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RESEARCH ARTICLE

THE EFFECT OF LEADERSHIP STYLE OF HEADMASTERS ON THE JOB SATISFACTION OF TEACHERS IN SENIOR HIGH SCHOOLS IN THE TECHIMAN MUNICIPALITY IN BRONG AHAFO REGION OF GHANA

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ABSTRACT

Education equips people with knowledge and skills that enable them to function as agents of economic and social change in the society. When people are educated, their standard of living are likely to be improved, since they are empowered to access productive ventures which will ultimately lead them to an improvement in their livelihoods. In the developed part of the World like America and Europe, studies have shown that there exist a very strong relationship between leadership styles and job satisfaction of employees, however, little work has been carried out in Africa for which Ghana is inclusive. Even in relation to the little work done, the concentration has not been on subverted organizations such as Ghana Education Service in spite of the low standards of education. The study was purely descriptive in nature, which adopted a sample size of 217 with the help of systematic random sampling techniques. The study therefore examines how the three leadership styles (transformational, transactional and laissez-faire) influence job satisfaction of Senior High School teachers in the Techiman Municipality of Ghana. The study revealed that, there is no dominant leadership style exhibited by headmasters of the Senior High Schools in the Techiman Municipality. It also showed that the Senior High School teachers in the Techiman Municipality are moderately satisfied. Again, the study showed that transformational leadership showed the highest effect on the overall job satisfaction followed by transactional leadership. Laissez-faire leadership also showed a negative effect on the overall job satisfaction. The study recommended that, Ghana Education Service should organise training on 'Full Range Leadership' for headmasters of the Senior High Schools in Ghana in order for them to know the effects of the various leadership behaviours. Also, the study further recommended that, the government of Ghana should improve the salaries, working conditions and fringe benefits of teachers in the Senior High Schools in order to enhance satisfaction levels of the teachers on the job.

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INTRODUCTION

More often than not, educating a nation remains the most vital strategy for the development of a society throughout the developing and developed world. Many nations believe that to achieve and survive in the competitive global world economy, quality education is the key factor. This is shown in the numerous studies on human capital development which concur that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic or social development. According to Zainul-Deen (2011), education equips people with knowledge and skills that

enable them to function as agents of economic and social change in the society. When people are educated, their standard of living are likely to be improved, since they are empowered to access productive ventures which will ultimately lead them to an improvement in their livelihoods.

In the developed part of the World like America and Europe, studies have shown that there exist a very strong relationship between leadership styles and job satisfaction of employees, however, little work has been carried out in Africa for which Ghana is inclusive. Even in relation to the little work done, the concentration has not been on subverted organizations such as Ghana Education Service in spite of the low standards of education. Idyllically, it is the policy of the government of Ghana to offer quality education in the secondary schools in Ghana. However, performance in many schools including

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schools in Techiman municipality has remained poor. Policy makers, scholars and school managers have resolved to address the poor performance by researching into instructional materials, duration of senior High School programmes, teacher quality and so on (Zainul-Deen, 2011). Little attention has been paid to the study on leadership style and job satisfaction of teachers which is a key to employee job satisfaction and high performance (Sung, 2007). The study therefore examines how the three leadership styles (transformational, transactional and laissez-faire) influence job satisfaction of Senior High School teachers in the Techiman Municipality of Ghana.

Literature Review

Literature Review on Levels of Job Satisfaction

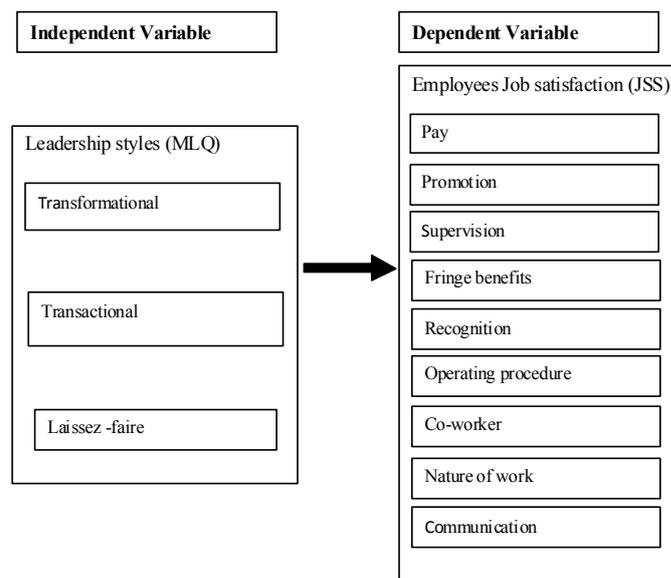
Job satisfaction is a complex construct from many attitudes and perceptions of various element of work (Lu, While & Barriball, 2005). The topic job satisfaction lacks clarity and may be controversial. This nature of it has whipped up many researches into it by authorities of organizational behaviour of late. Through the research work, many definitions of the concept have been propounded and they present subjective judgment made in accordance with one’s value and expectations (Chang, 2003). Luthans (2007) defined job satisfaction as positive emotional state resulting from the appraisal of one’s job or job experience. Locke (1976) also defined the concept as a positive emotional response from the assessment of a job or specific aspects of a job. Locke’s definition suggested that employees form their attitude towards jobs by taking into accounts their feelings, beliefs and behaviours (Robbins, 2005). According to Spector (1997), job satisfaction is defined as how people feel about their different aspect of their jobs. It is the degree to which people like (satisfaction) or dislike (dissatisfaction) their jobs. Considering the definitions above, in this study, the concept of teacher job satisfaction refers to the teachers’ attitudes, perceptions and feelings that they have towards their job, in other words, qualities of positive attitudes or good feelings about their jobs are regarded as satisfaction (Organ & Bateman, 1991). In order to gain more meaningful insight into frequently asked question ‘what make people more satisfied with their jobs’, various theories on job satisfaction have been reviewed. These job satisfaction theories fall under two main categories: content/ need theories and process theories (McShane & Von Glinow, 2006).

