership behaviour of Heads of Department in tertiary institutions as it relates to lecturers’ satisfaction with their job.
- investigate transformational school leadership across private and public context of tertiary education and its impact on lecturer job satisfaction as a step to extend theory about transformational leadership.

Based on the above, the study was guided by the following research questions:

1. To what extent do transformational leaders impact on job satisfaction of lecturers in Ghanaian tertiary institutions?
2. What differences exist between the transformational leader of a private and public tertiary institution?
3. Does transformational leadership have different influence on job satisfaction of lecturers in private and public tertiary institutions?

This study was thus; motivated by the fact that though many empirical studies had unearthed the positive association of transformational leadership with job satisfaction (Bolger, 2001; Koh, Steers, & Terborg, 1995). This field has received more empirical scrutiny than other leadership theories and therefore matured to yield sufficient evidence for analysis (Lowe & Gardiner, 2000). More importantly, for the reason that transformational leadership conforms to the conventional leadership associated to higher institutions the context in which the study was undertaken. From a theoretical standpoint, this study will bridge the gap in lack of leadership studies at the higher education level in Ghana (Zame & Hope, 2008) and add on to the limited study in the developing world particularly Africa as well as providing insights for researches in the field of educational leadership. Although the study may not be a solution for faculty job satisfaction, it is presumed that the recommendations might help to reinvigorate lecturers’ satisfaction with their work in the universities. This will also enhance leadership behaviours towards staff in promoting congenial school environment leading to maximized input, which might be expressed in commitment to duty and enhanced student achievement. It might also provide specific rudiments to foster developmental growth of teachers.

## **1.2 Overview of remaining chapters**

Chapter 1 had outlined the introduction to the study. Chapter 2 consists of the context in which the study was conducted. Highlights are on the tertiary education in Ghana and how it relates to transformational leadership and job satisfaction. The theorists’ propositions and conclusions about Transformational leadership and job satisfaction are detailed in the literature review in Chapter 3. It further includes the conceptual model for the study as well as empirical studies on the subject of transformational leadership and job satisfaction of employees. Chapter 4 describes the methodology used in this study. A description of the research design, population, sampling procedure, instrumentation, data collection, and data analysis

are outlined. Chapter 5 discusses the results using correlation, and regression tests. Chapter 6 is a summary of the findings with discussions, implications and recommendations.

## Chapter 2

### Description of the context

#### 2.1 Introduction

The previous chapter looked at the background to the study, statement of the problem, purpose, research questions and hypothesis of the study. This chapter focuses on tertiary education in Ghana with specific reference to private and public institutions for a better understanding of the context of the study. The Republic of Ghana is a small country located in West Africa that borders Cote d'Ivoire to the west, Burkina Faso to the north, Togo to the east, and the Gulf of Guinea to the south. It is divided administratively, into ten regions and 138 districts.

#### 2.2 Tertiary education in Ghana

Tertiary education in Ghana is provided by universities, university colleges, polytechnics and other post secondary training institutes. The main regulatory legislature in tertiary education is the 1961 Education Act which is supposed to regulate all public and private educational institutions in Ghana. In 1993, this provision of higher education institutions fell under the joint jurisdiction of the National Council of Tertiary Education (NCTE) and the National Accreditation Board (NAB). The NCTE was made responsible for the supervision and coordination of public sector institutions and to accordingly advise the government on the resource needs of institutions. The NAB is the main agency for the maintenance of acceptable academic quality and standards; authorization of award of degrees through affiliated institutions and the establishment of equivalences of qualifications awarded by recognized institutions within and outside Ghana (PNDC Law, 217). NAB assesses institutions on the strength of the quality of instruction, faculty and of academic facilities. In line with this, tertiary level programmes can only be operated after being duly accredited and recognized by the National Accreditation Board (NAB). The hiring of leaders and lecturers in tertiary institutions, however, is the sole prerogative of institutions but with guidelines on basic qualifications and experience from NAB. Over the years the issue of job satisfaction of lecturers in tertiary institutions as stated earlier, has been a knotty one. These were confirmed by industrial actions (The Statesman Newspaper, 2006) and ample evidence from Barne (1991) and Zame & Hope (2008).

Universities in Ghana have been challenged to address critical issues of expanding access with equity, quality and relevance. Undeniably, it is recognized that leadership play a central role in ensuring quality in institutions. But this important aspect of management has been a challenge in Ghanaian institutions (Zame & Hope, 2008). Particularly for tertiary level institutions, where concerns on quality academic standards emanating from quality faculty, facilities and instruction have been the point of emphasis. In view of the fact that transformational leadership behaviors create a supportive environment that fosters teacher morale or teacher efficacy in the classroom Huang (2001), such school environment could form a strong supportive bond amongst the staff as well as with the leader. This could boost up job satisfaction and commitment to duty, resulting in improved learning and academic achievement the underlying precept of accreditation. Hence management processes or procedures that augment quality translated into academic standards certainly serve the purpose and interest of National Accreditation Board the state agency that monitors tertiary institutions.

Tertiary level institutions in Ghana are classified into universities, university colleges, theological institutions, polytechnics, teacher training institutions, nurses training, agriculture colleges, tutorial colleges among others. While universities are fully-fledged institutions with the mandate to award degrees

in their name, university colleges are institutions that provide tertiary education but under affiliation from an autonomous institution. Such institutions do not have full or independent university status to award their own degrees. Affiliation usually takes the form of a newer, smaller institution being affiliated to an older, bigger institution. It requires mentoring, moderation and award of qualifications. University colleges offer instructions based on programmes approved by the university to which it is affiliated and whose degrees or diplomas are awarded by the parent university. These programs ought to be accredited by NAB. Affiliation can be either locally or internationally provided; affiliate institutions are themselves recognized and autonomous institutions. However, until a university college is granted a presidential charter to become autonomous, such institution cannot award its own certificates. A chartered institution is one that has been granted certain rights and privileges by the President or the Legislature to operate as such. Tutorial colleges are local institutions that run tertiary programs of accredited institutions whether foreign or local. In these instances the institutions only give tutorage in preparing students to undertake examinations of such foreign institutions. Examinations are set, marked and certification awarded by the recognized foreign institution.

Two categories of institutions can be identified. These are private and public tertiary institutions. Public institutions are state funded institutions while private institutions are self financing institutions. Irrespective of source of funding, all tertiary level institutions whether private or public are regulated by the state agency NAB for the sustenance of academic quality. By March 2009, seventy-one (71) public and fifty-one (51) private institutions had been accredited. (NAB, 2009).

Admission into tertiary institutions either public or private is based on the national norm of six passes including three (3) Core subjects: English Language, Mathematics and Science/Integrated Science, and three (3) Elective subjects in specified subject areas with a total aggregate not exceeding twenty (20) or better at the West African Senior Secondary School Examination (WASSCE). All applicants must also satisfy departmental requirement(s) for programme(s) chosen. A fee-paying facility is also available to applicants who do not meet the competitive selection cut-off but satisfy the minimum university requirements. In spite of that, the cost of attending a private institution is far higher than that of attending a public institution. As a result, most students prefer public institutions to private institutions due to the cost factor and the prestige attained by the state institutions. The quality of education and facilities are relatively at par with few private institutions having equally excellent facilities and marketable programs. However the focus of the study is on private university colleges and public universities only.

### **2.3 Public tertiary education**

Public institutions in Ghana are institutions managed and funded by the state. Starting with three public university status colleges in 1962, Ghana now has three additional state universities established. The oldest and largest public tertiary institution is the University of Ghana which offers degree courses in a wide range of disciplines including agriculture, humanities, law, medicine, science, social studies and business administration. It also has a number of schools and institutes including the School of Performing Arts, the Institute of Adult Education and the University of Ghana Medical School. The Kwame Nkrumah University of Science and Technology (KNUST), the second institution provides training in applied fields. Specifically courses offered are in engineering, pharmacy, agriculture and natural sciences, architecture and planning, sciences, art and social sciences. The third, University College of Science Education, now University of Cape Coast (UCC) was established in 1962 and gained full and independent university status in 1971 to train teachers for Ghana's second cycle institutions. From 1992- 2004, three additional public higher educational institutions were established making public universities six (6). University of Education in Winneba (UEW) was established in 1992, from an amalgamation of seven renowned Teacher Diploma awarding colleges to train professional teachers and educational administrators for the pre-tertiary education sector in Ghana. In 2004, the institution was upgraded to the

status of fully fledged university. It is a multi-campus with three campuses, the main located at Winneba with satellite campuses in Kumasi and Mampong. The institution with six faculties, one institute and twelve regional study centres, provide programmes in the areas of science and mathematics education, technology and business education, agriculture education, home economics education, cultural studies, creative arts education, guidance and counselling, and educational administration and leadership. University of Development Studies (UDS) also established 1992, was to run programmes that will effectively combine the academic with community-participatory and extension. It is also a multi-site institution with campuses at Wa, Nyankpala, Navrongo and Tamale. The UDS runs programmes in medicine, agriculture, health sciences and developmental studies. The youngest of the public universities, is, the University of Mines and Technology (UMaT), Tarkwa. Although started in 1952 as the Tarkwa Technical Institute, this institution metamorphosis into the Tarkwa School of Mines in 1961, Western University College in 2001 then to the University of Mines and Technology (UMaT) in 2004 to provide higher education in mining, technology and related sciences, as a catalyst for the development of mining and technology. UMaT offers degrees in Electrical/Electronic Engineering, Mechanical Engineering, Mathematics and Computer Science and Engineering. The total student enrolment and full time teaching staff in the six public institutions as at 2007/2008 academic year stood at 93,973 and 2,606 respectively (NCTE,2008).

Tertiary education in addition to the six (6) degree granting public universities, and several professional institutes (Effah, 2003) are ten (10) public polytechnics offering the Higher National Diploma (HND) in applied fields of study. Polytechnics offer vocational non-tertiary diploma programmes. Currently, polytechnics have been upgraded to offer bachelor level programmes. Additionally, thirty- eight (38) teacher training colleges and fourteen (14) nurses training colleges have been upgraded to offer tertiary level Diploma programmes. (NAB,2009).

## **2.4 Private tertiary education**

Private tertiary education is a recent but rapid development in Ghana meticulously regulated by the NAB. As a result of the re-structuring carried out from 1987, access to higher education by the beginning of the 1990's had become difficult as more qualified students could not gain access to tertiary education. This stemmed from the fact that the number of qualified applicants far exceeded the vacancies for admission in the existing public institutions of higher education. Besides, existing facilities in the institutions had also seen no expansion in infrastructure since the 1950's and 1960's to meet the increasing student enrolment. To mop up the excess qualified candidates, the government of Ghana decided to expand access by allowing private participation in higher education delivery. Privatization of higher education led to opening of several institutions mostly manned and funded by churches and religious organizations in Ghana and in the Diaspora. There are also few secular institutions. According to Manuh, Gariba, & Budu (2007), the private institutions account for less than 5 per cent of total enrolment at the tertiary level. Private universities typically offer courses in business management, information technology, religion, computing and theological studies among other subjects. No private institutions offer courses in the sciences as yet. As indicated earlier, NAB had by 2009 granted accreditation to various categories of private tertiary institutions to offer degree programmes. Three (3) out of these institutions, have attained autonomous status and are fully fledged private universities (NAB, 2009). Until then, these institutions known as university colleges, although accredited could not award any qualification in the name of the institution. The internal running of private institutions is mainly the prerogative of the owners of the institution though NAB holds them to certain standards. Major differences between the private and public institutions are about the type of disciplines covered, the physical locations of the institutions, the size of student enrollments and faculty size. Moreover, the state instituted and managed student loan scheme did not cover student from private institutions. But this has, lately been extended to students in private institutions.



## **2.5 Summary on study context**

Tertiary education in Ghana is provided by public and private institutions and various categories of institutions. Irrespective of category, all institutions need accreditation to operate. Entry requirements for admission are however the same for institutions but slight differences exist in the facilities in public and private institutions. Quality of instruction can also be said to be the same due the meticulous regulation process. Major differences between these institutions however have got to do with the size of faculty, the type of programmes offered, the location of the institutions and the size of student numbers.

## Chapter 3

### Review of related literature

#### 3.1 Introduction

This chapter reviews literature that is relevant to this study. This includes theories on transformational leadership and job satisfaction and the conceptual model for the study. It further highlights the empirical framework emphasizing studies conducted on transformational leadership and job satisfaction by other researchers as a point of reference for the understanding and interpretation of the results. To assess the relevant journal and articles on similar studies transformational leadership and job satisfaction of teachers, e-journals from major educational search engines including ERIC, Sage, JSTOR and Google scholar were accessed through the UT library repository using leadership, transformational leadership, and job satisfaction as key words to search.

#### 3.2 Leadership

Leadership, like other complex human activity, is difficult to pin down, precisely define or accurately describe. This is because there is no agreed 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), argue that many definitions of leadership have no clear and unequivocal 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. 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, p.239) contends 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.

At the core of these definitions are four basic components, which are essential and necessary for a particular relationship to be called leadership. These include exercising influence, active involvement or participation of players, providing direction with the intention of bringing about changes, which are useful to both players (Rost, 1991). In other words, the relationship between leaders and followers is based on influence where both as active players aim at promoting or purposefully seeking real or substantial changes that reflect their mutual purposes. Leaders do not merely impose goals on followers, but work through and with other people to create a shared sense of purpose and direction. It is therefore about individuals who, by their actions, facilitate the movement of a group of people toward a common or shared goal. For that reason, effective leadership involves the alignment of people with organisational goals so that both leader and followers share the same vision and move forward in the same direction (Kotter, 1990). The result of this alignment produces the changes needed to cope with the changing environment. It is not wielding of power and exercising authority but also motivating, coaching, inspiring

others and providing emotional support. Good leaders in Nnadi's (1997) words are self-motivated; goal oriented, delegates responsibilities, strive for excellence, adapts to changes and work with people. It is only through team spirit, one of the tenets for effective leadership that leaders can work effectively with followers and be able to draw them along. Leaders will have to set directions, develop people and develop the organization if they want to be successful. Contemporary times demand that leaders must operate in a shared-power environment with followers so they lead from the nexus of a web of interpersonal relations with their followers rather than working through them. For this is the only means through which leaders can get to the core of their followers and establish cordiality the foundation needed for consensus building for the attainment of institutional goals and visions. This is a recognized fact in that the nature and quality of leadership provided in a school is fundamental in determining school efficiency. There is therefore no doubt that effective leadership is the heart of successful schools. This fact is endorsed by McGrinn & Welsh (1999), who argue that the leadership role of a school is a critical factor in determining the successful running of such an institution.

Leadership however can be identified at various contexts and also carried out in different ways. It can be either formal or informal. It cannot be a legitimate role of few people designated into formal positions of authority as leaders but may also be performed by other people who by their leadership behaviour draw their subordinates along in their vision and in so doing develop their followers. It is on this premise that transformational leadership one of the many leadership practices and the focus of this study is constructed. This is emphasized due to the substantial evidence on the effects of transformational leadership on job satisfaction in various settings (Bass, 1997, 1999; Bass & Avolio, 1990; Hater & Bass, 1988).

### **3.2.1 Transformational leadership**

Akin to leadership, transformational leadership, although not an entirely new or an unknown concept in leadership studies, also has no concise definition (Hoover et al, 1991, Leithwood & Jantzi 1990). The concept was associated with Weber's (1947) work on charisma. Burns (1978) contends it is a process in which leaders and followers raise one another to higher levels of morality. Bass (1985) described a transformational leader as influencing followers to transcend their self-interests for the good of the group or organization by raising their awareness of the importance and value of group outcomes. Graham (1991) observed transformational leaders as encouraging charismatically led followers to develop their skills so that they might eventually develop initiative in working for the leader's goals. This type of leadership is all about building a unified common interest between leaders and followers.

More recently, Leithwood (1992) in attempting a definition considered transformational leadership as a form of leadership that facilitates a redefinition of a people's mission and vision, a renewal of their commitment and the restructuring of their systems for goal accomplishment. He explains that the central focus of this leader is commitment and capacities of organizational members for accomplishing goals that are assumed to result in organizational functioning and greater productivity. All these definitions allude to a form of leadership where leaders work to transform their followers' standards and ideals towards the realization of organisational feats. The leaders persuade followers into doing what he wants them to do. In so doing such leaders are able to create significant change in both followers and the organization with which they are associated. This form of leadership was originally developed for a business mode but researchers such as Leithwood (1992) and Fullan (2001) have developed the theory further as it applies to an educational setting. Summarizing from the above definitions, transformational leadership could be inferred as an interaction between a leader and his followers in which the leader, working through his workers aims at advancing workers attitude to accomplish organizational goals, mission and purpose. These processes involve the arousing of follower interest and zealous commitment most important to the fulfillment of organization's visions, goals and mission.

### *Differences between Transformational leadership and other leadership styles*

There are striking characteristics that differentiate transformational leadership from other forms of leadership within the educational context. Instructional leadership is one example of the different leadership styles. The concept implies that a leader has an impact on the professional work of the school including teaching and learning that occurs in the classroom where management decisions are infused with regular school routines with educational meaning. The spotlight of the instructional leader is learning through the development of curriculum and instruction (Goldring & Pasternak, 1994, Hallinger et al 1996) and so actions taken influence school and classroom conditions. In comparison, transformational leadership emphasizes the entire organization with particular attention on the growth of its followers. Another difference is the concentration on instructional leaders on the growth of students at the expense of the growth of teachers. Little attention if any is allocated to followers unlike the individual considerate nature of the transformational leader. Relatively instructional leaders include chain of command of top-down leadership, where the leaders supposedly know the best form of instruction and closely monitor teachers' and students' work. Transformational leadership combines both top-down and strategies aimed at democratic and participative decision making of all staff of the school. In sum, transformational leadership builds organisational capacity whereas instructional leadership builds individual and collective competence.

Quite similar to, but a variant of Instructional leadership is Shared Instructional leadership. The leader in this approach moves the followers forward to accomplish each goal and as such enact the vision of the school. Leaders therefore invest in teachers' resources and instructional support and maintain congruence and consistency of educational program (Conley & Goldman, 1994). One advantage of this approach is the active collaboration of principal and teachers on curriculum, instruction and assessment. Both share responsibility for staff development, curriculum development and supervision of skills. The leader seeks out the ideas, insights and expertise of teachers in these areas and work with teachers for school improvement. These aspects of the shared instructional leader are analogous to transformational leadership where staff collaboration and teamwork, are very crucial. In effect the team spirit and participative leadership in transformational leadership is seen in this model of leadership.

Transactional leadership, another type of leadership, is sometimes called bartering. It is based on an exchange of followers' services in lieu of various kinds of tangible rewards (such as a salary) that the leader controls. It is also based on the conviction that people desire to be led rather than be liable for their own actions and decisions. As a result, the leader relies on top-down decision processes to control staff, allocate resources and initiate the process of change. Transactional leadership is often viewed as being complementary with transformational leadership. Sergiovanni (1990) considers transformational leadership a first stage and central to getting day-to-day routines carried out. However, Leithwood (1999) argues that it doesn't stimulate improvement. Transactional leadership works only when both leaders and followers understand and are in agreement about which tasks are important. So, Sergiovanni (1991) makes a distinction between transactional and what he calls 'transformative' leadership. While transactional leadership is characterized by an exchange that aids individual interest, transformational leadership shapes, alters and elevates followers' motives and values. Another difference is transactional leadership involves motivating subordinates to make small changes whereas transformational leadership motivates followers to make large changes. Unlike transformational leadership, transactional leadership does not empower followers. It fails to instill vision, meaning and trust in followers. Weighed against other types of leadership, transformational leadership motivates and challenges followers to be innovative in problem solving, empowers followers, addresses followers' sense of self worth, pays attention to individual needs and personal development and inspires followers to a commitment of shared organizational goals and vision. Transformational leaders also stimulate intellectual development within their followers. Transformational leaders are change agents who have a vision for the organization in

order to effect change. To all intents and purposes, transformational leadership has widespread and significant implications for educators and the educational system.

### *Goals of Transformational Leadership*

Transformational leadership appears to offer the most comprehensive description and generate the most beneficial results. Leithwood (1992) believes that transformational leaders have three main goals that help make transformational leadership effective in a school. The first is that, Transformational leaders' help staff develop and maintain a collaborative school culture by collaborating and participating in shared decision-making. The second goal is fostering teacher development by giving teachers a role in solving school problems by allowing them some ownership of the problem and its solutions. Ultimately, transformational leaders help teachers solve problems more effectively by encouraging collaboration and promoting the idea that staff, working together, can often find a better solution to a problem than the teacher or administrator acting alone.

### *Strategies used in Transformational Leadership*

Transformational leaders employ various strategies to achieve their goals. In the school set-up these are attained through the organization or provision of facilities for workshops, recommendation for staff to attend conferences useful to the professional growth of staff, sharing information gained from conferences with staff members as well as sharing individual talents with one another. A common strategy of transformational leaders is the active involvement of staff in decision-making; decision is implemented out of compromise of staff but not necessarily an imposition from the leader. Collective decisions on institutional targets to be achieved are discussed and strategies mounted to ensure its attainment. Such leaders share and discuss research projects with staff in addition to stimulating staff to areas of research. Another feature is the public recognition of staff contributions. In this respect, leaders express appreciation for special efforts made by staff. At all times leaders also keep the staff on task; staffs are given responsibilities commensurate to their individual talents, abilities or strengths in order to foster staff involvement in governance functions. This makes leaders more receptive to staff attitudes and philosophies.

### **3.2.2 Theory of Transformational leadership**

This subsection examines the theory of transformational leadership, the augmentation effect, the multifactor leadership questionnaire and the concept of job satisfaction.

The transformational and transactional leadership theory was developed by Burns (1978), and further elaborated by Bass (1985) and its instrumentation by Bass (1994, 1995). Transformational leadership was first distinguished from transactional leadership by Downtown (1973) in accounting for differences among revolutionary, rebellious, reform-oriented and ordinary leaders. However, his conceptualization did not take hold until Burns' (1978) seminal work on political leaders. Burns (1978) identified two types of leadership styles, either transformational or transactional. Burns transformational leader construct was based on a qualitative analysis of the biographies of various political leaders. He argued that leadership styles can be placed on a continuum in terms of leader pro-activity and effectiveness. At the bottom end of this continuum is laissez-faire or avoidant leadership with transactional leadership behavior in the middle range and transformational leadership at the top. This range implies that transformational leadership is more proactive and ultimately more effective than transactional, corrective, or avoidant leadership in terms of motivating followers to achieve higher performance. Found on these ideas, the transformational and transactional leadership theory was developed by Burns. But Bass's (1985) submission was a different conception, a "two factor theory" of leadership. In other words, transformational leadership builds on the foundation of transactional leadership (Avolio & Bass, (1988);

Bass & Avolio, (1993); Waldman, Bass & Yammarino, 1990). From the point of view of Bass, transformational and transactional leadership encompasses two conceptually independent but related dimensions of leadership. Transactional leadership motivates followers to transcend their own immediate self-interest for the sake of the mission and vision of the organization in exchange for expected rewards. As a result, followers' confidence levels are raised and needs broadened by the leader to support development to higher potential. Such engagement for Barnett (2001) encourages its followers to develop and perform beyond expectations. Thus upon Burn's (1978) conceptualization, Bass (1985) developed the transformational –transaction theory. The theory has undergone several revisions and the recent version identified three dimensions of transactional, four dimensions of transformational and a no leadership form (*laissez-faire*).

Contingent rewards, active and passive management by exception are the three dimensions of the transactional leadership identified by Bass (1985). Contingent reward clarifies what is expected from followers and what they will receive if they meet expected levels of performance. It is the degree to which the leader sets up constructive transactions or exchange with followers. Management by exception in general, is the degree to which the leader takes corrective action on the basis of leader-follower transaction. Even as Active leaders monitor follower behavior, anticipate problems and take corrective actions before the behavior creates serious difficulties, Passive leaders wait till the behavior has created problems before taking action. Transactional leaders use contingent reinforcement like constructive rewards, praises and promises for follower success in meeting commitments to the leaders and negative feedback, reproof or disciplinary action to correct failures. The no leadership dimension also known as *laissez-faire* refers to the extent to which leaders avoid responsibility, fail to make decisions and are absent when needed.

The four dimensions of transformational leadership identified by Bass were idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Due to the similarities in idealized influence and inspirational motivation behavior, Antonakis, Avolio, and Sivasubramaniam (2003) replaced the two attributes with the term charisma. Charisma means being able to influence by one's personality. For this to occur the leader must be respected and be able to articulate the vision. Individually considerate leaders have personalized attention or interactions with followers and listen effectively to the needs of followers. As a result, leaders are aware of the individual concerns of their followers. Charisma therefore refers to the degree to which the leader behaves in admirable ways that cause followers to identify with the leader. The leader excites, inspires and arouses the followers such that the relationship between leader and followers is based on personal understanding as opposed to formal, instructional, rules, regulations, rewards and punishment (Bass, 1985). Intellectual stimulation is a process through which the transformational leader stimulates followers intellectually. The leader may do this by engaging in activities that stimulate followers to be creative and innovative and challenge their own beliefs and values, including those of the leader and the organization. Whereas intellectually stimulating leaders challenge followers to think critically, they also stimulate followers with challenging new ideas that encourage them to break away from old ways of thinking. Individually considerate leaders also attend to followers on the basis of their unique abilities, skills and potentials. These are identified, developed and used accordingly to the benefit of the organization. This involves coaching and mentoring followers. It entails how leaders give personal attention, personal advice, coaching and opportunities for development. The focus of leaders in this sense is to understand the needs of each follower and work continuously to get them to develop to their full potential. The four main dimensions of transformational leadership together are interdependent and must co-exist as all of them are held to have an additive effect that yields performance beyond expectations (Gellis, 2001; Hall, Johnson, Wysocki & Kepner, 2002; Kelly, 2003).

