Leadership Styles of Head teachers in Relation to Teachers' Job Satisfaction: A Case Study of the Volta Region – Ghana

Leadership Styles of Head teachers in Relation to Teachers' Job Satisfaction: A Case Study of the Volta Region – Ghana

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Abstract

Purpose: The present study focuses on exploring the leadership styles of basic school headteachers, and their effects on teachers' job satisfaction in Ghana's Volta region.

Methodology: Two research questions and one hypothesis guided the study. The study adopted a descriptive research design. The study was conducted in the Volta region of Ghana. The population of the study are 3,009 headteachers and 17,889 teachers in the 18 districts in the Volta Region. The sample size of the study was 191 headteachers and 328 teachers. Multi-stage sampling technique was used to draw the sample size. The Multifactor Leadership Questionnaire (MLQ) and Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS) was adopted for the study.

Findings: It was found that headteachers identified moderate levels of transformational, transactional, and laissez-faire as the leadership styles adopted by headteachers. Also, the majority of the headteachers had a very low level of job satisfaction whereas the majority of the teachers had a very high level of job satisfaction. Among the three leadership styles, transformational (β = .47, p < .001) and laissez-faire leadership styles (β = .19, p = .002) were the only significant predictors of job satisfaction. Both transformational and laissez-faire forms of leadership were positive predictors of job satisfaction.

Unique Contributor to Theory, Policy and Practice: The results shows that headteachers identified moderate levels of transformational (M = 7.68, SD = 0.83), transactional (M = 7.51, SD = 1.15), and laissez-faire (M = 6.94, SD = 1.89) as the leadership styles adopted by headteachers. It shows that 128 (71.9%) of the headteachers had a very low level of job satisfaction, while 30 (16.9%) had a very high level of job satisfaction. On the contrary, 153 (52.8%) of the teachers had a very high level of job satisfaction while 21 (7.1%) had a very low level of job satisfaction. The three leadership styles; transformational (β = .47, p < .001) and laissez-faire leadership styles (β = .19, p = .002) were the only significant predictors of job satisfaction. Both transformational and laissez-faire forms of leadership were positive predictors of job satisfaction. Based on the findings of the study, relevant conclusions were drawn.

Keywords: *Leadership Style, Headteacher, Job Satisfaction, Basic School*

INTRODUCTION

Leadership styles employed by headteachers in their various schools play significant roles in their schools' performance. In Kendra's (2011) perspective, leadership styles are the traits that define or identify the front-runners in a particular organisation or entity. Kendra reiterated that, leadership styles are a combination of different but similar traits or characteristics of individuals that impact the way of life in an entire organisation. Various scholars have acknowledged different styles of leadership with unique qualities or traits. According to Voon, Lo, Ngui and Ayob (2011), leadership is a process where leaders interact constantly with their subjects or followers with the ultimate intention of influencing their subjects or followers in achieving a common organisational or group aim. In effect, leaders execute their plans of achieving a common goal through the application of leadership qualities including but not limited to philosophies, ideals, morals, charisma, knowledge, and abilities. In the view of Northhouse (2010), leadership is an important aspect of an organisation where front-runners or leaders endeavour to manipulate the actions of their followers towards accomplishing organisational goals. The labour force or human capital is viewed as an inevitable and useful aspect of society since human capital plays a significant role in creating and developing new things needed in society. Hence, the set of abilities that leaders possess are thought of as the fundamentals of administrative setups or procedures. Gitaka (2014) explained that leadership in educational institutions comes with several challenges since headteachers of such institutions are faced with different issues from different points. Even though the demands of time and energy are enormous, there are also times that things become a bit relaxed. Aside from motivating and supervising the work of other members of staff in the school, the headteacher additionally guides or leads the entire school or institution through the provision of effective leadership attributes. Poorly administered leadership traits contribute significantly to the disintegration of business entities, educational institutions and governmental institutions instead of providing a solid ground for leaders to influence several other employees to work towards effectively accomplishing a common organisational aim. When used appropriately, leadership enhances employees' feeling of contributing their quota to achieving organisational aims. Northhouse (2010) adds that despite the similarities in the personalities of members, a group at one point in time will need a leader to guide and motivate the other members to work in line with the aims of the group as a whole. Leadership, then, remains a critical element that directs and shapes the collective behaviour of group members, culminating in a style or form of leadership since it is one of the most essential rudiments in places of work where people interact.

