

Steering the Ship during Ghana's Education Reform: School Leadership in Fostering Organizational Commitment in Public Basic Schools

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Abstract

Teachers play vital roles in the implementation of education reforms. Therefore, it is essential to identify factors that enhance their commitment to their schools. The study examined headteachers' leadership styles as predictors of teacher commitment in public basic schools in Ghana. The 'full-range leadership theory' developed by Bass and Avolio (1995) and the 'organizational commitment model' postulated by Meyer and Allen (1991) served as theoretical framework for the study. The study employed the explanatory sequential mixed methods research design by collecting both quantitative and qualitative data. A multistage sampling was used to select 256 headteachers and their teachers from public basic schools in Ghana. Data was collected using an adapted version of Bass and Avolio's (1995) Multifactor Leadership Questionnaire, Meyer and Allen's (1991) Organizational Commitment Questionnaire, and a self-constructed semi-structured interview guide. Quantitative data was analysed using multiple linear regression with the aid of SPSS version 26.0 whilst qualitative data was analysed through content analysis. The study revealed that leadership styles predicted 22% of teacher commitment. Besides, transactional leadership style made the highest and statistically significant unique contribution to the prediction of teacher commitment ($\beta=0.27$, $p<0.05$) than transformational ($\beta=0.23$, $p<0.05$) and laissez-faire ($\beta=0.13$, $p<0.05$) leadership styles. It was recommended that the Ministry of Education and the Ghana Education Service should organize in-service training for headteachers in the practice of the full range of leadership styles to boost teacher commitment levels of teachers to retain teachers in the public basic schools in Ghana.

KEYWORDS: Headteachers, leadership practices, organizational commitment, education reform

1.0 INTRODUCTION

The claim that human resources is the mainstay on which a nation's development revolves has been admitted. Human capital theorists like Schultz (1961) contend that human resource constitutes the ultimate basis for the work of a nation. Capital and natural resources are passive factors of production, but human beings are the active agents who accumulate capital, exploit natural resources, build social, economic, and political organizations and carry forward national development. One could deduce from the above claims that the development of a nation would stall if the human capital base is weak and untapped. Understandably, countries across the world are required to develop the skills and knowledge of their people to utilize them effectively in the national economy. Meanwhile, the educational system has been identified as a principal institutional mechanism for developing the skills, knowledge and desirable attitudes of a nation's citizenry. The educational system should be able to produce highly educated professional manpower to move the country forward and enhance economic and social development. One way to ensure that education is attuned to the exigencies of the time is through education reforms.

Researchers and education practitioners underscore the relevance of education reforms in fashioning education provisions towards the contemporary needs of individuals and the larger society. This claim is substantiated by scholars (Adeniyi et al., 2024) who posit that education reforms offer deliberate responses to the fast-changing demands of varied societies to meet the necessities of the 21st Century. Therefore, several countries including China, Rwanda, Kenya, and Turkey have formulated education reforms to improve the quality of education in their respective countries to make graduates function effectively in the 21st Century (Fatih, 2020; Lai & Wang, 2019; Waweru, 2018). Likewise, in Ghana, the Ministry of Education (MoE) through the National Council for Curriculum and Assessment (NaCCA) initiated a curriculum reform at the basic education level in 2019 where the Standard-based Curriculum was introduced and implemented (Addai-Mununkum, 2020). Despite the widespread conviction that education reforms support quality education and nations' developmental trajectories, some scholars are sceptical that education reforms would yield their intended results. For instance, Reyes, Hamid and Hardy (2022) contend that education reforms are capable of worsening the challenges that they are expected to resolve. It is deduced from the preceding perspectives that all stakeholders in education are enjoined to identify factors that either promote education reform success or hinder the success of these reforms and address them. Meanwhile, literature has pointedly identified the contribution of teacher commitment and school leadership as crucial antecedents of education reform effectiveness.

It is argued that the success or otherwise of the education sector is contingent on the quality and strength of its staff (UNESCO, 2006). The staff of the school include headteachers and teachers who are responsible for implementing educational policies and curricula to ensure the realization of educational goals. This suggests that leadership of headteachers and teachers' commitment are necessary requirements for the success of educational institutions. Reyes (2023) argues that effective school leadership is vital to the success of education reforms. It is inferred from this assertion that ineffective school leadership is an affront to the success of education reforms. Practitioners like Haberfeld (2006) and Kouzes and Posner (2007) support the claim that leadership

style influences both subordinates and organizational performance. From the perspectives of Haberfeld (2006) and Kouzes and Posner (2007), it could be predicted that educational institutions would not be able to attain goals if appropriate leadership styles were not practised.