Literature Review on Leadership style

Bogler (1999) studied leadership style of principals, principals’ decision –making strategy, and teachers’ perceptions of their occupation, and effect on teacher job satisfaction. The study utilized transformational and transactional leadership theory. This study showed that job satisfaction is positively related to participative decision - making and transformational leadership. The study used sample size of 930 teachers in schools in northern Israel. Multifactor leadership Questionnaire was used to determine the principal’s leadership style and a job satisfaction questionnaire utilized in Israel to determine the level of job satisfaction. The study looked at several factors that might impact job satisfaction and found all of them to be positively related to job satisfaction. The factors considered formed part of situational leadership. The study showed that principal

leadership style affect teacher job satisfaction. Job satisfaction had a high positive correlation with ‘selling’ or high task/ high relationship, as well as participating’ or low task / high relationship. The leadership style of delegating was perceived to be the least beneficial to teacher job satisfaction, Age, gender, educational level, years of experiences, or number of in-service days did not significantly affect teacher job satisfaction over the past five years. Perkins (1991) conducted a study in North Carolina on teachers’ perceptions of the principal’s leadership style and its effects on job satisfaction. The study was purely quantitative in nature. Analysis of variance, correlation and multiple regression procedures were used to analyse the responses from 339 teachers. It was found that although leadership style did not significantly contribute to overall satisfaction, teachers were more satisfied with principals who were perceived as “selling”, or high task/ high relationship. Teachers were least satisfied with principals who were perceived as ‘delegating’ or low task / high relationship. He also reported that teachers’ overall job satisfaction were not affected by other variables tested, including teacher gender, principal gender, years of experience and level of the school. It was recommended for Districts to find ways and develop principal skills in the area of task and relationship behaviours.

Based on the work reviewed under the transformational, transactional and the laissez- faire leadership styles the following conceptual framework has been adapted from the work of Hamidifar (2009).



Source: Adapted from Hamidifar (2009)

Figure 1. Conceptual Frame work

Figure 1, depicts that employee job satisfaction as measured in terms of pay, promotion, supervision, fringe benefits, recognition, operating procedure, co-workers, nature of the work and communication can be influenced by either one of the three different leadership styles considered in this study: transactional, transformational or laissez-faire. Leadership style is the independent variable and employee job satisfaction as measured by the job satisfaction survey is the dependent variable. The independent variable includes nine sub variables: idealised influence (Attribute/behaviour), inspirational motivation, intellectual situation individualised consideration, contingent reward, management by exception (active /passive), and laissez-faire employee job satisfaction is adapted from job

satisfaction survey by Spector (1997), is measured in terms of nine sub variables: pay, promotion, operating procedure, co-workers, nature of the work and communication. This conceptual framework is based on the full range leadership theory as this theory outlines transformational, transactional and laissez-faire as the leadership types.

MATERIALS AND METHODS

The study adopted a cross-sectional data set and it was purely descriptive in nature. The study used a sample size of 217. The systematic random sampling technique which is a probability sampling was used in selecting the respondents. The probability technique was used because it gives an equal chance for all members in population to be selected. It is also suitable for survey-based strategy (Saunders *et al.*, 2007). The names of teachers in the list of each Senior High School in the municipality were assigned numbers. The sampling interval was determined by dividing the targeted population by the sample size (500/217) which is approximately 2. To ensure against possible human biases, the 'systematic sample with a 'random start' by rule as prescribed by Castillo (2009) was applied. This means that the first staff was selected randomly and after that every 'kth' or '2nd' staff was selected. The implication is that after randomly selecting for example, the '3rd' person on the list, every 2nd person would be selected (3, 5, 7, 9, 11, 13 ...etc.) until the required number is obtained. This procedure or process was replicated in each of the schools until the total 217 sample size was obtained. For the purpose of data analysis, Statistical Program for Social Science software was used. Correlation analysis was used to determine bivariate relationship between two variables measured on interval scale. In addition, multiple regression analysis was employed to determine the simultaneous influence of independent variables on dependent variables when all of these variables are measured on either on interval or ration scale (Sekaran, 2005). Also, measures of central tendencies were used, especially mean and standard deviation, as well as frequency tables to elicit easy understanding.

DISCUSSION OF EMPIRICAL RESULTS

Distribution of Respondents by Gender

Table 1 show that the percentage of male respondents was approximately 81% while that of female respondents was approximately 19%. The distribution tallied closely with the overall male and female High School teacher population in the municipality which stood at 402 for male and 98 for female. This finding is in agreement with Hamidifar (2009) where majority of the study respondents were males (58.8%), although the gap between the male and female respondents was wider in the present study.

Table 1. Distribution of Respondents by Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MALE	176	81.1	81.1	81.1
FEMALE	41	18.9	18.9	100.0
Total	217	100.0	100.0	

Source of Data: (Field Data, January, 2015)

Distribution of Respondents by Educational Level

Table 2 reveals that more than 90% of the working population in Senior High Schools is Undergraduates. This conforms to

the policy of Ghana Education Service that the minimum qualification for one to teach in the Senior High School is First Degree. Less than 5% are Postgraduates. The distribution of respondent by educational level is in consistent with Hamidifar (2009) as the studies showed first degree as the level of education that most of the respondents had.

