Comparison of Head Teachers and Teachers' Perception of Leadership Styles

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Abstract: The research study seeks to compare Head Teachers and Teachers' Perception of Leadership Styles. The study found that authoritarian and laissez-faire leadership styles were more popular among head teachers than transactional, democratic leadership styles. In conclusion, head teachers were thought to have more positive leadership traits than non-leadership attitudes. Furthermore, it was revealed that demographic characteristics (gender, age, academic degree, marital status, and tenure) had little bearing on how head teachers execute leadership styles. Results for teachers on item 4 is no that bigger than that of head teachers. Item six has lower scores for head teachers (M=3.30, SD=1.18) than head teachers (M=3.09, SD=1.31) on the same item, similar score (M=3.13, SD=1.18) for teachers and head teachers (M=3.07, SD=1.30) on item 10. This study also showed that there is no age-related difference in the leadership styles used by head teachers. The study found no differences in how head teachers used leadership styles based on marital status. Finally yet importantly, this study discovered that both detached and attached head teachers use comparable leadership philosophies. However, the study recommend that Ministry of Education and the Ghana Education Service should provide in-service training for head teachers in the use of a wide spectrum of leadership styles in order to enhance teacher commitment and retention in the Ledzokuku Municipality.

Keywords: Teachers, head teachers, leadership styles

1. INTRODUCTION

One of the primary drivers behind raising a company's success is leadership. It is assumed that the type of leadership style used there influences an organization's overall performance. Scholars generally agree that the impact of effective leadership on organizational success is exaggerated. Practitioners like Haberfeld (2006) and Obiwuru, T. C. et al. (2011), support the argument that leadership style affects subordinates and organizational performance. Leadership style is essential to motivate the commitment of employees to fulfill corporate objectives and increase job performance. Human resources can become the organization's competitive advantage if managed effectively in this ever-changing and competitive global market. It is evident from the literature that leaders have a significant influence on subordinates. (Riaz. Akram, & Ijaz, 2011; Chi, LAN & Dorjgotov, 2012). Leadership style is positively associated with work performance at the macro-organizational and individual levels (Dumdum, Love & Avolio. 2002 and Lepak, Takeuchi, & Snell, 2003). Therefore, head teachers' leadership styles promote individual teacher performance and that of the entire school. Presumably, teachers will appreciate and solidarity with Headteachers whose leadership styles provide challenge and opportunity to their work. Empirically research findings exist to endorse the claim that leadership style influences organizational

performance (Ogbonna & Harris, 2000 and Kouzes & Posner, 2007; Northouse, 2007). It could be constructed that organizational performance is bound to shrink if leadership style is inappropriate and mediocre. Consistent with these claims, dismissal performance in educational institutions could be attributed to the Headteachers' ineffective and improper 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, 2008). 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, 2008), 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, 2008). 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 (2002) suggests 3-5 subjects for

qualitative experiments, while Whitehead and Annells (2007) 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 (2002) 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.

Quantitative Data Analysis

The data was cleansed before analysis, and inadequately filled surveys were removed. The information was put into SPSS and examined for missing values and outliers. The quantitative data was analyzed using descriptive and interpretive statistical methods. The demographic data was analyzed using descriptive statistics (mean and standard deviations). According to Borg and Gall (2003), descriptive statistics not only allow researchers to utilize numbers but also give them data that allows them to make judgments about the population and give recommendations for solving research questions. Due to its applicability for exploring the extent to which two or more independent factors affect one or more dependent variables, regression analysis using the enter approach was used to assess how management styles affected commitment (Cohen et al., 2011).The independent variables in the regression model were transformational, transactional, and laissez-faire leadership styles, whereas commitment was the dependent variable. When the level of measurement is either gap or ratio, experts like Cohen et al. (2011) say that parametric statistical procedures like Pearson correlation, t-test, and multiple regression are appropriate. There was an equal interval in the data in this investigation; hence, it used an interval scale. As a result, the scale of measurement assumption that governs the use of parametric tools for data analysis was satisfied.