Defining leadership and leadership style have been a contentious issue. However, Nahavandi (2009) proposes that the many definitions offered for leadership in contemporary literature have three elements in common. Firstly, leadership is a group phenomenon; there are no leaders without followers. Leadership is partially based on the positive feelings that exist between leaders and subordinates and involves non-coercive influence. It could be inferred from the above claim that leadership does not exist in the absence of followers. This view supports the notion that leaders need to be sensitive to their followers to be successful. Secondly, leaders use that influence to guide groups through a certain course of action or toward the achievement of certain goals. Leadership is therefore conceptualized as a purposeful venture directed at a goal. Therefore, the set goal needs to be collectively endorsed to elicit teacher commitment of all members to its realization. Finally, the presence of leaders often assumes some form of hierarchy within a group. The headteacher therefore occupies the highest position in the schools' ladder of authority and should be accountable to stakeholders for the performance of the school. Leadership style, on the other hand, refers to the manner leaders interact with their employees (Pirkhaefi, 2009). Therefore, the manner the leader performs roles and directs the affairs of the organization is referred to as his/her leadership style. Leadership style therefore is the way a leader leads.

Many leadership styles exist in leadership literature ranging from trait, and behavioural, to contingency models. However, these theories have fallen into disfavour because they have contributed little to understanding leadership effectiveness. In this vein, theorists like Hoy and Miskel (2001) advocate for leadership models that encompass trait, behavioural, and contingency theories in the same framework. Consequently, Burns (1978) propounded transformational and transactional leadership theories to fill this gap. Later, Bass and Avolio (1997) expanded Burns' (1978) theory into a full-range leadership model. This model consists of transformational leadership (idealized influence attributed and behaviour, inspirational motivation, individual consideration, and intellectual stimulation), transactional leadership (contingent reward, management-by-exception-active, and management-by exception-passive), and laissez-faire leadership.

According to Bass and Riggio (2006), inspirational motivation leaders behave in ways that motivate and inspire their subordinates by providing meaning and challenge to their work. In this direction, team spirit is aroused and employees display enthusiasm and optimism. Leaders get followers involved in envisioning attractive future states; they create clearly communicated expectations that followers want to meet and also demonstrate commitment to goals and the shared vision. By using inspiration, transformational leaders express confidence in followers and their shared vision. For intellectual stimulation, transformational leaders arouse their follower's effort to be innovative and creative by questioning assumptions, approaching old situations in new ways, and encouraging creativity. Followers are encouraged to try new approaches, and their ideas are not criticized because they differ from the leaders' ideas (Bass & Riggio, 2006). Transformational leaders display individual consideration when they pay attention to each follower's needs for

achievement and growth by acting as a coach or mentor. Individual consideration is practised when new learning opportunities are created along with a supportive climate, and individual differences in terms of needs and desires are recognized (Bass & Riggio, 2006).

Idealised influence attributes occur when followers identify with and emulate those leaders who are trusted and seen as having an attainable mission and vision. In idealized influence behaviour, the leader instils a sense of pride in others for being associated with them and considers the moral and ethical consequences of decisions as well as talks about their most important values and beliefs (Bass & Avolio, 1994). As a result, followers identify strongly with a leader, show high levels of trust in and commitment to the leader, and exert high levels of drive and motivation (Sosik & Jung, 2010). In management by exception active, the leader arranges to actively monitor deviances from standards, mistakes, and errors in the follower's assignments and to take corrective action as necessary (Bass & Riggio, 2006). Here the leader's attention is on mistakes, complaints, failures, deviations from standards, and violations of rules and regulations. A leader who displays management by exception-passive leadership intervenes only when standards are not met (Sosik & Jung, 2010). Management by exception-passive implies waiting passively for deviances, mistakes, and errors to occur and then taking corrective action. Laissez-faire leadership is practised when essential decisions are not made, actions are delayed, responsibilities of leadership are ignored, and authority remains unutilized (Bass & Riggio, 2006).