On the whole, the transformational leader is characterized as one who articulates a vision of the future that can be shared with peers and subordinates, intellectually stimulates subordinates, and pays high

attention to individual differences among people (Yammarino & Bass, 1990a). This transformational leader was posited as a contrast to the transactional leader who exchanges rewards contingent upon a display of desired behaviors (Burns, 1978; Waldman, Bass, & Einstein, 1987). The Transformational leadership theory has since been a prominent representation of the new theories that have occupied centre stage in leadership research (Dvir et al., 2002). Nonetheless, of particular interest in the study is the transformational aspect of the transformational transactional theory. In line with the findings discussed here, this study will seek to answer the following questions: In what ways are transformational leadership manifested in the institutions studied? Are there differences in transformational leadership practices in the institutions studied? How do the leaders involve their followers? And how do the lecturers respond to the leadership style?

### *The Augmentation effect*

One of the fundamental propositions of the transformational-transactional leadership theory is the augmentation effect which specifies that transformational leadership adds to the effect of transactional leadership. The augmentation effect is described as degree to which transformational leadership styles build on the transactional base in contributing to extra effort and performance of followers (Burns, 1998). This means that transformational leadership should statistically account for the unique variance in ratings of performance or other outcomes above and beyond that accounted for by active transformational leadership (Bass, 1985; Bass & Avolio, 1990). These have been tested and confirmed in both educational and non-educational settings (Curphy, 1992; Podsakoff, MacKenzie et al., 1990; Waldman et al., 1990; Koh et al., 1995; Bycio et al., 1995; Bass & Avolio, 1990; Bass, Avolio, Jung & Berson, 2003). Different subjective and objective performance criteria were used in all these investigations. But in each case, transformational leadership had added significantly to the prediction of performance thus augmenting transformational leadership behaviors (Nguni et al., 2006). In effect the best leaders are both transformational and transactional as indicated by Bass (1999). This stance is further agreed upon by Howell & Avolio (1993) that transformational leadership complements transactional leadership and that effective leaders often supplement transactional leadership with transformational leadership. Viewing the transformational and transactional leadership constructs as complementary constructs, Bass (1985), developed the Multifactor Leadership Questionnaire (MLQ) to assess the different leadership styles.

The transformational and transactional leadership model has a number of implications for education despite the limited studies in educational settings (Leithwood & Jantzi, 2000; Leithwood et al., 1999). The transformational / transactional approach according to Bass & Avolio (1997) builds trust, respect and a wish on the part of followers to work collectively toward the same desired goals. This therefore allows the transformational leader to operate effectively within the available context and also change the leadership orientation if necessary to make it more receptive to his followers. Transformational leadership behaviours were positively related with higher performance, greater organizational commitment and higher job satisfaction among employees (Avolio & Bass (1988); Bass, Avolio & Goodheim (1987); Nguni et al., 2006). Leaders were also able to articulate a vision that is consistent with the goals and mission of the institution and draw followers along to achieve this goal. In so doing followers are also developed through the individualized support. Hence agreeing with Barnett et al., (2001) transformational leadership is more facilitative of educational change, organizational improvement, effectiveness and aid in satisfaction of followers.

### **3.3 The concept of job satisfaction**

Every employee would wish to be satisfied with his or her job to be able to perform to the maximum of his or her capacity. This attitude leads to an emotional orientation that has to do with the individuals' general attitude towards the job which is either one of satisfaction or dissatisfaction. A myriad of views

have been expressed about the concept of job satisfaction. Edwin Locke (1976) stated job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job and job experience” (Locke, 1976, p. 1304). In other words, this is a relationship between what a person wants from a job and what the job actually offers. Understanding Locke’s definition is the significance of general feelings about one’s job, the influence and acuity that the job actually provides what he or she values. Job satisfaction, therefore, can be conceptualized as an assessment of one’s job in terms of whether it allows the fulfillment of one’s important job values, which are congruent with one’s needs (Hackman & Oldham, 1975; Jayaratne, 1993; Boon, Arumugam, Vellapan, Yin, & Wei, 2006). For Nnadi (1997) job satisfaction is composed of the reaction, attitude or perception of an individual to work. Nnadi further points out that, job satisfaction is made up of different sets of variables, which are very complex. Such variables include economic rewards, social rewards, company policy and its administration, interpersonal relationships, working conditions, achievement, recognition, work itself, responsibility and advancement. Gibson, Ivancevich and Donnely (2000) share the views of Nnadi, noting that job satisfaction is an individual’s attitude to his or her work. According to them, this attitude is influenced by certain factors peculiar to the work environment, precisely the style of the supervisor, work procedures and policies, conditions of work and fringe benefits. Bogler (2001) also defined job satisfaction from the perspectives of two factors. The first comprises intrinsic factors, which are associated with satisfiers, such as achievement, autonomy at work, professional prestige and development. The second is extrinsic dimension of job satisfaction which is related to work condition, pay or benefits. Both of these aspects are connected to issues that relate to job satisfaction. Most central to these definitions, is the idea that job satisfaction is presumed to be a global construct encompassing a variety of specific aspects of the job that influence a person’s level of satisfaction (Griffin and Bateman (1996). Some crucial characteristics of job satisfaction emerge. These aspects include benefits, promotion opportunities, working conditions, supervisor and colleagues, career prospects and pay. These various facets are assumed to aggregate into an overall orientation termed as job satisfaction (Griffin and Bateman (1996).

From the above elucidation of the concept of job satisfaction, it is evident that job satisfaction is a function of employee’s attitude to their work. It implies doing a job one enjoys, doing it well, and being suitably rewarded for one’s efforts. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a general feeling of fulfillment. It also brings about pleasurable emotional state that often leads to a positive work attitude to the worker because a satisfied worker is more likely to be creative, flexible, innovative, and loyal. In essence, job satisfaction can be said to be a product of the events and conditions that people experience on their jobs. As a concept, it is closely related to motivation in view of the fact that motivated employees are perceived as synonymous to satisfied employees. Motivation is the totality of what prompts individual workers to strive to achieve targets they have set. Several theories have been propounded in support of motivation. In the field of education, most research in teacher job satisfaction is rooted in the pioneering work of Herzberg, Mouser and Syderman (Bolger, 2001; Dinham and Scott, 2000). This theory according to Greenberg & Baron (1995) is useful for describing the conditions that people find satisfying and dissatisfying on the job. Herzberg, Mouser and Syderman (1959) propounded the ‘two-factor’ Motivator-Hygiene theory, arguing that there are two general independent types of factors that affected job satisfaction and job dissatisfaction. According to them, ‘intrinsic’ factors (called motivators) are factors whose presence motivates workers to perform better and so enhance job satisfaction. These constitute factors related to the job itself, achievement, advancement, recognition for achievement and responsibility. Hygiene or ‘extrinsic’ factors (also called dissatisfiers) operate to reduce or eliminate job satisfaction. These factors may not necessarily motivate the employee and its absence may be a clue for job dissatisfaction. These include salary, supervision, interpersonal relations, working conditions, organizational policy and management, management style of the supervisor and job security.

In this theory satisfaction and dissatisfaction lie on a continuum with zero midpoints ‘at which dissatisfaction and satisfaction are absent’ (Kreitner & Kinicki, 2001, p.217). Consequently, a good



remuneration, supervision and conditions of work but laborious or strenuous and unchallenging task with a minimal opportunity for advancement would be at the zero point and such employee would not suffer dissatisfaction with the job. This is due to the presence of good hygiene factors. Correspondingly, that person would have no satisfaction because of the absence of motivators. Herzberg's theory also send signals that job satisfaction is not exclusively dependent on good remuneration and working conditions but also an enriched job environment that offers opportunity for growth, recognition, autonomy and personal contribution to a purpose or goal has significance for employees. Nnadi (1997) therefore makes the observation that affiliation for social interaction at work with co-workers, opportunities for personal growth, recognition, autonomy and supervision are important facets of job satisfaction.

Previous research studies have linked job satisfaction to a number of positive organizational effects like reduced employer turnover (Arnold & Feldman,1982), employer absenteeism ( Breugh,1981), employee job involvement (Steers &Black,1994), high levels of employee organizational commitment (Mowday et al,1979, Reyes, 1989) and organizational effectiveness (Ostroff,1992). But when job satisfaction is examined in the context of transformational leadership, several predictions come to mind. That transformational leadership might intrinsically foster more job satisfaction given its ability to impart a sense of mission and intellectual stimulation. Also, given that transformational leaders encourage followers to take on more responsibility and autonomy, work tasks would provide followers with increased level of accomplishment and satisfaction (Emery & Barker, 2007). In the specific context of this study therefore, one of the keys issues that will be investigated will be the extent to which the attitudes of the lecturers in the institutions studied is influenced by the transformational nature of their heads of departments and whether key ingredients such as recognition, professional development, decision making and autonomy are manifest. The study will also investigate the extent to which any or all of these facets have led to the entire satisfaction of lecturers on their job. Studies on in tertiary institutions confirmed that apart from remuneration, academic job satisfaction was also affected by social, political and financial factors. Boyer et al's (1994) international study on sources of satisfaction and frustration among professors in 14 countries (Australia, Brazil, Chile, USA, UK, Germany, Israel, Hong Kong, The Netherlands, Korea, Japan, Russia, Sweden and Mexico) surprisingly reported a high sense of satisfaction with the intellectual lives, courses taught and the relationships amongst colleagues. Within specific countries, issues bothering on levels of remuneration and the strenuous nature of the work were raised. Hong Kong, Netherlands and few cases in the USA confirmed their salaries as good. The results were found to align with those of Lacy and Sheehan (cited by Ssenga & Garrett, 2005) on academics' satisfaction with their job across eight developed nations (Australia, USA, Germany, Canada, Mexico, Israel, Sweden and UK) which concluded that both content-related and context related aspects of the job could lead to either job satisfaction or dissatisfaction. Generally academics were satisfied particularly with four facets of their jobs: relationships with colleagues; the opportunity to pursue their own ideas; job security and the general situation of institutions. Related to this is the finding of Ssenga & Garrett (2005) on factors contributing to academic satisfaction and dissatisfaction in higher education in the developing world. The study conducted in two universities in Uganda, found co-worker behavior, autonomy of content taught, supervision and intrinsic facets of teaching as factors most prevalent in the prediction of dons' satisfaction. Isolating remuneration, one factor that is certain within academia, is the opportunities to pursue one's own ideas and colleague interrelationships which serve as a real satisfaction to lecturers. These findings from Lacy and Sheehan (1997) and Ssenga & Garrett (2005) on autonomy of work corroborate with earlier studies by Hall, Pearson, & Carroll (1992) and Poulin & Walter (1992).

Employee job satisfaction has large effects on organizations. Higher job satisfaction level may contribute more positively to the overall success of organization. In a similar vein, Kyamanywa (1996) cited by Ssenga & Garrett (2005) also investigated job satisfaction in Uganda's tertiary institutions. The results pointed to four factors as predicting job satisfaction of lecturers. These are incentives, pay packages, leadership styles and the obtaining conditions at the work place. These results seem to suggest that in an environment of scarcity where personal growth and development needs are not being met, extrinsic

factors like work environment factors tend to shape the job satisfaction of workers. Studies by Carsten and Spector (1987) have shown the relationship between employee job satisfaction and performance, productivity, retention, and employee absenteeism. For increasing employees' levels of job satisfaction has shown to lower the incidence of absenteeism, tardiness, turnover, and grievances (Montana & Charnov, 1993) low morale, job stress, low productivity and a gloomy work environment. Job satisfaction among employees may also take on a significant level of importance considering the cost of replacing high-performing individuals or the expense incurred by retaining underperforming staff members. In this case additional costs may be incurred with new replacements or retraining new staff to fill roles of former employees. It is therefore an established fact that schools with satisfied teachers are more productive than schools with dissatisfied teachers.

In accordance with the framework for the study, the variables in the framework were operationally defined. Operational definition is assigning meaning to a construct or a variable by specifying the activities or operations necessary to measure it (Kerlinger (1986). Therefore, to facilitate a better understanding of study variables in this study, the following keywords were operationally defined.

1. Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job and job experience. (Locke, 1976). This results from the perception that an employee's job actually provides for what he or she values in the work situation. These include recognition, pay, supervision, professional development, autonomy, decision-making and co-worker interrelationships.
2. Transformational leadership approach according to Hallinger (1992) is school leadership that focuses on the individual and collective understandings, skills and commitment of teachers.
3. Charisma refers to leadership behaviour that inspires in the followers an unquestioning loyalty and devotion without regard to their own self interest. Followers see their leaders as role models and would want to emulate them.
4. Individual Consideration is the individual attention and development or mentoring orientation exhibited by leaders towards their subordinates.
5. Intellectual Stimulation is the arousal and change in followers regarding problem awareness, problem solving, of thought and imagination, and of beliefs and values.

### **3.4 Empirical Framework**

This section deals with empirical studies conducted on leadership and employee satisfaction, as well as studies on transformational leadership and job satisfaction of employee's in different context.

#### **3.4.1 Leadership and job satisfaction**

Considerable research by Bass, (1985) and Vroom & Jago, (1988) has pointed to the fact that leader behavior can have a profound and consistent influence on several facets of subordinate satisfaction. This stance is collaborated by Griffin & Bateman (1986) and Steers & Rhodes (1978) that leadership behavior has an immense and steady influence on employees' job satisfaction. According to Maslow (1954), an administrator's job is to provide possibilities for the satisfaction of employees' needs that also support achievement of organizational goals, and to remove impediments blocking need satisfaction, and creating frustration, negative attitudes, or dysfunctional behavior. In school management, Maslow's suggestion was supported by Drysdale, Ford, Gurr, & Swann (2003) who established that successful school leaders,

who are achievement oriented, support all members of the school community, provide opportunities for people to achieve, and try their best to contribute to the quality of education and learning for the whole school community which in turn enhances teachers satisfaction to work. This is in agreement with Mine's (2008) study of leadership behavior in public school leaders in relation to teacher job satisfaction in Cyprus. The study established that due to the individual considerate behavior of leaders, a significantly positive relationship between leaders and teacher with regards to their satisfaction on the job was maintained. This transformed to expressed high job satisfaction of teachers. Evidently, perceived individual considerate behaviors of school principals satisfies an employee's needs and thus leading to the satisfaction of teachers on their job. In a related development, a study by Ryan (1980) in Newfoundland, found a positive relationship between management style and job satisfaction of teachers. But this study was completed before the concept of transformational leadership was widely practiced and so the specific type of leadership. Yet in the same set up, Delaney's (1991) quantitative study to investigate teacher perceptions and the effect of management or administrative practices on teacher morale and job satisfaction found management practices significantly affecting morale of teachers. Five hundred teachers randomly selected from Newfoundland and Labrador identified several factors as having considerable impact on teacher morale and satisfaction. Three factors that received most emphasis were job security, working conditions, and management practices. He therefore recommended that administrators should review their policies on a regular basis, especially in areas such as decision-making for a more effective leadership. Reminiscent of Ryan's (1980) study, Delaney's study also provides attestation of a relationship between leadership practices and teacher morale and satisfaction. Evans (1998) in a more recent study in United Kingdom lends credence to the fact that leadership is a key factor in teacher job satisfaction and morale. The study which was conducted over a five-year period focused on morale, job satisfaction, and motivation of teachers and concluded that leadership was an important factor because the style of leadership of the head teacher "sets the tone" for the micro politics within the school. These results point to the fact that school leaders with consultative and collaborative leadership styles were more successful in achieving high levels of job satisfaction and morale among their staff. In a different setting, Medley and Laroche's (1995) research to measure the relationship between job satisfaction and leadership characteristics within the health care environment, found that not only did a relationship between job satisfaction and leadership characteristics exist, but also organizations where job satisfaction was higher had an 85 % retention rate amongst nurses. Additionally, Cohen and Cohen (1983) had similar results when analyzing the relationship between 43 leadership characteristics and employee job satisfaction. A study in Ghana by Zame & Hope (2008), using head teachers in basic schools revealed the lack of leadership proficiencies of head teachers due to the absence of school leadership preparation programs. The study further affirmed the lack of professional preparation in leadership, and practice management and administrative behaviors of heads rather than leadership and so concluded that Ghana faces a leadership challenge related to head teachers' professional development.

### **3.4.2 Transformational leadership and job satisfaction**

Transformational leadership has also been linked to an array of outcomes, follower job satisfaction and satisfaction with a leader (Hatter & Bass; Koh et al, (1995); Lowe & Kroeck, 1996) employee commitment to the organization (Barling, Weber, & Kelloway, (1996). Bass, (1998) also indicate that the relationship between transformational leadership and personal outcomes such as job satisfaction and commitment is well established. Because transformational leaders inspire their followers to go above and beyond their own self interests for the sake of the organization, leaders are able to bring a deeper insight and appreciation of input received from each member. Followers on the other hand are focused and look for new approaches to do their jobs. This challenge given to followers motivates them to become more involved in their tasks which result in an increase in the degree of satisfaction with their work and commitment to the organization. Graham (1988), providing a conceptual linkage between transformational leadership and organizational behavior suggests that transformational leadership leads to organizational citizenship behavior through the process of member empowerment. Citing Avolio and

Bass (1988), Graham (1988, p. 79) argues that the leader's 'singular contribution is focused on empowerment of followers to serve as autonomous organizational citizens'. Empowerment, according to him, is attained through individualized consideration and intellectual stimulation. There is also empirical support for this position. Dvir, Eden, Avolio, and Shamir (2002) showed that transformational leaders had a direct impact on followers' empowerment, morality, and motivation. Transformational leaders are frequently good role models for their subordinates. As such, it is clearly possible for subordinates to perceive such leader behavior to be extra-role gestures, and subordinate imitation of these behaviors could enhance their own satisfaction on the job. Equally, Podsakoff, MacKenzie, Moorman and Fetter (1990) supported this assertion on the effects of transformational leadership style on organizational citizenship behavior with their study with petrochemical employees. Studying the impact of transformational leadership behavior effect on followers trust, satisfaction and citizenship behavior, they found that transformational leaders influence organizational citizenship behavior, although this relationship was moderated by the degree of trust subordinates have in the leader. Identically, Bryman (1992) discovered that transformational leadership is positively related to a number of important organizational outcomes including perceived extra effort, organizational citizenship behaviors, and job satisfaction. He maintained that this emanate from the considerate nature of transformational leadership. These findings suggest the significant contributions of the transformational leader towards employee empowerment and enhanced job satisfaction of followers owing to the cultivated trust followers' repose in their leaders.

Bolger (2001) also examined the effects of transformational leadership on principals' decision-making strategy, and teachers' occupation perceptions on teacher satisfaction, using the Multifactor leadership Questionnaire (MLQ) and principal's and teacher job satisfaction questionnaires on 745 teachers in elementary, middle and high schools in Israeli. He found that principals' transformational leadership affected teachers' satisfaction both directly and indirectly through teachers' occupation perceptions. Most importantly, teachers' satisfaction also increased as they perceived their principals' leadership style as more transformational. Interestingly, this study established that teachers' occupations strongly affected their satisfaction. This thus confirms the participative character of transformational leadership. The results of this study seems to agree with Koh et al,(1995) that transformational leadership had some form of effect on both teachers and students behavior. In another vein, Koh et al (1995) examined transformational leadership skills in 89 secondary schools in Singapore using a split sample technique. The Multifactor leadership Questionnaire was used to assess 846 teachers from the eligible secondary schools. The study sought to examine the influence of transformational leadership behavior as it related to organizational commitment, organizational citizenship behavior, teacher satisfaction, and student academic performance. The findings showed transformational leadership had significant add-on effects to transactional leadership in the prediction of organizational commitment, organizational citizenship behavior, and teacher satisfaction. It further revealed substantial add-on effects of transformational leadership on transactional leadership as a prediction of organizational commitment and employee satisfaction. By and large the singular effect of transformational leadership is exhibited in this study as impinges on the various aspects of organizational functioning. This finding lends credence to the argument that transformational leadership may be effective in enhancing attitudes and behaviors among employees.

Studies in Christian higher education institutions using the transformational model in North America had a similar story to tell.(Webb (2009) using 104 higher education institutions supported the study of Koh et al(1995) that the transformational model was approximately equal in predicting follower job satisfaction. Webb investigated the degree to which a combination of transformational leadership, transactional leadership, and laissez-faire leadership practiced by presidents of member colleges and universities in the Council for Christian Colleges and Universities (CCCU) was predictive of followers' job satisfaction than transformational, transactional, or laissez-faire leadership alone. He established that Charisma, Individual Consideration, and Contingent Reward were significant predictors of followers' job satisfaction in all three combined models and concluded that a combination of transformational leadership attribute of

Charisma and Individual Consideration with transactional leadership attribute of Contingent Reward, leaders could implement leadership behaviors that enhance followers' satisfaction and motivate followers to work harder which will end up in increased followers' perceptions of leadership effectiveness. This finding offer support to the view that a combination of charisma leadership, personal consideration, and use of a positive reward system increases followers' job satisfaction, motivation and perceptions of leaders' effectiveness. Hetland & Sandal (2003) revealed another side of transformational leadership in their study in Norway to investigate the relationship between transformational leadership and followers rating on satisfaction, effectiveness and work motivation as well as the relationship between transformational leadership and personality in five private and public institutions. The results yielded substantial support for a strong and consistent link between satisfaction, effectiveness and motivation. However, a modest relationship was found between transformational leadership and personality measures suggesting that the context in which leadership occurs might be a more important determinant than the leaders' traits. This draws attention to the fact that the personality factor of leaders can also contribute in the success story. Besides, the perceptions of the leader come into view as strongly related to the role of the rater which draws attention to the fact that leadership is a dyadic process involving the perceived and the rater. This finding is consistent with previous studies Hater & Bass (1988) which posit that transformational leadership correlated positively with how leaders were perceived, and how much effort followers were willing to invest in their leader and the extent of satisfaction followers had in their leader. In line with this, Judge and Bono (2000) in a study indicated work motivation as the essential factor predicted in followers ratings on transformational leaders and their satisfaction. These findings provide empirical support that the motivational aspects of transformational leadership are what make it unique and successful. The expectation of the success of transformational leaders is predicted to translate into a stable and low staff turnover with accompanying student progress. But contrary to expectations, Griffith (2005) established that the success story of transformational leadership was not associated directly with either school staff turnover or school-aggregated student achievement progress. Rather transformational leadership showed an indirect effect, through staff job satisfaction, on school staff turnover (negative) and on school-aggregated student achievement progress (positive). For him, higher levels of staff job satisfaction in his case were associated with smaller achievement gaps between the type of students within a school (minority and non-minority students). This results is contrary to expectations that transformational leadership in its entirety may have a bearing on school staff satisfaction and student progress.

### **3.4.3 Transformational leadership and job satisfaction in private and public institutions**

In respect of transformational leadership and job satisfaction in private and public institutions, Ihrke, (2003) maintain that one of the least examined areas of leadership is in public organizations. In the same vein, Wofford, Whittington, & Goodwin (2001) and Suarva, (2002) confirm lack of research in the area of leadership in governmental organisations though research indicate higher performances from employees when the transformational leadership approach is used. This stance is collaborated by Javidan & Waldman, (2003) that documented evidence on transformational leadership covering a 10 year period produced very few references. Nevertheless, a study by Parry & Proctor-Thompson,(2003) in the federal leadership in the public sector found that transformational leadership leads to higher performance and employee satisfaction. A recent study by Mine (2008) in public schools in Cyprus show that perceived transformational leadership behaviours of school principals significantly and positively affect teachers' expressed job satisfaction. Other studies (by Ejimofor, 2007; Koh et al, 1995; Nguni et al, 2006) also collaborated the findings of Mine in the public institutions. Yet another study amongst public and private service institutions in Norway by Hetland & Sandal (2003) equally found transformational leadership in both private and public institutions as having strong and consistent links with the employees' satisfaction. The study also found a modest relationship between transformational leadership and the personality measures, suggesting that the context in which leadership occurs might be a more important determinant

than the leader's individual traits. It is evident however that, transformational of leadership behaviors irrespective of the type of institution significantly affect employees' expressed job satisfaction. It is in the view point of this study to find out if transformational leadership affect job satisfaction amongst respondents in the institutions studied.