The teaching profession is one of the very important professions and has been going through constant changes. Teachers, therefore, need continuous assistance as they aspire to excel as educators (Billingsley, Israel, & Smith, 2011). Studies have revealed that teachers or educators who are more pleased or satisfied with their job are, at the same time, more dedicated to their occupations and might not switch to other jobs (Larkin, Brantley-Dias, & Lokey-Vaga, 2016). Several factors may give rise to the degree of occupational satisfaction of teachers. This may include but is not limited to conditions of service, salary, interactions with coworkers, students, other stakeholders and supportive administration (Abu-Taleb, 2013). Though a myriad of studies

exists regarding the subject of teachers' job satisfaction, there is inadequate research available about how factors such as basic school headteachers' styles of guiding or leading together with school climate affect teachers' satisfaction of their jobs. The findings of this study would, therefore, add another set of knowledge of factors that compel teachers to be satisfied with their profession and the reasons for them to keep working in the educational sectors as a preferred occupational path. An unfavourable experience, especially at the start of a career may lead to a change in profession by teachers in search of another career (Paris, 2013). It is necessary to identify factors responsible for teachers' career satisfaction to inspire teachers to stick to their work. Failure to do this would endanger the education of current and future students (Baran, Maskan & Baran, 2015). These factors may not only cause job dissatisfaction of teachers but may lead to brain drain.

Baran et al.'s (2015) investigation revealed that approximately 30% of recently trained teachers abandon the profession before the end of their first year as teachers, partly due to inadequate support and overall job dissatisfaction. According to Sungu, Ilgan, Parylo and Erdem (2014), good leadership and connections influence teachers' decisions about leaving or keeping their occupations. Through the employment of competently trained teachers, good mentor-mentee interactions, and assistance provided by efficient and operational administrators as well as headteachers, new and existing teachers may be secured from the negative effects of switching to other fields for employment. With regards to the very early attrition rate, teachers fail to go through the process of acquiring the needed experience, gaining adequate information and highly proficient classroom instructions prior to their exit from the teaching field (Larkin et al., 2016). A survey of American teachers which was fully funded by the MetLife Foundation (2012) indicated that by 2012, the rate of job satisfaction of teachers decreased from about 59% to 44% between 2009 and 2012, a reduction of around 15% within three (3) years. This was the least recorded rate of teachers' job satisfaction because the last time such a study had been carried out was 30 years before (i.e., in 1984). The study identified numerous factors leading to teachers' job dissatisfaction. These included; an increase in class size, reduction in the intake of professional assistants to staff members, a surge in workload but an absence in a respective salary increment, obsolete and old-fashioned teaching and learning resources supplied by education authorities for teaching difficult and energy-driven content.

The findings further established that teachers who were not contempt with their occupation also realised a rise in learners and parents requiring fitness or social assistance, increasing levels of bullying among learners in the school, learners reporting to school with hunger and student disciplinary issues at educational institutions. In sum, teachers did not feel displeased about their occupation mainly because of the profession per se, rather certain factors such as learners' inability to learn, pushed them from keeping their jobs as teachers.