Qualitative Data Analysis

The interview data was examined using thematic analysis, which compares the terms used in the respondents' responses, according to Krueger (1998). The researcher first looked through the field notes, then converted the cassettes into transcripts and carefully reviewed them. The full transcript was completed by playing and listening to the audiotapes and writing down the participants' precise words as they were spoken during the interview. This was done to seek out themes and similar thoughts or replies to the questions provided to the participants, and the data or utterances of the survey participants were translated into particular categories for analytic reasons. According to Cohen et al. (2011), this practice is known as "coding," and it enables the study to arrange enormous amounts of text and identify patterns that would be difficult to detect if the researcher only listened to a recording or read a transcript. Likewise, Goldenkoff (2004) believes that when choices must be made quickly, the results are obvious, or the group's aim is solely exploratory, a concise summary and analysis highlighting significant themes is adequate. Goldenkoff advises conducting a systematic examination utilizing the complete transcript to gain a thorough knowledge of a complicated problem. Overall, the interview material was analyzed and interpreted using a qualitative technique. Within the topical framework of the conversation, the respondents' verbatim expressions were utilized whenever necessary.

3. RESULTS

Demographic Characteristics of Participants

At the end of the interview, twenty three (23) out of twenty five (25) questionnaires were retrieved from head teachers, which represents a response rate of ninety-two percentage (92%) and three hundred and sixty five (365) out of four hundred (400) questionnaires from teachers, representing a response rate of about ninety-one point twenty five percent (91.25%).

Distribution of Participants by Sex

The distribution of participants by sex is represented in figure 1.
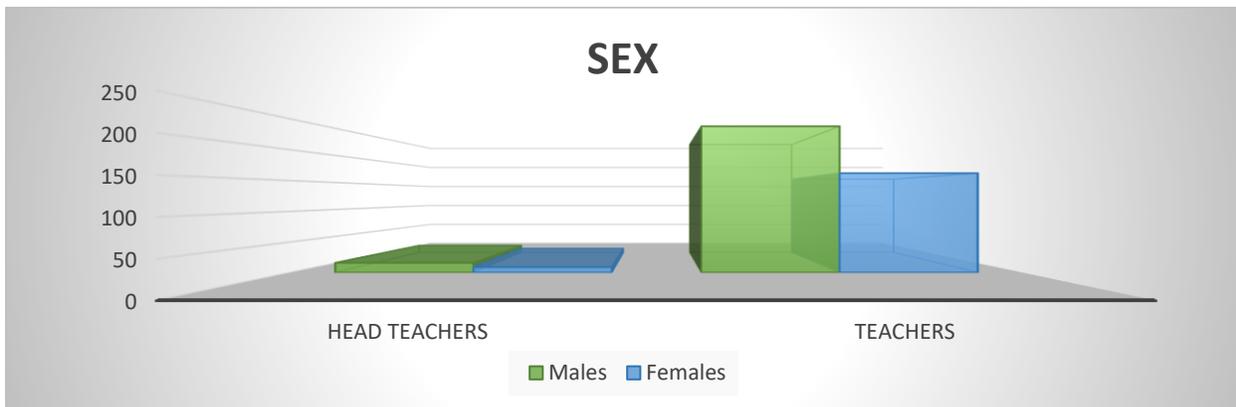
Figure 1 Distribution of Sex of Respondents

Figure 1 shows that more male (64%, N=16) than female head teachers (36%, N=10) were involved the study. Male teachers constituted a little bit above half of the total respondents (59.5%, N=239) which is more than female teachers who constituted a few figures lower than half of the respondents (40.5%, N=162) teachers sample. The sex distribution of the participants implies that the information obtained in the study is not gender bias because both sexes were given equal opportunity to express on their views on the leadership styles of head teachers and the commitment of teachers.

Age Distribution of the Participants

The age distribution of the participants is presented in figure 2 overleaf.
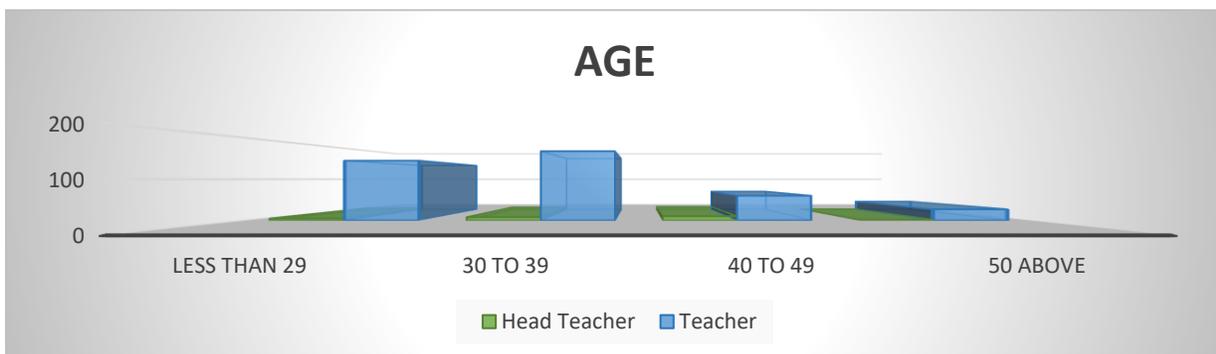


