



# Commitment Level of Teachers in Public Basic Schools in the Ledzokuku Municipality

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**Ruth Morkor Boye**

**Abstract:** In educational institutions, writers have explicitly established that leadership style is among the pillars of education. The commitment level of teachers can vary based on several factors, including personal dedication, work environment, job satisfaction, and external influences. While it is difficult to generalize about all teachers, many educators demonstrate a high level of commitment to their profession and their students. The study attempted to investigate the relationship between leadership styles and teacher commitment. A cross-sectional sample method was used in this research. This architecture captures how things are at a certain point in time. The population size is 850, which comprises all head teachers and teachers currently teaching in public basic schools in the Ledzokuku Municipality. The study revealed that even though the relationship is weak, there is significant and positive relationship between overall leadership style and overall commitment. This means that head teachers leadership style is a factor that either increases or decreases teachers' commitment. The study recommended that women be included in the recruitment and selection of teachers for schools in the Ledzokuku Municipality in order to keep more teachers in the Municipality. It is also mentioned that the Ministry of Education and the Ghana Education Service should make efforts to improve the level of teacher commitment to retain teachers in Ledzokuku Municipality.

**Keywords:** Teachers, commitment level, public basic schools, Ghana

## 1. INTRODUCTION

A cordial relationship must exist between leaders and subordinates, and empirical proofs abound that leadership style affects the relationship between leaders and their associates (Mohammed et al., 2014; Solaja, Idowu, & James, 2016). The leader creates circumstances for positive intergroup relations and a caring and safe environment. Increasing worker output by building a solid culture and enhancing worker commitment is also a vital component of leadership theory (Gallos, 2019). It could be presumed that organizational health creates heads via their leadership style, as portrayed in its culture. In keeping with this argument, headteachers ought to build and harness the collective efforts of teachers through their leadership

styles. It could achieve this through active communication between the headteachers and their staff. Leadership will either build trust and confidence or tear them down, but good leadership will build trust that goes to the subordinates from the leader and from the assistants to the leader (Stroh, 2023; Solaja, Idowu, & James, 2016). In this vein, leadership conceptualizes as a reciprocal endeavor where both the leader and followers affect each other for organizational effectiveness.

Findings from studies recount that effective leadership styles result in high teacher commitment, less absenteeism, and high performance (Hausman, & Goldring, 2021). Effective leadership is expected to share decision-making with subordinates and create

opportunities to work towards a collective mission. Effective leadership manages organization in such a way as to keep the interests of the group as a top priority and direction of the organization focused on the mission and vision (Peterson, 2022). Practitioners advocate that teachers should have the opportunity to grow professionally and be exposed to many different experiences to improve their teaching ability (Muijs, Harris, Lumby, Morrison & Sood, 2006). It could achieve it through the appropriate leadership styles of the headteacher. Thus, theorists like Glantz (2022) emphasize the need for a leader to find his leadership style. Consequently, how teachers contribute to harnessing the school's resources depends on how well headteachers understand and employ appropriate leadership styles in performing their roles as school leaders.

In educational institutions, writers have explicitly established that leadership style is among the pillars of education. Schools are organizations that rely on strong leadership to ensure success (Sarros & Sarros, 2023). A nation cannot attain excellence in education without effective school leadership. In their observation, Leithwood and Jantzi (2023) note that leadership is a powerful predictor of school performance. Without an appropriate leadership style, deductively, one cannot realize good performance in educational institutions probably makes leadership style a cardinal field of study. Research persistently implies that leadership influences student success in school (Robinson, Hohepa, & Lloyd, 2023). Likewise, policymakers have detected that one way to create educational change is to improve school leaders (Leithwood, Day, Sammons, Hopkins & Harris, 2011). Thus, headteachers would undoubtedly become the focus of policy formulation with the anticipation that quality leadership will foster increased achievement for the school. Summarily, research evidence discloses that headteachers are individuals who can organize their schools to build school culture, apply practical principles to improve student learning and create relationships with subordinates (Doyle, 2004) through their leadership style.