Studying the various researches available regarding teachers' job satisfaction and leadership styles of headteachers of basic schools, it was realised that, certain critical determinants have not been investigated. Specifically, the relationship among the leadership styles of headteachers of basic schools, school climate and job satisfaction of teachers. For instance, Leary, Sullivan and Ray

(1999) ascertained the correlation between leadership styles and the job satisfaction of teachers of a college. Mbera (2015) investigated leadership styles and academic performance, and Allen, Grisby, and Peters (2015) studied transformational leadership style, as well as student performance. The aforementioned studies were conducted in the higher levels of education; therefore, the findings may not be applicable at the basic school level, hence, there is the need to investigate the phenomenon at the basic school level.

It appears empirical investigations about teachers' perception of the relationship among headteachers' leadership styles, and their effects on the job satisfaction of teachers in the Ghanaian context are lacking, especially, the Volta Region. Also, most of the available studies (Damanik, 2014; Allen et al., 2015) were carried out at higher levels of educational institutions rather than the basic level, which serves as the foundation of education. Further, the main leadership styles or variables of interest (i.e., transformational, transactional and laissez-faire) were not considered concurrently in the previous studies, and this presents a gap to address.

The lingering question, therefore, is, what relationship exists among leadership styles of headteachers of basic schools and teachers' job satisfaction? Hence, the present investigation aims at exploring the link among headteachers' leadership styles and teachers' job contentment in public basic institutions of the Volta Region of Ghana.

Purpose of Study

The present study focuses on exploring the leadership styles of basic school headteachers, and their effects on teachers' job satisfaction in Ghana's Volta region. Precisely, the research seeks to:

1. Identify the kind of leadership styles basic institution headteachers adopted.

2. Determine the job satisfaction of teachers of the basic school level.

3. Investigate the relationship between basic school headteachers' leadership styles and their job satisfaction.

METHODOLOGY

Research design

The descriptive research design was used for this study. Kothari (2013) deposits that one can also refer to descriptive research as statistical research, as it only concentrates on describing the phenomena been studied without causing any changes to the variables. It is employed in obtaining and identifying information about the features of communities, or groups of individuals. The descriptive research design was deemed appropriate as attempts were made by the researcher to describe certain traits of the population by choosing some of the respondents by chance to answer the set of questions intended to help solve the problem identified.

Population

The population of this study consisted of all public basic school teachers and headteachers in the Volta Region. Table 1 presents the distribution of headteachers and teachers in the 18 districts in the Volta Region of Ghana

Table 1: Distribution of Schools and Staffing Situation in the Volta Region

District	Number of Headteachers	Number of Teachers
1. Adaklu	46	515
2. Afadjato South	165	910
3. Agortime Ziope	102	663
4. Akatsi North	91	514
5. Akatsi South	209	922
6. Anloga	264	1633
7. Central Tongu	193	793
8. Ho Municipal	235	1929
9. Ho West	228	1241
10. Hohoe Municipal	198	1439
11. North Tongu	130	704
12. Ketu North	187	1024
13. Ketu South	227	1309
14. Kpando Mun.	108	736
15. North Dayi	102	597
16. North Tongu	189	940
17. South Dayi	101	736
18. South Tongu	234	1284
Total	3009	17,889

Source: Volta Regional Education Office, 2019

Table 1 shows that there are 3,009 headteachers and 17,889 teachers in the 18 districts in the Volta Region. In all, the total number of headteachers and teachers were 20,898.

The target population

The target population of this research study was drawn from the headteachers and teachers in the government-assisted basic educational institutions in the Volta Region.

The accessible population

The random sampling method was used to select three out of 18 Districts. This was to ensure that all the districts had the equal possibility of being part of the study (Kothari, 2013).

Table 2: Accessible Population for the Study

S/N	Number of Schools	Number of Headteachers	Number of Teachers
Adaklu	46	46	515
Akatsi South	209	209	922
North Tongu	130	130	704
Total	385	385	2,141

Table 2 shows that Akatsi South had 209 schools with 209 headteachers and 922 teachers while Adaklu had 46 schools with 46 headteachers and 515 teachers.