Figure 2 Age distribution of participants

Figure 2 shows that a small majority of head teachers are equal or below twenty-nine years (20%, N= 10) while another smaller portion of head teachers are above fifty years of age (8%, N=2), and about ninety-one percent (45%) of teachers are between the ages of 30-39. The ages of the head teachers indicate that they are matured, and therefore would

give rich and factual information for the study. The ages of teachers shows that they were distributed across the various age groups and therefore would provide divergent views on the issues.

Distribution of Respondents' Academic Qualification
The distribution of respondents' academic qualification is shown in Figure 3.
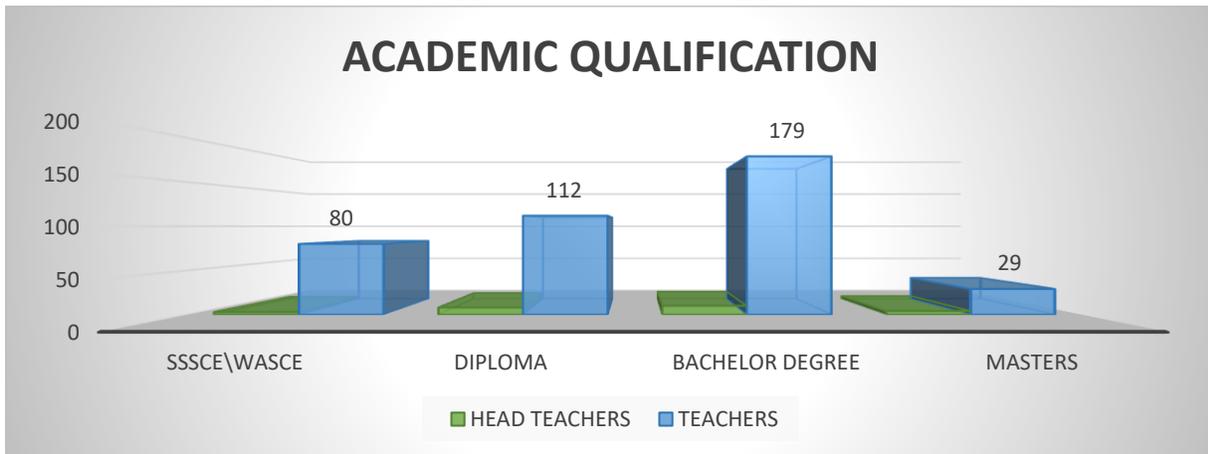

Figure 2 Distribution of participants by academic qualification

Reviewing figure 2 reveals that only four (4) head teachers, representing about 16% has gone on to complete their masters education. Greater majority of teachers who participate in the study have completed their bachelor's degree (44.75%, N=179) while the number of teachers to have their secondary level education were (20%, N=80). The educational backgrounds of the participants suggest that majority of them are professional and will be able to describe the leadership style of head teachers and the commitment of teachers vividly.

Distribution of Participants by Marital Status
The distribution of participants by marital status is represented in figure 4
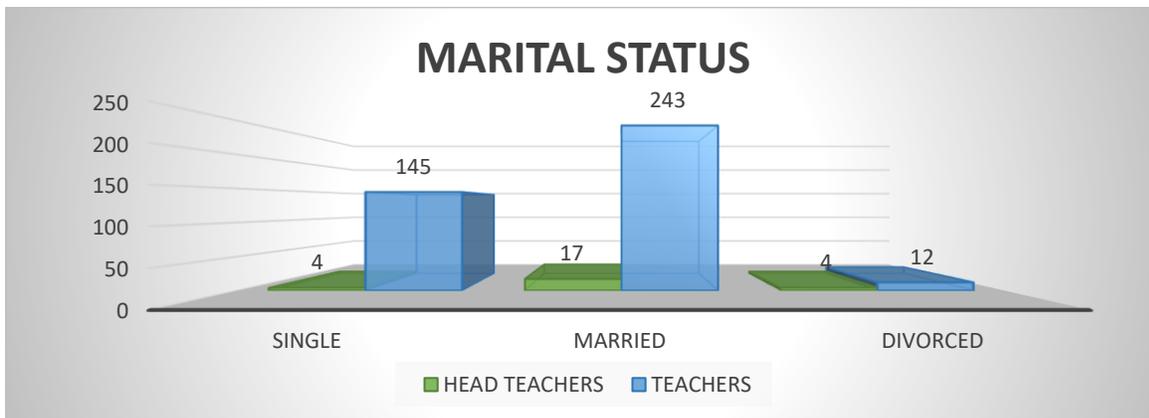