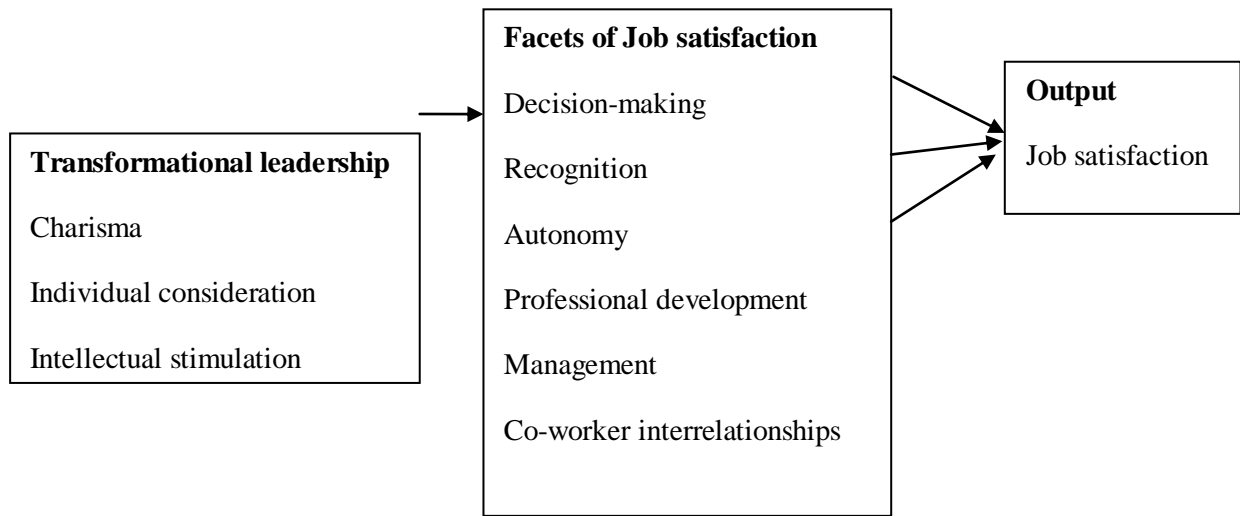
#### **3.4.4 Transformational leadership and job satisfaction in Africa**

Most studies exploring links between transformational leadership and organizational functioning have been based on Western samples which raise questions about their generalizability or suitability to other societies other than those of the West. In line with this, some studies have been conducted in other settings although very scanty references support studies in Africa (Nguni et al, 2006). In spite of this Walumbwa et al, (2005) studied the effect of transformational leadership on work-related attitudes, organizational commitment and job satisfaction in two distinct cultures Kenya in Africa and the United States of America (USA). With 158 respondents from seven foreign and local banks in Kenya and 189 respondents from five banks in the United States using the Multifactor Leadership Questionnaire (MLQ) and Smith, Kendall & Hulins (1961) Job Descriptive Index (JDI), established a strong and positive effect of transformational leadership on organizational commitment and job satisfaction in both cultures. This study provides some evidence concerning the generalizability of this theory to an environment in a different culture outside the West. Similarly, Ejimofor's (2007) study in Nigeria examining transformational leadership skills and teacher job satisfaction, in secondary cycle institutions also concluded that transformational leadership behavior affected teachers' job satisfaction. This finding further showed that engagement of teachers in decision-making and the creation of opportunities for teachers professional growth development by transformational leaders predicted teachers' job satisfaction. Also Nguni et al, (2006) studied transformational leadership behaviors in both primary and secondary school settings in Tanzania. The study findings showed that the group of transformational leadership behaviors had strong to moderate positive effects on value commitment, organizational citizenship behavior, and job satisfaction of teachers. These findings in the African settings do not only prove the versatile nature of transformational leadership but also its applicability to diverse milieu. In line with these findings will the results of this study confirm or negate the versatile nature of transformational leadership? Is the study going to annul the lack of leadership studies in Ghana? Or are the results going to be aligned with that found from other African settings or a different scenario will be painted in the Ghanaian context?

#### **3.5 Summary of empirical frameworks**

The conceptual framework for this study derives from the transformational leadership theory of Bass (1985) and its instrumentation by Bass (1994, 1995) and job satisfaction of employee. Transformational leaders are known to maintain collaborative cultures where staff can participate in decision making, critique and plan together. They also encourage group problem solving and foster teacher developments which encourage open and group discussion of alternative solutions. These processes led to the involvement of teachers in decision making, attention to individual needs (recognition), facilitation of relationships with colleagues and supervisor, and opportunities to pursue teachers own ideas. This auspicious environment is expected to bring some fulfillment to teachers. Learning from the developments of the different inclinations of public and private tertiary institutions in Ghana a study on the management style (leadership) in relation to the facets of job satisfaction would equally be beneficial. Whereas meeting the demands of clients is of outmost importance to the private, the public institutions are concerned with job satisfaction of lecturers. Guided by these developments and empirical studies, the conceptual framework investigates the relationship between transformational leadership and the facets of job satisfaction to determine the overall satisfaction of lecturers in tertiary institutions. The facets in this case were decision making, recognition, co-worker interrelationships, autonomy, management style, and

professional development. Based on the above premise, Figure 1 shows the hypothesized link from transformational leadership through the roles of the facets of job satisfaction namely decision making, recognition, interrelationships, autonomy, management style, and professional development to the entire job satisfaction of lecturers. The study examined the relationship between transformational leadership of Heads of Department and job satisfaction of lecturers in tertiary institutions in Ghana. The figure below summarizes the relationship between Transformational Leadership, the facets of Job Satisfaction and Job Satisfaction in a conceptual model.



*Figure 1: A conceptual model for studying the relationship between transformational leadership practices and teacher job satisfaction*

In sum, leadership has a significant role in the success or failure of the organizations and institutions. Substantial evidence (Bass, 1985; Griffin & Bateman, 1986; Vroom & Jago, 1988) has substantiated this need in tune with the changing times. Transformational leadership is also an important aspect for organizations and institutions because of its creative, visionary, interactive, empowerment, and passionate impact on the multiple and complex roles of today's leaders. Transformational leadership has also been shown to affect many aspects of organizational or institutional functioning including work related behaviors of employees. This influence of transformational leadership has also been exhibited in different work environments, (educational and non-educational and even various levels namely primary, secondary institutions including banks and hospitals) and organizational citizenship behaviors and work-related attitudes including job satisfaction. These have been tested in a variety of societies and cultures in western and non-western societies including the oriental cultures. These aspects attest the universality of transformational leadership (Bass, 1985). In all these instances not only were positive relationships established but also the impact on worker attitude and organizational goals were established. On the whole, the effects of transformational leadership on employee work related attitudes such as job satisfaction has been firmly established in a number of empirical studies undertaken in different countries across the world and in a variety of organisational contexts, both non-educational and educational organizations (Bolger, 2001; Ejimofor, 2007; Hetland & Sandal, 2003; Koh et al, 1995; Mine, 2008; Nguni et al, 2006; Walumbwa et al, 2005; Webb, 2009). Anchored in these studies, there are no qualms about the effectiveness of the transformational leadership paradigm in ensuring employee job satisfaction. It is in this light, that this study undertakes an investigation into the possibility of a relationship existing between transformational leadership of heads of departments within the institutions studied and how these

influence the job satisfaction of lecturers in these institutions. In view of the above discussion the following hypothesis are proposed.

1. If heads of departments in tertiary institutions are transformational in how they lead their departments then lecturers' would be more satisfied.
2. If institutions are privately run (instead of publicly run) then the school leader will be more transformational and lecturers will be more satisfied.



# Chapter 4

## Methodology

### 4.1 Introduction

The previous chapter had outlined the theories in transformational leadership and job satisfaction and studies other researchers had done in this area. This chapter explains the method used, research design, population and sample in the study. It further describes the instruments used, procedure adopted in undertaking the study and the methods used in analyzing the data collected.

### 4.2 Research Design

The study was an ex post facto research design as the independent variable has already occurred and could not be manipulated. According to Cohen, Manion & Morrison (2000) ex post facto is a method of teasing out the possible antecedents of events that have happened and cannot be manipulated by the investigator. They contend that it is a valuable exploratory tool which yields useful information concerning the nature of a phenomenon. Gall, Borg, & Gall, (1996) indicate that ex post facto research design allows analysis of relationships among a large number of variables in a study. They explain further that it is used to determine the individual or collective relationships between a large number of variables and a single behavior pattern. Fraenkel & Wallen (2006) adds that ex post facto research determines cause or effect that has occurred and looks for effect or cause from it. Primarily, the design is interested in associations or cause and effect with no random assignments to treatments. Because the purpose of this study was to determine the relationship between lecturers job satisfaction in relation to the transformational leadership skills of heads of departments, ex post factor research design was deemed appropriate to use. Against this background the study adopted an ex post facto perspective. An ex post facto design has its own limitations. Ex post facto research design can only investigate relationships and not causation. Cohen et al (2000) pointed out the inability to manipulate the independent variable, or to randomize subjects and to infer causation as setbacks for this design. However, improvements in statistical techniques and general methodology have made ex post facto designs defensible (Cohen et al (2000). In view of the fact that its advantages outweigh its limitations, the ex post facto design was chosen for the study. Data was gathered using a questionnaire administered to lectures to measure transformational leadership and job satisfaction and interviews with HOD's to measure transformational leadership behaviours.

#### *Procedure*

Survey questionnaires were hand administered by the researcher after a meeting with the head of departments and participating lecturers to explain the study purpose and procedures for answering the questionnaire. Telephone numbers of participating lecturers were also recorded to facilitate the retrieval of questionnaires. To ensure anonymity, participating lecturers were offered envelopes to conceal their responses and personally collected by the researcher at an agreed date. Because of the sensitive nature of the data requested, total anonymity and confidentiality was guaranteed to ensure an acceptable response rate and honest answers. Only full time lecturers in the selected departments who had worked with the current Head of Department for a minimum period of at least one academic were purposively used for the study. Lecturers with less than a year's experience with current head were excluded as respondents because their brief period of interaction may be limited to be able to assess the head and therefore their responses may not constitute an accurate reflection of the head's leadership style. For the interviews, only heads of departments with at least more than one academic year experience in their current department

were eligible for inclusion. Separate interviews were granted the heads of departments at an agreed time in consultation with the heads. Responses were recorded and analyzed.

## **4.2 Population**

The target population of the study was all public universities and private university colleges in Ghana. These are made up of 20 private university colleges and 6 public universities. Since the entire population could not be studied, the institutions were sampled for the study. An accessible population of 2 private and 1 public universities was used.

## **4.3 Sample**

A three stage sampling procedure was used. First universities were purposely sampled according to private university colleges' cohort and public universities cohort to obtain a sample that was representative of the population of interest. Out of these 2 private university colleges (MUCG and PUCG) and 1 public university (UCC) were selected. The choice of these institutions were to garner adequate responses to facilitate computation process especially where private university colleges have predominately smaller faculty sizes against the public institutions which have larger faculty sizes. Details on institutions of study are provided below.

In the second stage of the sampling technique, heads of departments who had been in that position for at least one academic year were purposively sampled for the study. This was to afford lecturers enough time to have interacted with their heads to be able to assess their transformational leadership style. Nine heads out of a population of 10 from private institutions and 3 heads out of a population of 4 from public institutions were used. A sample size of 12 heads of departments representing a response rate of 85.7% was therefore used.

For the third stage of the sampling process, all full time lecturers in the selected departments who had worked with the current head of department for a minimum period of at least one academic were purposively used for the study. Lecturers who had less than a year's experience with current head were excluded from participation as respondents for the research. This was because their brief period of interaction may be limited to be able to assess the head and therefore their responses may not constitute an accurate reflection of the head's leadership style. The total lecturer population for private institutions was 239 and 264 for public the institution making an entire lecturer population of 503 for the study. The response rate was forty (40) from the public and thirty-four (34) from the private institutions making a total of seventy four (74) respondents forming the sample size for the survey.

In all, Business Administration, Information Technology and Economics or analogous departments were used as selection criteria for all the 3 levels of sampling. Institutions that mount programmes in Business Administration, Information Technology and Economics were purposively sampled from the universities selected. Heads of departments and lecturers were equally purposively sampled based on the 3 selected programmes. These 3 departments were chosen for the reason that the subject areas are mounted in most institutions as against the programmes in the Physical Sciences. The commonalities within the departments would therefore make it easier to make inferences and also establish linkages between leadership of heads of departments and its implication on the job satisfaction of faculty members. It was subsequently to also help gather sufficient responses in support of the statistical tool to be used for analysis. Table 1 displays a breakdown of the population and sample size for the study.

**Table 1: analysis of population and sample of the study**

	Private*	Public**	Total	Percent (%)
Number of lecturers (population)	239	264	503	
Lecturer sampled <sup>1</sup> (Actual response)	34	40	74	
Anticipated sample			80	
Response rate			92.5%	
Heads of departments (population)	10	4	14	
sampled Heads of Departments <sup>2</sup>	9	3	12	85.7%

<sup>1</sup>For quantitative analysis (questionnaires)

<sup>2</sup>For interview

Source: \*\**Annual Report of Methodist and Pentecost University colleges*

\* *UCC 2009 Desk Diary*

#### 4.3.1 Institutions of study

Three tertiary institutions were used as case study. These are made up of the Methodist University College, Pentecost University College both private institutions and University of Cape Coast one of the public universities in Ghana based on a sampling procedure detailed earlier in the Chapter. The lecturers and heads of departments from Business Administration, Economics and Information Technology departments in the aforementioned institutions were used for the study.

##### *Methodist University College of Ghana (MUCG)*

Methodist University College of Ghana was established in 2000 after it had been granted accreditation by the National Accreditation Board. The institution is located in Accra, the capital of Ghana. It has two other satellite campuses one at Tema also in the Greater Accra Region and Wenchi in the Brong Ahafo Region of Ghana. It is a Christian based institution founded by the Methodist Church of Ghana. The school has four faculties namely Business Administration, Social Studies, Arts and General Studies and Agriculture and runs both day-time and evening programmes leading to the award of bachelors and master degrees. The college is affiliated to the University of Ghana for mentorship and award of qualifications. Student population currently stands at 3,124 made up of 1,585 males and 1,539 females (MUCG School Report- 5<sup>th</sup> Congregation 2008). The institution runs on a staff strength of 107 teaching staff comprising 61 full-time and 46 part time members.

##### *Pentecost University College of Ghana (PUCG).*

Pentecost University College of Ghana (PUCG) is a private mission university founded by the Church of Pentecost. It evolved from The Pentecost Bible College which initially trained only Lay leaders and full time ministers for the Church. PUCG was upgraded to University College and accredited in 2003 by the National Accreditation Board to run tertiary programmes. The school is located at Sowutuom, a suburb in Accra in the Greater Accra Region of Ghana. The institution offers certificate, diploma and degree programmes in the field of Religious Studies, Theology and Mission to prepare students for Christian

ministry as well as in Business Administration, Information Technology and General education. It is an affiliated institution of the University of Ghana, Legon. The staff strength stands at 132 staff with a student population of 1,717.

#### *University of Cape Coast (UCC).*

University of Cape Coast (UCC) is one of the six (6) state universities. It was established in 1962 to train highly qualified and skilled human resources for the education sector, in response to the dire need for trained educators and administrators, especially for the Ghana Education Service and teachers for second cycle institutions after the launching of the Accelerated Development Plan of 1959. Subsequently the institution gained independent status to confer its degrees by an Act of Parliament in 1971. Having diversified its programme offerings from its initial mandate oriented towards offering educational programmes, UCC now runs programmes in business administration, educational administration and planning, optometry, labor studies, music, actuarial science, commerce information technology and medical sciences. It also has a number of institutes, centres and schools including Institute of Education, Centre of Development Studies, Centre for Continuing Education, Centre for Research on Improving Quality for Primary Education in Ghana (CRIQPEG) and Counseling. The institution can also boast of a student population of 35,000 made up of 17,000 regular students, 4,000 sandwich students and 17,000 distant learners.

#### **4.3.2 Profile of respondents**

This section represents detailed information on the profile of the respondents used in the study. These include department, rank of respondents, number of years lectured and years under current head.

Respondents for the questionnaires were full time lecturers from private and public tertiary institutions who had worked with their current heads of departments for at least one academic year. Heads of departments in the identified departments were interviewed for the case studies. Profile of respondents for the questionnaires is highlighted below.

The gender of respondents were 28 and 23 for males (68.9%), 12 and 11 (31.1%) for females from the public and private institutions correspondingly. With respect to age, only 2 lecturers fell within 55 years and above, 7 were between 45-54 years, 18 fell within 35-44 years and 6 were below 35 years within the private institutions. On the other hand, 13 lecturers were 45-54 years, 17 fell between 35-44 years and 10 were less than 35 years from the public institution.

With reference to departments, Business Administration (15), Economics (12) and IT (7) were recorded for private with 19, 13 and 8 correspondingly from the public institution. Furthermore, the study involved 2 professors and 3 senior lecturers and 48 lecturers from private and 11 senior lecturers and 29 lecturers from the public. Pertaining to number of years of lecture, for private 5 lecturers have lectured for a period of 1 year, 17 lecturers had between 2 years to 5 years experience, 7 lecturers had taught for a period ranging from 6 to 10 years and 3 had experience above 10 years (1 each for 15, 33 and 46 years respectively). For public institutions, 3 lecturers had a minimum of 1 year teaching, 27 lecturers had lectured from 2 to 5 year period and 9 had lecturing experience between 6 to 10 years with only 1 with over 10 years lecturing experience. For the number of years under the current head, 15 lecturers had worked with the current head for a period of 1 year, 19 had worked with head between 2 and 3 years respectively in the private institution. For that of the public, 12 lecturers had worked with their present head for a year and above, with 22 having been under supervision from their current head for periods between 2 to 3 years. Only 6 lecturers had worked with their current heads for a period of 6 to 10 years.

Profile of heads of department (interviewees) include 5 heads of departments in Business Administration, 2 in Economics and 2 in Information Technology from the private and 1 each from the three departments in the public institution. While heads of departments in private institutions had 5 males and 4 females, the public institutions were all males. For the number of years in current positions, 1 head each from both private and public institutions had less than one academic year's experience. Three had between 1 to 2

years of experience in their current position, 4 had lead the department for 3 years and 2 had 4 years in current position within the private institutions. From their counterparts in the public institutions 1 each had 2, 3 and 4 years respectively in their current positions. On previous leadership experience prior to their current positions, 1 head from the private institutions had between 1 to 2 years previous leadership experience, 3 had had between 3 to 4 years of leadership experience before their current appointment and 5 had had over 4 years previous experience. Within the public institution, all the 3 heads of departments had over 4 years previous leadership experience.

**Table 2: Profile of respondents/interviewees**

<b>Lecturers</b>		Private	Public	Total	Valid Percentage
Description					
Departments	Business Administration	15	19	34	45.9%
	Economics	12	13	25	33.8%
	Information technology	7	8	15	20.3%
Academic Rank	Professors	2	-	2	2.7%
	Senior lecturers	4	29	33	44.6%
	Lecturers	28	11	39	52.7%
Gender –Males	23	28	51	68.9%	
	Females	11	23	31.1%	
Age	55+	2	-	2	2.7%
	45-54	7	13	20	27%
	35-44	18	17	35	47.3%
	>35	6	10	16	21.6%
Number of years under head of department	1	15	12	27	36.4%
	2 – 3years	19	22	41	55.4.%
	4 – 10years	-	6	6	8.2%
Number of years lectured	1 year	5	3	8	10.8%
	2-5	17	27	44	62%
	6-10	7	9	16	21.7%
	11	-	1	1	1.4%
	15	1	-	1	1.4%
	33	1	-	1	1.4%
	46	1	-	1	1.4%
<b>Interviewees</b>	Business Administration	5	1	6	
	Economics	2	1	3	
	Information technology	2	1	3	
Departments					
Gender	Male	5	3	8	
	Female	4	-	3	
Years of headship in current department	Less than 1year	1	1	2	
	1-2 years	3	1	4	
	3 years	4	1	5	
	4	2	1	3	
Prior years of leadership experience	1-2 years	1	-	1	
	2-4 years	3	-	3	
	4+	5	3	7	

#### 4.4 Instrumentation

Data was collected using both questionnaires and interviewees. A questionnaire was used to measure transformational leadership and teacher job satisfaction while interviewees assessed the transformational leadership skills of heads of departments.

##### *Questionnaires*

To assess the independent variable, the Transformational leadership scales of the Multifactor leadership questionnaire (MLQ) developed by Bass and Avolio (1997) was used for lecturers rating of their heads leadership. The MLQ measures the degree of transformational and transactional leadership with items drawn from Bass (1985) and elaborated upon by Bycio et al (1995). The MLQ was used because it has acquired a history of research as the primary quantitative instrument to measure the transformational leadership construct and also having been used in several research studies on transformational leadership (Bass, 1985; Hater and Bass, 1988). The instrument has been widely used in research studies, journals, dissertations, book chapters, conference papers, and technical reports and also in a variety of organizational settings such as manufacturing, the military (Yammarino & Bass, 1990; Bass & Yammarino, 1991), educational (Seltzer & Numeroff, 1989; Seltzer & Bass, 1990) religious institutions as well as private (Avolio, Yammarino, & Bass, 1991; Keller, 1992) and public organizations (Waldman, Bass, & Yammarino, 1990; Koh et al, 1990) in several countries (Bass, 1985; Howell & Avolio, 1993). Only items on transformational leadership and its attributes were used to assess the transformational attributes of heads of departments. The reliability of these subscales have been found to be satisfactory (Bass & Avolio, 1990; Avolio et al 1999; Bycio et al, 1995) Respondents indicated their responses to the extent to which they agree with the statement using a 5- point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss, Davis, England and Lofquist (1967) was used to measure job satisfaction of lecturers. It consists of twenty-two items measuring employee job satisfaction. The MSQ was used because it is a well-regarded measure of job satisfaction which has been widely used in academic research over thirty years (Thomas et al, 2002). Evidence of reliability (Arvey et al, 1989) and validity has been provided by Weiss et al, (1967) and was further tested and validated by Scarpello and Campbell (1983) and Thomas et al (2002). Respondents rated their satisfaction on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Some adjustments or modification were made to the questionnaires to make it relevant to the study and applicable to the Ghanaian educational context and tertiary level of education in particular. For example items referring to the school, heads and pupils at the lower levels of education were substituted with the higher education context like head department and students respectively. Refer to Appendix A for details.

The questionnaires was divided into three sections namely, bio-data, respondents' view on transformational leadership styles and job satisfaction of lecturers. Section A was designed to elicit information on the type of institution, gender of respondent, name of department, number of years in teaching, number of years of working with the current head of department, and gender of head of department. Section B contained twenty seven (27) statements on a 5 point Likert scale weighted between strongly disagree to strongly agree. It offered respondents opportunity to express their views on how statements that reflect the transformational leadership practices of their heads. The responses on the attribute of the transformational leader included charisma, intellectual stimulation and individualized consideration. Section C contained twenty-two (22) statements on perceived areas of job satisfaction including leadership styles, interpersonal relations, decision making, recognition, professional development and autonomy. Heads of department responded to structured interviews containing, twenty four open-ended questions to access the charismatic, and intellectually stimulating and individualized consideration attributes of transformational leadership style.

### *Structured interview*

Structured interviews were conducted on twelve heads of departments from the departments used for the study. The questions were based on the questions from the subscales of the Multifactor Leadership Questionnaire (MLQ). This instrument was most suitable for the respondents to elicit detailed responses which would otherwise not be captured in questionnaires and also convenient for respondents who due to busy schedules found answering questionnaires cumbersome. Twelve questions probed or sought to find out what constitute charisma for each of the heads of department. The questions bordered on trust, decision making, consensus building and willingness on the part of lecturers to participate in other departmental activities. Further questions enquired on interrelationships among co-workers, and achievements of heads against the backdrop of their visions outlined and how this was achieved. Nine questions were based on individualized consideration. These questions bordered on identification and usage of talents of lecturers, acknowledgement of staff contributions, provisions for professional growth, mentoring, and viable conditions for independent work of lecturers. Three questions assessed the intellectual stimulation aspects of heads of departments. Questions touched on motivation and inspiration on staff to new and challenging situations, encouragement of staff to change to new ideas of teaching and current practices and availability or provisions of learning and teaching material to boost intellectual stimulate lecturers in the discharge of their duties. Refer to Appendix B for details.

#### **4.4.1 Pilot test of instruments**

The questionnaire was pre-tested using two lecturers from Regent University College of Science and Technology (RUCST) who did not form part of the study sample. This was to enable the researcher make necessary corrections (Gall, Borg, & Gall, 1996) if necessary. The Interview guide was equally piloted on 2 heads of departments from the same institution. The pilot study exposed a few innate weaknesses in the framing of the questions which might blur the meanings of the responses to the items and a few suggestions from the interviewees helped to reshape and fine tune the questions. For example ‘To what extent do you say you treat individuals as unique with different needs and abilities?’ and ‘What conditions have you provided to ensure a safe and conducive environment for teaching?’ were changed to ‘Human beings are unique in terms of needs, abilities, strengths, etc. How do you identify the uniqueness of your lecturers?’ and ‘What provisions have you made in ensuring a supportive learning environment for staff?’ respectively.

#### **4.5 Techniques for analyzing data**

Data was analyzed using Correlation and regression analysis to explore the relationship between the variables transformational leadership and job satisfaction. Specifically, descriptive statistics indicating means, standard deviations, an Independent t-test to test significant differences between public and private institutions, correlation analysis and Regression analysis specifically were executed to find relationships and extent of relationships. It must be noted that while the unit of analysis for answering the research question on differences in transformational leadership and job satisfaction between public and private institutions was private (a combination of PUCG and MUCG) and public (UCC) institutions, the unit of analysis for answering the research question on the relationship between transformational leadership and job satisfaction were individual HOD’s and lecturers.