Sample size and sampling procedures

To collect data from teachers and headteachers pertinent to explore the leadership styles of basic school headteachers, school climate and their effects on teachers' job satisfaction, a selective sample of basic school headteachers, and teachers were chosen to take part in this investigation. The current study adopted the multi-stage method of sampling in selecting the respondents.

Stage 1

Simple random sampling technique was used to sample three out of the 18 districts in the Volta region. This decision was justifiable since the three districts were deemed sizeable enough for data to be collected and used for the study (Cresswell & Plano-Clark, 2011).

Stage 2

Krejcie and Morgan's (1970) table for determining sample size was used to determine the number of schools to be selected out of the total of 385 schools. This indicated that a sample of 191 schools was representative. The simple random method of sampling was then employed in selecting the 191 educational institutions out of the 385 educational institutions. The schools in each circuit were numbered on pieces of paper and they were randomly selected, using the lottery method, until a total of 191 schools were selected. This was to ensure that all the schools had an equal chance of taking part in the study without any bias (Cohen et al., 2013).

Table 3: Sample Size of Districts

S/N	Number of Schools	Number of Headteachers	Number of Teachers
Adaklu	23	23	79
Akatsi South	104	104	141
North Tongu	64	64	108
Total	191	191	328

Stage 3

All the headteachers in the 191 randomly selected schools were purposively selected for this investigation. The reason for this preferred sampling technique was that the headteachers were the only group of people who could provide the needed responses for the study, in other words, headteachers' responses would serve the purpose of the study (Kothari, 2013). Therefore, the purposive sampling technique was justifiable.

Stage 4

Krejcie and Morgan's (1970) table for determining sample size was used in determining the number of teachers to be selected from the 2141 teachers in the three selected districts. This indicated that 328 should be used for the study. Based on this, the simple random sampling was chosen to select 328 teachers from the 191 schools.

Data collection instrument

Questionnaires were adopted in collecting the data. The following research instruments were used for the study.

The Multifactor Leadership Questionnaire (MLQ)

The study adopted the MLQ which is a 21-item survey with responses measured with a 5-point Likert-scale, which asks respondents questions about their opinions of the leadership style of the headteachers. To Avolio and Bass (1995), the MLQ assesses individual leadership styles ranging from passive heads to transactional heads who present contingent inspiration or rewards to their subordinates; to transformational heads who are capable of transforming their subordinates to progress to become independent heads (Avolio & Bass, 1991). MLQ is aimed at revealing elements that distinguish between competent and incompetent heads. The questionnaire posed different questions regarding the thought of the leadership styles as well as the approaches that headteachers employ in making decisions. Numerous scholarly works have applied the MLQ and found it to be highly valid and reliable (i.e., r = 0.90) in different settings (Bass, 1998; Bass & Riggio, 2006).

Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS)

The fourth part of the questionnaire is the MCMJSS and was adopted to assess teacher's career satisfaction levels both inherently and externally. The MCMJSS was architecture with the intent of assessing the individuals' opinions of career satisfaction driven by inherent and external factors (Mohrman et al., 1977). The MCMJSS was separated as intrinsic and extrinsic sections where four different questions or statements on each section (i.e., intrinsic and extrinsic) were posed to elicit information from respondents. MCMJSS on several occasions and at different points ascertained that the instrument is valid and reliable (Mohrman et al., 1977; Mohrman et al., 1978) and reported the reliabilities of .89 and .91 respectively

Validity and Reliability of the instruments

According to Amedahe and Gyimah (2016), clarity, fairness, and validity constitute important criteria for evaluating questionnaire and test items. The instrument was given to the supervisors for vetting to ascertain its face validity. The issue of reliability is important in research because, according to Amedahe (2012), reliability is about the dependability of scores for decision-making issues.