Figure 4 Distribution of Participants by Marital Status

Figure 4 shows that a larger portion of head teachers reported of being married (68%, N=17) as compared to those who are single (4%, N=4) and divorced (4%, N=4) respectively. A substantial number of teachers are single (36.25%, N=144), more than half of teachers are married (60.75%, N=243) and those who are divorced (3%, N=12). The

distribution of participants by marital status indicate that the information provided is mixture of responses and represents views of diverse marital backgrounds of participants.

Distribution of Head Teachers' Tenure
Frequent distribution of head teachers' tenure is shown in figure 5.
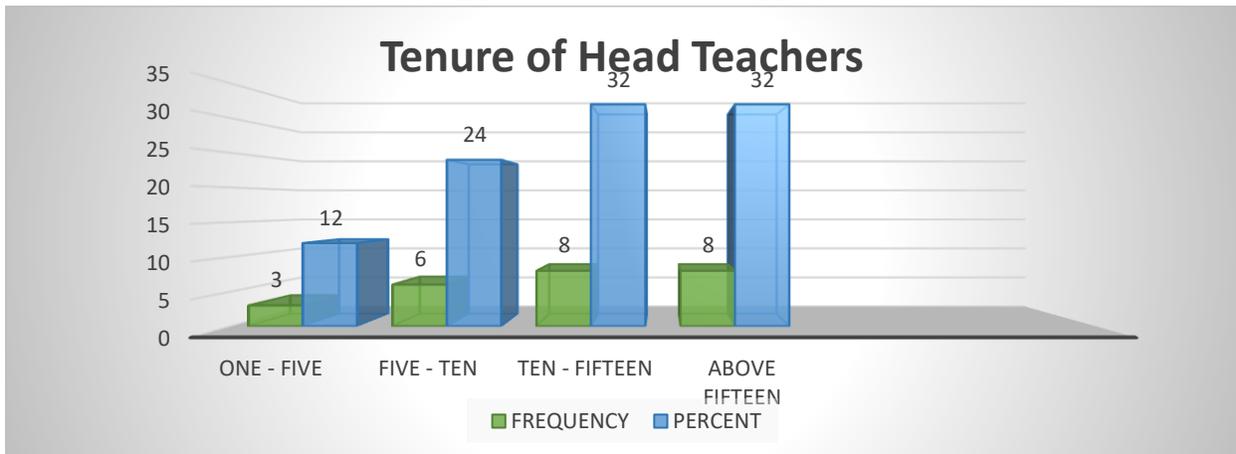
Figure 5 Distribution of Head Teachers by Tenure

Figure 5 shows that 32% (N=8) of head teachers have been at post for between 10 -15 and 15 years above respectively. The distribution of teachers by tenure is presented in figure 4.6.
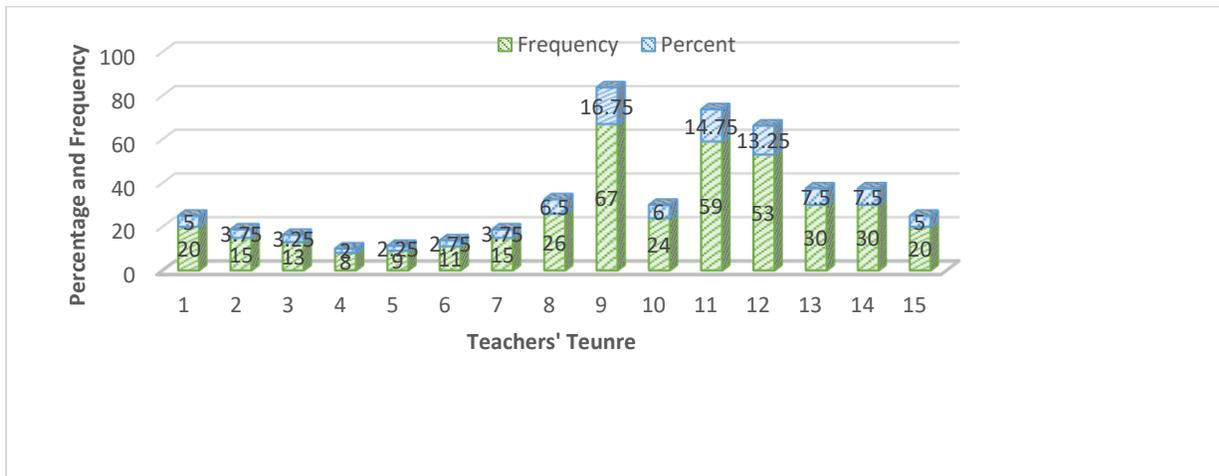
Figure 6 Distribution of Teachers by Tenure