Employee commitment, on the other hand, has received substantial attention in past research due to its significant impact on work attitudes such as job satisfaction, performance, and turnover intentions (Lok & Crawford, 2004). Scholars like Blau (2009) outline the costs of non-commitment of personnel which include diminished social recognition and occupational investment costs such as money, time and training. Particularly in educational institutions, practitioners note that teacher commitment is a major determinant of the schools' success. For instance, Mackenzie (2007) studied the correlation between teacher commitment and student success and concluded that student success improves when teachers are committed. Consequently, Meyer and Allen (1997) intimate that committed employees represent the "heart, brain, and muscle" of the organization.

Scholars have debated the dimensionality of commitment. However, Meyer and Allen (1991) proposed affective, continuance, and normative dimensions of commitment. As defined by Allen and Meyer (1991), affective commitment (AC) refers to the employee's emotional attachment to, identification with, and involvement in, the organization. Affectively committed employees have a strong desire to remain part of the organization and put positive efforts towards organizational goals. Employees with a strong affective commitment stay with the organization because they want to. Meyer and Allen (1991) describe continuance commitment (CC) as "Awareness of the costs associated with leaving the organization" (p. 11). It is calculative in nature because of the individual's perception or weighing of the costs and the risks associated with leaving the current organization. Meyer and Allen (1991) describe normative commitment (NC) as "[A] feeling of obligation to continue employment" (p. 11). It is premised on the beliefs of duty and obligation that make individuals obliged to sustain membership in an organization. Even though Meyer and Allen (1991) identified components of commitment, they contend that affective, continuance, and normative commitments are disguisable components rather than types because employees could

have varying degrees of all three. Therefore, employees' commitment level is the net sum of these components.

It is therefore crucial that practitioners persistently track employee commitment, and tracking could determine factors that impact it. Experts believe that organizations that institute formal and informal ways of improving employee commitment are better equipped to deal with work challenges (Meyer & Botha, 2000). Other authors claim that managers need to rely less on formal rules to build a committed workforce to attain organizational objectives (Carson, Carson, Birkenmeier, & Phillip, 1999). The above views allude that experts are not decisive on strategies for enhancing employee commitment. Therefore, headteachers who intend to promote commitment among their teachers may employ varying strategies based on personal principles.

Nevertheless, researchers have theorized a significant effect of leadership style and employee commitment (Yiing, Zaman, & Ahmad, 2009). Muhsinin, Yamin and Hidayat (2024) conducted a study in the Province of Jambi, Indonesia where they examined the influence of transformational leadership on employee organizational commitment. The researchers applied the quantitative research approach, specifically adopting the descriptive survey research design. Using the Slovin formula, 106 out of a total of 144 lecturers from a private Islamic higher education institution were selected for the study. Data was analyzed through descriptive and inferential statistics with the aid of SPSS version 21.0. The study discovered that transformational leadership style influenced the commitment of the lecturers ($p < 0.05$). Another study was carried out by Padmavathy, Venkatragavan and Geetha (2024) among 775 participants who were randomly selected. A self-developed questionnaire was used to collect data in the study. Pearson correlational analysis was used to analyze the data to establish the relationship between leadership styles and organizational commitment. The study discovered a positive and statistically significant relationship between leadership style and organizational commitment ($r = 0.34$, $p < 0.01$).

Therefore, headteachers' leadership style is a critical determinant of teacher commitment. Thus, commitment could be increased indirectly by applying appropriate leadership styles. The issue is "which leadership style is appropriate and could influence commitment?" There are various leadership styles, and headteachers could adopt any style based on their conviction that it would yield required results which might lack empirical support. It is in this dilemma that this study was conducted to examine which leadership styles predicted teacher commitment in Ghanaian public basic schools. The study was guided by the research question "Which leadership styles among headteachers statistically significantly predict teacher commitment in public basic schools in Ghana?"

2.0 METHODS

2.1 Research Design

This study was guided by the pragmatist paradigm. This paradigm suggests that multiple methodological approaches and methods should be combined and utilised to seek relevant knowledge in finding solutions to problems (Ghauri, 2020). Instructively, this position implies that different methodologies and approaches are compatible and could be applied to the study of social phenomena. Consistent with this philosophical orientation, the researcher opted for the mixed methods research approach in conducting the study.