Data Processing and Analysis

All the filled questionnaires were checked for any possible errors as well as incomplete entries and were then cleaned for analysis. Quantitative exploration was done with the raw scores entered into the statistical package for social sciences (SPSS) version 26.0. Research questions one and two were analysed utilizing descriptive numbers or computations (i.e., frequencies, means and percentage counts). These tools were used because the researcher wanted to find out how much leadership styles adopted by headteachers were evident. Research hypotheses one was tested using simultaneous multiple linear regression analysis because the researcher sought to ascertain the linkage that existed among headteachers' leadership styles and teachers' job satisfaction.

RESULTS

Research Question One:

What Leadership styles do basic school headteachers employ in their schools?

This research question sought to investigate the leadership styles adopted by headteachers in the selected districts in the Volta Region of Ghana. For this research question, responses were gathered from both the headteachers and the teachers. Mean scores were computed for the responses of the respondents. The following score ranges were used for the interpretation: high = 9-12, moderate = 5-8, and low = 0-4. Table 9 presents the results of the analysis of the responses on the leadership styles of headteachers.

Table 4: Leadership Styles of Headteachers

	Headteachers			Teachers		
Leadership styles	**n**	**M**	**SD**	**n**	**M**	**SD**
Transformational	173	7.68	0.83	269	7.26	1.77
Transactional	175	7.51	1.15	280	6.96	1.99
Laissez-faire	175	6.94	1.89	287	5.55	2.08

Source: Field survey, (2020)

Table 4 shows that headteachers identified moderate levels of transformational ($M = 7.68$, $SD = 0.83$), transactional ($M = 7.51$, $SD = 1.15$), and laissez-faire ($M = 6.94$, $SD = 1.89$) as the leadership styles adopted by headteachers. Table 9 further shows that teachers indicated that transformational ($M = 7.26$, $SD = 1.77$), transactional ($M = 6.96$, $SD = 1.99$), and laissez-faire ($M = 5.55$, $SD = 2.08$) leadership styles were adopted by headteachers.

From Table 9, it can be concluded that even though the respondents reported that headteachers moderately employed all the three leadership styles, transformational was predominantly exhibited as reported by both teachers ($M = 7.26$, $SD = 1.77$) and headteachers ($M = 7.68$, $SD = 0.83$). This implies that the headteachers showed interest in the well-being of others, they assigned tasks to teachers individually and ensured that every individual was involved.

Research Question Two:

What is the level of job satisfaction among headteachers and teachers in basic schools in the Volta Region?

Job satisfaction was measured using 8 items which were rated from 1 to 6. The total scores for satisfaction ranged from 8 to 48. The scores were classified into four levels of satisfaction (i.e., very low, low, high, and very high). Table 5 presents the results of the analysis on the levels of job satisfaction of headteachers and teachers.

Table 5: Levels of Job Satisfaction

Level	Score-range	Headteachers		Teachers	
		n	%	n	%
Very low	8 – 17	128	71.9	21	7.1
Low	18 – 25	5	2.8	19	6.6
High	26 – 33	15	8.4	78	26.9
Very high	34 – 48	30	16.9	153	52.8
No response		-	-	19	6.6
Total		178	100.0	290	100.0

Source: Field survey, (2020)

Table 5 shows that 128 (71.9%) of the headteachers had a very low level of job satisfaction, while 30 (16.9%) had a very high level of job satisfaction. On the contrary, 153 (52.8%) of the teachers had a very high level of job satisfaction while 21 (7.1%) had a very low level of job satisfaction. From Table 5 it can be concluded that the majority (128; 71.9%) of the headteachers had a very low level of job satisfaction whereas the majority (153; 52.8%) of the teachers had a very high level of job satisfaction. This is an indication that even though teachers were fulfilled with their jobs, the headteachers were not pleased with their job.