Table 2. Distribution of Respondents by Educational Level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid First degree	203	93.5	93.5	93.5
Post graduate	14	6.5	6.5	100.0
Total	217	100.0	100.0	

Source of Data: (Field Data, January, 2015)

Table 3. Distribution of Respondents by Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 25-30	39	18.0	18.0	18.0
31-35	41	18.9	18.9	36.9
35 and above	137	63.1	63.1	100.0
Total	217	100.0	100.0	

Source of Data: (Field Data, January, 2015)

Table 3 reveals that only 36.9% of the staff are between the ages of 25 and 35. This low percentage could be due to the decrease number of staff intake for Senior High schools for the past five years. Majority of the working staff are between the ages of 35 and 60 (the maximum age for someone to remain working but proceed to pension). It means the Senior High Schools in the Techiman Municipality have a sizeable proportion of "experienced" staff. This finding is not in agreement with the study conducted by Hamidifar (2009) which showed higher percentage in age group between 26– 35 (69%). This could be probably due to environmental differences. From the analysis of the demographic factors, it could be concluded that: the study sample is a reflection of the study population in terms of gender. It could be concluded that most of the teachers in the senior high schools in the Techiman Municipality are 'mature'. It also conforms to the policy that first degree should be the minimum certificate that one should hold in order to teach in the senior high schools in Ghana.

Analysis of the Leadership Styles

Transformational Leadership Style

This leadership style was analysed under the following leadership sub- constructs: Idealised influence (Behaviour), Idealised influence (Attributed), Inspirational motivation, Intellectual stimulation and Individual consideration.

Table 4. Respondents View of Idealized Influence (Behaviour)

Variables	N	Mean	t	P-value
Talks about their most important values and beliefs	217	4.30	2.349	.030
Specifies the importance of having a strong sense of purpose	217	3.25	-3.470	.003
Considers the moral and ethical consequences of his/her decisions	217	3.00	-3.823	.001
Emphasizes the importance of having a collective team spirit	217	3.55	-2.932	.009
Total	868	3.59	-3.995	.000

Source of Data: (Field Data, January, 2015)

Table 4, reveals that all the responses were statistically significant at level $\alpha = 0.05$. The mean value for the question "Talks about their most important values and beliefs" is 4.30 indicating that teachers saw their supervisors exercising this leadership style. The overall mean of idealized influence (behaviour) equals 3.34 and significant at $\alpha = 0.05$ level. This indicated that teachers could not conceptualize a clear idea on idealized influence (behaviour) and hence it was not a dominant leadership style. This finding is consistent with Sager (2009) and Stumpf (2003). Sager (2009) showed the mean of idealised influence (behaviour) as 5.95 and non-significant at $\alpha=0.05$ level which was significantly different from the standard mean of 6.

Table 5. Respondents View of Idealized Influence (Attribute)

Variables	N	Mean	t	P-value
Instills pride in staff for being associated with him/her	217	2.55	-6.493	.000
Sacrifices his/her self-interest for the good of the group	217	2.80	-4.852	.000
Have leadership skills that build my respect	217	3.00	-3.823	.001
Displays sense of power and confidence	217	4.35	2.666	.015
Total	868	3.19	-6.210	.000

Source of Data: (Field Data, January, 2015)

Table 5, reveals that on the issue of "Headmasters instilling pride in their teachers" and "Headmasters sacrificing their self-interest for their staff", a greater percentage of the teachers disagreed, resulting in the low mean value of 2.55 and 2.80 respectively, which were all significant at $\alpha = 0.05$ level. However, teachers saw their supervisors displaying a sense of power and confidence since its mean is 4.35 and significant at $\alpha = 0.05$. The overall mean of idealized influence (attribute) equals 3.19 and significant at $\alpha = 0.05$ level. This indicates that teachers could not conceptualize a clear idea on idealized influence (attribute) and hence it was not a dominant leadership style.

Table 6. Respondents view of Inspirational Motivation

Variables	N	Mean	T	P-value
Talks optimistically about the future	217	3.00	-4.873	.000
Talks enthusiastically when setting goals and objectives to accomplished	217	4.30	2.349	.030
Articulates a compelling vision of the future	217	2.95	-4.702	.000
Shows confidence that goals will be achieved	217	3.30	-3.390	.003
Total	868	3.39	-5.411	.000

Source of Data: (Field Data, January, 2015)

Table 6, reveals that all the responses were statistically significant at level $\alpha = 0.05$. Teachers remained neutral about the concept of their supervisors talking optimistically about the future. They however agreed that their headmasters talked enthusiastically when setting goals and objectives to accomplish. The overall mean of inspirational motivation equals 3.39 and significant at $\alpha = 0.05$ level. This indicates that teachers could not conceptualize a clear idea on inspirational motivation and hence it was not a dominant leadership style.

Table 7 reveals that all the responses except item #2 were statistically significant at level $\alpha = 0.05$ which contributed to the overall mean of intellectual stimulation being 3.58 and

significant at $\alpha = 0.05$ level. Therefore, the sample could not conceptualize their views on intellectual stimulation style, hence it was not dominant.

Table 7. Respondents View of Intellectual Stimulation

Variables	N	Mean	T	P-value
Re-examine critical assumptions to questions to set whether they are appropriate or not	217	4.30	2.34	.030
Seeks different perspectives when solving problems	217	4.25	2.03	.056
Get staff to look at problems from different angles	217	2.95	-3.80	.001
Suggest new ways of looking at how to complete assignments	217	2.80	-5.34	.000
Total	868	3.58	-3.38	.001

Source of Data: (Field Data, January, 2015)

This implies that the sample could not perceive their supervisors as re-examining critical assumptions to questions whether they were appropriate, getting staff to look at problems from different angles, suggesting new ways at how to complete assignments and encouraging creativity and innovation thinking and reframing problems in order to gain new perspectives. The mean reached on this leadership behaviour agrees with Moore & Rudd (2006) which could be probably due to differences in the sample and environment.