Figure 6 shows that majority of teachers' tenure ranged between 9, 11, and 12 years (44.75%, N=179). A bigger portion of them reported tenure from year one to seven (22.75%, N= 91). The tenure of participants implies that they have quite a number of working experiences in their schools and have worked under various head teachers. This suggests that they could provide vivid information to the phenomena under study.

Comparison of Participants' Perception of Leadership
Head teachers and teachers' perception of leadership styles were compared for the purpose of triangulation. Perceptions of head teachers and teachers on overall leadership style are presented in Table 1 overleaf.

Table 1 Menus of Head teachers and Teachers on Overall Leadership Styles

Factor	Head teachers/Teachers	N	Mean	Std. Deviation
Overall Head teachers'	Head teachers	23	4.65	2.50
Leadership style	Teachers	365	4.80	2.35

Table 1 Comparison of Participants' Perception of Leadership

Table 2 reveals that head teachers rated their teachers higher (M= 4.80, than teachers themselves (M=4.65, SD=2.50) on head teachers' overall style.

Table 3 Means of Participants on Laissez-faire Leadership Style

S/N	Item	Head/teacher	N	Mean	Std. Deviation
3	I ask for ideas and suggestions when taking decisions	Head teacher Teacher	23 365	2.6 3.02	1.59 1.33
4	I take care of individual needs and concerns.	Head teacher Teacher	23 365	3.00 3.09	1.24 1.31
6	I spend time coaching, monitoring or counseling.	Head teacher Teacher	23 365	3.30 3.02	1.18 1.29
10	Absent when needed to work in the school.	Head teacher Teacher	23 365	3.13 3.07	1.18 1.30
Total	Laissez-faire Leadership Style.	Head teacher Teacher	23 365	2.91 3.04	1.31 1.32

Table 2 Means of Participants on Laissez-faire Leadership Style

Table 3 shows contrasting views and responses from the correspondents as it indicate close scores for both head teachers (M=2.6, SD= 1.59) and teachers (M=3.09, SD=1.39) on item 3, results for teachers on item 4 is no that bigger than that of head teachers. Item 6 has lower scores for head teachers (M=3.30, SD=1.18) than head teachers (M=3.09, SD=1.31) on the same item, similar score (M=3.13, SD=1.18) for teachers and head teachers (M=3.07, SD=1.30) on

item 10. In all, teachers reported a higher mean (M=3.04, SD=1.32) than their head teachers (M=2.91 SD=1.31) on laissez-faire leadership style.

Table 4 Means of Participants on Democratic Leadership Style

S/N	Item	Head/teacher	N	Mean	Std. Deviation	
1.	I give encouragement for provision of alternative solutions to problems in the school.	Head teacher	23	2.78	0.95	
		Teacher	365	3.02	1.29	
8.	I offer recognitions and rewards when achieve set targets are met in the school.	Head teacher	23	2.49	1.16	
		Teacher	365	3.05	1.28	
12.	I take corrective actions when I notice mistakes.	Head teacher	23	2.69	1.33	1.29
		Teacher	365	3.05		
14.	I try to address complaints brought to me.	Head teacher	23	2.65	1.30	
		Teacher	365	3.02	1.29	
20	I talk about the importance of trusting each other	Head teacher	23	2.91	1.12	1.20
		Teacher	365	2.77		
25	I set an example of hard work.	Head Teacher	23	2.74	1.25	
		Teacher	365	2.64	1.14	

Table 3 Means of Participants on Democratic Leadership Style

Table 4 shows closer views and responses from the correspondents as it indicate higher scores for teachers (M=3.02, SD=1.29) and head teachers (M=2.78, SD= 0.95) on item 1. Again, results for teachers on item 8 shows that teachers scored higher (M=3.05, SD=1.28) than head teachers (M=2.49, SD=1.28). Item 12 did not deviate from the trend as teachers outscored head teacher. Item 25, however showed a different trend as head teachers (M=2.74, SD=1.25) performed better than teachers (M=2.64, SD=1.14).