Hypothesis One:

H_0: *There is no statistically significant relationship between leadership style and teachers' job satisfaction.*

H_1: *There is a statistically significant relationship between leadership style and teachers' job satisfaction.*

This hypothesis tried to find out the relationship between leadership styles and job satisfaction of teachers. The hypothesis was verified with simultaneous multiple linear regression analysis. The predictor variables were the three dimensions of headship, namely, transformational, transactional, and laissez-faire. These were measured on a continuous basis. The criterion variable was job satisfaction, which was also measured on a continuous basis. Assumptions such as normality, linearity, homoscedasticity, and independence of residuals were checked. In addition, the multicollinearity assumption was checked and not violated as the Variance Inflation Factors (VIFs) of all the predictors. Table 6 presents a summary of the overall model.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.575	.331	.323	7.036

Source: Field survey, (2020); $F(3, 241) = 39.73$, $p < .001$

Table 6 revealed that the overall regression model was statistically significant, $F(3, 241) = 39.73$, $p < .001$. The three dimensions of leadership styles accounted for 32.3% of the variations in teachers' job satisfaction. Table 7 presents the results of the analysis of the regression coefficients of the predictor variables.

Table 7: Influence of Leadership Styles on Job Satisfaction

| Paremeter | Unstan. Coef. | | Stand. Coef. | | | |
	B	SE	Beta (β)	t	Sig.	VIF
(Constant)	12.125	1.969		6.157	.000	
Transformational	2.243	.518	.471*	4.333	.000	4.25
Transactional	.056	.478	.013	.117	.907	4.61
Laissez-faire	.758	.236	.188*	3.208	.002	1.24

Source: Field survey, (2020); *Significant, $p < .05$

Table 7 shows that among the three leadership styles, transformational (β = .47, $p < .001$) and laissez-faire leadership styles (β = .19, $p = .002$) were the only significant predictors of job satisfaction. Both transformational and laissez-faire forms of leadership were positive predictors of job satisfaction. The results imply that a standard deviation unit increase in both transformational and laissez-faire forms of leadership would lead to .47 and .19 standard deviations respective increase in job satisfaction, while adjusting for the transactional leadership style in the model. On the contrary, transactional leadership style was not a significant predictor of job satisfaction. Based on the results, the null hypothesis that "there is no statistically significant relationship between leadership style and teachers' job satisfaction" is rejected in favour of its alternative hypothesis.

Discussion of findings

Research Question 1 sought to investigate the forms of leadership hat basic educational institution headteachers adopted in the Volta Region. The finding of the study revealed that headteachers moderately employed all the three leadership styles, but transformational was

predominantly exhibited as reported by both teachers and headteachers. This implies that the headteachers showed interest in the well-being of others, they assigned tasks to teachers individually and ensured that every individual was involved.

From the foregoing, it can be noted that headteachers employed a positive leadership style that promoted effective relationships among headteachers and teachers. The result agreed with what was observed in previous works (Obbo et al., 2017; Cemaloğlu et al., 2012; Khalil et al., 2016). For instance, Obbo et al. (2017) investigated how the leadership styles of second-cycle institutions affect teachers' dedication to their organisation in Tororo Municipality. The work revealed that the transformational leadership style was mostly practiced by the headteachers, then comes the transactional style of headship, with laissez-faire style of leadership being the least employed leadership style.

Cemaloğlu et al. (2012) also investigated to ascertain the link between transformational and transactional institutional heads' style of leadership and teachers' dedication to their institution. The outcome of the investigation indicated that school heads predominantly employed transformational leadership style than transactional forms of headship.

Similarly, Khalil et al. (2016) explored the forms of leadership that are employed by headteachers in Lahore, Pakistan. The study found that the headteachers preferred the employment of the transformational leadership style compared to transactional and laissez-faire leadership styles. An acceptable explanation for this finding may perhaps be that headteachers in the selected districts in the Volta Region have been made to understand the essence of adopting friendly leadership styles during their periodic training and workshops. It is possible that the headteachers were fully aware of the negative implications of adopting unfriendly and strict leadership styles on both students' academic performance and teachers' performance. I suggest that headteachers should continuously adopt friendly forms of leadership such as the transformational leadership style and provide every necessary guidance and assistance to teachers since this could help in realising the set targets of the school.