Table 8. Respondents View of Individual Consideration

Variables	N	Mean	t	P-value
Spends time teaching and coaching staff	217	4.10	.525	.606
Treats me as an individual rather than just as a member of a group	217	3.00	-3.823	.001
Consider staff individual special need, abilities and aspirations	217	2.80	-6.000	.000
Helps staff to take improve and develop their abilities and skills	217	2.80	-5.339	.000
Total	868	3.18	-6.640	0.00

Source of Data: (Field Data, January, 2015)

Table 8 indicates that respondents answer to the question "Spends time teaching and coaching staff" was non-significant at $\alpha = 0.05$. Respondents could not judge this item properly even though they saw this leadership style dominating among their supervisors. The rest of the questions were significant at $\alpha = 0.05$ level. Teachers took a neutral point for the question of whether their headmasters treat them as individuals rather than just as a member of a group. The overall mean of individual consideration equals 3.18, and significant at $\alpha = 0.05$. Therefore, the sample could not conceptualize their view on this type of leadership style and hence it was not dominant. However, the study is inconsistent with Moore & Ruud (2006) which could also be as a result of sample and environmental differences.

Table 9. Respondents View on the Overall Transformational Leadership

Variables	N	Mean	T	P-value
Idealized influence behaviour	868	3.60	-4.065	.000
Idealized influence attribute	868	3.19	-6.210	.000
Inspirational Motivation	868	3.39	-5.411	.000
Intellectual Stimulation	868	3.58	-3.386	.001
Individual Consideration	868	3.18	-6.640	.000
Total	4340	3.39	-12.662	.000

Source of Data: (Field Data, January, 2015)

Table 9, reveals that even though we have a lot of our correspondents agreeing to transformational leadership style, it could not be well substantiated resulting to an overall mean of 3.39. This means respondents fail to conclude that transformational leadership style is dominant. The greatest contributor to this leadership style is idealized influence (behaviour) whose mean value is 3.60. The result is supported by figure 11. It can be deduced from the figure that 55% of the total respondents (43.96% agreeing and 11.04 totally agreeing) agreed to this leadership style but the results fail to predict this leadership style as dominant since the overall mean fell below the hypothesized scale value of 4. Therefore transformational leadership style was not dominant. This result of the study shows that headmasters of the Senior High Schools in the Techiman Municipality exhibit Transformational leadership in moderation. This is inconsistent with Hamidifar (2009) which showed Transformational leadership style as dominant.

Transactional Leadership

This leadership style was also analysed under the leadership sub-constructs: contingent Reward, Management-by-Exception (Active) and Management-by-Exception (passive).

Table 10. Respondents View of Contingent Reward

Variables	N	Mean	T	P-value
Provides staff with assistance in exchange of their efforts	217	4.35	2.333	.031
Discusses in specific terms who is responsible for achieving performance targets	217	3.25	-3.135	.005
Makes clear what staff can expect to receive when performance goals are achieved	217	3.10	-4.158	.001
Expresses satisfaction when staff meet expectations	217	4.55	4.819	.000
Total	868	3.81	-1.606	0.012

Source of Data: (Field Data, January, 2015)

Table 10 reveals that all the responses are statistically significant at level $\alpha = 0.05$. The mean values of item #2 and item #3 are below the hypothesized scale value of 4. They however agreed that their headmasters provided them with assistance in exchange of their efforts and also expresses satisfaction when their staff meets expectations. The overall mean of contingent reward equals 3.81 and significant at $\alpha = 0.05$ level. This indicates that teachers could not conceptualize a clear idea on contingent reward and hence it was not a dominant leadership style. The mean obtained on this leadership behaviour is in consistent with Saqer (2009) and Stumpf (2003).

Table 11, reveals that on the issue of "Concentrates his/her full attention on dealing with mistakes, complaints and failures", a greater percentage of the teachers disagreed, resulting in the low mean value 2.95 which is significant at $\alpha = 0.05$ level. The overall mean equals 3.24 and significant at $\alpha = 0.05$ level. This indicates that teachers could not conceptualize a clear idea on management by exception (active) and hence it is not a dominant leadership style.

Table 11. Respondents View of Management by Exception (Active)

Variables	N	Mean	T	P-value
Focuses attention on irregularities, mistakes, exceptions and deviations from standards.	217	3.40	-2.108	.042
Concentrates his/her full attention on dealing with mistakes, complaints and failures	217	2.95	-4.702	.000
Keeps track of staff's mistakes	217	3.20	-4.292	.000
Directs staff attention towards failures to meet standards	217	3.40	-3.559	.002
Total	868	3.24	-6.931	.000

Source of Data: (Field Data, January, 2015)

Table 12. Respondents View of Management by Exception (Passive)

Variables	N	Mean	t	P-value
Fail to interfere until problems become serious	217	2.70	-4.466	.000
Waits for things to go wrong before taking action	217	2.85	-3.929	.001
Shows that he/she is a firm believer in "if it is not broken, don't fix"	217	2.60	-5.480	.000
Demonstrates that problems must become chronic before taking action	217	2.90	-5.395	.000
Total	868	2.76	-9.534	.000

Source of Data: (Field Data, January, 2015)

Table 12 reveals that on this leadership style, a greater percentage of the teachers disagreed, resulting in the overall mean value of 2.76 which is significant at $\alpha = 0.05$ level. This indicates that teachers could not conceptualize a clear idea on management by exception (passive) and hence it is not a dominant leadership style.