The study employed the explanatory sequential mixed methods research design. The mixed method approach involves combining the principles of quantitative and qualitative approaches in a single study (Cohen, Manion & Morrison, 2018). The rationale for the choice of the mixed methods research design was consistent with arguments put forward by scholars like Creswell and Creswell (2018) that one approach alone cannot adequately supply all the answers, and therefore, the mixed method helps to explore participants' views in more depth and supports in-depth analysis. This implies that both the quantitative and qualitative approaches have limitations which can be compensated by combining approaches. In studying human behaviour based on people's perceptions, the mixed method helps to triangulate results to improve upon the validity of the findings. The choice of the explanatory sequential mixed methods research design permitted the researcher to conduct the study in two distinct phases, where the quantitative phase was carried out first, followed by the qualitative phase. The qualitative phase was contingent on the findings that emerged from the quantitative phase to explore in-depth the findings of the quantitative phase.

2.2 Participants

The study comprised teachers and headteachers in some selected circuits with 32 headteachers and 444 teachers. The study employed a multi-stage sampling method by combining census, proportionate stratified random and convenience sampling techniques. The first step in conducting the sampling was the identification of the sampling frame which is a complete list of all individuals or elements in the target population from which researchers draw their sample (Cohen et al., 2018). Therefore, the researcher listed all the headteachers and teachers in the target population. The census sampling technique was used to involve all 32 headteachers in the study. Census sampling occurs when a researcher collects data from all the individuals or elements in a target population (Johnson & Christensen, 2017). This implies that all members of the target population are investigated in a study rather than taking a sample for a study. The choice of census sampling was based on the perspectives of the preceding authors that, this approach eliminates sampling error and enhances the representativeness of the sample. The proportionate stratified random sampling was used to select 224 teachers from the target population of 444 for the quantitative stage of the study. This sample size, which is about 51% of the target, was based on Gall, Gall and Borg (2007) recommendation that at least 30% of the target population is representative of a population. However, 220 questionnaires were retrieved and involved in the analysis, hence attaining a response rate of 98%.

Proportionate stratified random sampling involves the division of the target population into homogenous groups, determining the proportion of members in each such group relative to the target population, and a simple random sampling technique is selected from each subgroup to ensure that the characteristics of the population are replicated in the sample (Cohen et al., 2018). The target population was stratified based on education circuit and gender. The distribution of the participants in each circuit and their respective sample sizes are presented in Table 1. For instance, there were 77 teachers in Circuit A, which constituted 17% of the target population. Therefore, 38 teachers (17% 224) were selected from this circuit. In terms of the male and female distribution, 20 male teachers representing 52% of 38 and 18 female teachers constituting 48% of 38 were selected from Circuit A. In all, the sample size for the quantitative phase was 256, comprising 32 headteachers and 224 teachers.

Table 1: Distribution of the Sample Across Education Circuit and Gender

Circuit	Number of Teachers (%)	Circuit Sample Size	Number of Males (%)	Male Sample Size	Number of Females (%)	Female Sample Size
A	77 (17)	38	40 (52)	20	37 (48)	18
B	71 (16)	36	38 (54)	19	33 (46)	17
C	75 (17)	38	35 (47)	18	40 (53)	20
D	69 (16)	36	30 (43)	15	39 (57)	21
E	72 (16)	36	41 (57)	21	31 (43)	15
F	80 (18)	40	48 (60)	24	32 (40)	16
Total	444	224	232 (52)	117	212 (48)	107

Source: Researcher's Computations

Convenience sampling was adopted to select 6 headteachers and 8 teachers for the qualitative interview. This sampling technique is a non-probability sampling technique which is applicable to select participants who volunteer to participate in a study (Somekh & Lewin, 2006). Therefore, the convenience sampling technique relies on available participants who agree to participate in a study. The researcher opted for the convenience sampling technique because the interviews were conducted after school, so headteachers and teachers who agreed and had time to wait in the school after school had closed were involved in the interviews. Scholars like Polit and Beck (2018) argue that for qualitative studies samples are typically small and based on information needs. Unlike quantitative studies where a large sample size enhances the representativeness of the sample relative to the population, and hence supports the generalizability of the findings, the small sample size in the qualitative phase limits the generalizability of the findings. The main purpose of the qualitative phase and its small sample size was to complement the quantitative findings rather than generalise the findings.