Research Question 2 tried to investigate the level of job satisfaction among headteachers and teachers in the selected educational institutions within the Volta region. The finding of the study revealed that the majority of the headteachers had a very low level of job satisfaction whereas the majority of the teachers had a very high level of job satisfaction. This implies that even though headteachers were not satisfied with their job, teachers were fulfilled with their job. The finding observed in this study is similar to some previous studies (Bhat, 2018; Adeyemi & Adu, 2018; Abdul Wahab et al., 2014; Sahito & Vaisanen, 2020).

For instance, Bhat (2018) examined the level of career satisfaction of second cycle teachers working within the Baramulla area. Bhat found that teachers were satisfied with their job. Adeyemi and Adu (2018) investigated the linkage between leadership style of headteachers and teachers' job satisfaction in Nigerian basic educational institutions in Ekiti State. Adeyemi and Adu's study found that teachers' job satisfaction level was moderate. Abdul Wahab et al. (2014) determined the

magnitude of headmasters' practices regarding the transformational leadership in public-owned basic educational institutions and the level of teachers' job satisfaction within the district of Temerloh, Malaysia. Abdul Wahab et al. found a high job satisfaction level among the teachers. Similarly, Sahito and Vaisanen (2020) explored the factors of job satisfaction and displeasure in 70 enlisted scholarly works, which had been carried out for a literature review of teachers' job satisfaction in emerging nations. Sahito and Vaisanen found that teachers were fulfilled with their job.

One possible reason for this observation could be that, teachers were being given fair and better remuneration which made them able to cater for their needs and that of their dependents. It could also be that, teachers had the needed support and motivation from their headteachers which make them more satisfied and content with their work. Moreover, it could be that teachers worked in conducive environments, got promotional and developmental opportunities and were empowered as teachers in their line of work, making them more satisfied with their work.

Hypothesis 1 sought to determine the connection between leadership styles and job satisfaction of teachers. The finding of the study revealed that there was a statistically significant linkage among forms of leadership and teachers' job satisfaction. Among all three leadership styles studied, transformational and laissez-faire leadership styles were the only significant predictors of job satisfaction. Both transformational and laissez-faire leadership styles were positive predictors of job satisfaction. The results imply that a standard deviation unit increase in both transformational and laissez-faire forms of leadership would lead to .47 and .19 standard deviations respective increase in job satisfaction, while adjusting for the transactional leadership style in the model. On the contrary, transactional leadership style was not a significant predictor of job satisfaction.

On a whole, this investigation has found that the leadership styles (transformational and laissez-faire) had significant linkage with teachers' job satisfaction. The finding of this inquiry agrees with what was found in previous studies (Ali & Dahie, 2015; Mugo, 2016; Aydin et al., 2013; Nyenyembe et al., 2016; Menon, 2016; Tesfaw, 2014; Wahab et al., 2019). For instance, Ali and Dahie (2015) examined the repercussion of a transactional style of headship, transformational and laissez-faire on teachers' job satisfaction. Ali and Dahie's study found that the three scopes of leadership style (i.e., transformational, transactional and laissez-faire) had positive substantial repercussions on teachers' job satisfaction in the selected Somalian second cycle institutions. Mugo (2016) also investigated whether headteachers' leadership styles (i.e., autocratic, democratic, laissez-faire and transformational) yielded any impact on teachers' career gratification in government-assisted basic educational institutions in Kirinyaga West Sub-County. Mugo's investigation revealed that headteachers' laissez-faire style of leadership they exhibit in the basic educational institutions selected had a moderate impact on teachers' career gratification. Also, it was found that headteachers' transformational style of leadership had a positive impact on basic educational institutions teachers' career gratification. Mugo's study recommended that mentoring programmes that help in promoting and encouraging the utilisation of transformational leadership

in educational institutions should be designed for newly appointed and underperforming serving headteachers.