Table 13. Respondents View of the Overall Transactional Leadership

Variables	N	Mean	t	P-value
Contingent Reward	868	3.81	-1.606	.000
Management by Exception Active	868	3.24	-6.931	.000
Management by Exception Passive	868	2.76	-9.534	.000
Total	2604	3.27	-9.865	.000

Source of Data: (Field Data, January, 2015)

Table 13, reveals that a little less than half of our correspondents agreed to transactional leadership style, with a greater percentage disagreeing. This means respondents fail to conclude that transactional leadership style is dominant. The greatest contributor to this leadership style is contingent reward whose mean value is 3.81. It can be deduced from the figure that 49.58% of the total respondents (35.83% agreeing and 13.75% totally agreeing) agreed to this leadership style hence the results fail to predict this leadership style as dominant since the overall mean fell below the hypothesized scale value of 4. Therefore Transactional leadership style is not dominant. The result of this study shows that headmasters of the Senior High Schools exhibit Transactional leadership behaviours in moderation. The result is inconsistent with Hamidifar (2009) which showed Transactional leadership as a dominant leadership style. The differences in the findings may be attributed to the differences in the environment under which the studies were conducted.

Laissez-faire Leadership Style

This leadership style was analysed as a single construct as shown below.

Table 14. Respondents view of Laissez Faire leadership

Variables	N	Mean	t	P-value
Avoids getting involved when important issues arise	217	2.55	-4.529	.000
Is absent when needed	217	2.95	-3.679	.002
Avoids making decisions	217	2.50	-6.097	.000
Delays responding to urgent questions	217	2.90	-3.688	.002
Total	868	2.73	-8.892	.000

Source of Data: (Field Data, January, 2015)

Table 14, reveals that most of the respondents did not perceive their headmasters exhibiting this leadership style. This means most of the respondents did not experience this leadership style. The results are supported by the figure13. It can be deduced from the figure that 36.33% of the total respondents (28.83% agreeing and 7.50% totally agreeing) agreed to this leadership style. Therefore Laissez Faire leadership style is not dominant.

Analysis of the overall leadership styles

Table 15. Respondents View of the Overall Leadership Styles

Variables	N	Mean	T	P-value
Transformational	4340	3.39	-12.662	.000
Transactional	2640	3.27	-9.865	.000
Laissez-faire	868	2.73	-8.892	.000

Source of Data: (Field Data, January, 2015)

Table 15 shows all the means of the various leadership styles which are significant at $\alpha = 0.05$. Laissez faire leadership style mean is weaker than the other two: Transformational and Transactional. However none of the leadership styles was established to be a dominant one. A greater percentage of the respondents agreed on the existence of Transformational leadership style but fail to confirm it as dominant. The results of this study however, contradicts the result of an earlier research by Hamidifar (2009) which showed Transformational and Transactional leadership styles as the dominant ones.

Job Satisfaction Analysis

To answer the second research question 'what is the level of job satisfaction among Senior High School teachers in the Techiman Municipality?', job satisfaction was grouped under the following facets: Pay, Promotion, Supervision, Benefits, Contingent rewards, Operating conditions, Co-workers, Nature of work and Communication. Job satisfaction was measured on the scale of '1 – 5'. Job satisfaction increases as a mean score of facet approaches 5 and vice versa.

Table 16. The Respondents View of the Level of Satisfaction- Pay

Variables	N	Mean	T	P-value
I feel I am being paid a fair amount	217	1.62	-11.851	.000
Raises are high and short between	217	2.25	-5.552	.000
I feel appreciated by the organization when I think about what they pay me	217	2.05	-11.487	.000
I feel satisfied with my chances for salary increment	217	2.20	-7.621	.000
Total	868	2.03	-17.015	.000

Source of Data: (Field Data, January, 2015)

Table 16 reveals that all the responses are statistically significant at level $\alpha = 0.05$ with their mean values ranging from 1.62 to 2.25. The mean value of item #1 was far below the hypothesized scale value of 4 (1.62) indicating that teachers' satisfaction with the pay they receive is highly low. A lot of the respondents totally agreed that they were not paid well. They continued to disagree on their satisfaction of salary increment, appreciation of their organization relating to how much they earn and the issue of high salary increment. The overall mean of their pay equals 2.03 and significant at $\alpha = 0.05$ level. This indicates that satisfaction of teachers on pay is on the lower side considering the scale of 1 to 5.

Table 17. The Respondents View on the Level of Satisfaction-Promotion

Variables	N	Mean	t	P-value
There is a greater chance for promotion on my job	217	2.67	-4.641	.000
Those who do well on the job stand a fair chance of being promoted	217	2.60	-5.480	.000
People get ahead as fast as here as they do in other places	217	2.65	-5.107	.000
I am satisfied with my chances for promotion	217	2.33	-7.906	.000
Total	868	2.56	-11.20	.000

Source of Data: (Field Data, January, 2015)

Table 17, reveals that all the responses were statistically significant at level $\alpha = 0.05$ with their mean values ranging from 2.33 to 2.67. All the respondents disagree with the issue of their promotion. They disagree for a greater chance of promotion, a high probability for promotion on good work, faster promotional procedures and promotion satisfaction. The overall mean of their promotion equals 2.56 and significant at $\alpha = 0.05$ level. This indicates that job satisfaction of the teachers on promotion was low.