Table 5 Means of Participants on Authoritarian Leadership Style

S/N	Item	Head/teacher	N	Mean	Std. Deviation
2	I am encouraged to question ideas and ways of doing things in the school.	Head teacher	23	2.60	1.37
		Teacher	365	3.05	1.31
5	I am encouraged to develop the best of my abilities.	Head teacher	23	3.52	1.12
		Teacher	365	3.07	1.28
9	I obtain agreement on what needs to be done in the school.	Head teacher	23	3.08	1.37
		Teacher	365	3.04	1.28
13	I take corrective actions when he/she notice mistakes in my work in the school.	Head teacher	23	2.43	0.78
		Teacher	365	2.95	1.28
17	I instill a sense of pride in my colleagues in the school.	Head teacher	23	2.91	1.37
		Teacher	365	3.00	1.30

Table 4 Means of Participants on Authoritarian Leadership Style

Table 5 shows closer views and responses from the correspondents as it indicates higher scores for teachers (M=3.05, SD=1.31) and head teachers (M=2.60, SD= 1.37) on item 2. Again, results for score on item 5 shows that head teachers scored higher (M=3.52, SD=1.12) than teachers (M=3.07, SD=1.28). Item 9 did not deviate from the trend as head teachers outscored teacher. Item 13, however showed a different trend as teachers (M=2.95, SD=1.28) performed better than head teachers (M=2.43, SD=0.78). Teachers again, scored higher than head teachers did on item 17.

Table 6 Means of Participants on Transformational Leadership Style

S/N	Item	Head/teacher	N	Mean	Std. Deviation
7	I help develop strengths above weaknesses.	Head teacher	23	3.17	1.30
		Teacher	365	2.97	1.28
10	I give quick feedback on the work that is done in the school.	Head teacher	23	2.56	1.23
		Teacher	365	3.04	1.28

15	I do things that make my colleagues feel proud.	Head teacher	23	3.33	1.32
		Teacher	365	3.04	1.33
18	I make personal sacrifices for the benefit of all.	Head teacher	23	3.00	1.21
		Teacher	365	3.08	1.30
22	I talk about my most important values and beliefs.	Head teacher	23	2.82	1.11
		Teacher	365	3.01	1.28

Table 5 Means of Participants on Transformational Leadership Style

Table 6 shows closer views and responses from the correspondents as it indicates higher scores for head teachers (M=3.17, SD=1.30) and teachers (M=2.97, SD= 1.28) on item 7. Again, results for score on item 10 shows that teachers scoring higher (M=3.04, SD=1.28) than head teachers (M=2.56, SD=1.23). Head teachers (M=3.33, SD=1.23) performed better than teachers (M=3.04, SD=1.33) on item 15. On item 18, however showed a different trend as teachers (M=3.08, SD=1.30) performed better than head teachers (M=3.00, SD=1.21). On item 22, teachers again scored higher than head teachers did.

Table 7 Means of Participants on Transactional Leadership Style

S/N	Item	Head/teacher	N	Mean	Std. Deviation
21	I talk about the moral effects of decisions taken in the school.	Head teacher	23	3.00	1.27
		Teacher	365	3.09	1.30
23	I express hope that goals will be achieved in this school.	Head teacher	23	3.04	1.33 1.21
		Teacher	365	2.89	
24	I give assurance that we can overcome obstacles.	Head teacher	23	3.45	1.22
		Teacher	365	3.39	1.36
26	I talk positively about a better future for the school.	Head teacher	23	2.69	1.15
		Teacher	365	2.95	1.22

| 27 | I offer encouragement on attempting new ways of doing things in the school. | Head teacher | 23 | 2.58 | 1.21 |
| | | Teacher | 365 | 2.66 | 1.21 |

Table 6 Means of Participants on Transactional Leadership Style

Table 7 shows closer views and responses from the correspondents as it indicates higher scores for teachers (M=3.09, SD=1.30) and head teachers (M=3.00, SD= 1.28) on item 21. Results for score on item 5 shows that head teachers scored higher (M=3.04, SD=1.33) than teachers (M=2.89, SD=1.21). Item 9 did not deviate from the trend as head teachers outscored teacher. Item 13, however showed a different trend as teachers (M=2.95, SD=1.28) performed better than head teachers (M=2.43, SD=0.78). Teachers again, scored higher than head teachers did on item 17.