Moreover, Aydin et al. (2013) did a meta-analysis to study the influence of transformational leadership, transactional leadership and laissez-faire leadership style on career satisfaction and the commitment that teachers have for their organisations or institutions. The observation of this scholarly work was that the transformational style of leadership positively influenced teachers' commitment to their institutions. Aydin et al. expressed in their concluding remarks that as administrative staffs' leadership style modifies from transactional to transformational styles of headship, the extent to which teachers are fulfilled with their job and how committed they are to their organisation rises. Nyenyembe et al. (2016) also studied the linkage among leadership styles (i.e., transactional and transformational) that headteachers of educational institutions employ and the job satisfaction of teachers in selected second cycle institutions in Tanzania. Nyenyembe et al. found that teachers were greatly content with their work when their headteachers work diligently with them, provide the appropriate mentorship for them and attend to their welfare as individual teachers. The study underscored the importance of transformational and transactional headships in educational institutions in Tanzania, indicating that worthy leadership entails transformational and transactional forms of headship.

Similarly, Menon (2016) scrutinised the linkage among headteachers' forms of leadership (i.e., transformational, transactional and passive-avoidant) and teachers' job satisfaction. Menon found that leadership styles (transformational and transactional) of headteachers significantly predicted teachers' job satisfaction. Menon concluded that even though teachers' thoughts about the competence of their headteachers is a subjective appraisal of their efficiency, laid down principles and scholarly works in educational administration indicated that headteachers who were competent were more likely to be assisted by the teachers they work with. Furthermore, Wahab et al. (2019) investigated the linkage between headteachers' leadership style (i.e., transformational leadership style) and teachers' job satisfaction and commitment of Malaysian basic educational institutions in Temerloh area. Wahab et al. found that there was a statistically significant linkage between headteachers' leadership style (transformational leadership style) and teachers' job satisfaction. Wahab et al. concurred that headteachers should at all times ensure high leadership since it enhances teachers' job satisfaction and commitment. Tesfaw (2014) determined whether there were possible linkages among public-owned second cycle institution headteachers and teachers' job satisfaction. Tesfaw's investigation revealed that a substantial and positively moderate linkage existed between transformational leadership and teachers' job satisfaction. The study advocated that headteachers of Ethiopian public-owned second cycle institutions should concentrate on creating competent cooperation as well as exhibiting great welfare and trustworthiness among colleague workers by the use of transformational leadership behaviours.

A possible reason for this finding could be that as teachers were treated with respect and always given the chance to work freely with fewer restrictions within their work domain, they became fulfilled with their job and had become committed to the work. Moreover, since teachers

require a sound mind to work efficiently and effectively, it was possible that when headteachers were less autocratic at work and ensured friendly or cordial relationships with teachers, teachers tend to love their work and always wanted to devote their possible best efforts to the job. I, therefore, submit that, headteachers should continue to exhibit leadership styles, particularly transformational and laissez-faire forms of leadership since they could positively impact teachers' job satisfaction.

CONCLUSION

Based on the findings of the study, it can be deduced that the headteachers showed interest in the well-being of others, assigned tasks to teachers individually, and ensured that every individual was involved. It can also be concluded that teachers also spent time with students who needed guidance, and the teachers helped and supported each other. While a majority of the teachers were fulfilled with their work, most of the headteachers were not satisfied with their job. Moreover, an increase in both transformational and laissez-faire forms of leadership would lead to a respective increase in job satisfaction.

Recommendations

Based on the findings the following recommendations were made.

Headteachers are encouraged to continuously adopt friendly leadership styles and provide the necessary guidance and assistance to teachers since this could help in realising the set targets of the school.

Ghana Education Service (GES) and headteachers are encouraged to continuously provide teachers with the necessary organisational, moral and financial support as this will make them satisfied with their job.

Headteachers are encouraged to exhibit leadership styles, particularly transformational and laissez-faire forms of leadership since they could positively impact teachers' job satisfaction.

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