Table 18. The respondents view on the Level of satisfaction-Supervision

Variables	N	Mean	t	P-value
My supervisor is quite competent in doing his/her job	217	4.52	3.990	.001
My supervisor is fair to me	217	3.35	-2.668	.015
My supervisor shows great interest in the feelings of subordinates	217	3.85	-.645	.427
I like my supervisor	217	4.45	3.327	.004
Total	868	4.05	.457	.441

Source of Data: (Field Data, January, 2015)

Table 18 reveals that all the responses except item #3 are statistically significant at $\alpha = 0.05$ level with their mean values ranging from 3.35 to 4.52. Response to the question "My supervisor shows great interest in the feelings of subordinates" has a mean value of 3.85 and significant at $\alpha = 0.05$. They agree that their supervisors were quite competent and that they like their supervisors. The overall mean of their supervision equals 4.05 and significant at $\alpha = 0.05$ level. This indicates that teachers accepted the fact that their supervision is good is hence their level of satisfaction was high. Table 19 shows that all the responses were statistically significant at level $\alpha = 0.05$. The mean values of item #2, item #3 and #4 were low on the scale of 1 to 5. This means teachers disagreed on these items and belief that their benefits were woefully inadequate. The overall mean of their benefits equals 2.68 and significant at $\alpha = 0.05$ level. This indicates the level of job satisfaction of teachers on their benefit was on the lower side on the scale of 1 to 5.

Table 19. The Respondents View on the Level of Satisfaction-Benefits

Variables	N	Mean	T	P-value
I am satisfied with the benefits I receive	217	4.33	3.162	.005
The benefits we receive are as good as the most other organizations offer	217	1.75	-8.326	.000
The benefit package we have are adequate	217	2.70	-5.940	.000
I receive all benefits due me	217	1.85	-10.302	.000
Total	868	2.68	-8.523	.000

Source of Data: (Field Data, January, 2015)

Table 20. The Respondents View on the Level of Satisfaction-Contingent Reward

Variables	N	Mean	T	P-value
When I do a good job, I receive the recognition for it that I should receive	217	2.62	-5.451	.000
I feel that the work I do is appreciated	217	3.15	-3.216	.005
There are greater rewards for those who work here	217	3.55	-2.131	.043
I feel my efforts are rewarded the way they should be	217	3.65	-1.273	.217
Total	868	3.68	-2.699	.008

Source of Data: (Field Data, January, 2015)

Table 20 shows that all the responses were statistically significant at level $\alpha = 0.05$ with their mean values ranging from 2.62 to 3.68. Respondents concluded that they were not given recognition when they do a good job. They however could not make a clear distinction as to whether the work they do is appreciated or not (indicate a mean value approximately equal to 3 which stands for a neutral point of view). For matters pertaining to the rewards they received and whether they thought their efforts were rewarded or not, a slight majority accepted the fact that they were given greater rewards for the work they do and that their efforts were rewarded. The overall mean of their contingent reward equals 2.56 and significant at $\alpha = 0.05$ level. This indicates that the teachers' level of job satisfaction was low on contingent reward considering the scale of 1 to 5.

Table 21. Respondents View of the Level of Satisfaction-Operating Conditions

Variables	N	Mean	t	P-value
Many of our rules and procedures make doing a good job easier.	217	3.40	-2.349	.030
My efforts to do a good work are seldom blocked by red tape	217	2.70	-5.638	.000
I have a little to do at work	217	1.55	-18.116	.000
I have a little paperwork	217	1.80	-14.139	.000
Total	868	2.36	-12.735	.000

Source of Data: (Field Data, January, 2015)

Table 21 shows that Respondents totally agreed that they had too much to do at work and that they did a lot of paper work. They went on to agree that there was a lot of bureaucracy which impede the progress of their work. The overall mean of their conditions of operation equals 2.36 and significant at $\alpha = 0.05$ level. This indicates that teachers' level of job satisfaction on operating conditions was low.

Table 22. Respondents View of the Level of Satisfaction-Co-workers

	N	Mean	t	P-value
I like the people I work with	217	4.38	2.961	.008
The people I work with are competent	217	3.45	-4.819	.000
I enjoy my co-workers	217	4.40	2.990	.008
There is no bickering and fighting at work	217	4.35	3.199	.005
Total	868	4.15	1.084	.000

Source of Data: (Field Data, January, 2015)

Table 22 reveals that all the responses were statistically significant at $\alpha = 0.05$ level with their mean values ranging from 3.45 to 4.45. Response to the question "The people I work with are competent" had a mean value of 3.45 and significant at $\alpha = 0.05$. This means that teachers were moderately satisfied with this question. They agreed that they enjoyed and liked the people they work with and above all there was the absence of bickering and fighting among co-workers. The overall mean of their co-worker relationship equals 4.15 and significant at $\alpha = 0.05$ level. This indicates that level of job satisfaction of teachers on co-worker was actually high.

Table 23. Respondents View of the Level of Satisfaction- Nature of Work

	N	Mean	t	P-value
I always feel all jobs are meaningful	217	3.05	-3.211	.004
I like doing the things I do at work	217	4.35	2.333	.031
I feel a sense of pride in doing my job	217	4.50	3.684	.002
My job is enjoyable	217	4.35	-3.269	.004
Total	868	4.05	.424	.042

Source of Data: (Field Data, January, 2015)

Table 23 reveals that all the responses were statistically significant at $\alpha = 0.05$ level with their mean values ranging from 3.05 to 4.50. Response to the question "I always feel all jobs are meaningful" had a mean value of 3.05 and significant at $\alpha = 0.05$. This means that teachers failed to either agree or disagree with this question. They agreed that they enjoy and feel proud in their job and above all they like doing everything they do at work. The overall mean of the Nature of work equals 4.05 and significant at $\alpha = 0.05$ level. This indicates that the level of job satisfaction of teachers on the nature of their work based on the interval scale of 1 to 5 was high.