## 2. MATERIAL AND METHODS

### Research Design

A research design is a systematic strategy that outlines how a research project will be carried out, including operationalizing factors to be evaluated, choosing samples of interest, and the data collection process to address research questions and test hypotheses, and

data interpretation (Creswell, 2019). As a result, study architecture acts as a model for a researcher's data collection, analysis, and interpretation. A cross-sectional sample method was used in this research. This architecture captures how things are at a certain point in time (Bryman, 2019), with no effort to regulate factors or manipulate variables (Kelley et al. 2003). Since it depends on big data from a random sample of a population to describe the essence of actual circumstances, the questionnaire design was chosen (Cohen et al. 2011).

Cohen et al. (2011) propose the cross-sectional surveys use a variety of data collection methods, such as telephone interviews, face-to-face interviews, and questionnaires. Since one solution has drawbacks in offering full answers to questions, one design was chosen because it allows for the mixing of quantitative and qualitative results (Creswell, 2009). People's expectations inform leadership styles and engagement interpretations, and polls, as Atkinson and Muir (2003) point out, are effective tools for gathering vast amounts of knowledge about people's opinions and lifestyles.

### Population and Target Population of the Study

The set of units from which a sample is taken is referred to as a population (Bryman, 2019). The population size is 850, which comprises of all head teachers and teachers currently teaching in public basic schools in the Ledzokuku Municipality. Head teachers and teachers who had taught in their classrooms for at least one-year make up the target group. This group of participants is thought to have spent enough time together to be in a stronger place to provide evidence to address the study questions. This was made up of 50 head teachers and 800 teachers, making 850.

### Sample and Sampling Procedure

A survey, according to Scheuren (2004) and Polit & Beck (2010), is a part of the population selected to represent the whole population. The goal of sampling is to obtain data from a smaller sample size, which improves productivity by allowing generalizations about the population to be drawn without having to analyze each person. The researchers used a multi-stage sampling approach that included stratified random, census, and convenience sampling. Stratified random sampling population is divided into subsets, or 'strata,' and then selects a random sample from each subgroup (Fink, 1995). This sampling strategy's core principle is to ensure

that units from each segment of the population of interest are repeated in the survey. Roughly, proportional stratified random sampling, in which the same percentage of the population was used for each subgroup. The schools were divided into two groups: those led by male principals and those led by female principals.

Census sampling entails gathering data from each citizen who is of concern (Babbie, 1990). To gather everyone's perspective on their head teachers' leadership styles and instructor engagement, this sampling technique was used to pick all teachers who work with head teachers as selected in the stratified sampling. Since everyone's perspective matters when assessing leadership style and loyalty, this sampling technique was used. Participants in convenience sampling are those that are easily accessible and willing to engage in a sample. "Reliance on available subjects" is the principle that underpins this form of sample collection (Babbie, 1990, p. 99). For the interview, this approach was used to pick head teachers and teachers. To keep the schools' identities hidden, codes were used to represent them.

### **Sample Size**

For the quantitative process of the analysis, a sample size of 425 was chosen. This was based on Borg and Gall's (2003) suggestion that a population be represented by at least 30% of the total population. The researcher desired a larger sample size than that recommended by Borg and Gall (2003). As a result, for the quantitative point, half of the target population was used. Creswell (2022) suggests 3-5 subjects for qualitative experiments, while Whitehead and Annells (2023) say that a typical sample size in qualitative analysis is between eight and fifteen participants. These suggestions are focused on the presumption that qualitative research surveys are usually limited and based on knowledge requirements (Polit & Beck, 2010). The interview included seven (7) people, including four (4) teachers and three (3) head teachers, to consider these ideas.