Case studies were analyzed qualitatively by relating statements of interviewee to characteristics that largely conformed to the conventional characteristics of the attributes of transformational leadership (Sagor, Leithwood, Leithwood and Jantzi, Poplin cited by Lontos, (1992) in ERIC (1992). These tactics include public recognition of outstanding performance of staff, experimentation of new ideas, power sharing through delegation, active involvement of staff in decision making, provision of facilities for

professional growth of staff and, shared responsibilities on tasks for staff involvement in governance. Equally, Hay's (2006) judged the behavioral characteristics of transformational leaders as considerate of the personal needs of employees, listens to all viewpoints to develop spirit of cooperation, strong role model, life-long learners, visionary, enthusiastic, mentors and effective communicators. These behavioral characteristics were substantiated by Plyhart, Lim & Chen (2001) who rated transformational leadership behaviour observed as leading by example, inspiring others, maintaining trust and cordial relationship with peers and demonstrating initiative and courage. Focusing on specific attributes, Bass & Riggio (2006) characterized charismatic leaders as sharing determination, taking risks, creating a sense of empowerment in followers, a joint mission, showing determination and dedication to the cause. In a similar vein, Bass & Riggio(2006) assessed individualized considerate leaders as leaders who are concerned about their followers well being, assigned tasks based on needs and abilities, encouraged self-development and a two way exchange of ideas while effectively mentoring, counseling or coaching his followers. They further contend that intellectually stimulating leaders motivated or inspired new ideas from their followers. The responses were weighted based on the favourability or unfavourability of the answer in conformity with these conventions. Rooted in these a very favorable answer to the questions to educe how heads of departments were individually considerate, intellectually stimulated their staff, acted charismatically was weighed as a + + (**double plus**), a + (**single plus**) for favorable answer, a +/- for a neutral answer whilst an unfavorable response gained a - (**minus**) and a very unfavorable response denoted - - (**double minus**). Neutral responses were coded with a combination of **a single plus and a single minus (+/-)**. To assess the total strength of an interviewee on a particular attribute, only the pluses were used. All the pluses within a particular subscale were added up. And each two pluses accounted for one very strong plus in the subtotal. On a scale of five pluses denoting the strongest trait to two pluses indicating some traits the results were analyzed.



## Chapter 5

### Results

#### 5.1 Introduction

This chapter presents an overview of the study results concerning transformational leadership and teacher job satisfaction in private and public tertiary institutions in Ghana. The chapter opens with the reliability analysis on the study variables. Results on both the questionnaires and case studies are presented in 3 sections respectively. And conclude with the major findings of both questionnaires and case studies in section 5.8. For convenience and understanding the public institution is University of Cape Coast (UCC) and private institution refers to Pentecost University College of Ghana (PUCG) and Methodist University College of Ghana (MUCG) respectively in the rest of this chapter.

#### 5.2 Reliability analysis of Transformational Leadership, its attributes, Job Satisfaction and its facets.

This section provides details on the reliability analysis of the independent variable- transformational leadership and dependent variable, job satisfaction. To establish the reliability of the study variables, Cronbach's Alpha internal consistency method was used. Cronbach's alpha measures how well a set of items (or variables) measures a single unidimensional latent construct. Usually a statistic equal to or greater than .7 is said to be good. The corresponding reliability statistics for transformational leadership and its attributes; charisma, individualized consideration, and intellectual stimulation are .931, .905, .768 and .849 respectively. This shows a high reliability of the variables (or items) of measurement for these attributes. In other words the variables are a consistent measure of transformational leadership and its attributes. Also the coefficient of reliability or Cronbach's alpha for Job satisfaction and the facet Autonomy was .702 and .778 respectively showing good reliability of the variables of measurement. Management style or Head of Department was also close to being reliable (.691). But the variables for recognition, interrelationship with co-workers and professional development were not reliable. Decision-making and Professional Development assumed the lowest reliability measures (.438 and .402 respectively). Also the low value of alpha can lead to a conclusion that the data for variables that measure the facets, Recognition, Interrelationship with co-workers, Decision-making, Professional Development and Head of Department of Job satisfaction' is multidimensional. The Regression is run on autonomy only because the other facets of job satisfaction namely decision-making, recognition, interrelationship, Head of Department, and professional development was found not to be reliable under Cronbach's alpha. Table 3 shows the reliability analysis of scale on the dimensional constructs of the variables transformational leadership, its attributes and job satisfaction and its facets, using Cronbach's Alpha.

**Table 3: Reliability analysis of scale on the dimensional constructs of the variables transformational leadership, its attributes and job satisfaction and its facets, using Cronbach's Alpha**

Variable	Reliability statistics	Number of items	Valid cases
Transformational Leadership	.931	27	74
Attributes:			
Charisma	.905	17	74
Individualized consideration	.768	7	74
Intellectual stimulation	.849	3	74
Job Satisfaction	.819	22	74
Facets:			
Decision making	.438	2	74
Recognition/ respect/ reward	.531	4	74
Interrelationship with co-workers	.518	5	74
Professional development	.402	3	74
Autonomy	.778	4	74
Head of Department	.691	7	74

Notwithstanding the reliability results, descriptives (as shown in the ensuing sections) are produced for both reliable and ‘not reliable’ facet since they merely give us an overview of the levels of behavior of variables and conclusions to this study are not based on them.

### 5.3 Results on the questionnaire (Quantitative analysis)

This section offer results on the questionnaire used by lecturers to assess their leaders. Section 5.2.1 presents the descriptive results on the means and standard deviations of the study variables. Section 5.3 shows the results regarding the differences between Transformational Leadership and its attributes as well as Job satisfaction and its facets in private and public institutions. Section 5.4 exhibits the relationships or associations between Transformational Leadership and Job satisfaction.

#### 5.3.1 Description of Transformational leadership and job satisfaction

This subdivision provides the descriptive statistics and internal consistency reliability estimates of the study variables namely transformational leadership, its attributes as well as Job satisfaction and its facets in both public and private tertiary institutions.

##### *Transformational Leadership*

Transformational Leadership is a leadership style that builds a unified common interest between leaders and followers and is characterized by the behavioral attributes of charisma, intellection consideration and intellectual stimulation. Table 4 exhibits an assessment of the means and standard deviations of the attributes of transformational leadership the independent variable for the study. Given the leadership questionnaire and employing the midpoint mark of 3.0, as used in a similar studies (Nguni et al, 2006; Bolger, 2001); the result indicated that both public and private schools exhibited transformational leadership. Their average rating score was above 3.0. However, lecturers rating of leadership on the

MLQ showed that leaders in private tertiary institutions exhibited more of transformational leadership (4.24) compared to the public institutions (4.15). The results for the various transformational leadership traits such as charisma, individualized consideration, and intellectual stimulation also assumed similar results. Private institution leaders scored higher on charisma (4.30) than public institution leaders (4.27), and their leaders also had higher scores for individualized consideration (4.2) than leaders from public institutions (4.01). On the measure of intellectual stimulation, private institutional leaders again had higher scores (4.00) than that of public tertiary institutional leaders (3.82). Furthermore scores for leaders from private tertiary institutions were better on the transformational leadership score and its associated leadership traits than the overall average. The corresponding standard deviations of the data all show minimal spread. Table 4 gives details.

**Table 4: Summary of means and standard deviations for transformational leadership and traits by public and private institutions**

	Num of items	Public		Private		Private and Public	
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Charisma	17	4.27 <sup>a</sup>	.466	4.30 <sup>b</sup>	.378	4.29 <sup>c</sup>	.425
Individualized Consideration	7	4.01	.475	4.2 <sup>d</sup>	.474	4.08	.479
Intellectual Stimulation	3	3.83	.747	4.00 <sup>e</sup>	.738	3.88	.734
Transformational Leadership	27	4.15 <sup>f</sup>	.465	4.24 <sup>g</sup>	.378	4.19 <sup>h</sup>	.427
Valid N (Listwise)		N =40		N =34		N =74	

*a, b, c, d, e, g, h:* 5% trimmed mean are used to exclude effect of lower extremes (outliers)

From the box plot in figure 2 below, heads of departments in private institution on average showed a higher level of transformational leadership than in the public institution. The rectangular box extended by the ‘whiskers’ reveal that generally a good proportion of lecturers thought their heads of departments exhibited an appreciable level (far above the mid mark 3) on transformational leadership. The mean (50<sup>th</sup> percentile) of the box plots show that the average leader in the private institution showed more transformational leadership than the average leader in the public institution. Furthermore, the upper quartile for private institution showed that there are proportionately a lot of lecturers who scored high on the transformational leadership than lecturers from the public institution though the highest 25 percent (shown by the distance between the 75% percentiles and maximum mark for the individual box plots) for private institution exhibited less spread in comparison to the public institution. It is noteworthy that cases 31 appeared as outliers for the public institution and cases 65 and 54 appeared as outliers for the private institutions. The minimum average score for the public institution however was lower and higher for the maximum average score in comparison with the private institution. A comparison of the length of the inter-quartile ranges (IQR) and extension of ‘whiskers’ of the 2 box plots show that there is less variation in opinions of level of transformational leadership (shown by head of departments) for the private institution than the public institution. In other words there is indication of more homogeneity in opinion of lecturers on the level of transformational leadership exhibited by the private tertiary school compared to public institution.

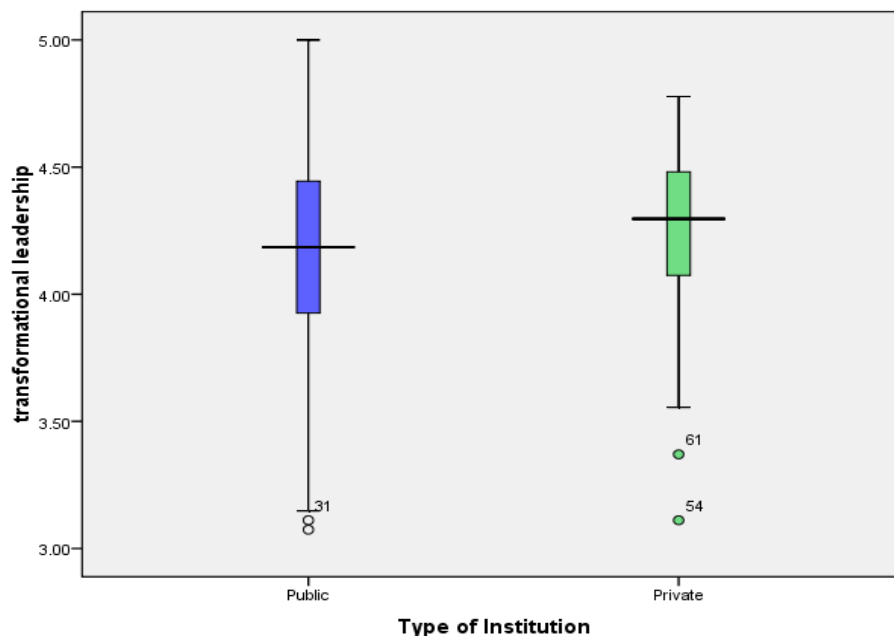


Figure 2: Box plot showing the levels of transformational leadership in private and public universities

### Job Satisfaction

Job satisfaction is perceived as an employee's response to conditions surrounding work referring to pay, benefits, promotion, style of supervision, co-workers and job environment. Nnadi (1997) reinforces this assertion that job satisfaction is a multi-dimensional construct with such crucial characteristics as social rewards, economic rewards, company policy and its administration, interpersonal relationships, achievement, recognition, responsibility and advancement. This, to some extent can be used to explain the differences in perception or performance of employers. The reasons include the nature of work, the behaviour of the supervisor and the characteristics of the employee.

Utilizing the midpoint mark of 3.0, this indicates that a number greater than 3.0 demonstrates evidence of job satisfaction. From table 6 below, the results showed that private lecturers had higher scores on job satisfaction (4.27) with regards to the effect of good decision making of their heads of departments than lecturers from the public sector (3.95) and the overall average (4.11). Lecturers in the public tertiary institutions opine that decision making skills of their heads of departments lack adequate impetus to yield some job satisfaction for them. Meanwhile the average score for job satisfaction based on recognition, respect or reward alone given to lecturers for private universities (4.29) was slightly higher than that of the public institution (4.22). It was also greater than the overall average of 4.25. In essence, all average scores showed that lecturers at private tertiary institutions were better satisfied with their job than their counterparts in the public universities. For staff interrelations and job satisfaction, public lecturers' score was 4.04 and the private lecturers' score was 4.09 with the overall average being 4.07. The score for professional development favoured response on job satisfaction for the public institution. The public score was 3.82 and 3.71 for private score. The overall average score was 3.77. Once more lecturers in the private school scored higher on autonomy (4.42) as leading to job satisfaction than lecturers from the public school (4.25). This result is an indication that interrelationships between lecturers, professional development and autonomy were good enough to yield some satisfaction for lecturers. This finding supports earlier studies by Boyer et al. (1994) and Ssenga & Garnett (2005) where academicians rated highly the satisfaction derived from co-worker behaviour, autonomy in addition to relationship and respect from students as a source of satisfaction. Besides, the Head of Departments' role in job

satisfaction registered higher scores in the private institution (3.98) than in the public institution (3.87) and the two institutions combined (3.93). Subsequently, lecturers in private institutions (4.06) had in general a higher score on job satisfaction than public institutions (4.01). The overall average score on job satisfaction was 4.03 indicative of the fact that lecturers in both private and public institutions exhibited job satisfaction. Tables 5 below provide details.

**Table 5: Summary of means and standard deviations for job satisfaction indicators for both public and private universities**

	Num of items	Public		Private		Private and Public	
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
1. Decision making	2	3.95	.67748	4.27 <sup>a</sup>	.48069	4.11 <sup>b</sup>	.61018
2. Recognition/respect/reward	5	4.22 <sup>c</sup>	.49835	4.29 <sup>d</sup>	.51859	4.25 <sup>e</sup>	.50503
3. Interrelationships with co-workers	5	4.04 <sup>f</sup>	.55618	4.09	.44071	4.07 <sup>g</sup>	.50402
4. Professional development	3	3.82 <sup>h</sup>	.76068	3.72 <sup>i</sup>	.61827	3.78 <sup>j</sup>	.69530
5. Autonomy	4	4.25 <sup>k</sup>	.61208	4.42	.46759	4.35 <sup>l</sup>	.55713
6. Head of Department	7	3.87 <sup>m</sup>	.59634	3.98 <sup>n</sup>	.42514	3.93 <sup>o</sup>	.52570
Job Satisfaction	22	4.01 <sup>p</sup>	.44236	4.06 <sup>q</sup>	.34219	4.03 <sup>r</sup>	.39845
Valid N (listwise)		N =40		N =34		N =74	

*a, b, c, d, e, g, h, j, k, l, m, p, q, r:* 5% trimmed mean are used to exclude effect of lower extremes (outliers)

*f, i, m, n, o:* 5% trimmed mean used to exclude effect of lower and upper extremes (outliers).

The box plot below (figure 3) shows that lecturers in private institution on average showed a higher level of job satisfaction than the public institution (shown by the median line). The inter-quartile range (representing 50 percent of respondents and shown by rectangular box extended by the ‘whiskers’) for the private institution is relatively short with the lower boundary (25<sup>th</sup> percentile) being above that for the public institution and the upper boundary (75<sup>th</sup> percentile) also below that for the public institution (using Turkey’s Hinges for calculating percentiles). One respondent in the public institution (case 31; indicated as outlier in figure 6 was below the mid mark 3) did not appear to have some satisfaction in so far as his or her job was concerned. The outlier for the private institution is case 61. Additionally, the highest and lowest score for job satisfaction was scored by a lecturer in the public institution. Nonetheless, considering the length of Inter Quartile Range and length of the range, the variation in job satisfaction for the public institution is higher than the private universities. Lecturers in the private institution in this respect exhibited more homogeneity in the level of job satisfaction.

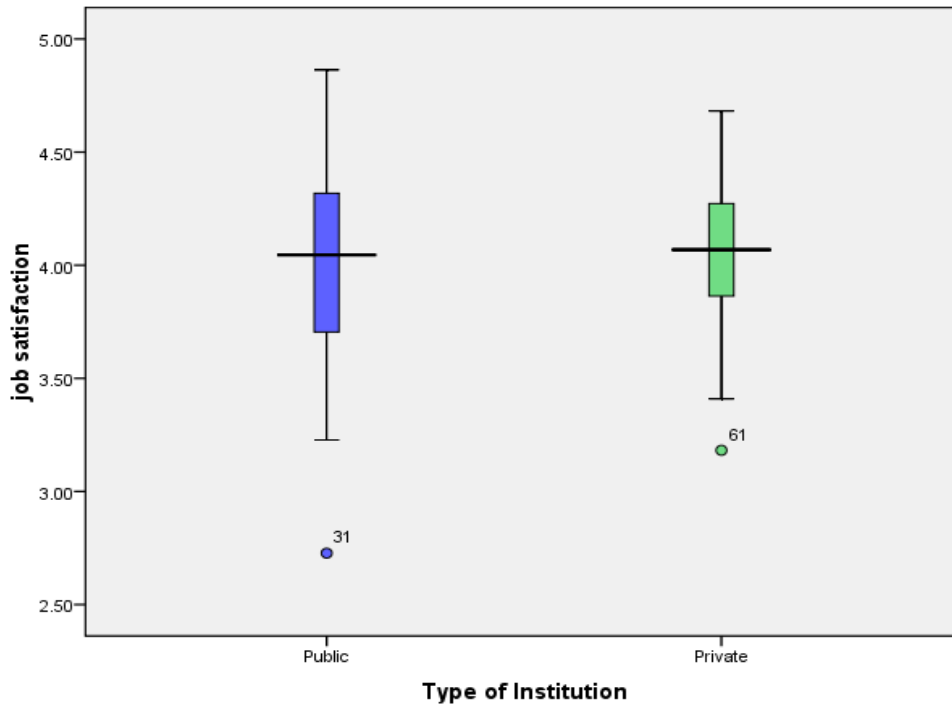


Figure 3: Box plot showing the levels of job satisfaction for private and public universities

#### 5.4 Differences among public and private institutions on transformational leadership, its attributes and job satisfaction and its facets.

Using the Independent sample t-test which is used for comparing means from two samples, this section seeks to address the question of whether differences exist between transformational leadership style of private and public tertiary institutions. In addition, it examines in detail differences (if any) in the attributes of transformational leadership namely charisma, individual consideration and intellectual stimulation between public and private institutions. It further explores the differences between public and private institutions in so far as job satisfaction and autonomy are concerned. With regards to differences between in private and public institutions and attributes of transformational leadership, there was no significant difference: charisma ( $p > .05$ ), individualized consideration ( $p > .05$ ) and intellectual stimulation ( $p > .05$ ) as revealed in table 6 below and intellectual stimulation ( $p > .05$ ).

**Table 6: Independent t-test comparing public and private universities on transformational leadership, its attributes; job satisfaction and its facets**

		t-test for Equality of Means				
		t	df	Sig. (2-tailed) p-value	Mean Diff	Std. Error Diff
Transformational Leadership		-.772	72	.443	-2.07794	2.69254
Attributes:	Charisma	-.367	72	.714	-.624	1.69715
	Individualized consideration	-1.389	72	.169	-1.08	.77489
	Intellectual stimulation	-.730	72	.467	-.37794	.51740
Job Satisfaction		-.767	72	.446	-1.57206	2.05057
Facets:	Autonomy	-1.657	72	.102	-.85147	.51372

All in all, there was no significant difference between the institutions on transformational leadership ( $p=.443 >.05$ ). The mean difference for charisma between private and public institution was an insignificant difference of .624 (in absolute value). In the same vein, difference in means values for individualized consideration (1.08 in *absolute value*) and intellectual stimulation (.378) between the institutions was negligible considered significant under  $\alpha = .05$ . To sum up, there is no difference of any kind between the transformational leader of a private institution and the transformational leader of a public institution.

Furthermore, there were no significant difference ( $t_{(72)} = -.767, p = .446 >.05$ ) in job satisfaction between the institutions. With reference to table 4, the mean measure for transformational leadership showed that mean value for private tertiary institutions was slightly higher (4.24) than that of public (4.15). Under the significance level of .05, this difference was not significant. In other words there would not be any difference in transformational leadership and job satisfaction for privately or publicly run tertiary institutions. Ideally, Heads of Departments in both types of institutions exhibit just about the same level and traits of transformational leadership and their subordinates, lectures also enjoy just about the same level of job satisfaction.

It can therefore be concluded that the seeming differences in mean values (see mean values in table 4, and 5) may however be due to chance factors. Relative to Autonomy, the mean difference between the institutions in absolute value was .851 which was not statistically significant ( $p >.05$ ). This indicates that lectures in both institutions enjoy just about the same level of job satisfaction and autonomy at their work places. With a mean difference of approximately 1.6 (absolute figure) and a standard error of 2.1 there is evidently less variability among the level of job satisfaction enjoyed by lecturers in both institutions; and even far lesser variability (std. error of .514) in autonomy of lecturers. Table 6 above shows the summary of results of the independent-t results for measuring the differences between transformational leadership, its attributes and job satisfaction and its facets for both public and private institutions.

## 5.5 Relationships and associations between the transformational leadership traits and job satisfaction

The relationship between the various attributes of transformational leadership and facets of job satisfaction was investigated using correlation analysis to first gain insight into the relations in this section. Regression analyses were performed to further indicate the extent and nature of relationships between the various cohorts. The leadership trait charisma showed a strong positive correlation with the leadership trait individualized consideration. It was also statistically significant. Equally, leaders who showed more charisma also showed more individualized consideration. The same can be said of charisma and intellectual stimulation (.601); individualized consideration and intellectual stimulation (.614). However, there tended to be a greater positive association between the various leadership traits and transformational leadership generally. Alongside charisma, individualized consideration and intellectual stimulation, transformational leadership yielded a Pearson correlation product moment value of  $r = .959$ ,  $.874$ , and  $.748$  respectively, showing the strongest association with charisma. The charismatic transformational leader also brings about job satisfaction (.568) and is also a good decision maker (.465) - though  $r$  is weak. The other two transformational leadership traits are significantly and positively correlated with job satisfaction of the individual lecturers. Likewise there is a positive significant relationship between them and the ability to make good decisions which potentially yields job satisfaction. However, making good decisions on the part of the head of department is significantly and highly related to the job satisfaction of lecturers (.672).

There was a relatively good and significant positive relationship between recognition or respect given to the lecturer and the transformational leadership traits (.595 with charisma, .559 with Individual consideration, .502 with Intellectual stimulation). Recognition was however strongly related to job satisfaction (.726) but less but significantly related to decision making (.431). Interrelationship with co-workers was significantly and positively associated with charisma (.662), individualized consideration (.532), intellectual stimulation (.436) and transformational leadership (.654). It was however strongly related to job satisfaction (.777) as expected and to decision making (.569) and recognition and reward (.661). While positive, the relationship between professional development of the individual and charisma (.204) and individualized consideration (.130) and transformational leadership as a whole (.225) was not statistically significant. Intellectual stimulation and professional development however was significantly related (.307). And as expected professional development was related to job satisfaction (.631), decision-making (.231), recognition (.316) and relationship with workers (.221). It can therefore be deduced that on the same job satisfaction scale, people who scored higher for job satisfaction from professional development are not likely to derive greater satisfaction from decision making of their heads of department and the interrelationship between co-workers. Essentially, people who seek satisfaction in professional development will tend not to gain much satisfaction from fraternizing with co-workers.

Apart from intellectual stimulation (.205), job satisfaction from autonomy at the workplace is statistically related to charisma (.351), individualized consideration (.269) and transformational leadership (.338). There was a high positive relationship also between autonomy and job satisfaction (.706) and the other job satisfaction facets. Additionally, Head of Department's role in job satisfaction had a significant positive relationship with charisma (.485) individualized consideration (.509), intellectual stimulation (.397) and transformational leadership (.529) However, it seemed to have relatively a significantly positive and stronger relationship with decision-making (.771), recognition (.529), interrelationship with co-workers (.820), and the overall job satisfaction (.780). And it was weakly though significantly related to professional development (.237) but not with autonomy (.48). It can generally be deduced from the foregoing, that transformational leadership showed a higher correlation with its attributes than the attributes could relate to themselves. However, charisma among the attributes showed a better association with the facets of job satisfaction with the strongest association being with 'interrelationship with co-workers'. Transformational leadership as a variable however showed the strongest association with job



satisfaction and its facets. Regarding job satisfaction and its facets, job satisfaction as a variable showed the strongest association with its facets than the relationship among facets themselves. Nonetheless, the role of the head of department showed the strongest association in general with the other facets namely decision making, recognition, interrelationship with co-workers, professional development and autonomy. This fact is also compatible with Barroso C. C, Villegas P, M.and Casillas B,& Jose C.,(2008) suggesting that transformational leadership had a direct effect on followers' satisfaction with supervisor, satisfaction with coworker, and satisfaction with work in general. This again concurs with the findings of Ssenga & Garrett (2005) that autonomy, interrelation and respect by students and co-worker behaviour as factors that can lead to job satisfaction. Table 7 is a table of correlations (covariance matrix) that shows the nature and strength of relationship between the various transformational leadership traits, transformational leadership, job satisfaction and the various facets of job satisfaction.

**Table 7: Correlation matrix of transformational leadership traits, transformational leadership, job satisfaction and its facet autonomy**

	Teacher survey using MLQ				Teacher survey using MSQ	
	C	IC	IS	TL	JS	A
Transf. leadership(TL)						
C Charisma						
IC Individualised consideration	.741*					
IS Intellectual stimulation	.601*	.614*				
TL	.959*	.874*	.748*			
JS Job satisfaction	.586*	.511*	.480*	.608*		
A Autonomy	.351*	.269*	.205	.338*	.706*	

\*. Correlation is significant at the 0.05 level (2-tailed)

The scatter plots of the various cohorts under review with and without outliers showed that the outlier effect on the correlation and regression analysis was muted except for regression of intellectual stimulation on autonomy. The general lack of effect was due to the fact that the outliers were very close to the minimum value considering overall measures (both public and private institutions), and secondly as a result of the large sample size. A regression with and without the outliers was however performed for the general effects of Transformational Leadership; its attributes on job satisfaction as well as its facets when responses for both institutions are combined.