Table 24. Respondents View of the Level of Satisfaction-Communication

	N	Mean	T	P-value
Communication seem good within this organization	217	4.48	3.627	.002
The goals of this organization are very clear to me	217	3.15	-4.677	.000
I always know what is going on with the organization	217	4.55	4.067	.001
Work assignments are fully explained	217	3.30	-3.907	.001
Total	868	3.72	-.223	.000

Source of Data: (Field Data, January, 2015)

Table 24 shows that all the responses were statistically significant at level $\alpha = 0.05$. Respondents could not make a clear distinction as to whether the goals of their organization

were very clear to them or not and whether work assignments were fully explained to them or not. They however agreed that communication seem good within their organization and that they seem to know what was going on. The overall mean of communication equals 3.72 and significant at $\alpha = 0.05$ level. This indicates that the teachers were moderately satisfied on the communication facet of the job satisfaction.

Overall job satisfaction

Table 25. Respondents View of the Overall level of job satisfaction

	N	Mean	T	P-value
Pay	217	2.13	-17.015	.000
Promotion	217	2.57	-11.204	.000
Supervision	217	4.05	.457	.041
Benefit	217	2.68	-8.523	.000
Contingent Reward	217	3.68	-2.699	.008
Operating Conditions	217	2.36	-12.735	.000
Co-workers	217	4.15	1.084	.000
Nature of work	217	4.05	.424	.042
Communication	217	3.72	-.233	.000
Total	1,953	3.28	-14.693	.000

Source of Data: (Field Data, January, 2015)

Table 25 shows that all the responses were statistically significant at level $\alpha = 0.05$. The job satisfaction dimension that the teachers were most satisfied with was their co-workers, which rated 4.15 mean value and represented 83% of the sample agreeing to it ($\frac{4.15}{5} \times 100\%$). Respondents therefore concluded that there existed a good relationship among them at work. Respondents were also satisfied with their nature of work and supervision. Respondents however showed very low level of job satisfaction in the areas of pay (mean=2.13), promotion (mean=2.57), benefits (mean = 2.68) and operating conditions (mean =2.36). The job satisfaction facet that received the lowest satisfaction was respondents' pay which mean was as low as 2.13. The overall mean of their job satisfaction equals 3.28 and significant at $\alpha = 0.05$ level. This indicates that on the scale of 1 to 5, the teachers were moderately satisfied. This finding is in consistent with the result of a similar study conducted by Hamidifar (2009). An overall mean of 3.75 and a standard deviation of 0.974 were obtained which according to the researcher was a moderate satisfaction. It is also aligned with Mosadeghrad and Yarmohammadian (2006), who used a similar instrument to measure employee job satisfaction in Iranian University hospitals. In that study means score regarding job satisfaction was 3.26 ± 0.56 which the researchers regarded as moderate satisfaction. Some differences could however be observed between this study and the previous studies conducted. Whereas the highest mean score on the job satisfaction facets was on the 'co-worker' in this study, Hamidifar (2009), showed the highest mean score on the supervision facet. Again, as 'pay' was seen as the least satisfied job satisfaction facet by the teachers in the present study, Hamidifar (2009), however, showed 'operating procedures' as the least satisfied job satisfaction facet by the employees.

Effect of Leadership Styles on the Job Satisfaction

To answer the research question, 'how does the headmaster's leadership styles affect teachers' job satisfaction,' Multiple Regression Analysis between each leadership style and job satisfaction was done. Multiple regression analysis was

conducted because it tells how much variance in the dependent variable can be explained by the independent variables. It also gives an indication of the relative contribution of each of the independent variables (Pallant, 2005).

Effect of the Leadership Styles on the Job Satisfaction Facets

Tables 26 to 27 show the results of the regression analysis, which demonstrate the dependence of the Job Satisfaction Facets (dependent variable) on the Leadership Styles (independent variable). The value of R explains the strength of association between independent variables and dependent variables. R value lies between 0-1 (Pallant 2005). The R value near to 1 shows a strong association between the independent variables and the dependent variables and vice versa. The results of the study are as following:

Table 26. Multiple Regression Analysis of the Transformational Leadership Style on the Job Satisfaction Facets

Variables	B	St. Error	Sig.	R	R ²
Pay	.56	25.098	.000	.412	.1789
Promotion	.72	27.118	.001	.460	.2116
Supervision	.45	45.678	.000	.335	.1122
Benefits	.71	15.248	.003	.449	.2016
Contingent Reward	.26	18.001	.052	.015	.0002
Operating Conditions	.77	28.890	.012	.498	.248
Co-Workers	.49	30.813	.000	.378	.1429
Nature of Work	.44	48.007	.000	.312	.0973
Communication	.43	25.248	.000	.301	.0907

Source of Data: (Field Data, January, 2015)

Table 26 shows the regression analysis of Transformational leadership on the Job Satisfaction facets. It shows that operating conditions has the strongest relationships whiles contingent reward shows no significant relationship with it ($P > 0.05$). 25% change in operating conditions is due to the transformational leadership whiles the remaining 75% is the unexplained variability. R value of 0.489 shows a moderate and significant relationship ($P < 0.5$). Regression coefficient (β) of transformational leadership as 0.77 shows that one unit change in transformational leadership will result in 0.77 unit change in operating conditions in a positive direction. The results show a positive and significant effect between transformational and job satisfaction facets with the exception of contingent reward. However, the relationship is weak in some of the facets. This is supported by Walumbwa, Orwa, Wang & Lawler (2005) and Hamidifar (2009) who found that transformational leadership has a significant and positive influence on organisational commitment and job satisfaction.