### **Data Collection Procedure**

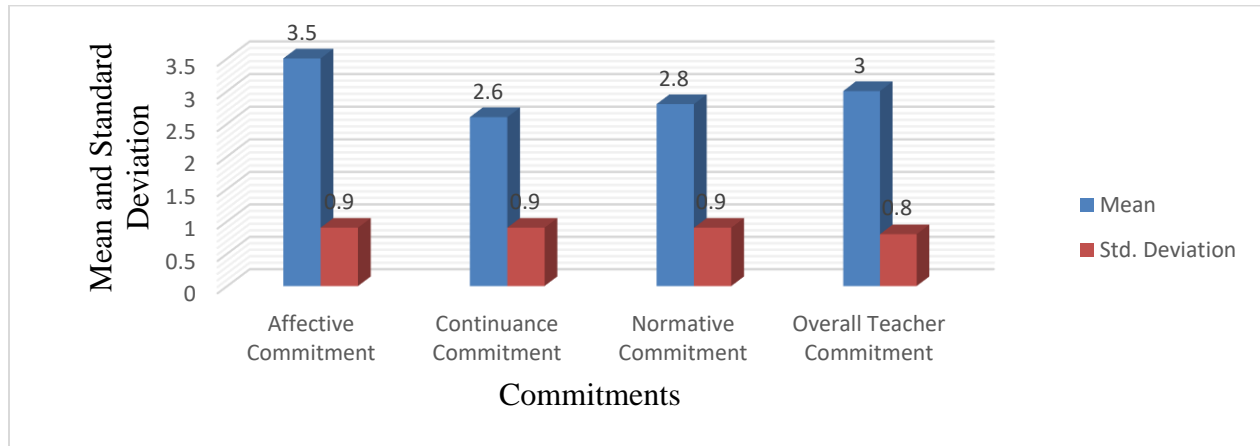
Data gathering is a necessary part of every empirical study. Survey research is one of the most prevalent methodologies in the human sciences. Creswell (2022) emphasizes that in research, respecting the study location and obtaining permission before entering it is extremely important. The author conducted personal contact with school principals and support staff to obtain authorization to administer the survey in their respective schools. The schools were visited twice. The researcher presented himself to the heads and teachers on the first visit in order to obtain their informed permission. The study's purpose was stated, as well as instructions on how to complete the questionnaire. The questionnaires were handed out to the participants. Within two weeks, a second visit was made to collect completed surveys and undertake face-to-face discussions.

### **Data Analysis Procedure**

Data analysis is the process through which researchers turn a large amount of data into actionable information. Depending on the nature of research, there is a variety of data analysis methodologies. The analysis of data for this work proceeded in two stages: quantitative and qualitative.

## **3. RESULTS**

What is the commitment level of teachers in public basic schools in the Ledzokuku Municipality? Was the research topic outlined in this study? The many aspects of teacher commitment were evaluated in relation to the teachers' personal characteristics, including sex, age, marital status, academic background, teaching level, and tenure, in order to provide an answer to this question. The three commitment dimensions and their aggregates were investigated to assess the overall level of teacher commitment, and the findings are displayed in Figure 1.



**Figure 1 Summary of Teacher Commitment**

It could be observed from Figure 15 above that teachers possess more affective commitment (M=3.5, SD=.95) than normative (M=2.8, SD=.94) and continuance (M=2.6, SD=.92) commitments. Together, the three dimensions of commitment yielded a mean of 3.0.

**Sex and Commitment Level of Teachers**

Sex was used as a factor to determine commitment level of teachers. Mean results are presented in Table 1

**Table 1 Mean Scores for Sex and Teacher Commitment**

	Sex of Teachers	N	Mean	Std. Deviation
Affective Commitment	Male	200	3.4	.95
	Female	165	3.6	.93
Continuance Commitment	Male	200	2.5	.85
	Female	165	2.8	1.04
Normative Commitment	Male	200	2.7	.87
	Female	165	2.9	.97
Overall Commitment	Male	200	2.8	.73
	Female	165	3.1	.81

**Table 1 Mean Scores for Sex and Teacher Commitment**

Results from Table 1 shows that female teachers recorded higher means (M=3.6; SD=.93), (M=2.8; SD=1.04), and (M=2.9; SD=.97) than male teachers (M=3.4, SD=.95), (M=2.5, SD=.85), and (M=2.7; SD=.87)