### 5.5.1 Effects of attributes of Transformational Leadership on Job Satisfaction and its facet autonomy

The correlation analysis of the variables (in section 5.4) showed a significant relationship between most of the variables within and across the main variable constructs. This section uses regression analysis to investigate the nature of that relationship in terms of effect or impact of transformational leadership on job satisfaction; the extent of the impact and how the attributes charisma, individualized consideration and intellectual stimulation affect autonomy. The inter-correlations suggest the possibility of

multicollinearity among the variables. The high correlations between the attributes of transformational leadership is documented as a characteristic of the transformational leadership construct (Hetland & Sandal,2003; Barruso et al,2008). Consequently, this was controlled for in regression analysis to help define the type of relationship and extent of the relationship between the predictor variables (transformational leadership and its attributes) and the response variable (job satisfaction). Likewise to further indicate the degree to which the response variable respond to changes in the predictors.

Bivariate regression analysis was used to analyze the relation between transformational leadership and job satisfaction and multivariate regression analysis was use to analyze the effect of the attributes of transformational leadership on autonomy. The Regression is run on autonomy only because the other facets of job satisfaction namely decision-making, recognition, interrelationship, Head of Department, and professional development were found to be unreliable under Cronbach’s alpha.

From table 8 below, the coefficient of transformational leadership (on job satisfaction) or regressor is positive and the p-value obtained ( $p = .000 < .01$ ). This means that leaders or head of departments who are more transformation in their leadership style will lend greater job satisfaction to their lecturers. This is also true when the public and private institutions were analyzed separately. And there is actually a less than 1/1000 probability than this relationship or effect could be due to chance. This pattern of results lends support to hypothesis 1 which predicts that lecturers under leaders who are more transformational in their leadership style will have more job satisfaction. The equation thus produced is  $JS = 36.062 + .463 (TL)$ , where JS is predicted score or level of job satisfaction and TL is transformational leadership. The coefficient .463 helps us to deduce that statistically job satisfaction increases by a marginal (46.3% of a unit) with a unit increase in transformational leadership. The R-squared yielded a value of 0.370 which means that 37% of the variation in job satisfaction can be explained by the variation in transformational leadership as opined by lecturers. This is the extent to which transformational leaders’ impact on job satisfaction of teachers in the Ghanaian tertiary institutions. There are probably other competing social factors causing variations in the enjoyment of job satisfaction which is not investigated in this paper.

Table 9 on the other hand shows that all the attributes of transformational leadership namely charisma, intellectual stimulation and individualized consideration do not have any significant effect ( $p > .05$  for all predictor (attributes) coefficients) on autonomy. In other words the various traits of transformational leadership do not contribute to the exercise of autonomy by lecturers. Intellectual stimulation though insignificant had a negative effect with autonomy (-.017).

**Table 8: Relation between transformational leadership and job satisfaction**

Independent variable	Job Satisfaction
Transformational leadership	.463* (.071)
Constant	36.062* (8.07)
R square	.370
Sample size	74

\*test is significant at .01

Note: Dependent variable is job satisfaction; standard error in parentheses

**Table 9: Relation between attributes of transformational leadership and facet of job satisfaction**

Independent variable	Autonomy
Charisma	.105 (.053)
Intellectual consideration	.018 (.117)
Intellectual stimulation	-.017 (.149)
Constant	9.276
R square	.086 <sup>a</sup>
Sample size	74

Value of R2 is adjusted(robust)

Coefficients (B) are not significant for all predictor variables.

Dependent variable is autonomy; standard error in parentheses

(Test was done using multivariate regression)

Insofar as the principles of statistical analysis is concerned, the use of multivariate regression analysis to analyze how the attributes regress on autonomy is not acceptable when further investigations into the sub variables of transformational leadership have shown the presence of multicollinearity (see correlation matrix of table 7. Note that a *high correlation value of more than .5 between predictor/independent variables is evidence of multicollinearity. Again when the variance inflation factor (VIF) computed between predictor variable and other predictor variables are found to be greater than 2 and tolerance values are near zero, then there is the problem of multicollinearity. In this study the VIFs of the predictors except for intellectual stimulation (1.738) was greater than 2 and only intellectual stimulation had a tolerance value greater than 0.5*). Bivariate regression which is employed in table 10 allows variables to be analyzed in separate regressions thus bringing out the unique contribution of each attribute. A comparison of coefficients in table 10 and table 9 reveal that the coefficients in table 9 are deflated, as a result of the presence of multicollinearity which shows how redundant the information on variables in the various sub constructs (attributes) are. Coefficients in multiple regressions when multicollinearity is present lead to misleading interpretations and deceptive conclusions.

From table 10, the response variable autonomy responded positively and significantly to the leadership traits charisma ( $p < .01$ ), individualized consideration ( $p < .05$ ) but not intellectual stimulation ( $p > .05$ ). However, the regression analysis shows that removal of the outlier (cases 20 and 61 which were lower extremes) caused intellectual stimulation to have a significant effect on autonomy ( $p < .01$ ) see table B in appendix D). (*The removal of the outliers generally did not affect significance under  $\alpha = .05$  but made tests significant at  $\alpha = .01$* ). Nonetheless, the response of autonomy to these attributes and Transformational Leadership on the whole is quite weak. The regression coefficients of charisma for example show that autonomy exercised by the lecturer increases by a marginal .108 with a unit increment in charisma. Unit increment in individualized consideration and intellectual stimulation respectively cause little marginal increases of .18 and .206 in autonomy.

**Table 10: Relation between attributes of transformational leadership and facet of job satisfaction using bivariate regression**

Independent variable	Autonomy
Charisma	.108* (.034)
Intellectual consideration	.180* (.076)
Intellectual stimulation	.206 (.116)
Sample size	74

\*Test is significant at .05

Note: Dependent variable is autonomy; standard error in parentheses

## **5.6 Results of Case Studies (Qualitative analysis)**

Results of the case studies are also highlighted in 3 sections. Section 5.5.1 provides a narration of interviewed cases. Section 5.6 presents a summary of the study responses whereas section 5.7 features a summary of case descriptions.

### **5.6.1 Description of interviewed cases**

This section report on descriptions of transformational leadership strategies used by the heads of departments under review in both institutions. The heads who were twelve in number constitute the leaders being assessed. They were appraised on their leadership traits to determine whether their skills conform to transformational leadership traits. An interview guide modeled on the subscales of the Multifactor Leadership Questionnaire developed by Bass & Avolio was used. Questions focused on the ascribed traits of charismatic, individually considerate and intellectually stimulating leaders. Responses from the heads of departments described the working methods of these leaders. Reports on individual heads of departments are presented in the paragraphs below. The information is arranged according to the type of institution namely public and private in addition to the name of the departments respectively.

#### **PUBLIC INSTITUTION**

##### **CASE 1: *Head of Department - Information Technology***

As a charismatic leader, the head of Information Technology opined his lecturers had confidence in him owing to the collegial environment he had nurtured. According to him, he interacted freely with staff, listens to their concerns, mutually respected each other's views and is always ready to share responsibilities with them. The head was particularly proud of his lecturers due to the commitment, efficiency and the diligent manner that staff worked. In his view lecturers were on tasks and discharged themselves creditably on any tasks he assigned to them. Lecturers felt comfortable with each other because of the cordial relationship that existed between themselves as co-worker and that of their head of department. Moreover, the head of department made decisions collectively with his staff. Lecturer's responses were favorable and thus willingly participated in other departmental activities like organizing

and supervising student projects, excursions, field trips and as liaison officers when the need arises. The head of department also confirmed a good inter-personal relationship among staff. And with a blend of formal and informal discussions he is able to promote interrelations among staff. Cordiality among staff, the head acceded was the driving force for consensus building although no resulting benefit could be seen yet. In spite of this, the department's vision of graduating well educated computer scientists and information technologist who are prepared to meet the challenges of the rapidly changing world is on course as many of its graduands are in key positions. In view of this, he had been able to make these strides in achievement with the cooperation of the staff.

Regarding individualized consideration, the head identified the uniqueness of each staff member through his personal interaction with them and assigned duties according to their abilities, skills and strengths. He acknowledged the contribution of staff members with informal social gatherings where staff members also get the opportunity to celebrate each other's success. Through interdepartmental seminars and training programmes organized in collaboration with other institutions, the professional growth of staff is gradually enhanced. Whenever necessary, the head himself mentors staff by taking them through an orientation. He further aids his teaching staff by loaning his personal books which in most cases are unavailable at the department. Staff autonomy or independence to work according to the head should be within the confines of the rules and regulations of operation within the university.

The head said to intellectually stimulate staff, he adopted a new assessment procedure which inspires or motivate staff to new and challenging situations. In this, lecturers signed a performance contract at the commencement of every semester where specific goals to be reached at the end of the academic year are identified. At the close of the semester he assesses lecturers based on this procedure to find out if the goal had been attained. He had also initiated opportunities for staff to share new information. To this end, the head hoped to change lecturers from old ways and ideas to new and current practices. The head admitted listens attentively to the problems of the staff in a bid to ensure a supportive learning environment.

### ***CASE 2: Head of Department - Business Administration***

The head of department of business administration in the public institution can confirm the trust and respect he enjoys from his lecturers due to relations, communications and exchanges among them. Again, he was proud of staff because they are prepared to listen, make amends, and to ask questions ( prepared to learn on the job). In the view of the head, his lecturers exhibited calmness, congenial climate around him so feels they felt good around him especially when, collectively with them took decisions concerning the department. Lecturers also show their willingness to participate in departmental activities by organizing and supervising student projects, excursions, field trips and acting as coordinators for some departmental projects. The lecturers further exhibited a lot of cooperation among each other. The head in trying to promote interrelationships among staff used a lot of formal and informal processes and procedures like having a staff retreat where very important departmental matters are discussed or discussions with staff over some refreshments outside campus. As a result of joint effort and the supportive camaraderie, consensus building had been very effective. Through these efforts, the department is able to periodically exhibit their work to the academic community. The vision of the department of becoming a centre of excellence for referral for business related programs has, however not been attained because the department is relatively young. The head affirmed that he is optimistic that this vision would be achieved in the future in view of the staff's cooperation and commitment to work.

On the attribute of individual consideration, the head said he could detect the uniqueness of individual lecturers through interactions with them and forthwith gave them duties that suited their abilities, skills, and talents. The head of department acknowledged the contributions of his lecturers through verbal praise also sometimes through informal social gatherings where he host staff members to lunch or dinner. The

head ensured professional growth of lecturers through encouraging staff attendance at workshops and conferences either locally or internationally provided the university can sponsor such activities. According to him he enhanced lecturer's reflective behavior by distributing professional literature, encouraged reflective discussions and collaboration with others like writing on salient issues and taking up projects for the department. Additionally, collaborations with professional bodies or linkages with relevant industry also serve to augment the self development of staff. The head avowed to mentoring or coaching individual lecturer (s) when the need arises. As part of this, the head taught new areas before allocating them to staff. As a way of assisting individual lecturers in teaching, the head admitted giving access to lecturers to share lecturer notes especially on courses that are taught together, loan out recommended textbooks that are not available at the department. The head also disclosed that staff autonomy or independent work rested on the discretion of lecturers in so far as choice of methodologies, time schedules for tutorials, presentations etc are concerned.

As a means of motivating or inspiring staff to new challenges, the head of department encouraged researchable topics on newsworthy and relevant issues. He confirmed that he frequently solicited the lecturers advice or brainstorm with staff on thorny issues. The head also encourage them with his publications to motivate them to work. He asserts "we have collaboration with other research institutions where we can work with other renowned people in our field to enhance our work and to be in tune with current trends".

To this end, the head said together with his staff, searched for contemporary researchable topics which will steer staff to new and current practices. Again together with staff he brainstorm on the topics and selected ones are shared amongst teams or individuals who can work on them to do so. As a catalyst he lobbied for the provision of needed facilities and resources needed to do their work effectively which according to him had hitherto not been the case with the previous head. For now all lecturers have an office, needed books are available in the departmental library.

### ***CASE 3: Head of Department - Economics***

Like his colleagues in the afore mentioned departments, the head of department of economics said he believed he had won the trust and confidence of his lecturers because they refer to him for most direction on their work. And their reference to him centers on academic work and issues pertaining to the experience he had attained in his field. As head, he said he is equally proud of his lecturers except a few who are unable to meet accepted deadlines. He also believed that lecturers were comfortable with his presence as none shows any signs of edginess. Because of the cordial relationship that exists between staff, members are comfortable with each other. Decisions concerning the department were taken collectively and lecturers showed willingness to participate in departmental activities especially during moderation of questions. There was good interrelationship between lecturers which was promoted through participative leadership. Asked how effective cordiality among staff had been, the head of department pointed out that there have been some positive results owing to harmony amongst lecturers. By means of this, some new courses and programmes have been planned to reflect current market trends and the global community. These programmes in his words "are yet to be given approval from the academic board". The head affirmed that though the department's vision of introducing courses with global appeal to meet current trends had not yet been achieved, the department is still on course,. So far the modest achievements had been made due to cooperation among staff in an effort to achieve this goal.

The head of department identified individual talents of lecturers as he interacts with them and as such assigns duties according to talents and skills. Verbal praise constituted his means of recognizing outstanding contributions or performance of lecturers in the department. In a bid to ensure the professional growth of lecturers the head of department has made linkages with industry and professional bodies that regularly help to update academia with new situations and trends in order to adjust to the

demands of the market. Staffs are also encouraged to be members of professional associations. Apart from taking up new courses and teaching for a while before allocating to other staff members, the head confessed that hardly does he personally mentor or coach a lecturer. He only assisted staff by sharing teaching notes, recommended books, sites and slides in the course of teaching. He facilitated independent work by merely ensuring that all independent work done by staff was within the confines of the rules and regulations of operations within the university. This according to him had to do with ensuring that course outlines are completed, the number of text or assignments are completed etc just to mention a few.

An insight into the intellectual stimulation of staff, revealed participative leadership where together with his lecturers solutions are sought for new and challenging problems. He personally took up new challenges before nurturing staff to take up. The head anticipated that with this approach his staff members would change from old ways to embrace new and current practices of teaching. According to him, all the needed material and resources for teaching are provided to support a conducive learning environment for his staff.

#### PRIVATE INSTITUTIONS (A) - (PUCG)

##### **CASE 4: *Head of Department - Human Resource (Business Administration)***

The head of department opined she had the trust of her lecturers since they often discussed issues pertaining to work and private issues. In her words, “the sensitive nature of the issues discussed with me makes me believe that lecturers have trust in me”. She was however not proud of all her lecturers because some of them do not behave professionally and are unable to meet time schedules. “Others had challenges which impacted negatively on their work, yet I still make room for such people” she said. Nonetheless the lecturers felt relaxed around their head. The head of department engaged in collective decision making to arrive at conclusions concerning the department like collectively deciding on marking schemes, changes on timetables, sharing of courses. She was happy that her staff cooperated with each other on issues but do not have a lot of interactions but more like work related relationship. In her words, ‘They go to their offices, then to classes, occasional hello’s when we meet’. In spite of this, the relationship between staff was cordial. Consensus building was also effective as together we have been able make strides in student performances. This has been the vision of the head of department because she identified that many students in her department were of average performance. The head of department hopes to annex her dreams with the cooperation of staff and institutional inputs.

The head was individually considerate using performance appraisal systems to identify the abilities and talents of her staff and assigning duties based on strengths and skills discovered. She gave verbal praise for contributions of lecturers to department and had established collaborations with industry. In her view, she encouraged her staff to take up some of the opportunities for self development as the college did not have well structured facilities for that. She however said she used linkages with industry to get abreast with current trends which she shares with her staff. Apart from having had the opportunity to mentor individual lecturers, the head always taught new courses before allocating them to staff. She subsequently aided staff in teaching through peer observations, sharing teaching notes and recommended books. She also observed that since university work entailed autonomy and independent work of lecturers, there is a need for an avenue where various work of all staff could be rationalized. On the topic of intellectual stimulation, she motivated and inspired staff to new and challenging situations, through new opportunities created for staff to share information and participative leadership. This process she believes helps to effect changes on some old ways and ideas of teaching to new and current practices. She was an active listener of the problems of her lecturers and endeavors to provide all assistance needed by staff to enhance their work. In so doing, she believed she created an enabling environment to support teaching and learning.

### ***CASE 5: Head of Department - Banking and Finance***

This head of department felt that his lecturers had trust and confidence in her because of the over-reliance of staff on her for whatever she advocates. As head, “I also have faith in the capabilities of people and therefore believed in my staff and so trusted that they will not disappoint me”.

She however explained that she noticed that some of her staff members felt edgy around her because she insisted on doing the right things and so some felt she was too demanding. But to iron out this, she delegated responsibilities to staff as a way of involving them in decision making that effected the department. The lecturers on the other hand willingly took up some of the responsibilities by representing the department at committees, on boards and on moderation of questions. These she believed is part of university work and that staff perform such duties as an obligation and not on compulsion. As a Christian institution, she said, “co-worker interrelationships between lecturers were good and this was further fortified through college fellowships where we all come together weekly to worship”. On this same foundation, she said consensus building had been effective, a success also due to the Christian background of the college. “The lecturers take it upon themselves to actively be part of building up the department with the belief that it is for all of us” Consensus reached has enabled the exhibition of work to the academic community with seminars on topical issues on finance. “Annually we provide seminars on topical issues to the community outside the university. And we have done this for the past three years” she said. The vision of the department is to be one of the best if not the best business school in the country. This had evidently not been achieved as the department is still young. But the head is optimistic to achieve this feat in the future with the cooperation of her staff.

The head of department identified unique talents of her staff through staff performance appraisal systems after which duties were assigned according to abilities and skills identified. She also acknowledged the contributions of individual staff members through verbal commendation. She has a working relationship and established links with some professional associations and financial firms who provide opportunity for staff professional growth. Having had the opportunity to mentor or coach new staff members, the head mentored by giving young staff the opportunity to excel. The head of department assisted her lecturers through peer observation and by sharing her teaching notes, and recommending books, web links and slides to her lecturers. But she advocates moderation of questions to streamline work of lecturers even though university work principally facilitated autonomy of lecturers in so far as their job is concerned. The head of department created opportunity to share new information as a way of intellectually stimulating the staff. According to her she generated a lot of ideas from her staff as a way of finding solutions to very dicey situations.

### ***CASE 6: Head of Department - Information Technology***

The head of Information Technology department believed that he had won the faith and trust of his lecturers because he discussed private issues and issues pertaining to work. He was also proud of his lecturers because they were committed and supportive. Owing to the cordial relationship that existed between them he said he is certain that staff members felt comfortable in his presence. The head of department employed collective decision making to reach conclusions on issues affecting the department and his lecturers exhibited willingness to undertake other administrative tasks as well as in research and community work. A good inter-personal relationship existed among staff and this head admitted was also facilitated by the conventional college fellowships. He casually sends out his staff on lunch at his own expense as one way of promoting interrelations among staff. This, the researcher once witnessed. Consensus building amongst staff had already yielded some positive results for example improved student performance. The department had also set up a consultancy section which generates income for the department. All these according to him” have been realized due to the cooperation, selfless, and team spirit exhibited by my staff”. His vision yet to be achieved was to create two additional courses to be



offered by the department. Generally, he relied on the cooperation of his staff in this vein to be able to make a progress.

According to the head of department, he identified the unique talents of individual lecturers through his personal interaction with the lecturers and assigned duties commensurate to identified abilities, skill, and strength of individual lectures. Hence some members of staff represented the department on boards and committees like interview and exam boards. He acknowledges his staff's contributions through verbal praise and sometimes gives staff a treat for stupendous performance. Inter-departmental seminars and training programmes formed part of activities organized to boost professional growth of his lecturers. The head coached or mentored his lecturers through in-service training programmes which he runs when the need arises. He assisted lecturers in teaching through peer observations, sharing recommended books, web sites and teaching materials. For him, staff autonomy was a normal practice in university work. Intellectual stimulation on the part of his lecturers' involved sharing new information and brainstorming on appropriate solutions to challenging situations.

#### ***CASE 7: Head of Department - Marketing (Business Administration)***

Answering questions on the trust and faith lecturers had in the head of department, the head answered in the affirmative. According to her, she believed this was a result of the association or her strong networking where lecturers freely discussed issues pertaining to work and private matters with her. To her," they refer to me on a lot of issues regarding lecturing, research, social work and even personal issues. So I have no reason to believe they have no confidence in me". In her view, she was likewise proud of some of her lecturers because they were good and supportive. In her words she said 'they have made my department the most organized department; they don't disappoint me because I believe in them'. The HOD was thus proud of her lecturers. As a result, the lecturers felt relaxed in her presence. Collective decision making and delegation of responsibilities as a way of involving lecturers in decisions was the style of the head. She said her lecturers willingly participated in departmental activities like assisting in students' projects and oral defense, field trips, while some co-coordinate departmental projects and serve as representatives for the department at various committees and at the academic and exam boards. To strengthen the already existing interpersonal co-worker relations, the head of department said she uses" a bend of formal and informal procedures and discussions". Official ones like meetings and unofficial ones like treating all staff to a snack she would prepare to campus and staff occasionally meeting at an identified spot to relax and have discussions at her expense. Consensus building in the department had been effective looking at the zeal and passion with which each lecturer cooperates in and support various aspects of activities within the department. Asked about the departments' vision, the head said he wanted his department to become the most outstanding department within the faculty in terms of performance as a department and contribution to the university. However, she said she had not yet realized her vision for her department because she had barely been in office for a limited time but she looked forward to achieve this vision in the near future with her usual cooperation from her staff.

Through peer observations and student evaluations the head of department was able to identify the unique abilities and talents of his staff. Courses and responsibilities were then shared in accordance to identified strengths. On individualized consideration as a leadership trait, the head acknowledged the contributions of his lecturers verbally since there were no formal means to do so. To her, she "gave praise that focused on specific and concrete teaching behaviors". She would have wished to grant some tangible rewards to individuals for excellent performances. She sometimes will send messages of praise on accomplishment to her staff through mobile text messages. On the issue of professional growth, the head of department encouraged her staff to team up and publish at least by the close of the academic year. As result, some topics had already been shared and teams had started working on them. . He personally coached new staff, taught new areas before allocating them to the teaching staff. Through peer observations the head

assisted individual lecturers on the lectures. Sharing of relevant teaching materials like recommended books, slides, and educational web sites are a common feature at the department. He encouraged independent work among a lecturers, a characteristics which he pointed out was intrinsic in university work but advocated for moderation of questions to streamline work.

To intellectually stimulate lecturers, the head of department personally participated in whatever his lecturers were doing. He encouraged staff and brainstormed on finding solutions to challenging situations. He also personally took up challenges before nurturing staff to take them up. He facilitated the provision of needed materials and facilities from the institution to enhance teaching and to support effective learning.

### ***CASE 8: Head of Department - Accounting***

The accounting departmental head claimed his lecturers had confidence and trust in him for they discussed private and work related issues with him. Looking at the nature of issues they discussed with him signified the faith his lecturers had in him. He was likewise proud of his lecturers because they were committed and diligent in their work. Lecturers felt relaxed around him and together decisions were taken to help the department. The lecturers demonstrated their willingness to participate in other departmental activities by their engagement in extracurricular activities, and projects in the department like a bi-annual journal published by the department. A convivial atmosphere in the department was promoted through reciprocal relationships. This was a mark for the department .The cooperative and supportive staff has allowed effective consensus building which has resulted in writing a review for the accounting programmes in the department. Ultimately the head of department has the dream of motivating student to pursue academic excellence. This he could not say has been achieved but expected a lot of cooperation from his lecturers to achieve this vision.

The head of department said he used students' evaluations to determine staff strengths and uniqueness and accordingly assigned duties, responsibilities and even courses that match up with specified strengths and abilities discovered. He also used verbal praise to acknowledge the contributions of lecturers. The head sought to promote the professional growth of his staff through interdepartmental seminars and training workshops. As a way of encouraging professionalism in his field, the head confirmed ' the university was ready to pay up annual subscription fees for all staff members who are had attained membership with professional bodies in accounting'. In his view this was to encourage staff to take advantage and mature professionally. The head mentors or coach individual lecturers and but usually serve as a mentor for all staff through a special orientation for staff when it becomes necessary. He assisted staff in teaching by observing them and making relevant inputs. According to him, he encouraged staff to pursue independent work but within the confines of the rules and regulations of operations within the university. He said the university rules and regulations did not permit arranging unspecified lecture times with students at or selling hand-outs to students for example lecturers were to live within the confines of these regulations.

On the attribute of intellectual stimulation where the head was asked how he inspired staff to new and challenging situations. He answered had not had the opportunity to support staff intellectually. This is indicative that the head had not taken any opportunity to intellectually stimulate his staff.