2.3 Instrumentation

Data was collected by an adapted version of Bass and Avolio’s (1995) Multifactor Leadership Questionnaire, Meyer and Allen’s (1991) Organizational Commitment Questionnaire, and a self-constructed semi-structured interview guide. The adaptation of the questionnaires involved adding words or phrases to reflect the Ghanaian basic school context. For instance, words such as ‘headteacher’, ‘teacher’, and ‘school’ were included in the items to reflect the Ghanaian basic school context. The questionnaires were structured and required participants to circle only one option to reflect their perception. Adentwi, Marmah and Archer (2010) recount the advantages of using questionnaire such as quick analysis, research participants feeling more comfortable in responding to pre-determined responses than items that require them to express their opinions, and anonymity of data collected. The leadership questionnaire with 36 items measured the leadership styles of the full-range leadership model practised by headteachers on a 5-point Likert scale such that 1= not at all, 2 = almost never, 3= occasionally, 4= most of the time, 5= almost always. The commitment questionnaire consisted of 9 items based on the three commitment dimensions of the study on a 5-point Likert scale such that 1= strongly disagree, 2= disagree, 3= undecided, 4= agree, and 5= strongly agree.

The questionnaires were pre-tested to gauge their validity and reliability. The construct validity of the questionnaire through exploratory factor analysis (EFA). The EFA is appropriate to determine the extent to which the items involved in the questionnaire correlate under their respective construct to establish the construct validity of the questionnaire (Portney, 2020). Firstly, the researcher determined the suitability of the data for factor analysis through the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity as presented in Table 2.

Table 2: Assessing the Factorability of the Data

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.850
Bartlett's Test of Sphericity	Approx. Chi-Square	4278.511
	df	990
	Sig.	0.000

Source: Fieldwork Data

The results in Table 2 showed that the KMO value was at least 0.60 while Bartlett's test of sphericity was statistically significant ($p < 0.05$), which confirmed that the data was suitable for factor analysis (Harrison, Kemp, Brace, & Snelgar, 2021). Secondly, the number of factors to extract was determined using Kaiser’s criteria using the eigenvalue of at least 1 (Harrison et al., 2021) as presented in Table 3. From Table 3, 12 factors were extracted where inspirational motivation contributed the highest variance (9.90) while affective commitment yielded the least variance (1.09).

Table 3: Exploratory Factor Analysis for Assessing Construct Validity

	Component											
	1	2	3	4	5	6	7	8	9	10	11	12
IMM1	.68											
IMM2	.63											
IMM4	.60											
IDIAT1		.60										
IDIAT2		.60										
IDIAT4		.59										
IDIBB1			.59									
IDIBB2			.59									
IDIBB3			.59									
LLF1				.56								
LLF2				.56								
LLF3				.53								
LLF4				.53								
MMBEA1					.53							
MMBEA2					.53							
MMBEA4					.52							
CRR1						.64						
CRR2						.59						
CRR3						.59						
ISS1							.77					
ISS2							.73					
ISS3							.71					
ISS4							.68					
MMBEP2								.74				
MMBEP3								.72				
MMBEP4								.71				
ICC1									.88			
ICC3									.77			
ICC4									.68			
NORM2										.67		
NORM1										.63		
NORM3										.57		
CONT1											.62	
CONT2											.59	
CONT3											.55	
AFF3												.75
AFF2												.67
AFF1												.63
Total	9.90	3.95	2.31	1.93	1.55	1.43	1.33	1.20	1.18	1.16	1.14	1.09
% of Variance	22.00	8.77	5.14	4.29	3.44	3.17	2.95	2.67	2.61	2.59	2.52	2.41
Cumulative %	22.00	30.77	35.91	40.20	43.64	46.81	49.76	52.43	55.04	57.63	60.15	62.56

The reliability of the questionnaires was determined through internal consistency where Cronbach’s Alpha coefficient for each variable was computed. To achieve this, the questionnaires were administered to participants in the pre-test once, hence generating one set of data. The Cronbach’s Alpha coefficients for each of the variables fell within the minimum value of 0.70 (Verma & Abdel-Salam, 2019), which established the reliability of the questionnaires.

Table 4: Reliability Test Results

Variables	Cronbach's Alpha Coefficient
Idealized Influence-Attribute	0.753
Idealized Influence-Behaviour	0.794
Individualized Consideration	0.858
Intellectual Stimulation	0.743
Inspirational Motivation	0.776
Transformational Leadership Style	0.702
Contingent Reward	0.844
Management-By-Exception Active	0.765
Management-by-Exception-Passive	0.732
Transactional Leadership Style	0.711
Laissez-faire Leadership Style	0.792
Overall Headteachers' Leadership Style	0.709
Affective Commitment	0.723
Continuance Commitment	0.722
Normative Commitment	0.822
Overall Teacher Commitment	0.750

Source: Fieldwork Data

These findings imply that Bass and Avolio’s (1995) Full-Range Leadership Theory and Meyer and Allen’s (1991) Organizational Commitment Model are relevant in Ghanaian public basic schools. Therefore, headteachers practice leadership styles such as transformational, transactional and laissez-faire. Additionally, teachers possess the three-dimensional attributes of organizational commitment, including affective, continuance, and normative commitments.