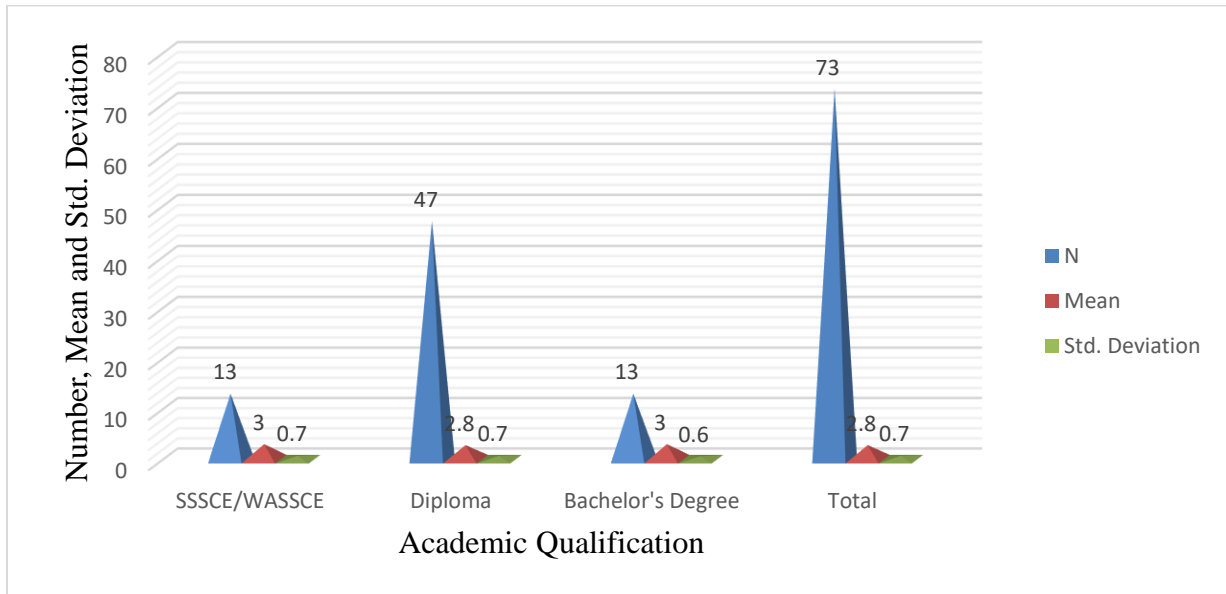
for affective commitment, continuance, and normative commitments respectively. The means on overall teacher commitment shows that female teachers scored higher (M=3.1, SD=.81) than male teachers (M=2.8; SD=.73).

**Table 2 Age Distribution of Female Teachers**

Age	N	Mean	Std. Deviation
Less than 29	39	2.8	.71
30 to 39	26	3.0	.75
40 to 49	4	2.6	.84
50 and above	4	2.5	.58
Total	73	2.8	.72

**Table 2 Age Distribution of Female Teachers**

Table 2 shows that majority of female teachers are less than 39 Years (N=65) and few of them are above 39 (N=8).



**Figure 2 Academic Qualification of Female Teachers and Commitment**

Figure 2 shows that there were more diploma holders (N=47) than SSSCE/WASSCE (N=30) and Bachelor's Degree holders (N=13).

**Table 3 Marital Status of Female Teachers**

Variable	N	Means	Std. Deviation
Single	36	2.8	.72
Married	35	2.9	.73
Divorced	2	3.2	.31
Total	73	2.8	.72

**Table 3 Marital Status of Female Teachers**

Table 3 reveals that there were more single (N=36) than married (N=35) and divorced (N=2) female teachers.

**Table 4 Tenure of Female Teachers**

Tenure	N	Mean	Std. Deviation
1	21	3.0	.70
2	14	2.5	.85
3	9	2.8	.34
4	13	3.1	.71
5	8	2.7	.66
6	5	2.5	.80
7	1	3.6	.
12	2	3.2	.86
Total	73	2.8	.72

**Table 4 Tenure of Female Teachers**

Table 4 indicates that female teachers' tenure ranged from 1 to 12 years.

**Table 5 Department of Female Teachers and their Commitment**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Kindergarten	11	2.7	.7
Primary	31	3.1	.6
Junior High	31	2.7	.7
total	73	2.8	.7

**Table 5 Department of Female Teachers and their Commitment**

Table 5 shows that equal number of female teachers work in primary and junior high levels (N=31) than kindergarten (N=11).