## PRIVATE INSTITUTIONS (B) - (MUCG)

### **CASE 9: *Head of Department- Banking and Finance***

As a charismatic leader, the head of Banking and Finance in MUCG, one of the two private institutions of study, considered his lecturers trusted him as a result of the collegial environment he had nurtured. This he said, bothered on sharing responsibilities, lecturers holding the fort even in the absence of the head and collaboratively sharing information in the interest of the department. The head said he was particularly proud of his lecturers because they were committed and efficient. According to him, the lecturers felt comfortable with each other because of the cordial relationship that existed between them and the head. Again, decisions concerning the department were arrived at after consultations with staff and delegation of responsibilities assigned based on the unique characteristics of staff. The staff responds favorably to decisions by willingly participating in other departmental activities outside lecturing. Delegation of work, nomination to serve on boards e.g. exam board, interviews, and drafting on reviewed programmes are some of the activities staff willingly engage in. There was good interrelationship between lecturers and this was further promoted through participative leadership. In his words “ they have made our department stand out as other departments admire the cooperation of staff within my department”. A cooperative and supportive staff ensured an effective consensus building with has already resulted in the introduction of new course and programmes that have a global appeal and reflect current trends of the market. The head also has the vision of producing students who can stand the test of time both academically and professionally given that the subject area is dynamic. He boasted that he had been able to some extent achieve this feat which had been made possible with the help of his lecturers. Thus the department has been able to introduce courses that have a blend of both academic and professional flavor which hitherto was not the case.

The head said he also used staff performance appraisals and peer observations to identify the uniqueness of his lecturers. He normally sits in the lecture sessions of his staff to assess as well as help his staff make improvements on their lessons. He then assigned responsibilities according to the strengths and skills discovered. Just like many heads of department he used verbal praise to acknowledge contributions of lecturers. He stated that professional development was a new arena for a public institution as theirs because there were no formal structures to develop staff. He however promoted professional growth of his staff through training programmes in collaboration with industry to know what pertains outside academia and professional associations to be in tune with new trends. He agreed to personally mentoring new staff members through an orientation programme. The head further assisted his staff by sharing teaching notes and recommended books as well as sharing information gained at conferences and workshops with staff. He further promoted independent work of staff to facilitate self development but expeditiously remarked that this should be within the confines of the rules and regulations of operations within the university. He said the university regulations did not permit lecturers to fix lecture time tables with students, lecturers presence at lectures, no dictation of lecturer notes for example were some of the regulations but lecturers have the opportunity to pursue their own ideas provided this did not conflict with institutional regulations. The head intellectually stimulated his lecturers by encouraging them to search for information and had created the opportunities like during departmental meetings for staff to share new ideas and information that they had come across. Since effecting change is a very difficult thing among human beings, he tries to brainstorm with all staff on new trends regarding their area of specialization so that when a change becomes necessary, staff may appreciate it. These according to him, helped to motivate staff and change from old ways and ideas of teaching to current practices. He asserted that he tried to lobby for all materials and resources needed for teaching are provided to staff to facilitate smooth delivery of the duties. In this regard, staff offices, personal computers and internet connectivity have been provided for all staff in his department.

### ***CASE 10: Head of Department- Information Technology***

The head of Information Technology also in MUCG did not believe all his staff had trust and faith in him. He knew this from the feedback he got from a recent evaluation on him as the head. He said he thinks that sometimes not all the staff approved to his line of action or some suggestions even though they had to accept it. According to him, he was proud of his lecturers for in spite of the differences in opinion, were prepared to learn on the job taking into consideration the way the staff towed his line of work. He believed staff often felt relaxed around him especially when decisions concerning the department are taken collectively. As he believes “university work requires team spirit and not compulsion”. As such lecturers showed a willingness to participate in departmental activities. Engagement in departmental projects, supervising student projects and representations on committees and boards are some examples. There was good interrelationship among staff which was promoted through participative leadership. Cordiality among staff made for effective consensus building resulting in the department introducing electronic voting for student elections and also contracted to fix fibre wire the entire campus of the university. The head simply had the dream of making his department the best Information Technology department. This vision is yet to be achieved but admitted that whatever the department had realized now was a result of the cooperation of his lecturers and not single handedly achieved.

Through personal interaction the head of department says he is able to identify the strengths, skill and abilities of his staff. He then shares courses accordingly to the strengths identified. According to him, formal procedures were nonexistent except for a verbal praise which he uses to acknowledge the contributions of lecturers. Professional growth of lecturers were developed through interdepartmental seminars and training workshops. But in his view, the staffs were not interested in attending conferences because of limited funding. He commented that “according to them the workshops were not rewarding but a mere waste of time for them”. Meanwhile the head confessed that he does not mentor any lecturer but assisted his staff in teaching by offering professional literature, maintaining a focus on improving methods of instruction, sharing teaching notes and experience in the field. He further encouraged independent work to aid self aggrandizement or development provided it was within the confines of the rules and regulations of the university. The head of department used two way approaches to motivate and inspire his lecturers to new and challenging situations. Apart from personal participation in whatever was being done in the department, he also involved staff members on discussions on challenging situations in order to find lasting solutions together. This he feels will make staff understand the need for changes from old ways of doing things to new ones when necessary.

### ***CASE 11: Head of Department- Human Resource Management***

The head of department believed her lecturers had faith and trust in her because they discussed both work related and private issues with her. But she was not actually proud of some of her lecturers because of their attitude to work. She disclosed that some staff members felt edgy around her because of her insistence on meeting accepted deadlines. According to her, decision making was collectively done and sometimes also by consultation among staff. Delegation of other responsibilities was also effected through mutual consent of staff. Some lecturers were nominated to serve on boards and committees on behalf of the department. Staff members willingly involve in departmental activities like supervision of student projects, field trips and involvement in student association programmes, some administrative tasks, research and community work because they formed part of academic work. There was however good co-worker relationship among staff. As a tenet of a Christian institution, consensus building has been very effective. This has led to the review of some of their programmes in Human Resource Management to make them more attractive. The head’s vision was simply to see an improved department in terms of programmes offered. This has not been achieved but together with staff, the head is working hard towards the realization of his dream.

On individual considerations to lecturers the head of department personally interacted with new staff to know their uniqueness talents and abilities before assigning duties. She then shared her courses accordingly. Special contributions of lecturers were acknowledged verbally and interdepartmental seminars and training programmes were organized to promote professional growth of staff. According to her, she does not mentor individual lecturers. But she normally taught new areas before allocating them to staff. She assisted her lecturers in teaching by observing them and encouraged independent work of lecturers though within the confines of the rules and regulations of the department and the university. She also encouraged them to use their own discretion on methodologies. In bid to intellectually stimulate staff, the head of department personally participated in whatever was done in the department. She also created the opportunity to share new information hoping that lecturers would learn current practices of teaching and be updated with current issues regarding their discipline. She however endeavors to fight for all facilities and materials needed for staff to work effectively and efficiently.

### ***CASE 12: Head of Department -Economics***

The head of economics department avowed that his staff had faith and trust in him. He knew this from the feedback he got from his colleagues such colleagues from other departments admiring the way the staff in the Economics department operates. He however was not proud of all his lecturers because of their unprofessional manner toward work. According to him “some fail to meet scheduled dates and in so doing pull the smooth flow of work in the department backwards. That is unprofessional”. As a result, some of the lecturers feel edgy around him yet he tries to draw them along. However, decisions were taken collectively and more practically through delegation of responsibilities. Lecturers also showed willingness to work by undertaking administrative tasks, research and community work in addition to organizing and supervising student projects, excursions and field trips. Lecturers were also nominated by the whole group to represent the department on committees and boards. Some had also been made coordinators for some of the departments’ projects. The cooperation shared has lead to good inter-personal relationship between lecturers creating reciprocal relationships. The cordiality among staff also facilitated consensus building. Out of this, our programmes of study have been reviewed to make them more attractive. It has also led to the introduction of new courses and programmes with a global appeal to reflect current trends of the market. The head of department subsequently had the vision to mount courses leading to postgraduate programmes. He admitted that even though this had not been fully achieved, it before accreditation for approval to mount the programme. He however did not mince words on support and cooperation of staff on this achievement.

Individual consideration to lecturers for the head necessitated that he identified the uniqueness of his lecturers through staff performance appraisal systems and student evaluations. He subsequently shared courses according to the strength or expertise of lecturers. Just like his other colleagues, in the absence of formal procedures or means to acknowledge staff contributions, he gives verbal commendation before the whole group on remarkable individual performances. Interdepartmental seminars and training programmes were organized to boost professional growth of lecturers. Another way is the engagement of staff on research activities. Currently there were more than three research activities undertaken by individual lecturers in addition to the publication of a book on Economics which was far advanced to be published. The head had also had the opportunity to personally mentor or coach individual lecturers through a formal orientation. He helped staff to teach by loaning them his personal books and encouraged independent work by staff but insisted that it should be within the confines of the rules and regulations of operation within the university.

As a form of intellectual stimulation the head encouraged research projects and created the opportunity for lectures to share new information. This was to motivate staff and help them to change to newer and current practices of teaching. On provisions to ensure a supportive learning environment for staff the

head of department disclosed that he has been lobbying for the provision of needed facilities for the department. He could say with all certainty that now all his staff have been given office accommodation and believe more would be added in due course.

## **5.7 Summary of study responses**

This section provides a tabulated summary of responses of interviewed heads of departments in private and public institutions. The results appear in similar way as in the narration with public institution, first (with IT, Business Management and Economics departments respectively) followed by the private institutions, with Human Resource, Banking & Finance, IT , Marketing and Accounting departments in that order in the first part and with Banking & Finance, IT, Human Resource and Economics correspondingly in the second part. The responses from the case studies were weighted based on the favourability or otherwise of the responses based on conventional characteristics of the various attributes (Bass & Riggio, 2006; Hay, 2006; Lontos, 1992; Plyhart, Lim & Chen, 2001). An overview of the results together with the key is displayed in Table 11.

**Table 11: Summary of responses from heads of departments from private and public tertiary institutions**

Case studies	Charisma							total	Indiv. consideration					total	Intellect. stimul			total	Remarks
	Trust/ confidence	Presence of HOD interaction/ promotion of interrelations.	Decision-making	Willing participation	Consensus building	Vision achieved			individual uniqueness/ use of staff contributions	Professional devt.	mentoring	autonomy			motivation/inspiration	new challenges	conducive environ		
1.PUB- IT	+	+	+	+	+	-	-	+++	+	+	+/-	+/-	-	++	+	+	-	++	Some traits of cahrisma, with lesser triat of individual consideration and intellectual stimulation.
2. PUB- B/M	++	++	+	++	++	+	-	+++++	++	+	++	++	+	++++	++	++	++	+++	Stronger on charisma and individual consideration with traits of and intellectaul stimulation.
3. PUB- ECONS	++	+	+	+	+	+	+/-	+++	++	+	+	+	+	+++	++	+	+/-	+++	Traits of charismatic leader than individual considerationa nd intellectual stimulation.
4. PUCG- HRM	+	+	+	++	++	+	+	++++	++	+	++	+	-	+++	-	+	+	+	More charismatic and individually considerate than intellectual stimulation.
5. PRIV.1- B/F	+	+/-	+	+	+	++	+/-	+++	++	+	+/-	+	+	++	++	+	++	+++	Traits of charismatic and individually considerate leader than intellectual stimulation.
6. PRIV.1- IT	+	+	++	+/-	++	++	+/-	+++	++	+	+	+/-	+	+++	+/-	+	+	++	Trait of charismatic and individually consideration but lesser of intellectual stimulation
7. PRIV.1 - MKT	++	++	++	++	++	+	+/-	+++++	++	++	+	+	++	++++	++	++	+	++	Stronger on charisma, with traits of individual consideration and intellectaul stimulation.
8. PRIV.1 - ACCT	+	+	+/-	++	++	+	+/-	++++	+	+	++	+	+	+++	+/-	+/-	+	+	Charismatic and individual considerate with litt use of intellectual stimulation.
9. PRIV.2 - B/F	+	+	+	++	++	+	++	+++++	+	+	++	+	+	+++	+	+	++	++	Very charismatic and individually considerate b limited use of intellectual stimulation.
10. PRIV.2- IT	+/-	+/-	+	+	++	+/-	+/-	+++	+/-	+	+	-	+	++	+	++	+	++	Trait of charismatic but limited individual consideration and a lesser intellectual stimulation
11. PRIV.2- HRM	+	+/-	+	++	+	+	+/-	+++	+	+	+	+	+/-	++	+	+	+/-	+	Traits of charisma with limited use of intellectual stimulation and individual consideration.
12. PRIV.2- ECONS	+/-	+/-	+	+	++	++	++	++++	+	++	++	++	+	+++	++	++	++	+++	Stronger charismatic and individually considerate leader but traits of intellectual stimulation.

Key to Table 11

Symbol	Indication	Remarks
Between +++ + to +++++ and above	Stronger traits of attribute	A sum of four to five pluses within each subscale demonstrated to a larger extent the traits of that particular attribute as indicated in the literature.
Between ++ to +++	Traits of attribute	
++	Very favorable response	Responses that largely conform to the conventional characteristics of the attribute discussed.
+	Favorable response	Response that falls in line with the characteristics of that attribute.
+/-	Neutral response	A response that is not aligned to neither favorable or unfavorable characteristics of an attribute
-	Unfavorable response	
--	Very unfavorable response	Responses that have no bearing on the characteristic of a particular attribute
----	No trait of attribute	A sum of four minus within a subscale illustrate a lesser trait of a particular attribute

## 5.8 Summary of case descriptions

The results of the interviews between heads of departments from private and public institutions are highlighted below. The ensuing sections highlight on the descriptions used by heads of departments as being transformational and the differences in descriptions between heads of departments in private and public institutions.

### *Transformational Leadership tactics used by HOD's.*

Much difference was not recorded on the modus operandi for the heads of departments for the various types of institution in so far as transformational leadership was concerned. Evidently, the results of the case studies were indicative of the fact that heads of departments in both institutions displayed similar tactics in so far as transformational leadership was concerned. Heads of departments from both types of institutions also exhibited an appreciable level of charisma, individual consideration and intellectual stimulation in leading. Confidence and trust from their lecturers was built from the social cohesion that existed between themselves and their staff. These facilitated interactions with staff culminating in discussions that bothered on work related issues and even personal or private matters of lecturers. An overreliance of staff on what Head of Department's say is rather an extreme of the confidence imposed in the heads. This must have accounted for the congeniality or collegial environment in the departments. Good interpersonal relations between co-workers and with the heads as well as the shared responsibilities and participative leadership were some of the charismatic tactics used by the heads. Heads also made use of decision making through consultations, delegation of responsibilities and collective decision making.

The use of student evaluations, peer observations, staff appraisals, verbal praise, and sometimes informal social gatherings were some means used for individual consideration by heads. Interdepartmental workshops, seminars, local and international conferences, links and collaborations with professional bodies and industry, arranged courses for further studies together with research projects were recorded for professional growth of staff. Within both types of institutions, staff autonomy was granted but within the confines of organisational regulations and dictates. By intellectual stimulation, inspiring staff to search for researchable projects, creation of a platform to brainstorm on challenging issue and attending to staff problems were displayed by heads from both sides of the divide. In sum, the nature of transformational



leadership among the heads of departments showed the following features. An educational vision, team building, joint goals and responsibilities, shared or participative leadership, delegation and decision making informed charismatic leadership. Personal attention, promotion of self development or professional growth and reinforcement in the form of verbal commendation were characteristic of individually considerate leaders. Lastly, stimulated initiatives, delegation, participative leadership and innovation or creativity were favoured for intellectual stimulation. It can be construed that the features found in the case studies match up some of the dimensions of transformational leadership attributes charisma, individual stimulation and intellectual stimulation. Against this background, both heads of departments from both private and public institutions appears to use similar tactics in exhibiting transformational leadership behaviors.

*Differences in transformational leadership styles among HOD's in private and public institutions.*

However some similarities and disparities were observed in the way and manner some functions were handled. Areas of convergences centered on the research work where emphasis from heads of departments from both types of institutions seems to tow on the same direction. Research has been regarded as the essence of the university (Jarvis, 2001) and in most universities research is a key and well established activity which is recognized as of high importance at both institutional and departmental levels (Lucas, 2001). Research and teaching are usually considered complementary in a university's raison d'être but they may be in conflict as time spent on one may be at the expense of the other. In line with this, various strategies were proposed to attain this feat. Some employed the sharing of topics amongst teams of lecturers, others advocated time frame within which proposed projects are expected to be completed whilst some others brainstormed on topical issues in their disciplines and attended to work on. Some heads motivated staff by showing them published articles of theirs as a way to whip up the interest in their lecturers. This aspect descended heavily on lecturers and perhaps explains the jargon "publish or perish" in academic circles where lecturers' academic growth depended on research publication. Another area of resemblance is the team spirit needed in tertiary level work. They do this by sharing responsibilities and staff willingly engaging in most departmental activities. Most heads had admitted that team work was a salient part of their work and as explained by one "They cannot be compelled to work". This is endorsed by the comment of one head that at this level "Even though on paper there is some hierarchy in practice we are colleagues and not master servant relations".

One important aspect is the type of relationship that is brokered between management and staff. The exhibition of good work and supportive attitude seems to run in all types of institutions with a few isolated cases which made the heads proud of their staff. No divisions were entertained as lecturers did some course work together and Heads of departments discussed every issue with their staff. Another feature about charismatic leaders was visionary. Many of the heads under review had the vision of making their departments the best in their respective fields and ultimately churn out good human resources materials for industry. Unfortunately, most of the heads had not achieved anything substantive with regards to their vision. Other aspects of union include the use of verbal complements to acknowledge the efforts of lecturers in the absence of formal means of doing so and the encouragement of lecturers to attend seminars and workshops which some lecturers from the private institutions unfortunately saw as unrewarding. Nonetheless, areas of divergence also existed. The religious background of the private institutions dwelt on college fellowships to establish reciprocal relationship and a way of enhancing staff cohesiveness and loyalty unlike their counterparts in public institutions. Another aspect is the frequent use of peer observations to check staff performance and growth. Unlike public institutions, the payment of membership and subscription fees of lecturers in professional bodies are paid for lecturers to encourage professional growth and associations as well as boost lecturer morale in the private institutions. These aspects were rather absent in the public institution. Staff cohesion and loyalty was rather based on individual or personal commitment to duty not by the doctrines of the institution. Staff progression and growth was also based on formal structures and deadlines with much emphasis on staff research

publications. Enough though lecturer professional growth was paramount, association or membership with professional bodies was a personal decision and so dues to these bodies were paid by interested lecturers themselves. Yet, the attention or emphasis on formal procedures for self development was more robust in the public than in the private where sandwich programmes had been arranged for staff and provided a platform to exhibit the work of the department to the academic community for instance. In the private institutions, some heads confessed that was a new area to be ventured into as the institutions themselves did not have any formal facilities for that. However, efforts by individual heads have made inroads into self development of staff. Some heads had liaised with affiliate universities to organize seminars etc for staff. Yet in both institutions, the effectiveness of consensus building has led to the robust introduction of new courses/ programmes to reflect current and market trends, review of old programmes and an exhibition of departmental work to the academic community.

## **5.8 Summary of major findings on quantitative and qualitative analysis.**

This section enumerates the major findings of both quantitative and qualitative analysis used in the study. The descriptive information of average performance on transformational leadership, its various attributes and the facets of job satisfaction and job satisfaction showed that both two institutions were transformational in their leadership style and lecturers to these institutions enjoyed about the same level of job satisfaction. Using the research questions as a guide, research question one sought to find out the extent to which transformational leadership impacted on job satisfaction. Transformational leadership as a variable showed the strongest association with job satisfaction and its facet Autonomy. The value of *Pearson r* between TL and JB is .608 ( $p < .05$ ) and regression analysis showed a significant minor impact ( $B = .463$ ,  $p < .01$ ,  $R^2 = .37$  –see table 10). Effectively, leaders or head of departments who are more and more transformational in their leadership style will lend greater job satisfaction to their lecturers – supporting hypothesis one. Analysis of the cases studies for the different heads of departments revealed that there were good interpersonal relations between co-workers and with the heads as well as they shared responsibilities (delegation). Participative leadership was also a charismatic tactic used by the heads. This obviously increases job satisfaction while putting the leader on higher a higher scale of TL.

The second research question asked whether there existed differences between the transformational leader of a private and public tertiary institution. The answer to this question can be seen in table 8. The independent t-test of samples between public and private institutions on transformational leadership, its attributes and job satisfaction with its facet autonomy showed no significant difference ( $p > .05$ ) between the two types of institutions. It can therefore be deduced that there is no difference of any kind between the transformational leader of a private institution and the transformational leader of a public institution. There was also no unique distinction between their leadership traits namely charisma, individual consideration and intellectual stimulation. These results also lead to a rejection of hypothesis 2 which suggest that if institutions are privately run (instead of publicly run) then school leaders will be more transformational and teachers will be more satisfied. This is also confirmed by the report on the interview session held for heads of department in both institutions which showed that both groups of leaders exhibited an appreciable level of charisma, individual consideration and intellectual stimulation in leading. They considered individuals on the basis of their strength and unique abilities. Evidently, the results of the case studies were indicative of the fact that heads of departments from both types of institutions displayed similar tactics in so far as transformational leadership was concerned.

The third research question of the study inquires whether transformational leadership has different effect on job satisfaction of teachers in private and public tertiary institutions. A deeper investigation with regression analysis showed that the attributes of transformational leadership had significant effects on job satisfaction and its facet autonomy for the institution combined. On the other hand when institutions were analyzed separately, transformational leadership was found to have a significant effect on job satisfaction

in both cases. (See table A in Appendix C). There is no significant difference in effect of transformational leadership on job satisfaction between both tertiary institutions.

## Chapter 6

### Conclusion and Discussion

#### 6.1 Introduction

In this chapter, conclusions arising out of the findings of the study are presented in section 6.2. Major summary of findings of the study are discussed based on research question in section 6.3. This is followed by limitations in section 6.4, implications in section 6.5 and recommendations of the study in section 6.6.

#### 6.2 Background, Research Questions and Method

Due to leadership challenges and problems of job satisfaction in public and private tertiary institutions in Ghana, transformational leadership was proposed as effective leadership style and principal contributors for the realization of outcomes in colleges and universities (Rouche, Baker & Rose, 1989). This study tried to find out whether there was a difference between the transformational leadership exhibited by leaders in Ghanaian tertiary institutions and its effect on job satisfaction thereof. It also sought to find out whether there is relationship between transformational leadership and job satisfaction as hypothesized. The study further answered three research questions that ask the extent of impact of transformational leadership on job satisfaction; the differences between the transformational leader of a private tertiary institution and a public tertiary institution and whether there are differences in the impact of transformational leadership on job satisfaction in public and private institutions. Data was collected by use of questionnaires and interviewees using lecturers and heads of departments respectively. Both quantitative and qualitative analyses were used to analyze the data. Conclusions derived from the results are presented below.

#### 6.3 Conclusions

*Research Question: 1- To what extent do transformational leaders' impact on job satisfaction of lecturers in Ghanaian tertiary institutions?*

The findings of this study show that leaders in both private and public institutions exhibited transformational leadership character. Transformational leadership also had an impact on job satisfaction. Leaders in both private and public institutions exhibited traits of all attributes of transformational leadership. Although the strengths of each leader differed as some leaders scored high on charismatic leadership than intellectual stimulation and individual consideration, transformational leadership on the whole had a positive impact on job satisfaction. The extent of impact was 37 % on job satisfaction of lecturers in public and private tertiary institutions. Hence leaders or head of departments who are more transformational in their leadership style will lend greater job satisfaction to their lecturers. Transformational leadership therefore can only moderately predict job satisfaction in both institutions.

*Research Question: 2 - What differences exist between the transformational leader of a private and public tertiary institution?*

On the measure of differences between leadership, the study concluded no differences in transformational leadership between private and public institutions leaders. This was further confirmed by the results of the interviewees that heads of departments in both private and public institutions exhibited about the same transformational leadership behaviours. The main modus operandi for transformational behaviours did

not show any differences rather the strategies employed by individual leadership differed but all aimed at the same desired effect.

*Research Question: 3 - Does transformational leadership has different influence on job satisfaction of lecturers in private and public tertiary institutions?*

Differences' regarding transformational leadership and its influence on job satisfaction in both private and public institutions was rather negated from the findings of the study. In other words the transformational leaders in the private institutions influence job satisfaction (among their lecturers) in the same transformational leaders in the public institutions do. As a result, the study concludes that leaders in both private and public institutions exhibited just about the same level and traits of transformational leadership and their lectures also enjoyed just about the same level of job satisfaction. This however confirms that leadership in private institutions is not more transformational and job satisfying than in public institutions.

## **6.4 Discussions**

This section presents a discussion on the results with reference to the research questions. The discussion on the two hypotheses will be intertwined with the argument on the research questions since assertions contained in the hypothesis and some research questions share the same idea. Succinctly, transformational leadership impacted on job satisfaction though the impact could be said to be a minor one. However there were no differences between private and public institutions with regards to transformational leadership hence no difference in impact on job satisfaction between the two institutions. Findings also lend support to hypothesis one but disprove hypothesis two. Specifically, hypothesis one suggests an increase in job satisfaction when leaders become more transformational while hypothesis two asserts that privately run institutions in comparison to publicly run institutions will show more transformation in their leadership style and consequently more job satisfaction for private teachers.