A rationale for the appropriateness of an interview in this study is put forward by Creswell and Creswell (2018) when they maintain that it allows the exploration of variables under investigation in greater detail, and so complements a survey. The semi-structured interview was one-on-one and allowed the researcher to focus on the research questions, yet open up new avenues for further probing to unearth important issues (Ary, Jacobs, & Razavieh, 2006). With permission from the participants, the conversations were audiotaped to ensure a more accurate data representation during transcription and analysis.

2.4 Data Analysis Procedures

The data was cleaned and poorly answered questionnaires were rejected before the analysis of quantitative data. The data was entered into the Statistical Product for Service Solutions (SPSS)

version 26.0 and explored to identify missing data and outliers using descriptive statistics such as frequencies and percentages. Multiple linear regression was employed to analyse the prediction of leadership styles on teacher commitment at 0.05 alpha level. The rationale for the choice of multiple linear regression was that this analytical test is appropriate when the predictor (independent) variables are more than one with one dependent variable which is continuous data (Ewing & Park, 2020). In this study, transformational, transactional, and laissez-faire leadership styles constituted the independent variables whilst teacher commitment served as the dependent variable in the regression model. The analysis of the qualitative data was carried out by playing the recorded tapes and listening to them several times, transcribing the tapes into texts, and extracting themes from the responses of the participants.

3.0 RESULTS

The research sought to investigate the influence of headteachers' leadership styles on teachers' commitment. First, a test of multicollinearity was conducted and the results are presented in Table 5.

Table 5: Test of Multicollinearity of the Independent Variables

Leadership Styles	Collinearity Statistics	
	Tolerance	VIF
Transformational Leadership	0.58	1.73
Transactional Leadership	0.59	1.72
Laissez-faire Leadership	0.83	1.21

Source: Fieldwork Data

The results in Table 5 revealed that the independent variables do not violate the assumption of multicollinearity because as recommended by Pallant (2005), the cut-off point for determining the presence of multicollinearity is a tolerance value of less than 0.10 or variance inflation factor (VIF) value above 10. Therefore, multiple linear regression was used and the results are presented in Table 6.

Table 6: Model Summary of Multiple Regression Results for Leadership Styles and Commitment

Model	R	R ²	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	0.464 ^a	0.22	0.21	0.70	0.22	22.23	3	243	0.00

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

The multiple linear regression results in Table 6 disclosed that 22% of the variance in the dependent variable (Overall Teacher Commitment) was explained by the model which included laissez-faire,

transactional, and transformational leadership styles. Indeed, the model performed quite well predicting teachers' commitment in the population with only 1% (22-21) shrinkage. To assess the statistical significance of the results, Table 7 presents the ANOVA results.

Table 7: ANOVA Results for the Regression Factors

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.44	3	10.81	22.23	.000 ^a
	Residual	118.24	243	.49		
	Total	150.68	246			

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

b. Dependent Variable: Overall Teacher Commitment

The ANOVA results shown in Table 7 established statistically significant results ($F=22.23$, $p<0.05$). To determine the extent to which each of the variables included in the model individually contributed to the prediction of the dependent variable, further analysis was conducted and the results are shown in Table 8.

Table 8: Standardized and Unstandardized Coefficients of Independent Factors

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.	Part Correlation
		B	Std. Error	Beta	t		
1	(Constant)	-0.24	0.40		-0.61	0.54	
	Transformational Leadership	0.33	0.11	0.23	3.07	0.00	0.17
	Transactional Leadership	0.54	0.15	0.27	3.70	0.00	0.21
	Laissez-faire Leadership	0.12	0.06	0.13	2.07	0.04	0.12

a. Dependent Variable: Overall Teacher Commitment

The multiple linear regression results in Table 8 revealed that the transactional leadership style made the highest and statistically significant unique contribution to teacher commitment ($\beta=0.27$, $t=3.70$, $p<0.05$), followed by the transformational leadership style ($\beta=0.23$, $t=3.07$, $p<0.05$) and laissez-faire leadership style ($\beta=0.13$, $t=2.07$, $p<0.05$) respectively. Furthermore, for only the unique contribution of each variable with any overlap or shared variance partial out, the transactional leadership style contributed more (4%) than transformational (3%) and laissez-faire (1%) leadership styles. This result also indicates that there is a 14% shared variance in the model. The study delved into the contribution of leadership scales to commitment, and the results are shown in Table 9.