4. DISCUSSION

The type of leadership practices used by head teachers. The results showed that among head teachers, transformational leadership style predominates over transactional and laissez-faire leadership styles. This demonstrates that head teachers are seen as exhibiting traits like being an example, coaching, mentoring, offering both challenge and support, encouraging innovation and creativity in teachers, displaying optimism and enthusiasm, instilling a sense of pride in teachers, and making teachers trust them and want to imitate them. On the other hand, head teachers are perceived as showing less non-leadership behaviours such as avoiding getting involved in the work teachers do, being absent when needed in the work of the school, and doing nothing to check likely mistakes in the work teachers do. This result is consistent Wegner's (2004) study where transformational leadership style was dominant than transactional and laissez-faire styles.

It was revealed that both male and female head teachers use similar leadership philosophies in schools. This finding contrasts with Pounder and Coleman's (2002) findings that female leaders are viewed as having a more transformational than transactional leadership style, but it is consistent with Komives' (1991) findings that there is no difference in the leadership styles of female and male leaders. This study also showed that there is no age-related difference in the leadership styles used by head teachers. This result contradicts with that of Kazan's (2000) study, which found age-related differences in leadership. According to Abu-Samra and Ghneim's (2007) research, diploma holders prefer to utilize laissez-faire leadership style more than other higher qualification holders do, while head teachers across the board are perceived as utilizing a comparable leadership style. The study found no differences in how head teachers used leadership styles based on marital status. This

conclusion contrasts with that of Al-Ahmadi (2004) but coincides with one of Abu-Nadab (2007). Equally, tenure is not a factor in deciding how different head teachers lead. Finally yet importantly, this study discovered that both detached and attached head teachers use comparable leadership philosophies.

5. CONCLUSION AND RECOMMENDATION
The study indicated that among head teachers, authoritarian and laissez-faire leadership styles were more common than transactional and democratic leadership styles. In summary, head teachers were perceived to possess more virtuous leadership qualities than non-leadership attitudes. Furthermore, it was shown that the demographic factors of tenure, academic degree, marital status, and gender did not significantly affect how head teachers used their leadership approaches.

Transactional, transformational, democratic, authoritarian, and laissez-faire leadership styles all have a substantial influence on teachers' commitment, according to the study. As a result, the Ministry of Education and the Ghana Education Service should provide in-service training for head teachers in the use of a wide spectrum of leadership styles in order to enhance teacher commitment and retention in the Ledzokuku Municipality.

Test for Multicollinearity
When the independent variables are correlated, multiple regression is subject to multicollinearity. Pallant (2005) suggests that tolerance values less than.10 or variance inflation factor (VIF) values more than 10 be used as cut-off criteria for identifying the presence of multicollinearity. This suggestion was taken into account while interpreting multicollinearity results.

Anonymity
Anonymity guarantees that the identities of participants who supply information in a research are hidden, so no one can tell who contributes what information (Kankam & Weiler, 2010). Anonymity was maintained in this study by not include participant names, residences, or school names on the questionnaire or in the results.

Confidentiality
Confidentiality dictates that data collected in a research project not be made public (Kankam&Weilcr, 2010). This was accomplished by assuring respondents that data from the questionnaire and interview would be kept confidential and unavailable to the public by locking all completed questionnaires in cabinets, securing computer data with a password, shredding the questionnaire, and destroying interview videos and tapes at the conclusion of the study.

Informed Consent
Participants' right to know the study's aim, how the researcher plans to engage them, and that they can withdraw from the study at any time when they choose to is known as informed consent (Kankam & Weiler, 2010). That means, participants' engagement is optional. Prior to the start of the study, informed permission was gained from the education office, head teachers, and teachers by providing them with information on the research's goal, the sort of data to be gathered and how it would be used, and how participants would be engaged. Participants were also informed that if they had any questions, they might request explanation.

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