*Discussion of research questions 1. To what extent do transformational leaders impact on job satisfaction of lecturers in Ghanaian tertiary institutions?*

The first research question as stated investigates the extent to which transformational leadership impacts on job satisfaction of lecturers. Statistics show that transformational leadership had an influence on job satisfaction. And that influence or effect is positive. This is in consonance with earlier studies (Greenberg & Baron, 1995; Gritman & Bateman, 1986; Hatter & Bass, 1989; Koh, Steers, & Terborg, (1995); Lowe & Kroeck, 1996; Tossi Rizzo & Carroll, 1994) which confirm that transformational leadership is linked to follower job satisfaction. The present study also supports more current researches conducted by Bolger (2001) and Nguni et al(2006) which also found evidence of the influence of transformational leadership on teacher job satisfaction and the relation of transformational leadership to a number of important organizational outcomes including perceived extra effort, organizational citizenship behaviors and job satisfaction (Bryman,1992). Based upon this established relationship, a further investigation into the impact of the independent variable on the outcome variable revealed a minor impact. Clearly the first hypothesis is supported. The first hypothesis asserts that if heads of departments in tertiary institutions are transformational in how they lead their departments then lecturers would be more satisfied. Research question one inquires about the extent of the impact of transformational leadership on job satisfaction. Transformational leadership had a 37% influence on job satisfaction. This indicates that transformational leadership had an impact(less than half) on job satisfaction. However, the established effect on job satisfaction is supported by Bolger (2001) that principals' transformational leadership affected teachers' satisfaction both directly and indirectly. His study also revealed that teachers' satisfaction increased as they perceived their principals' leadership style as more transformational. Similar studies conducted by (Webb (2009) and Koh et al (1995) supported the study in that they found out that the transformational

model predicted follower job satisfaction. A plausible explanation to the results is given by Bass (1985) who suggests that transformational leaders encourage followers to think critically and look for new approaches to do their jobs. This challenge given to followers motivates them to become more involved in their tasks which results in an increase in the degree of satisfaction with their work and commitment to the organization. Fortunately the result of this study counts up to ones conducted in Africa by Walumbwa et al (2005) in a cross cultural study involving the United States and Kenya, Nguni et al (2006) in Tanzania and Ejimofor (2007) in Nigeria, which established a strong and positive effect of transformational leadership on job satisfaction. The results of these studies put together are gradually contributing to the universality of the link between transformational leadership and job satisfaction and helps respond to the question of generalization or suitability of results of studies on this subject.

Extending argument with regards to the relationship among the individual transformational leadership attributes, and their relationship with job satisfaction and its facets, the results as showed a very strong and positive relationship among attributes of transformational leadership. This result of the study also confirms with that of Bolger (2001), Koh et al, (1995) and Nguni et al (2006) which indicated strong relationship between the attributes of transformational leadership and job satisfaction. Evidently, from a general perspective there is a kind of interdependency of the variables on the attributes on each other. As a matter of fact, an entire combination of the various attributes would make tremendous impact on followers. Leaders cannot be too charismatic without necessarily being individually considerate at the expense of intellectually stimulating their followers. For followers respond sufficiently to charisma if they are given the opportunity to be part and also operate within reasonable parameters of decision making. And in doing so, evenly attend to individual uniqueness, talents and skills. Charisma among the attributes showed the strongest relationship with job satisfaction. This result is also collaborated with that of Nguni et al (2006) which established that charismatic leadership dimension of transformational leadership showed a significant influence and accounts for a large variation in teachers' job satisfaction.

Looking at the attributes individually, charisma had a relatively weak relationship with autonomy and decision-making. This weak relationship could perhaps be explained by the fact that a show of too much charisma by a leader tends to impede rather than facilitate the ability of subordinates to believe in their own actions, convictions and decisions. The attribute individual consideration was also weakly related to autonomy but fairly strong in relation to the other facets of job satisfaction. A plausible explanation is the way and manner in which leaders show consideration to individuals given their uniqueness. Perhaps attention given by leaders in this respect rather makes teachers feel they cannot operate on their own. Intellectual stimulation on the other hand showed a modest relationship with decision-making, employee recognition, interrelationship among co-workers and job satisfaction but had a weak relationship with professional development and was insignificantly related to autonomy. However, generally the attributes were well related to the many facets of job satisfaction. Notwithstanding, the facet professional development was not significant with all the attributes of transformational leadership except intellectual stimulation. This seemed unlikely especially given that lecturers are anxious for professional development if the opportunities and avenues for doing so are available. This results seem to contradict that of Ejimofor (2007) that the ability to engage teachers in decision-making and the ability to create opportunities for teacher professional development of principals' transformational leadership skills significantly predicted teachers' job satisfaction. An explanation however on the non-existence of a relationship between professional development with charisma and individual consideration could be attributed to the variable construct for professional development being very slim. Nonetheless, the significant relationships among the various cohorts could be attributed to the nature of work at the tertiary level where efficiency is based on collaborative, participative leadership intertwined with reciprocal relationship from staff.

*Discussion of research question 2. What differences exist between the transformational leader of a private and public tertiary institution?*

The second guiding research question investigates into the existence of differences between private and public institutions on transformational leadership. The perceived differences (by looking at mean values for transformational leadership between public and private institutions) which were insignificant could be merely due to chance factors. For this reason, leaders in public and private institutions exhibited just about the same level of transformational leadership. The equality in transformational leadership if reconciled with the case studies of this study in which lecturers showed willingness to participate in departmental activities, lends substantial support for a study conducted by Hetland & Sandal (2003) in both private and public institutions in Norway. Their results attest to a modest relationship between transformational leadership and personality measures suggesting that the context in which leadership occurs is very important. More especially if such leadership is a dyadic process. This finding also concurs with previous studies by Hater & Bass (1988) which posit that transformational leadership correlated positively with how leaders were perceived, and how much effort followers were willing to invest in their leader and the extent of satisfaction followers had in their leader. Moreover, lecturers also enjoyed the same level of job satisfaction. This later consequence (of same level of transformational leadership in both institutions) can be attributed to the lack of disparity in the transformational leadership style of heads of departments in both institutions. Collective decision-making, delegation of responsibilities, identification and usage of talents and skills of lecturers, creation of opportunities for lecturer professional growth, and sharing of educational materials to mention a few, were some of the transformational leadership behaviours common to heads of departments of both private and public institutions. This however answers the second hypothesis which states that if institutions are privately run (instead of publicly run) then the school teacher will be more transformational and teachers will be more satisfied.

Further exploring the differences between private and public institutions with regards to transformational leadership and job satisfaction, the mean values for the various sub variables of these two constructs reveal that the level of intellectual stimulation (in transformational leadership) shown by leaders was the lowest. Professional development (in job satisfaction) in a way replicated this low level. Nonetheless, the mean scores of the various cohorts were slightly higher for private institutions compared to public institutions. The supposed differences which were insignificant could be merely due to chance factors. However, the report on the interviews seems to explain the slight variation in mean values between the two institutions for all the cohorts. Analysis of the responses seems to suggest that heads of department in private institutions normally employed a number of approaches or ways in effecting changes or addressing issues. For instance they exhibited charisma through decision making side by side consultations, delegation of responsibilities and collective decision making. Public institutions restricted theirs to collective decision making. However, given the outcome of equality in charisma shared by leaders in the two institutions arising from the independent t-test, it can be deduced that collective decision making as a way of deciding on ways of reaching substantive decisions concerning the department is as effective as the combination of factors employed by the private institutions. The same can be said of the nurture of interrelationship among staff and consensus building. In nurturing interrelationship among staff, the institutions with religious background take advantage of their organizational philosophy to organize college fellowships coupled with a blend of formal and informal discussions, and participative leadership to foster staff cohesion and loyalty. While public institutions depended on formal and informal discussion in association with participative leadership to bolster staff unity.

Furthermore the two private and public institutions leaders did not differ on individualized consideration as a trait. Private institutional leaders in identifying individual uniqueness, talents and skills of their staff used lecturer performance evaluations which are done by students, peer observations, staff performance

appraisal systems and personal interaction; while public institutions only used student evaluations and personal interaction. However, the benefits of the identified talents were practically the same. Institutional leaders organized seminars; training programmes; workshops; local and international conferences; arranged sandwiched Ph.D programmes for lecturers and collaborate with industry to improve upon research. Private institutions additionally created links with professional bodies all in a bid to provide opportunities for staff professional growth. These examples could explain why there is a slight upsurge in the level of transformational leadership exhibited by private institutions.

Likewise the institutional leaders did not differ on their ability to intellectually stimulate their lecturers. As encouragement and stimulation for staff to change from old to new practices, information from interviews showed that both institutional heads shared new information with their lecturers, brainstormed on challenges, personally took up challenges before nurturing staff to take it up, and encourage researchable topics. This is in line with Bass' (1985) argument that transformational leaders should encourage followers to think critically and look for new approaches to do their jobs. This challenge given to followers motivates them to become more involved in their tasks which results in higher levels of satisfaction with their work and commitment to the organization.

*Discussion of research question 3. Does transformational leadership have different influence on job satisfaction of lecturers in private and public tertiary institutions?*

In a bid to answer research question 3, the study established the impact of transformational leadership on job satisfaction and the attributes of this type of leadership on autonomy for separate institutions. Generally transformational leadership impacted on job satisfaction considering overall data. The same result was also realized when data for public and private institutions was considered separately. Research question 3 is thus answered as results help to conclude that transformational leadership does not have different influence on teacher job satisfaction in private and public institutions. Probably the underlying structures in these institutions are similar giving rise to this result. Or the leadership skills of the leaders had a similar orientation and principles. More importantly, these could be attributed to the collegial nature of leadership at the tertiary level (Bush, 2003).

Other close related results have to do with the fact that attributes charisma, intellectual stimulation and individual consideration had a significant positive influence on autonomy. Their impact was however mild. This is mirrored by findings (Webb (2009) who established that Charisma, and Individual Consideration were significant predictors of followers' job satisfaction. Deductively, a combination of these attributes help the leader realizes the needed job satisfaction for his workers. This echoes Graham (1988) assertion that transformational leaders can facilitate member empowerment through individualized consideration and intellectual stimulation. Charisma was found to be a significant predictor in the present study.

On the other hand, the attribute individual consideration had a positive influence though mild on autonomy while fairly strong in relation to the other facets of job satisfaction. This finding aligns with that of Yukl (1989) and Geijsel et al (2003) who suggest that the weak impact of individual consideration on job satisfaction could be explained by the operationalization of the individual consideration dimension. According to him, individualized consideration is usually operationalized in terms of both a "developing" part involving coaching and mentoring; and a "supporting" part consisting of respect, consideration, and appreciation. It could therefore be attributed to the operationalization of the concept individual consideration. Another plausible explanation is the way and manner individually considerate leaders attend to individual uniqueness. Perchance attention given by leaders in this respect makes teachers rather feel they cannot operate on their own. Intellectual stimulation on the other hand showed a modest relationship with decision-making, employee recognition, interrelationship among co-workers and



job satisfaction but had a weak relationship with professional development and was insignificantly related to autonomy. This result is at variance with that of Podsakoff, MacKenzie, Moorman, & Fetter, (1990) where intellectual stimulation was even found to have a negative impact on both employee trust and job satisfaction. Podsakoff et al (1990)'s explanation can be borrowed for the weak impact of intellectual stimulation on job satisfaction. According to Podsakoff et al., this finding may possibly have to do with the effect of intellectual stimulation on role ambiguity, conflict, and stress. Although intellectual stimulation may produce desirable effect in the long run, it may be that in the short run, leaders who continually urge or exhort followers to search for new and better methods of doing things create ambiguity, conflicts, or other forms of stress in the minds of the followers. Furthermore, Podsakoff et al. (1990) point out that, according to other researchers, for example Avolio and Bass (1988), intellectual stimulation causes a "cognitive reappraisal of current circumstances", thus possibly reversing an individual's "figure ground" and leading to a questioning of "old" and perhaps comfortable assumptions. It may be that this process is dissatisfying, and that leaders who continually do this are trusted less because they are perceived as being less predictable and/or dependable.

Concisely, transformational leadership had slight (a less than half) impact on job satisfaction. But for a social research of this nature the results is typical and it tells us the extent to which transformational leadership impacts on job satisfaction. This responds to answer research question 1. The conclusion hereof is supported by Bolger (2001), Ejimofor (2007), Koh et al (1995) and Walumbwa et al (2005), who confirm that transformational leadership has an effect on job satisfaction. Research question 2 investigates into the existence of differences between private and public institutions on transformational leadership. There were no statistical differences and this was evidenced by similarity in leadership style of the heads in public and private institutions as recorded in the interview. This however defeats the common belief by the public that private enterprises can do things better than a public institution (Cochran, Mayer, Carr, & Cayer, 2003).

In a nutshell, major findings in the present study collaborate with previous studies on transformational leadership and job satisfaction. There is a consistently positive relationship between transformational leadership and job satisfaction. The associated attributes of transformational leadership had a significant influence on autonomy. Also leaders in private and public tertiary institutions exhibit just about the same level of transformational leadership and their lecturers show equal satisfaction from their jobs. This finding of the study is indicative that leadership in institutions with high transformational leadership scores will more likely have staff with higher job satisfaction scores and longer association with their staff. This also indicates that Transformational Leadership style may predict employee satisfaction which can promote long association with staff, an aspect with important economic implications for institutions.

## **6.5 Limitations of the study**

As with all research, this study is bound by certain limitations that cannot be underestimated. Given that the data for the study was cross-sectional makes it inappropriate to make definitive assertions regarding causality and directionality in the findings. To overcome this, longitudinal designs with appropriate time lag would have extended the findings of the study. Consequently, replications and extensions of our findings using experimental and longitudinal designs or approach in future research would be recommended. Another limitation of the study is the extent to which results can be generalized in tertiary education in Ghana in view of the number of institutions studied (one public and two private) relatively to the large numbers of private institutions. Inferences to the entire population cannot be made. Finally, data for the current study was collected from "self-financing" (private) and state managed (public) institutions. Although this might not affect the results in entirety, caution must be taken in making generalizations to the entire population. Future studies might extend the study and focus exhaustively on specific institutions (either self-financing or state funded) to give an in depth information on the specified contexts.

Regardless of these limitations, the present study makes an important contribution to an understanding of the leadership in public and private institutions. This is a fertile area of study yet to receive research attention. Therefore, it is hoped that the results of the study will stimulate further investigation into other potential mediators affecting the relations between leadership styles and organizational outcomes. Even so, this project is a starting point where future research in leadership in Ghana could be extended.

## **6.6 Implications of the study**

The findings of this study demonstrate that transformational leadership behavior has influence on the job satisfaction of teachers. These results have some implications for theory and practice. Given the lack of research on the topic of transformational leadership style and influence on employee job satisfaction, this study adds up to the field of leadership studies by providing empirical research on this topic at higher education. In this regard, the study is significant for the effort to understand leadership and employee relations in tertiary education and perhaps look at avenues to improve this relationship. With the confinement of research on transformational leadership in the developed world and limited attention in the developing world especially in Africa, the current study suggests that transformational leadership model is valid in the Ghanaian school context. In doing so, it serve to extend the studies wider to another culture other than western. And as such these results substantiate that cultural difference across nations and continents does not impinge on the transformational leadership model. The study therefore agrees with the universal nature of transformational and transactional leadership paradigm confirmed by Bass (1985; 1997).

## **6.7 Recommendations of the study**

### *Recommendations for practice*

There are no qualms about the significant role of leadership in all set ups. Thus the results of this study have some relevance on leadership training, policymakers and school leaders. The following recommendation can be made based on the findings of the study. In order to promote teacher satisfaction, schools leaders ought to create open and collegial climate in their institutions in which teachers can freely express and share their opinions and collaborations on important decisions. This will reduce stress and boost job satisfaction and morale (Scott & Dinham, 1998; Wakonick, 2004). Therefore pre-service and in service training programmes aimed at equipping prospect and present school leaders with leadership skills and competencies that enhance leadership should be organized. An exploration of Transformational Leadership styles in leadership courses and workshops for lecturers and administrators could also lead to a better understanding of the components of effective leadership. In this vein, it is further recommended that educational ministries and boards of institutions should establish and implement programs that help to foster transformational leadership skills among school heads. Programs such as seminars, workshops and updates on school administration might be of great help. For school heads, in order to function in the most effective way, it is recommended that leaders must avail themselves to leadership training and development programmes. Such programmes have proven to increase achievement, motivation and enhance the personal competencies vital to effective leadership Cherniss (1998). Finally, the findings of this study could be made available to authorities responsible for making educational policies and or designing staff training and development programs to serve as a reference point on policy decisions on leadership.

### *Recommendations for future research*

The findings of this study, it makes an important contribution to our understanding of transformational leadership processes and employee satisfaction in tertiary education. It is hoped that the results will stimulate further investigation into other equally important aspects affecting leadership styles and employees relations. This study was restricted to one construct of work related behaviors- job satisfaction, hence further research in the area could extend to cover other constructs which also relate to employee organizational effectiveness and outcomes. For instance on organisational citizenship behavior and employee commitment as other aspects of work-related attitudes.

Much more research is needed at higher education. It could be replicated in different categories of tertiary education. Further studies could also be conducted using private institutions from a wider variety of backgrounds as well as a comparative analysis between full time faculty staff and part time or adjunct academic staff within higher education. Yet another area that demands attention is leadership and academic performance or student outcomes. It is expected that high levels of satisfaction will exert on student learning and raise academic performance. In this sense studies on assessing leadership impact on student performance would be invaluable. Finally, further studies could be conducted to look at how leadership can improve the performance of either public or private institutions.

## REFERENCES.

- Antonakis, J., Avolio, B.J., and Sivasubramaniam, N. (2003), 'Context and Leadership: An Examination of the Nine-factor Full-range Leadership Theory Using the Multifactor Leadership Questionnaire,' *The Leadership Quarterly*, 14, 261–295.)
- Arnold, H.J. & Feldman, D.C. (1982) A multivariate analysis of the determinants of job turnover. *Journal of Applied Psychology*, 67, 350-360.
- Ary, D., Jacobs, L. C., & Razavieh, A. (1996). *Introduction to research in education (5th ed.)*. Florida, FL: Harcourt Brace College Publishers
- Arvey, R. D., Bouchard, T. J., Segal, N. L., & Abraham, L. M. (1989). Job satisfaction: Environmental and genetic components. *Journal of Applied Psychology*, 74(2), 187 – 192.
- Barne, K.N. (1991). *Motivation and Retention in Ghana*. Accra. University Press
- Barling, J., Weber, T., and Kelloway, E.K. (1996), 'Effects of Transformational Leadership Training on Attitudinal and Financial Outcomes: A Field Experiments,' *Journal of Applied Psychology*, 81, 6, 827–832.
- Barnett, K., McCormick, J. & Conners, R. (2001). Transformational leadership in schools – panacea, placebo or problem? *Journal of Educational Administration*, 39(1), 24-46.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: The Free Press.
- Bass, B. M. (1998). *Transformational leadership: Industrial, military, and educational impact*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9-32.
- Bass, B. M., & Avolio, B. J. (1990). The implications of transactional and transformational leadership for individual, team, and organizational development. In R. W. Woodman & W. A. Pasmore (Eds.), *Research in organizational change and development*, (4), 231-272. Greenwich, CT: JAI Press.
- Bass, B., & Avolio, B. (1992). *Organizational Description Questionnaire*. Redwood City: Mind Garden.
- Bass, B. M., & Avolio, B. J. (1993). Transformational leadership and organizational culture. *Public Administration Quarterly*, 17(1), 112-121.
- Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage .
- Bass, B., & Avolio, B., & Goodheim, L. (1987). Biography and assessment of transformational leadership at the world class level. *Journal of Management*, 13, 7-20.
- Bass, B.M., Avolio, B.J., Jung, D.L., & Berson, Y. (2003). Predicting unit performance by assessing transformational and transactional leadership. *Journal of Applied Psychology*, 88(2), 207-218.
- Bass, B.M. & Riggio, R.E. (2006). *Transformational Leadership (2<sup>nd</sup> ed)*. Routledge, Lawrence Erlbaum Associates, Inc.
- Barroso C. C., Villegas P. , Ma Mar, Casillas B., Jose C. (2008)'Transformational leadership and followers' attitudes: the mediating role of psychological empowerment', *The International Journal of Human Resource Management*, 19:10, 1842 — 1863
- Bennis, W., & Nanus, B. (1985). *Leaders: The strategies for taking charge*. New York: Harper & Row.
- Bolger, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational Administrative Quarterly*, 37, 662 – 683.
- Boon, O. K., Arumugam, N., Vellapan, Y., & Wei, H. (2006). A quantitative analysis of the link between organizational culture and job satisfaction: Evidence from some Malaysian healthcare organizations. *Malaysian Management Review*, 41(1), 68-90.
- Boyer, E., Altbach, P. and Whitelaw, M.-J. (1994). *The Academic Profession: An International Perspective*. Princeton, New Jersey: Carnegie Foundation for the Advancement of Teaching.
- Breaugh, J.A. (1981). Predicting absenteeism from prior absenteeism and work attitudes. *Psychological Bulletin*, 52, 415-422.
- Bryman, A. (1992). *Charisma and leadership in organizations*. London: Sage.

- Bush, T. (2003), *Theories of Educational Leadership and Management: Third Edition*, London, Sage Publication .
- Bycio, P., Hackett, R. D., & Allen, J. S. (1995). Further assessments of Bass' 1985 conceptualization of transactional and transformational leadership. *Journal of Applied Psychology*, 80(4), 468–478.
- Carsten, J., & Spector, P. (1987). Unemployment, job satisfaction, and employment turnover: A meta-analytic test of the Muchinsky model. *Journal of Applied Psychology*, 72, 374-381.
- Cherniss, C. (1998). Social and emotional learning for leaders. *Educational Leadership*, vol. 55, no. 7, 26-28.
- Cohen, J., & Cohen, P. (1983). *Applied multiple regressions for the behavioral sciences*. Hillsdale, NJ: Erlbaum.
- Cohen, L., Manion, L., & Morrison, K.R.B. (2000). *Research Methods in Education*. (5<sup>th</sup> edition). London. Routledge.
- Cochran, C. E., Mayer, L. C., Carr, T. R., & Cayer, N. J. (2003). *American public policy*. Belmont, CA: Thomson Wadsworth.
- Conley, D.T. & Goldman, P. (1994). Ten propositions for facilitative leadership. In J.Murphy & K.S.Louis (Eds), *Reshaping the principalship: Insights from transformational reform efforts*. Thousand Oaks, CA: Corwin Press.
- Conger, J. A., & Kanungo, R. N. (1990). The empowerment process: Integrating theory and practice. *Academy of Management Review*, 13, 471–482.
- Creswell, J.(1994) *Research Design: Quantitative and Qualitative Approaches*, Thousand Oaks, CA, Sage
- Cuban, L. (1984). Transforming the frog into a prince: Effective schools research, policy and practice at the district level. *Havard Educational Review*, 54 (2).
- Curphy, G.J. (1992). An empirical investigation of the effects of transformational and transactional leadership on organisational climate, attrition and performance. In K.E. Clark, M.B.Clark, & D.R.Campbell (Eds), *Impact of leadership* (pp.177-187). Greensboro, NC: The Center for Creative Leadership.
- Dinham, S., & Scott, C. (2000). Moving into the third, outer domain of teacher satisfaction. *Journal of Educational Administration*, 38(4), 379 – 396.
- Delaney, J. (1991). *Teacher perceptions of the effect of administrative practices on teacher morale in Newfoundland and Labrador schools*. Unpublished master's thesis, Memorial University of Newfoundland, St. John's, Newfoundland and Labrador, Canada.
- Drysdale, L., Ford, P., Gurr, D. & Swann, R. (2003). *Successful School Leadership: an Australian perspective*. Retrieved June 1, 2009 from [www.acel.org.au](http://www.acel.org.au)
- Dumdum, U. R., Lowe, K. B., & Avolio, B. J. (2002). A meta-analysis of transformational and transactional leadership correlates of effectiveness and satisfaction: An update and extension. In B. J. Avolio & F. J. Yammarino (Eds.). *Transformational and charismatic leadership: The road ahead* ( 36-66). Oxford: Elsevier Science.
- Dvir, T., Eden, D., Avolio, B. J., & Shamir, B. (2002). Impact of transformational leadership on follower development and performance: A field experiment. *Academy of Management Journal*, 45(4), 735-744.
- Effah, P (2003), Ghana in D.Teferra & Altbach, P (Eds) *African Higher Education*. Bloomington: Indiana University Press.
- Emery, C. R., & Barker, K. J. (2007). The effect of transactional and transformational leadership styles on the organizational commitment and job satisfaction of customer contact personnel. *Journal of Organizational Culture, Communication and Conflict*, 11(1), 77.
- Ejimofofor, F (2007) *Principal Transformational leadership skills and their teacher job satisfaction in Nigeria*: Unpublished Doctoral Thesis, Cleveland State University, Ohio
- Frankael, J, R. & Wallen, N, E (2006). *How to Design and Evaluate Research in Education*, London: McGraw-Hill Publishers.