Table 27. Multiple Regression Analysis of the Transactional Leadership Style on the Job Satisfaction Facets

Variables	B	Standard Error	Sig.	R	R ²
Pay	.15	25.098	.000	.323	.1043
Promotion	.32	27.118	.041	.398	.1585
Supervision	.12	45.678	.000	.210	.0441
Benefits	.16	15.248	.000	.323	.1203
Contingent Reward	.05	18.001	.000	.009	.00008
Operating Conditions	.10	28.890	.000	.256	.0655
Co-Workers	.14	30.813	.000	.301	.0906
Nature of Work	.10	48.007	.000	.256	.0659
Communication	.08	25.248	.000	.145	.0210

Source of Data: (Field Data, January, 2015)

Table 27 shows the results of the regression analysis between job satisfaction faces (dependent variable) on transactional leadership style (independent variable). The results show that transactional leadership style has the strongest effect on 'promotion' as job satisfaction facet and weakest effect on contingent 'reward'. The results show that 15.85% change in promotion is due to the transactional leadership while remaining 84.15% is the unexplained variability. R value of 0.39 shows positive and significant ($P < 0.5$) relationship. Regression coefficient (β) of transactional leadership as 0.32 shows that 1 unit change in transactional leadership will bring 0.32 unit change in promotion in a positive direction. Transactional leadership style regression analysis on contingent reward shows the weakest relationship. It indicated that 0.008% change in contingent reward is due to transactional leadership with the remaining 99.992% is the unexplained variability. The results show a positive and significant relationship between transactional leadership style and the job satisfaction facets. However, the effect is weaker in transactional leadership than that of transformational leadership style.

Table 28. Multiple Regression Analysis of Laissez-faire Leadership Style on the Job Satisfaction Facets

Variables	B	St. Error	Sig.	R	R ²
Pay	.045	25.098	.000	-.176	.0310
Promotion	.049	27.118	.051	.009	.00008
Supervision	.025	45.678	.000	-.324	.0105
Benefits	.114	15.248	.000	-.275	.0756
Contingent Reward	.028	18.001	.040	-.123	.0151
Operating Conditions	.039	28.890	.020	.020	.0256
Co-Workers	.034	30.813	.000	-.330	.0189
Nature of Work	.021	48.007	.000	.009	.00008
Communication	.123	25.248	.000	-.263	.0723

Source of Data: (Field Data, January, 2015)

Table 28 shows the results of the regression analysis between job satisfaction facets (dependent variable) on laissez-faire leadership style (independent variable) the results show that laissez – faire leadership style has significant but negative effect on that of job satisfaction facets : pay, supervision, benefits, contingent rewards, co-workers, and communication. The relationship between Laissez–faire leadership and promotion is however not significant ($p > 0.05$). This is confirmed by an earlier study by Hamidifar (2009) who found that laissez-faire leadership style significantly and negatively influence job satisfaction.

The Effect of the Leadership Styles on the overall Job Satisfaction

Table 29. Multiple regression analysis of the effect of the leadership styles on the overall job satisfaction

	Transfor. L	Trans. L	L. F
Job Satisfaction	R	.642	.347
	R ²	.4123	.1204
	B	.58	.36
	St. Error	23.9174	40.056
	Sig.	.000	.000

Source of Data: (Field Data, January, 2015)

Table 29 shows the results of the regression analysis between the leadership styles and the overall job satisfaction. The results show that 41% change in the overall job satisfaction is due to the transformational leadership while the remaining

51% is due to the unexplained variability. R value of 0.64 shows positive and significant relationship ($P < 0.05$). Regression coefficient (β) of transformational leadership as 0.58 shows that 1 unit change in transformational leadership will result in 0.58 unit change in the overall job satisfaction. It also shows that 12% change in the overall job satisfaction is due to the transactional leadership style while the remaining 88% is due to the unexplained variability. R value of 0.35 shows positive and significant relationship ($P < 0.05$). Regression coefficient (β) of transactional leadership as 0.36 shows that 1 unit change in transactional leadership will bring 0.36 unit change in the overall job satisfaction. Again, it indicates that 1.35% negative change in job satisfaction is due to the Laissez – faire leadership style. R value of -0.116 shows negative and significant relationship ($P < 0.05$) between the overall job satisfaction and the Laissez – faire leadership style. Regression coefficient (β) of Laissez – faire leadership as 0.161 indicates that, 1 unit change in laissez – faire leadership will result in 0.161 decreases in the overall Job satisfaction.

Conclusion and Recommendation

The results of the study showed that there is no dominant leadership style exhibited by headmasters of the Senior High Schools in the Telchiman Municipality. It also showed that the Senior High School teachers in the Techiman Municipality are moderately satisfied. Again the result of the study showed that there is a relationship between leadership styles and job satisfaction and each leadership style affect the employee job satisfaction facets differently. Transformational leadership showed the highest effect on the overall job satisfaction followed by Transactional leadership. Laissez-faire leadership showed a negative effect on the overall job satisfaction.

Recommendations

Based on the study analysis, results and conclusions, the following recommendations have been proposed by the researcher.

1. Ghana Education Service should organise training on 'Full Range Leadership' for headmasters of the Senior High Schools in Ghana in order for them to know the effects of the various leadership behaviours.
2. The government of Ghana should improve the salaries, working conditions and fringe benefits of teachers in the Senior High Schools in order to enhance satisfaction levels of the teachers on the job.
3. Headmasters should improve their transformational leadership behaviours in order to increase the job satisfaction of their teachers.
4. Headmasters should limit the use of laissez-faire leadership behaviours as it has a negative effect on teachers' job satisfaction.

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