**Table 6 Mean Scores for Age of Teachers**

<b>Variable</b>		<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Affective Commitment	Less than 29	124		
	30 to 39	72		
	40 to 49	10		
	50 and above	9		
	Total	215		
Continuance Commitment	Less than 29	124		
	30 to 39	72		
	40 to 49	10		
	50 and above	9		
	Total	215		
Normative Commitment	Less than 29	124		
	30 to 39	72		
	40 to 49	10		
	50 and above	9		
	Total	215		
Overall Teacher Commitment	Less than 29	124		
	30 to 39	72		
	40 to 49	10		
	50 and above	9		
	Total	215		

**Table 6 Mean Scores for Age of Teachers**

The mean scores in Table 6 reveal that there are differences in means for affective, continuance, normative as well as the overall teacher commitments due to age.

#### **4. DISCUSSION**

The study attempted to investigate the relationship between leadership styles and teacher commitment. The study revealed that even though the relationship is weak, there is significant and positive relationship between overall leadership style and overall commitment. This means that head teachers leadership style is a factor that either increases or decreases teachers' commitment. This finding is congruent with Ahmadi and colleagues' (2012) findings. It was also found that transactional leadership style made a strongest correlation with overall

commitment than transformational and laissez-faire leadership styles which is consistent with a study by Lung (2009), but departs from Delden's (2019) findings. It was disclosed that laissez-faire leadership style had a weak but positive association with overall commitment. This result is inconsistent with Walumbwa and Lawler's (2005) finding where they found a negative correlation between laissez-faire leadership style and organizational commitment. Teachers can be categorized into different levels based on their qualifications and teaching experience. However, it is important to note that the exact



categorization may vary depending on the educational system and country

Furthermore, the study discovered that a strong leadership style boosts teacher commitment. Furthermore, transactional leadership generates more commitment than transformational or laissez-faire leadership. This means that when head teachers reward teachers, monitor and forecast potential issues in their work, and take remedial action, their commitment rises. Negative leadership styles like laissez-faire and management-by-exception-passive have nothing to do with dedication. The commitment level of teachers can vary based on several factors, including personal dedication, work environment, job satisfaction, and external influences. While it is difficult to generalize about all teachers, many educators demonstrate a high level of commitment to their profession and their students.

## 5. CONCLUSION

The commitment level of teachers in public basic schools can vary depending on various factors, including individual dedication, professional satisfaction, working conditions, and support systems. While it is difficult to generalize the commitment level of all teachers, I can provide you with some common observations and factors that can influence their commitment:

1. **Passion for teaching:** Teachers who have a genuine passion for their profession are more likely to be committed to their work. Passionate teachers often go beyond to ensure their students' success and actively seek opportunities for professional growth.
2. **Job satisfaction:** Teachers who are satisfied with their job are more likely to be committed. Factors that contribute to job satisfaction include supportive administration, adequate resources, reasonable workload, opportunities for professional development, and a positive work environment.
3. **Support from school administration:** Strong leadership and support from school administrators can greatly influence teachers' commitment. When administrators value and support their teachers, provide clear expectations, and create a conducive working environment, teachers are more likely to be committed to their roles.

4. **Professional development opportunities:** Teachers who have access to continuous professional development opportunities tend to be more committed. When teachers have the chance to enhance their knowledge and skills, they feel more empowered and motivated to deliver quality education.
5. **Workload and class size:** High workload and large class sizes can affect teachers' commitment levels. When teachers are overwhelmed with administrative tasks, excessive paperwork, or large numbers of students, it can be challenging to maintain a high level of commitment.
6. **Recognition and appreciation:** Recognition and appreciation for their efforts can significantly influence teachers' commitment. When teachers receive acknowledgment for their hard work and dedication, it can boost their morale and motivate them to continue their commitment.
7. **Supportive colleagues and community:** A strong support system among colleagues and the local community can positively influence teachers' commitment. Collaboration, teamwork, and a sense of belonging foster a supportive environment that encourages teachers to stay committed.

It is important to note that commitment levels can vary among individual teachers, and various external factors can influence their commitment. Efforts to enhance teacher commitment should focus on addressing these factors to create a positive and supportive educational environment.

## 6. RECOMMENDATION

It is suggested that women be included in the recruitment and selection of teachers for schools in the Ledzokuku Municipality in order to keep more teachers in the Municipality.

## Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest regarding the research, authorship, and/or publication of this article.

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### Data Availability

Data used for this research is available upon request from the corresponding author.

### Notes

I appreciate the anonymous reviewer's comments, which I have noted and worked on to improve the manuscript's scholarly caliber and visibility.

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