- ERIC. (1992). Transformational leadership. *ERIC Digest, Number 72*. Retrieved June 11, 2009, from [http://www.ericfacility.net/databases/ERIC\\_Digests/ed347636.html](http://www.ericfacility.net/databases/ERIC_Digests/ed347636.html)
- Evans, L. (1998). *Teacher morale, job satisfaction and motivation*. London: Paul Chapman Publishing Ltd.
- Fullan, M. (2001a). *Leading in a culture of change*. San Francisco: Jossey-Bass.
- Fullan, M. (2001b). *The new meaning of educational change* (3rd ed.). New York: Teachers College Press.
- Fullan, M. (2005). *Leadership and sustainability: System thinkers*
- Gall, M. D., Borg, W. R., & Gall, J. P. (1996). *Educational research: An introduction (6th ed.)*. New York, NY: Longman Publishers.
- Geijsel, F., Slegers, P., Leithwood, k., & Jantzi, D. (2003). Transformational leadership effects on teachers' commitment and effort toward school reform. *Journal of Educational Administration, 41*, 228 – 256.
- Gellis, Z.D. (2001). Social work perceptions of transformational and transactional leadership in health care. *Social Work Research, 25*(1), 17-25.
- Gibson, J.L., Ivancevich, J.H. and Donnelly, J. (2000) *Organizations: Behavior, Structure, and Processes*, McGraw-Hill
- Givens, R. J. (2008) Transformational Leadership: The Impact on Organizational and Personal Outcomes: *Emerging Leadership Journeys*, Vol. 1 Iss. 1, 2008, 4-24
- Goldring, E & Pasternak, R. (1994). Principal's co-ordinating strategies and school effectiveness: *School effectiveness and school improvement. 5*(3), 239-253.
- Graham, J. (1991). Servant-leadership in organizations: Inspirational and moral. *The Leadership Quarterly, 1991, 2*, 105-119.
- Graham, J. W. (1988). Transformational leadership: Fostering follower autonomy, not automatic leadership. In J. G. Hunt, R. B. Baliga, P. H. Dachler, & C. A. Schriesheim (Eds.), *Emerging leadership vistas* (73-79). Lexington, MA: Lexington Books.
- Greenberg, J., & Baron, R.A.(1995). *Behaviour in organizations: Understanding and managing the human side of work*, 5th edition. Englewood Cliffs, NJ: Prentice Hall.
- Griffin, R. W., & Bateman, T. S. (1986). Job satisfaction and organizational commitment. In C. L. Cooper & I. Robertson (Eds.), *International review of industrial and organizational psychology* (157 – 188). New York: Wiley.
- Griffith, J. (2004). Relation of principal transformational leadership to school staff job satisfaction, staff turnover, and school performance. *Journal of Educational Administration, 42*(3), 333–356.
- Gronn, P. (1996). From transactions to transformations: a new world order in the study of leadership. *Educational Management and Administration, 24*(1), 7-30.
- Hackman, J.R., & Oldham, G.R. (1976) Motivation through design of work: Test of a theory. *Organizational Behaviour and Human Performance, 16*(2), 250-79.
- Hall, J., Johnson, S., Wysocki, A. & Kepner, K. (2002). Transformational leadership: the transformation of managers and associates. Retrieved June 3, 2009, from <http://edis.ifas.ufl.edu>
- Hall, B.W., Pearson, L.C., & Carroll, D. (1992). Teachers long range teaching plans: A discriminant analysis. *Journal of Educational Research, 85* (4), 221-225.
- Hallinger, P. (1992) School leadership development: evaluating a decade of reform, *Education and Urban Society. 24*(3) 300-316.
- Hallinger, P., & Heck, R. H. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research 1980 – 1995. *Educational Administrative Quarterly, 32*(1), 5 – 44.
- Hater, J., & Bass, B. (1988). Superiors' evaluations and subordinates' perceptions of transformational and transactional leadership. *Journal of Applied Psychology, 73*, 695-702.
- Hay. I. (2006). *Research Ethics for Social Scientists: between ethical conduct and regulatory compliance*. London: Sage.
- Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work*. New York: John Wiley & Sons.

- Hetland, H. and Sandal, G.M. (2003). Transformational leadership in Norway: Outcomes and personality correlates. *European Journal of work and Organizational Psychology*, 12(2) 140-170
- Hoyt, C.L. & Blascovich, J. (2003). Transformational and transactional leadership in virtual and physical environments. *Small Group Research*, 34(6), 678-715.
- Hoover, N., Petrosko, J., Schultz, R.R. (1991). Transformational leadership and Transactional Leadership: An empirical test of a theory. Paper presented at the annual meeting of the American Educational Research Association. Chicago. IL.
- Howell, J.M. and Avolio, B.J. (1993) Transformational leadership, transactional leadership, locus of control, and support for innovation: key predictors of Leadership style, quality, and employee satisfaction consolidated business unit performance. *Journal of Applied Psychology*, 78, 891–902.
- Huang, S. L. (2001). Teachers' perceptions of high school environment. *Learning Environments Research*, 4, 159 – 173.
- Ihrke, D. (2003). Leadership in organizations. *Encyclopedia of Public Administration and Public Policy*, 710-723.
- Jarvis, P. (2001) *Universities and Corporate Universities*. London: Kogan Page.
- Jayarathne, J. (1993). The antecedents, consequences and correlates of job satisfaction. In R. T. Golembiewski (Ed.), *Handbook of organizational behaviour* (111-140). New York: Merce Dekker.
- Javidan, M., & Waldman, D. A. (2003). Exploring charismatic leadership in the public sector: Measurement and consequences. *Public Administration Review*, 63(2), 229-242.
- Judge, T.A. & Piccolo, R.F. (2004). Transformational and transactional leadership: a meta-analytic test of their relative validity. *Journal of Applied Psychology*, 89/5, 755-768.
- Judge, T.A. and Bono, J.E. (2000) Five factor model of personality and transformational leadership. *Journal of Applied Psychology*, 85, 751–765.
- Keller, R. (1992). Transformational leadership and the performance of research and development project groups. *Journal of Management*, 18(3), 489–501.
- Kelly, M.L. (2003, January 1). Academic advisers as transformational leaders. *The Mentor*. Retrieved June 3, 2009, from <http://www.psu.edu/dus/mentor/030101mk.htm>
- Kennerly, S.M. (1989). Leadership behavior and organizational characteristics: Implications for faculty satisfaction. *Journal of Nursing Education*, 28(5), 198–202.
- Kerlinger (1986). *Educational Research: Competencies for analysis and application* (3 ed) New York. Holt, Rinehart & Winston.
- Kirkpatrick, S. A., & Locke, E. A. (1996). Direct and indirect effects of three core charismatic leadership components on performance and attitudes. *Journal of Applied Psychology*, 81(1), 36–51.
- Knoop, R. T. (1991). Achievement of work values and participative decision making. *Psychological Report*, 58, 775 – 781.
- Koh, W. L., Steers, R. M. & Terborg, J. R. (1995). The effects of transformational leadership on teacher attitudes and student performance in Singapore. *Journal of Organizational Behavior*, 16, 319 – 333.
- Kotter, J. P. (1990). *A force for change: How leadership differs from management*. New York: Free Press
- Kouzes, J. M. & Posner, B. Z. (2003). *Credibility: How leaders gain and lose it, why people demand it*. San Francisco, CA: Jossey-Bass.
- Kreitner, R., & Kinicki, A. (2006). *Organizational behaviour: Key concepts, skills and best practices* (2nd ed.). Boston: McGraw-Hill.
- Kuchinke, K. P. (1999). Leadership and culture: Work-related values and leadership styles among one company's U.S. and German telecommunication employees. *Human Resource Development Quarterly*, 10 (2), 135–154.



- Leithwood, K. A. (1992). The move toward transformational leadership. *Educational Leadership*, 49, 5, 8-12.
- Leithwood, K. (1992), The move towards transformational leadership, *Educational Leadership*, 49(5), 8–9.
- Leithwood, K. (1994), Leadership for school restructuring, *Educational Administration Quarterly*, 30(4), 498–518.
- Leithwood, K. Jantzi, D. (2000). The effects of transformational leadership on organizational conditions and student engagement with school. *Journal of Educational Administration*, 38(2), 112.
- Liontos, L. B. (1992). *Transformational leadership*. Eugene, OR: ERIC Clearinghouse on Educational Management.
- Little, T. (1997). Mean and covariance structures (MACS) analyses of cross-cultural data: Practical and theoretical issues. *Multivariate Behavioral Research*, 32: 53-76.
- Lowe, K. B., & Gardner, W. L. (2000). Ten years of the *Leadership Quarterly*: Contributions and challenges for the future. *Leadership Quarterly*, 11 (4), 459–514.
- Lowe, K. B., Kroeck, K. G., & Sivasubramaniam, N. (1996). Effectiveness correlates of transformational and transactional leadership: A meta-analytic review of the MLQ literature. *The Leadership Quarterly*, 7(3), 385–425.
- Lucas, L. (2001) ‘The Research Game in Academic Life’. *Paper given to BERA Higher Education Special Interest Group* 15 January 2001, University College, London.
- Maeroff, G. (1988). *The empowerment of teachers*. New York: Teachers College Press.
- McGregor, D. (1960). *The human side of enterprise*. New York: McGraw-Hill.
- Maslow, A. H. (1948). Some theoretical consequences of basic need-gratification. *Journal of Personality*, 16(16), 402-416.
- Maslow, A.H. (1954). *Motivation and Personality*. New York: Harper and Row.
- Manuh, Takyiwa, Gariba Sulley & Budu, J. (2007) *Change and transformation in Ghana’s Publicly Funded Universities: Partnership for Higher Education in Africa*. Oxford, UK: James Carey and Accra, Ghana: Woeli Publishing Services.
- McGrinn, N. & Welsh, T. (1999). *Decentralization of education: Why, when, what and how?* Paris, UNESCO: International Institute for Educational Planning.
- Medley, F., & Larochelle, D. (1995). Transformational leadership and job satisfaction. *Nursing Management*, 26(9), 64JJ - 64NN.
- MUCG School Report (2008). 5<sup>th</sup> Congregation Methodist University College of Ghana.
- Mine, S. (2008). Leadership behaviors of school principals in relation to teacher job satisfaction in north Cyprus. A Paper presented at the World Conference on Educational Sciences 2009. Retrieved on June 17, 2009 from <http://www.sciencedirect.com>
- Montana, P. J., & Charnov, B. H. (1993). *Management*. Hauppauge, NY: Barron’s Educational Series.
- Mowday, R., Steers, R., and Porter, L. (1979), ‘The Measurement of Organizational Commitment’ *Journal of Vocational Behaviour*, 14, 224–227.
- NAB (2009) List of accredited tertiary institutions- Retrieved on April, 2009 from [www.nab.gov.gh](http://www.nab.gov.gh).
- NCTE (2008). National Council of Tertiary Education. Summary of Basic Statistics on Public Tertiary Education Institutions- 2007/2008.
- Nnadi, P.O. (1997). *Job satisfaction and Motivation*. Lagos, Nigeria: Macmillan Nigerian Publishers Ltd.
- Nguni, S., Slegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers’ job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School Effectiveness and School Improvement*, 17(2), 145-177.
- Ostroff, C. (1992). The relationship between satisfaction, attitudes, and performance: An organizational level analysis. *Journal of Applied Psychology*, 77(6), 963 – 974.
- Owens, R.G. (2001) *Organisational Behaviour in Education: Instructional leadership and school reform*. (7<sup>th</sup> ed). Boston. Pearson Education Company.



- Parry, K., & Proctor-Thompson, S. (2003). Leadership, culture and performance: The case of the New Zealand public sector. *Journal of Change Management*, 3(4), 376-391.
- Poulin, J.E., & Walter, C.A. (1992). Retention plans and job satisfaction of gerontological social workers. *Journal of Gerontological Social Work*, 19(1)99-114.
- Plyhart, R., Lim, B.C., & Chen, K.Y.(2001). Exploring the relations between typical and maximum performance ratings and the five factor model of personality. *Personal Psychology*, 54, 809-843
- Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H., & Fetter, R. (1990). Transformational leader behaviours and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviours. *Leadership Quarterly*, 1(2), 107 – 142.
- POTAG continue to strike, 2005. Retrieved on July, 2009 from [http:// www.voanews.com/English/archive/2005-05/2006-05-24\\_voa51.cfm](http://www.voanews.com/English/archive/2005-05/2006-05-24_voa51.cfm)
- PUCG, School Report (2008)- 5<sup>th</sup> Matriculation Ceremony. Pentecost University College of Ghana.
- Reyes, P. (Ed.). (1990). *Teachers and their workplace: Commitment, performance and productivity*. Newbury Park, CA: Sage.
- Robinson, V.M.J., Lloyd, C.A., & Rowe, K.J.(2008). The Impact of leadership on student outcomes: An analysis of the differential effects of Leadership types. *Educational Administration Quarterly* Vol. 44 (50) 635-674.
- Rost, J.C. (1991). *Leadership in the 21st Century*. New York: Praeger.
- Roueche, J. E., Baker, G. A., III, & Rose, R. R. (1989). *Shared vision: Transformational leadership in American community colleges*. Washington, Press DC: Community College.
- Ryan, R. L. (1980). *An analysis of some of the relationships between management style of junior and senior high principals and teacher job satisfaction and productivity*. Unpublished Master's thesis, Memorial University of Newfoundland, St. John's, Newfoundland and Labrador, Canada.
- Seltzer, J., & Bass, B. (1990). Transformational leadership: Beyond initiation and consideration. *Journal of Management*, 16 (2), 693-703.
- Seltzer, J., Numeroff, M, & Bass, B.M. (1989). Transformational leadership: Is it a source of more burnout and stress? *Journal of Health and Human Research*, Fall 175-185.
- Sergiovanni, T.J. (1990). Adding value to leadership gets extraordinary results. *Educational Leadership*. 47 23-27.
- Sergiovanni, T.J. (1991). *Value added leadership: How to get extraordinary performance in schools*. New York. Harcourt, Brace & Jovanovich.
- Scarpello, V., & Campbell, P. (1983). Job satisfaction: Are all the parts there? *Personnel Psychology*, 36, 577-600.
- Ssesanga, Karim and Garrett, Roger M. (2005) Job Satisfaction of University Academics: Perspectives from Uganda: *Higher Education*, Vol. 50, No. 1 (Jul., 2005), 33-56. Springer
- Silins, H. & Mulford, B. (2002). Schools as learning organizations: the case for system, teacher and student learning. *Journal of Educational Administration*, 40, 425 – 446.
- Steers, R.M. & Black, J.S. (1994). *Organizational Behaviour*. New York: Harper Collins College.
- Steers, R. M., & Rhodes, S. R. (1978). Major influences on employee attendance: A process model. *Journal of Applied Psychology*, 63(4), 391 – 407.
- Suvara, J. H. (2002). Executive leadership in local government. *Encyclopedia of Public Administration and Public Policy*, 474-479.
- TEWU strikes indefinitely, 2006. Retrieved on July 2009 from <http://mensnewsdaily.com/2006/06/06/ghanas-teachers-and-educational-workers-union-strikes-indefinitely/>

- Tossi, H.L., Rizzo, J.R., & Carroll, S.J. (1994). *Managing organizational behaviour*, (3<sup>rd</sup> Edition). Cambridge, MA:Blackwell.
- Thomas, S., Sammons, P., Mortimore, P., & Smees, R. (1997). Stability and consistency in secondary school effects on students' GCSE outcomes over three years. *School effectiveness and school improvement*, 8 (2), 169-197.
- UTAG, 2003 Retrieved on July 2009 from <http://www.ghanaweb.com/GhanaHomePage/regional/artikel.php?ID=42443>
- Vroom, V. H. and Jago, A. G. (1988). *The New Leadership: Managing Participation in Organizations*, Prentice-Hall, Englewood Cliffs, N.J.
- Walonick, D. S. (2004) "Causes and Cures of Stress in Organizations ." Retrieved May 25, 2009, from <http://www.survey-software-solutions.com/walonick/organizational-stress.htm>
- Waldman, D. A., Bass, B. M., & Yammarino, F. J. (1990). Adding to contingent-reward behaviour: The augmenting effect of charismatic leadership. *Group and Organizational Studies*, 15(4), 381 – 394.
- Waldman, D. A., Bass, B. M. and Einstein, W. O. (1987). 'Leadership and outcomes of performance appraisal processes', *Journal of Occupational Psychology*, 60, 177-186.
- Walumbwa, F. O., Orwa, B., Wang, P., & Lawler, J. J. (2005 ) Transformational Leadership, Organizational Commitment, and Job Satisfaction: A Comparative Study of Kenyan and U.S. Financial Firms. *Human Resource Development Quarterly*, vol. 16, no. 2,
- Webb, Kerry S.(2009)'Creating Satisfied Employees in Christian Higher Education: Research on Leadership Competencies', *Christian Higher Education*, 8:1, 18 — 31
- Weiss, D. J., Dawis, R. V., England, G. W., & Lofquist, L. H. (1967). *Manual for the Minnesota Satisfaction Questionnaire*. Minneapolis: University of Minnesota.
- Wofford, J. C., Whittington, J. & Goodwin, V. (2001). Follower motive patterns as situational moderators for transformational leadership effectiveness. *Journal of Management Issues*, 13(2), 196-207
- Yammarino, F.J. & Bass, B.M. (1990). Long-term forecasting of transformational leadership and its effects among naval officers: Some preliminary findings. In K.E. Clark & M.B. Clark (Eds), *Measure of leadership* (pp.151-169). West Orange, NJ: Leadership Library of America.
- Yukl, G. (2002). *Leadership in organizations* (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Zame, M.Y.& Hope, W.C.(2008). Educational Reforms in Ghana: The leadership Challenge. *International Journal of Educational Management* v 22(2) 115-128

## APPENDICES

### Appendix A: Research Questionnaire

#### RESEARCH QUESTIONNAIRE

UNIVERSITY OF TWENTE, ENSCHEDE, THE NETHERLANDS

FACULTY OF BEHAVIOURAL SCIENCES

QUESTIONNAIRE FOR ACADEMIC STAFF OF PRIVATE AND PUBLIC TERTIARY

INSTITUTIONS IN GHANA

#### Introduction

This questionnaire is aimed at identification of management practices and processes which lecturers have recognized as being common in the day-to-day life and interaction with the heads of department in private and public tertiary institutions. The purpose is to obtain lecturers' views on various aspects of management practices in their departments. The questionnaire has been designed as a series of statements where your views can be shown by putting a tick in the appropriate box. The questionnaire is purely for academic purposes and you are assured that your response will be treated with utmost confidentiality. Kindly answer the questions as candidly as you can.

#### SECTION A

1. Type of institution:      Public (  )                      Private (  )
2. Gender:                      Male (  )                      Female (  )
3. Name of Department:
4. Age.    55 +      (  )  
              45 – 54    (  )  
              35 - 44    (  )  
              Less than 35 (  )
5. Academic rank.    Prof.    (  )  
                              Assoc Prof (  )  
                              Sen. Lecturer (  )  
                              Lecturer    (  )
5. How many years have you been lecturing. ....
6. How many years have you worked with your present Head of Department? .....
6. Is your head of Department    Male (  )    Female (  )

#### SECTION B

What are your views on the way your head of Department reflects the following leadership practices? Please tick the answer that reflects your opinion in the following statements.

	Item	1	2	3	4	5
		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1.	The Head of Department makes me feel Good to be around him/ her because he/ She has an impressive and charming Personality.					
2.	The Head of Department is respected by All lecturers.					
3.	The Head of Department is an example of good behaviour for me to follow					
4.	I consider the Head of Department as a symbol and sign of success and accomplishment In our teaching profession.					
5.	I trust the Head of Department's ability and good solving problems.					
6.	The Head of Department inspires and encourages lecturers to aim high in our teaching job and in life.					
7.	The Head of Department makes me feel proud to be associated with him/her.					
8.	The Head of Department has a special ability and talent that is what is really important for me to consider in my teaching job and life.					
9.	The Head of Department encourages me to hope for a bright future in our teaching profession and in life.					
10.	The Head of Department inspires loyalty and commitment to the department.					
11.	I have complete faith and trust in the Head of Department because of the Good way he/she manages the department.					
12.	The head of Department sets a vision and future direction that we may be able to accomplish and achieve if we work together.					
13.	The Head of Department encourages me to express my ideas and opinions in staff meetings.					
14.	The Head of Department encourages Lecturers to understand the point of Views of other lecturers during staff meetings.					
15.	The Head of Department gives me a Sense of overall meaning and satisfaction in my teaching job and in life.					
16.	The Head of Department shows a sense of duty and work commitment which he transmits to me					
17.	The Head of Department stimulates and encourages lecturers to participate willingly and happily in doing departmental duties.					
	<b>Individualized Consideration</b>					
18.	The Head of Department shows his/her Satisfaction to me when I meet					

	required standards of good work.					
19.	The Head of Department creates Conditions that allow lecturers to do their teaching job and complete various departmental duties even without his /her presence					
20.	I get credit and praise from the Head of Department for doing my work well					
21.	The Head of Department finds out what I want and he/she tries to help me get it					
22.	You know for sure that the Head of Department will praise you when you Do a good job.					
23.	The Head of Department gives personal attention to teachers who look neglected, lonely and keep away from the company of other lecturers.					
24.	The Head of Department treats each lecturer as an individual with different needs, abilities and aspirations.					
	<b>Intellectual Stimulation</b>					
25	The Head of Department has provided Me with new ways of looking at things which I did not understand before in my teaching job.					
26.	The Head of Department has challenged my ideas and have made me change some ideas which I had never questioned before in my teaching in my life.					
27.	The Head of Department helps me to think and solve old problems in new and alternative ways.					

### SECTION C

To what extent do you agree or disagree with the following statements that reflect the extent of your satisfaction with your job as a lecturer?

	Item	1	2	3	4	5
		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1.	There is really too little chance for promotion on my job.					
2.	The job I am doing provides me the chance to work independently.					
3.	The job provides me with a chance to do different school activities from time to time					
4.	The teaching job provides me with a chance to get recognition from the community.					
5.	I like the job because of the Way the Head of Department treats Me with respect.					
6.	I like the job because of the ability of the Head of Department in					

	making good decisions.					
7.	The teaching job I am doing provides me with opportunity to do things that go against my will and wish.					
8.	Many of our rules and procedures by the makes doing a good job difficult.					
9.	My supervisor is quite competent in doing his/her job.					
10.	I like the job because of the way my head relates with staff.					
11.	I like the teaching job because of the way in which school rules and regulations are Followed and obeyed in our department.					
12.	The teaching job gives me chance to teach subjects that make use of my abilities.					
13.	When I do a good job, I receive the recognition from my HOD.					
14.	The teaching job provides a chance of Professional growth on the job.					
15.	The teaching job gives me the freedom to make my own judgment and decisions in my work.					
16.	The teaching job provides with a chance to try my own style of teaching in the classroom					
17.	The teaching job gives me a chance to try my own methods of teaching in the classroom.					
18.	The general physical, social and teaching conditions in the department are good.					
19.	I like the way lecturers cooperate and get along friendly with each other in this department.					
20.	My teaching job gives me a feeling of success to doing my job.					
21.	The teaching job provides me with a chance to attend in-service training courses from time to time.					
22.	I feel a sense of pride in doing my job.					

## Appendix B; Interview guide for heads of Departments

### SECTION A

#### Biographic Data

1. Gender            Male ( ) Female ( )
2. Subject area .....
3. Years of teaching in general .....
4. Years of Headship in your current department .....
5. Any experience in leadership before your current position? Yes ( ) No ( )
6. How long did you play that role?

### SECTION B

#### A) Charisma

1. Do you think your lecturers have faith and trust in you as the head of department?
2. What makes you think your lecturers have or have no respect for you?
3. Would you say that you are proud of your lecturers? Give reasons for your answer.
4. In your opinion how do your lecturers feel around you?
5. How have you involved your lecturers in decisions affecting the department?
6. In what ways in do they willingly participate in departmental activities?
7. How would you rate interrelations between co-workers?
8. How have you as HOD promoted interrelations among staff?
9. How effective has consensus building among your staff been like?
10. What achievements have you made in this aspect?
11. On the whole, what have been your vision for the department and have you been able to accomplish it?
12. How did you achieve that?

#### B) Individualized consideration

1. Human beings are unique in terms of needs, abilities, strengths, etc. How do you identify the uniqueness of your lecturers?
2. How do you attend to or use individual strengths and skills of your lecturers?
3. How have you been acknowledging contributions of individual lecturers?
4. What opportunities have you provided or created for staff professional growth?
5. What types of professional activities do you offer your staff as an integral part for staff development?
6. What other measures have you put in place to realize this aspect?
7. Have you had any instance to personally mentor or coach individual lecturers?

8. In what ways do you assist individual lecturers in their teaching?

9. What conditions have you created that facilitate independent work of lecturers.

**C) Intellectual stimulation**

1. How do you motivate and inspire staff to new and challenging situations?

2. How do you encourage staff to change from some of the old ways and ideas of teaching to new and current practices?

3. What provisions have you made in ensuring a supportive learning environment for staff?



**Appendix C: Regression of transformational Leadership on Job satisfaction and its facet, autonomy for private and public institutions**

Table A: Regression of Transformational Leadership on Job Satisfaction and its facet, Autonomy for private and public institutions

	Private institution		Public institutions	
	◇	p-value	◇	p-value
Job satisfaction	.415	.001	.486	.000

◇ is the coefficient of the predictor variable.

**Appendix D; Relation between attributes of transformational leadership and facet of job satisfaction using multivariate regressions**

Table B: Relation between attributes of transformational leadership and facet of job satisfaction using multivariate regression

Test without outliers

Independent variable	Autonomy
Charisma	.145* (6.754)
Intellectual stimulation	.340* (.106)
Intellectual consideration	.267* (.067)
Sample size	72

\*test is significant at .01