Table 9: Model Summary of Multiple Regression Results for Leadership Scales and Commitment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	0.499 ^a	0.25	0.22	0.69	0.25	9.85	8	238	0.00

Source: Fieldwork Data

The multiple linear regression results in Table 9 discovered that all the leadership sub-scales contributed 25% variance in commitment with a 3% reduction in the population. The result was found to be significant ($F=9.849$, $p<0.05$) at 0.05 alpha level as contained in Table 10.

Table 10: ANOVA Results for the Regression Factors

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.476	8	4.685	9.849	0.000 ^a
	Residual	113.203	238	0.476		
	Total	150.680	246			

Source: Fieldwork Data

To ascertain the individual contribution of each of the leadership sub-scales, the multiple linear regression results are presented in Table 11.

Table 11: Standardized and Unstandardized Coefficients of Independent Factors

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	-.054	.390			-.138	.89
	Idealized Influence-Attribute	-.073	.098	-.064	-.746	.46
	Idealized Influence-Behaviour	.364	.093	.311	3.928	.00
	Individualized Consideration	-.090	.104	-.073	-.864	.39
	Intellectual Stimulation	-.087	.105	-.072	-.826	.41
	Inspirational Motivation	.076	.103	.063	.738	.46
	Contingent Reward	.216	.094	.175	2.294	.02
	Management-By-Exception Active	.278	.109	.218	2.548	.01
	Management-by-Exception-Passive	.201	.058	.207	3.491	.00

Source: Fieldwork Data

It is observed from Table 11 that idealized influence-behaviour contributed greatest to teacher commitment ($\beta=0.311$, $p<0.05$) than management-by-exception active ($\beta=0.218$, $p<0.05$), management-by-exception-passive ($\beta=0.207$, $p<0.05$), and contingent reward ($\beta=0.175$, $p<0.05$), but were all found to be statistically significant at 0.05 alpha level. However, idealized influence-attribute ($\beta=-0.064$, $p>0.05$), individualized consideration ($\beta=-0.073$, $p>0.05$), intellectual

stimulation ($\beta=-0.072$, $p>0.05$), and inspirational motivation ($\beta=0.063$, $p>0.05$) did not significantly predict teacher commitment.

The views of the participants as contained in the interviews suggested that headteachers' leadership style has influenced teacher commitment. One teacher, for instance, had this to say:

On a scale of low, average and high, I would rate his [headteacher] influence on my desire as average. Our former headteacher did not involve us in decision-making. But our current headteacher is democratic and even takes an interest in my personal studies (Teacher #1, Interview Data).

Another teacher remarked that:

The headteacher is responsible for the implementation of decisions in the school. I think my headteacher applies rules and regulations by considering the needs of his teachers first. This makes me desire to stay in this school for a few more years (Teacher #3, Interview Data).

The above comments point out that headteachers who involve teachers in decision-making and also practice individualized consideration influence their teachers' commitment. A headteacher also pointed out that:

I am certain my leadership role has had a great effect on their [teachers] desire to stay in my school. This is because, during the recent mass transfer of teachers in the district, most of my teachers clearly showed the intention to continue working with me. And I am happy to say that, none of them has been transferred (Headteacher #2, Interview Data).

Indicating how headteachers' inspiration influences commitment, a headteacher observes:

Teaching is a challenging activity. Therefore, as a headteacher, I try to inspire my teachers when they are frustrated and encourage them to keep working hard. This, I think, motivates them to continue teaching and increases their desire to stay in my school (Headteacher #3, Interview Data).

The above views show that the participants considered headteachers' leadership styles as influencing teachers' commitment to the schools.

The findings of the study suggest that the Full-Range Leadership Theory propounded by Bass and Avolio (1995) and Meyer and Allen's (1991) Organizational Commitment model is relevant in public basic schools in Ghana. The headteachers enacted leadership styles within the framework proposed by the leadership experts, hence they exercised transactional, transformational, and laissez-faire leadership styles. On the part of the teachers, affective, continuance, and normative organizational commitment are pervasive among the teachers.

4.0 DISCUSSION

In examining which leadership styles influence commitment, the findings revealed that collectively, leadership styles influence significantly (22%) on commitment. Evidence from the qualitative data further supports the quantitative findings thus “*I am certain my leadership role has had a great effect on their [teachers] desire to stay in my school*”. This result aligns with the findings of previous studies (Saeed, 2011; Raja, 2012). The finding of this study is also consistent with the finding of Padmavathy et al. (2024) where it was found that leadership style significantly affected organizational commitment. This finding implies that leadership style is a predictor of commitment. Therefore, commitment could be enhanced directly through the application of leadership style. The qualitative finding supports this position as captured in an excerpt from a teacher “*I think my headteacher applies rules and regulations by considering the needs of his teachers first. This makes me desire to stay in this school for a few more years*”.

Furthermore, the findings pointed out that transactional leadership style influenced commitment more ($\beta=0.27$, $p<0.05$) than transformational ($\beta=0.23$, $p<0.05$) and laissez-faire ($\beta=0.13$, $p<0.05$) leadership styles. This finding agrees with the findings of previous studies like Padmavathy (2024) which indicated that transformational leadership influenced the commitment of employees. This finding is incongruent with the findings of Delden (2008) who discovered that transformational leadership style influenced commitment more than transactional leadership. This finding suggests that commitment could be promoted when a transactional leadership style is practiced than transformational and laissez-faire leadership styles even though all made significant contributions to commitment.

The findings further showed that idealized influence-behaviour ($\beta=0.311$, $p<0.05$), management-by-exception active ($\beta=0.218$, $p<0.05$), management-by-exception-passive ($\beta=0.207$, $p<0.05$), and contingent reward ($\beta=0.175$, $p<0.05$) made a statistically significant contribution to commitment. This result reveals that some dimensions of the full-range leadership model do not significantly predict commitment. Therefore, the practice of such leadership dimensions inhibits commitment.

4.1 Implications of Findings to School Administrators and Educational Policy

The findings of the study have implications for school administrators and educational policy. Firstly, the study provides ample evidence to school administrators that their leadership role in the schools is vital in determining the commitment of their teachers. Therefore, the effective practice of headteachers’ leadership styles would engender commitment in the teachers while appropriate leadership style among the headteachers is an affront to the commitment of the teachers. This is a clarion call on the Ministry of Education and the Ghana Education Service to strategize efforts and resources in supporting the headteachers in performing their leadership roles effectively. Secondly, despite the finding that leadership styles enhanced the commitment of the teachers, this study offers a targeted focus for the headteachers in practising leadership styles that are effective in promoting teacher commitment. This is crucial to reduce the tendency of trial and error among the headteachers in experimenting with which leadership styles could improve the commitment of the

teachers, hence ensuring efficient use of scarce resources. Lastly, the findings of the study offer direction to educational policy in Ghana where foreign theories in education ought to be tested in the Ghanaian education context before they are adopted and practised. As indicated in this study where four out of the eight indicators of transformational and transactional leadership styles significantly influenced teacher commitment, it is pertinent that not all aspects of educational theories are relevant in yielding desirable outcomes in educational institutions in Ghana.

4.2 Recommendations

Based on the findings of the study, the following recommendations were made:

- The study revealed that transactional, transformational, and laissez-faire leadership styles significantly predicted teachers' commitment. Therefore, it is recommended that the Ministry of Education and the Ghana Education Service organize in-service training for headteachers in the practice of the full range of leadership styles to enhance teacher commitment to retain teachers in the schools.
- The study discovered that idealized influence-behaviour, management-by-exception active, management-by-exception-passive, and contingent reward made a statistically significant contribution to commitment. Hence, it is recommended that headteachers should be encouraged to focus more on these leadership dimensions to boost the commitment level of teachers in the schools.

DECLARATION

Data Availability

Data that supports the findings of the study was collected through questionnaire and interviews. Access to the data can be requested from the author subject to appropriate ethical approval.

Declaration of Conflicts of Interest

The author declares no conflict of interest.

Ethics Approval and Consent to Participate

Ethical approval was sought from the gatekeepers prior to the study. Written informed consent was sought and obtained from the participants before data collection commenced.

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